

Understanding women's motivation to apply for principalship in secondary schools

by

NF Kekana

Student No. 28622121

Mini dissertation

Submitted in partial fulfilment of the requirements for the
degree of

Master of Education

in the

Faculty of Education

at the

University of Pretoria

Supervisor: Prof V. Pillay

2015

Declaration

I **NF Kekana** (student no. 28622121), declare that the study on “**Understanding women’s motivation to apply for principalship in secondary schools**” is my individual work and that it was never put forward before either to the University of Pretoria or at any university.

All the sources used or quoted have been acknowledged by means of comprehensive references.

Student name

Student number

Date

Ethical clearance certificate



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

DEGREE AND PROJECT

INVESTIGATOR(S)

DEPARTMENT

DATE CONSIDERED

DECISION OF THE COMMITTEE

CLEARANCE NUMBER :

EM 14/03/06

MEd

Understanding women's motivation to apply for principalship in secondary schools

Nkgei Francina Kekana

Education Management and Policy Studies

30 March 2015

APPROVED

Please note:

For Masters applications, ethical clearance is valid for 2 years

For PhD applications, ethical clearance is valid for 3 years.

**CHAIRPERSON OF ETHICS
COMMITTEE**

Prof Liesel Ebersöhn

A handwritten signature in red ink, appearing to read 'Liesel Ebersöhn', with a horizontal line underneath.

DATE

30 March 2015

CC

Jeannie Beukes
Liesel Ebersöhn
Prof V Pillay

This ethical clearance certificate is issued subject to the following condition:

1. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

Abstract

The study focused on understanding women's motivation to apply for principalship in secondary schools. There have been several studies conducted on the reasons that discourage female educators from applying for the principalship in secondary schools. In addition, there is much literature on the underrepresentation of women as principals' in secondary schools. However, there is limited number of studies on the factors that motivate women to apply for principalship in secondary schools. Hence, the researcher 's aim was to find out what motivates women to apply for principalship in secondary schools and also to investigate the barriers that prevent them from being successful. The assumption in the study was that, despite the challenges/barriers, women continue to apply for senior management positions and thus, that understanding their motivation may help in increasing the number of female principals in secondary schools.

The study focused on the factors that motivate women to apply for positions as secondary school principals, regardless of their low rate of success. The study also discusses the theoretical framework (motivation theory) which was deemed to be pertinent to the study. The study used qualitative research methods in order to collect the requisite data. A purposive sampling method was used to select six participants. Semi-structured interviews were conducted with three female principals and three female teachers (one deputy principal, one HOD and one senior teacher) drawn from secondary schools. The interviews were conducted after school hours and field notes were taken during the interviews. .

The data collected was analysed, categorised, synthesised and decoded. The results of the research were explained well comprising the narrations from the participants. The main research outcomes has shown that factors such as internal motivation, external motivation, mentoring, attendance of preparation and leadership programmes, women leadership styles and their qualities, their qualifications and experiences motivate women to apply for principalship in secondary schools. The study also found that, although women aspire and are motivated to apply for principalship in secondary schools, there are barriers which prevent their being appointed to such positions.

Keywords: barrier, leadership, motivation, leadership and preparation programmes, leadership styles, secondary school principal

Acknowledgements

Firstly, I give glory to God for granting the mercy and endurance for finishing this dissertation.

Thank you to all those who helped me to complete the dissertation. In particular, I extend my gratitude to my supervisor Professor Venitha Pillay for the encouragement. This work would have not been possible without your assistance and I am extremely grateful to you for your perseverance, availability and timely responses during my studies.

To all the participants, I acknowledge you for opening up the way for other women to aspire to principalship in secondary schools. Thank you for giving me your time and sharing your experiences, opinions and ideas with me. This study would have not been possible without your co-operation.

To my friends and colleagues thank you for your support, patience and inspiration you offered throughout this study.

Finally, to my husband Isaac, thank for the support and patience. To my children, Thabang, Lebogang and Phegello, who have been the source of motivation throughout. I anticipate that they will also be inspired to continue with higher education. God bless you.

List of abbreviations

ACE	Advanced Certificate in Education
BEd	Bachelor Degree in Education
DoE	Department of Education
EEA	Employment of Educators Act
MD	Mogalakwena district
IQMS	Integrated and quality management system
LDoE	Limpopo Department of Education
LRA	Labour Relations Act
MT	Motivation theory
OEB	Operational Early Bird
PAM	Personal Administration Measures
SASA	South African Schools Act
STD	Secondary Teacher's Diploma
SMT	School management team
SSP	Secondary school principalship
SGB	School governing body
WIIM	Women in and into management

Table of contents

Declaration	i
Ethical clearance certificate	ii
Abstract	iii
Acknowledgements	v
List of abbreviations	vi
Table of contents.....	vii
List of tables	x
CHAPTER 1: BACKGROUND TO THE STUDY.....	1
1.1 INTRODUCTION	1
1.2 AIMS AND OBJECTIVES OF THE STUDY	2
1.3 PROBLEM STATEMENT	2
1.4 RATIONALE FOR THE STUDY	3
1.5 RESEARCH QUESTIONS.....	5
1.6 CLARIFICATION OF CONCEPTS	5
1.7 SIGNIFICANCE OF THE STUDY.....	7
1.8 LIMITATIONS OF THE STUDY.....	8
1.9 METHODOLOGY	8
1.10 THEORETICAL FRAMEWORK.....	9
1.11 STRUCTURE OF THE STUDY	9
CHAPTER 2: LITERATURE REVIEW	11
2.1 INTRODUCTION	11
2.2 FACTORS THAT MOTIVATE WOMEN TO APPLY FOR SECONDARY SCHOOL PRINCIPALSHIPS	12
2.2.1 Policies aimed at enhancing the participation of women in school management positions.....	12
2.2.2 Preparation and leadership programmes	13
2.2.3 Women leadership styles.....	14
2.2.4 Women and qualifications.....	17
2.3 BARRIERS PREVENTING WOMEN TO SUCCEED TO PRINCIPALSHIP IN SECONDARY SCHOOLS	18
2.3.1 Masculine dominance	18
2.3.2 Cultural stereotyping.....	19
2.3.3 Gender stereotyping	20
2.4 THEORETICAL FRAMEWORK.....	22
2.5 CONCLUSION.....	23
CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY	25
3.1 INTRODUCTION	25
3.2 RESEARCH APPROACH.....	25
3.3 RESEARCH DESIGN	26
3.4 SAMPLING	27
3.5 RESEARCH INSTRUMENTS.....	28
3.5.1 Interviews.....	28
3.5.2 Research ethics	28
3.5.2.1 <i>Permission to conduct the research</i>	29
3.5.2.2 <i>Informed consent and voluntary participation</i>	29
3.5.2.3 <i>Privacy, confidentiality and anonymity</i>	29
3.5.2.4 <i>Trustworthiness</i>	30
3.6 DATA ANALYSIS:.....	30
3.6.1 Researchers' role.....	31
3.7 CREDIBILITY.....	31

3.8	CONCLUSION.....	31
CHAPTER 4: DATA ANALYSIS AND INTERPRETATION.....		33
4.1	INTRODUCTION	33
4.2	BACKGROUND INFORMATION.....	33
4.2.1	The participants' background	34
4.3	THEMES WHICH EMERGED FROM THE STUDY	37
4.3.1	Motivation	38
4.3.1.1	<i>Internal motivation</i>	38
4.3.1.2	<i>External motivation</i>	39
4.3.1.3	<i>Mentoring</i>	40
4.3.1.4	<i>Women's qualifications and experience</i>	42
4.3.2	Preparation and leadership programmes	43
4.3.2.1	<i>Preparation and leadership programmes attended by the participants</i>	44
4.3.2.2	<i>Benefits of preparation and leadership programmes</i>	45
4.3.3	Women leadership styles and qualities	47
4.3.3.1	<i>Women leadership styles</i>	47
4.3.3.2	<i>Leadership qualities</i>	49
4.3.4	Barriers preventing women from being appointed as secondary school principals	50
4.3.4.1	<i>Forms of discouragement</i>	51
4.3.4.2	<i>Criteria for the appointment of principals</i>	52
4.3.4.3	<i>Criticism</i>	53
4.3.4.4	<i>Gender stereotyping</i>	54
4.3.4.5	<i>Male dominance</i>	55
4.4	STRATEGIES TO OVERCOME THE CHALLENGES ENCOUNTERED	56
4.5	CONCLUSION.....	58
CHAPTER 5: SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS		59
5.1	INTRODUCTION	59
5.2	SUMMARY	59
5.3	MAIN FINDINGS FROM THE LITERATURE REVIEW	60
5.3.1	Findings from the literature review on factors which motivate women to apply for principalship in secondary schools.	61
5.3.1.1	<i>Policies to promote the participation of women in leadership</i>	61
5.3.1.2	<i>Preparation and leadership programmes</i>	61
5.3.1.3	<i>Leadership styles (qualities) of women</i>	62
5.3.1.4	<i>Qualifications and experience</i>	62
5.4	FINDINGS ON THE BARRIERS PREVENTING WOMEN FROM BEING APPOINTED AS PRINCIPALS.....	63
5.4.1	Masculine dominance	63
5.4.2	Cultural stereotyping.....	64
5.4.3	Gender stereotyping	64
5.5	FINDINGS FROM THE RESEARCH STUDY ON THE FACTORS WHICH MOTIVATE WOMEN TO APPLY FOR SECONDARY SCHOOL PRINCIPALSHIPS	65
5.5.1	Motivation	65
5.5.1.1	<i>Internal motivation</i>	65
5.5.1.2	<i>External motivation</i>	65
5.5.2	Mentoring.....	66
5.5.3	Qualifications and experiences.....	66
5.5.4	Preparations and leadership programmes	66

5.5.4.1	<i>Benefits of preparation and leadership programmes</i>	67
5.5.5	Women leadership styles and qualities	68
5.6	FINDINGS FROM THE RESEARCH STUDY ON THE BARRIERS THAT PREVENT WOMEN FROM BEING APPOINTED AS SECONDARY SCHOOL PRINCIPALS	69
5.6.1	Forms of discouragement	69
5.6.2	Criticism	69
5.6.3	Criteria used to appoint principals	69
5.6.4	Gender stereotyping	70
5.6.5	Male dominance	70
5.7	STRATEGIES FOR OVERCOMING THE BARRIERS THAT PREVENT WOMEN FROM APPLYING FOR PRINCIPALSHIP SECONDARY SCHOOLS	70
5.8	RECOMMENDATIONS	71
5.9	CONCLUSION	72
	References	73
	APPENDIX 1: LETTER OF INVITATION TO THE PARTICIPANTS	82
	APPENDIX 2: CONSENT AND CONFIDENTIALITY	84
	APPENDIX 3: GUARANTEE OF CONFIDENTIALITY LETTER	85
	APPENDIX 4: LETTER REQUESTING PERMISSION FROM THE HEAD OF DEPARTMENT OF EDUCATION LIMPOPO PROVINCE TO CONDUCT RESEARCH IN SCHOOLS	86
	APPENDIX 5: LETTER REQUESTING PERMISSION FROM SCHOOL PRINCIPAL TO CONDUCT RESEARCH	88
	APPENDIX 6: INTERVIEW QUESTIONS	90
	APPENDIX 7: PERMISSION LETTER FROM LIMPOPO DEPARTMENT OF EDUCATION.....	91
	APPENDIX 8: CONFIRMATION OF EDITING	93

List of tables

Table 4.1: Background of the participants	37
Table 4.2: Themes and subthemes	37

CHAPTER 1: BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Several researchers already conducted research on the underrepresentation of women in principalship in secondary schools (Chabaya, 2009: 236, Osumbah, 2011:57, Onyango, Simitwa and Ondingi, 2011:1513 and Kanjere, et.al, 2011:245). Despite the fact that, according to the Department of Education (2010) the majority of the teachers in South Africa are women, it has been found that women continue to be underrepresented in leadership and management positions especially in secondary schools (Cubillo & Brown, 2003:279 and Sperandio & Kagoda, 2010:22). A research study conducted by Osumbah (2011:60) indicates that various factors prevent women to participate in the decision making”. According to Neuwenhuis, Beckman & Prinsloo (2007:179) one of the recommendations of the Gender Equity Task Team (GETT) came up with regarding the improvement of gender equity in education was the implementation of affirmative action strategies designed to increase the representation of women in professional leadership and management positions.

Despite the fact that, on the whole, South Africa and other developing countries, Gender Equity is endorsed, women remain underrepresented as regards leadership positions in secondary schools education(Lumby & Azaola, 2014:30 and Enke, 2014: 199).There is clearly a discrepancy between policy formulation and the implementation of such policies. According to Moorosi (2010:555) the most obvious discriminatory practice in the process of employment with regard to appointing the best candidate is the “strong man” perspectives of many school governing bodies (SGBs). Moorosi (2010:555) posits that the notions of the “strong man” and the “son of the soil” remain a concern. In addition, Moorosi (2010:555) states the way in which the issue of human rights is practised by the SGBs, especially in rural areas is flawed while the criteria that are used to measure the strength of a leader when selected for principalship is not clear in communities where the power is related to principal ship. Nevertheless, despite the fact that women are underrepresented in terms of school principalship positions, it would appear that they are still motivated to apply for such positions.

The Gender Equity Task Team's (GETT) report of 1996 states that "education management in South Africa has traditionally been and remains male dominated at most senior levels of decision making" and while the GETT of 2003 was tasked with the proposing affirmative action strategies designed both to increase the representation of women in professional leadership and administrative positions, and also to increase the influence and authority of women leaders (Niewenhuis et al. 2007:179).

1.2 AIMS AND OBJECTIVES OF THE STUDY

The main aim of the study is conceptualised thus: To investigate the factors which motivate women to apply for principalship in secondary schools and to investigate the barriers that prevent women from being appointed as principals in these schools.

The specific objectives were:

- To investigate the factors which motivate women to apply for principalship, as well as the barriers that prevent them from being appointed in secondary schools.
- To determine the views and experiences of both the female principals and the educators who have applied for principalship but did not secure the position.

The next section will contain the synopsis of the study. The problem, the purpose, the rationale behind the study as well as research questions will be outlined.

1.3 PROBLEM STATEMENT

There is an abundance of literature on the underrepresentation of women in secondary school principalship positions. In Kenya, for example, Onyango et al. (2011:1513) found that statistics in Siaya district indicate that women are underrepresented in secondary school education management. The study revealed that women are underrepresented on the District Education Board, the boards of governors and in secondary school principals. According to Moorosi (2007:507), in South Africa, the participation of women in school management and leadership is still a matter of concern. In addition, there are several Acts such as the Employment Equity Act 55 of 1998, the Employment of Educators Act 76 of 1998, and the Labour

Relations Act 66 of 1995 and principles of affirmative action which specifically encourage them to occupy leadership positions. Section 7(1) of the Employment of Educators Act 76 of 1998 stipulates that, “in the making of any appointment or the filling of the post on any educator establishment under this Act due regard shall be had to equality, equity and the other democratic values and principles which are contemplated in section 195(1) of the Constitution of the Republic of South Africa, 1996, and which include the following factors, namely-

- the ability of the candidate
- the need to redress the imbalances of the past in order to achieve broad representation (DoE, 1996:6).

The principalships in secondary schools are still dominated by men (Moorosi, 2010:560). According to Kiamba (2008:22), women continue to strive for leadership positions in both the private and public sector. The following questions therefore arise: Why are women applying for such positions? If they do apply, what motivates them to apply and what are the barriers that prevent them from being appointed? Thus, the purpose of the research was to understand the factors that motivate women to apply for principalship in secondary schools and also to investigate the barriers that prevent them from being appointed as principals. It is therefore anticipated that the study will contribute to the existing literature addressing the factors which motivate women to apply for principalship in secondary schools.

1.4 RATIONALE FOR THE STUDY

The underrepresentation of women in secondary schools leadership is a matter of concern throughout South Africa. However, this study focuses on Limpopo province and specifically on one district in the province. In my experience, in the three different circuits where I have worked as an educator, HOD and deputy principal, the majority of the secondary schools are headed by males. In one of those circuits, there is one secondary school only which is headed by a female principal. Nevertheless, in spite of the few women in principal positions, women are still applying for such positions although they are rarely appointed. This suggested to me that a desire and a willingness on the part of women to become the principals in secondary schools are indeed present. In Uganda, Sperandio and Kagoda (2010:22)

conducted a research study in Uganda investigating women's aspiration to school leadership. The study revealed that the majority of the women teachers aspired to school leadership positions. Another study conducted by Walker and Kwan (2009:287) revealed that the participants in their study aspired to becoming principals. Walker and Kwan (2009:287) also confirmed that several motivational factors such as participation in professional development seem to be associated with the participants' desire for principalship positions. In addition, Walker and Kwan (2009:303) found that aspiring principals appear to be motivated by a number of internal and external factors, thus indicating that there are a number of factors that motivate women to apply for principalship positions despite the fact that they are not often appointed.

I have been an interview panel member on more than five occasions where women were applying for the position of principal in secondary schools and where they were not appointed although they were competent. In South Africa, the SGB is responsible for appointing both the principal and staff members. According to section 20(1) of the South African Schools Act (SASA) 84 of 1996, the SGB must recommend to the head of the principal head of the Department of Education the appointment of educators at the school, subject to the Employment of Educators Act 76 of 1998 and the Labour Relations Act (LRA) 66 of 1995 (DoE 1996:12). It is also the responsibility of the SGB to appoint an interview committee and to submit a list of preferred candidates to the provincial Department of Education.

I have also twice applied for the position of principal at a secondary school. At one school I was the only female applicant and a male teacher was appointed. I have been asked why I apply for principalship in secondary schools because it is a common practice to appoint males. This question motivated me seeking to understand why women apply for principalship in secondary schools in the face of such difficult odds. Thus, the aim of the study was to investigate the factors that motivate women to apply for principalship in secondary schools. I also believe that women have the potential to be good managers if they are given the chance. It is anticipated that the outcomes of this study will help both policy-makers, the Department of Education to take into account the factors which motivate women

female to apply for principalship especially in secondary schools and to review their policies to ensure that women are appointed as principals.

1.5 RESEARCH QUESTIONS

The study will be guided by the following research questions:

Primary research question

What are the factors that motivate women to apply for principalship in secondary schools and the barriers that prevent them from being appointed in these schools?

Secondary research questions

What are the experiences of female principals?

What are the experiences of women educators who have applied for principalship but have not been successful?

1.6 CLARIFICATION OF CONCEPTS

The following key concepts, namely: barriers, leadership, leadership and preparation programmes, leadership styles, motivation and secondary school principal will be used in order to understand both the factors which motivate women to apply for secondary school principal positions and the barriers that prevent them from being successful.

Barriers

Barriers may be defined as blockages or limited opportunities or challenges as regard to advancement to a high level of leadership (Wangui 2012:24). According to Jones (2006:18), barriers are challenges women encounter or have to overcome on their journey to becoming principals. For the purposes of this study, barriers refer to the obstacles which prevent women from advancing to principalship in secondary schools. Thus the term “barrier” in this study refers to any factor that prevents women from being appointed as the principals in secondary schools.

Leadership

According to Sanga (2005:2) "leadership is contextual and cultural, it involves social interactions and it takes place within social settings". Damons (2008:24) defines leadership as the ability to motivate and inspire others. For the purpose of this study leadership refers to the ability of women to lead secondary schools.

Leadership and preparation programmes

According to Wangui (2012:62), leadership and preparation programmes are leadership training that is related to the position of the principal. In this study, leadership and preparation programmes include training, workshops, seminars and development programmes organised by the Department of Education or higher education institutions such as universities. For example, universities offer the Advanced Certificate in Education in management and an honours programme in management law and policy studies, which are designed to help aspiring principals develop leadership skills and prepare individuals for leadership positions.

Leadership styles (qualities)

Damons (2008:25) defines leadership styles as the different ways in which leading and managing schools can be done effectively. In this study, "leadership styles" refers to the various ways used by women to lead institutions and their ability to make schools effective.

Motivation

Teowkul, Seributra, Sanaworn, Jivasantikarn, Denvillai and Muitaba (2009:27) explains motivation as the need and desire of people which determine their behaviour. Motivation also refers to a process that begins, directs and attains a goal. Van Niekerk (2009:71) defines Motivation as a person's desire to pursue or execute a task. Ryan and Deci (2000) describe motivation as "an inner drive towards activation and intention which positively contribute to the well-being or human flourishing when self-directed". On the other hand, Bipath (2008:79) states that "motivation is the force that energises behaviour, gives direction to behaviour and underlies the tendency to persist, even in the face of obstacles". For the purpose of

this study motivation refers to the need and desire of women to be secondary school principals.

Secondary school principal

According to the SASA (DoE, 1996a: 27), a "principal" is an educator who is either appointed or is acting as a head of a school". The head of an institution may be a person in charge of the work site where the educator is based for the purposes of his/her work, for example the principal of a school. The Personnel Administration Measures (PAM), contained in the Employment of Educators Act 76 of 1998 (DoE, 1999), defines the principal of a school as the person tasked with managing the personnel at the school, providing professional leadership, supervising the work, observing class teachers and who is responsible for staff programmes, workloads, appraisal and assessments. For the purpose of this study the secondary school principal is defined as an educational leader of a general education institution in which the structure of the grades concludes with Grade 12 as the most advanced class.

1.7 SIGNIFICANCE OF THE STUDY

The findings of this study will provide information to policy-makers in the Department of Education, the provincial education departments, districts, circuits and schools on the factors that motivate women to apply for the position of principal and the factors that play a role in the low percentage of female principals in secondary schools. It is hoped that the study findings will also help them to review their policies and to consider implementing policies such as on affirmative action and gender equity appropriately to ensure that women are given the opportunity to occupy principalship positions in secondary schools. In addition, it is anticipated that the study will contribute to the existing literature on the factors motivating women to apply for secondary school principal positions and also the barriers that prevent them from being successful. Above all, it is hoped that the study will encourage women to continue to pursue their desires to become secondary school principals.

1.8 LIMITATIONS OF THE STUDY

One of the limitations of this study may be that several researchers have investigated the underrepresentation of women in leadership positions while there have been few studies conducted on the factors motivating women to apply for principalship in secondary schools in South Africa. It has therefore been difficult for the researcher to find enough literature on the topic. The study focused on female principals who have been appointed in permanent principalship positions in secondary schools and female teachers who have applied for secondary principal positions but have been unsuccessful in the Mogalakwena district in Limpopo province only. This might also have an impact on the results as there are only a few schools headed by female principals. Lastly, some of the principals and/or teachers were unwilling to express their opinions on their motivation behind applying for principal positions regardless of the low rate of their success in such endeavours and therefore they withdrew from the study.

1.9 METHODOLOGY

Research approach

I selected a qualitative research approach to provide an in-depth understanding of the factors that motivate women to apply for secondary school principal positions and the barriers that prevent them from succeeding in South Africa. According to McMillan and Schumacher (2001: 395), qualitative study is important for theory generation, policy development and the improvement of educational practice. I suggest that this study may make a valuable contribution to educational practice in that it may stimulate ideas to enhance the promotion of women to principalship.

The problem to be investigated in this study necessitated a qualitative study because I wished to understand the situation from the participants' standpoint. Accordingly, a qualitative approach allowed me to understand the challenges from the participants' point of view. I opted to use a case study design using semi-structured interviews. McMillan (2006:315) defines "a research design as a plan or strategy which moves from underlying philosophical assumptions to specify the selection of respondent". Purposeful sampling was used to select three women who had applied for principal positions in secondary schools but had been unsuccessful and three women who are

permanently appointed as principals in secondary schools. Purposive sampling was relevant because it enabled me to focus on respondents with similar experiences; experiences that were relevant to the research question (McMillan & Schumacher, 2006:402).

A more detailed discussion of my research methodology will be presented in chapter 3.

1.10 THEORETICAL FRAMEWORK

The theory which I have found relevant to this study is Maslow's human motivation theory. I have selected this theory because the study seeks to understand what motivates women to apply for principalship in secondary schools. According to McKee and Phillips (2001:4), the source of motivation to pursue higher levels in education may be an inner drive, desire or power focused on achievement and getting to the head of a social structure. In order to have an understanding of in this study, I focused on the highest level need, that is, the need for self-actualisation, which means to have a strong desire, interest or motivation regarding what an individual is capable of or, in other words, reaching one's potential.

A comprehensive discussion of motivation theory will be discussed in chapter 2.

1.11 STRUCTURE OF THE STUDY

Chapter 1: Introduction

Chapter one presents the introduction to (background) and the rationale behind the study. In addition, the chapter also discusses the research problem, research questions and purpose of the study.

Chapter 2: Literature review

This chapter presents a review of the existing literature on women and leadership, the factors motivating women to apply for principalship in secondary schools and the barriers that prevent them from being successful. In addition, the chapter discusses the theoretical framework (motivation theory) used in the study.

Chapter 3: Research methodology

This chapter explains the procedure that was followed in carrying out the research.

Chapter 4: Research results

This chapter presents the raw data as well as an analysis of the data. The study results are presented in accordance with the case study design.

Chapter 5: Summary, findings, conclusion and recommendations

The chapter presents a summary of the study, the study findings and the conclusions drawn from the study. The researcher also discusses the limitations of the study and offers recommendations for further research.

The next section contains a review of the existing literature on women and leadership in education.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This section discusses both international and African literature on the factors that motivate women to apply for principalship in secondary schools, the strengths that women bring to management systems and the barriers to their advancement into secondary school principal positions. The literature review clearly demonstrates that women are indeed sufficiently qualified to apply for principal positions and that in the main they possess the leadership characteristics required for the position. A study conducted by Vali (2010:5) and Wangui (2012:1) reveal that female teachers are in a majority at the schools but in minority at the secondary schools. In addition, the studies show that it has been proved that women are more interested in leadership than they were in the past (Osumbah, 2011: 63). According to the study, “the under-representation of women in top educational management and leadership positions has had negative implications on government policies and general educational curriculum”.

A study which was conducted on stereotypes of women principals in the rural areas in Limpopo province indicated that as in all other spheres of government, women are underrepresented in school principalship, particularly in secondary schools (Kanjere, Thaba and Teffo, 2011:245). Mahitivanichcha and Rorrer (2008:486) found that the absence of women in the education field means that their influence on policy changes, decisions and practice in the field is limited. According to Sperandio and Kagoda (2010:22), it is essential that women occupy educational leadership positions in order to provide gendered perspectives on educational change and development and to ensure social justice through gender equity at the level of leadership and decision-making. The Department of Education (2010) reported that women make up the, majority of the teaching force in South Africa, that is 68%, and that this is an indication that a larger percentage of leadership and management positions should be occupied by women than is currently the case. Thus, understanding the factors that motivate women to continue to apply for principalship in secondary schools may have implications for policy-makers, the Department of Education and female educators.

2.2 FACTORS THAT MOTIVATE WOMEN TO APPLY FOR SECONDARY SCHOOL PRINCIPALSHIPS

2.2.1 Policies aimed at enhancing the participation of women in school management positions

Several studies have highlighted the existence of policies that encourages women to apply for leadership positions. For example, Priola and Brannan (2009:37) discuss the economic and legal developments that have assisted the advancement of women into leadership positions. Norris (2000, in Kiamba 2008:17) discusses policies which are implemented worldwide to enhance the appointment of women to decision-making positions such as principalship. For example, Norris (2007) describes affirmative action policies are policies that its aim is to eliminate realistic barriers that disadvantage women, to ensure that there is fairness in recruitment. Affirmative action programmes offer training and financial assistance, formulate advisory group goals and administer the results of the training.

There are also positive discrimination strategies, which set mandatory allocations for the selection of candidates from certain social or political groups. These allocations may be set to indicate the required proportion of representation needed at different stages of the selection process. According to Kiamba (2008:17), when measures are legally stated as part of the Constitution, they are more likely to be applied than would otherwise have been the case, while they also ensure women's presence in leadership. Sanchez et al. (2010:10) maintain that "the development of appropriate structures and support systems to promote gender equity in educational leadership are critical for effective educational change and we need effective leadership independent of gender". In addition Sperandio et al. (2010:30) posit that the available gender equity policies support female candidates and require the equal representation of men and women in community structures. This suggests that such policies may be regarded as one of the factors that motivate women to aspire to advance into secondary school principal positions, because women who have been trained on leadership issues may be intrinsically motivated.

2.2.2 Preparation and leadership programmes

The literature reveals that another factor that motivates women educators to aspire to become secondary school principals is the availability of preparation and leadership programmes (Wangui, 2012:22). For example, according to Sperandio et al. (2010:22), preparation and leadership programmes are aimed at developing the ability of individuals by means of initial or pre-service preparation, socialisation and induction, and opportunities for in-service professional learning and growth. In addition, it has been shown that one way of encouraging and joining women in education management is by giving them the chance to engage in mentoring relationships and to link with other practising leaders and aspirants which is formal mentoring and leadership growth (Sherman, 2005:712). Walker and Kwan (2009:303) concluded that in order to increase the quality and quantity of aspirant principals, professional development is required. On the other hand, Cowie and Crawford (2008:689) maintain that “preparation for principalship may help to develop the professional identity of aspiring principals, to broaden their outlook, and develop their confidence and self-belief”. According to Moorosi (2010:553), the participation of women in informal networks, the acquisition of qualifications, training and workshops prepare women for management positions.

It would appear that women who take part in aspirant leadership programmes and formal types of mentoring, advance to leadership positions more willingly than women who do not (Sherman, 2005:712 and Walker & Kwan, 2009:302). This implies that preparation and leadership programmes also encourage women to develop an interest in leadership. Nealy (2009:8) mentions in this regard the Kaleidoscope Leadership Institute which provides “through a cultural prism, thorough preparation, instruments for self-analysis and other skills to navigate the academy”. Women leaders go to this organisation intending to improve their leadership skills, connecting with other women and to celebrate their achievements together. Nealy (2009:9) reports that when these women leave the leadership institute, they understand themselves; what is expected from them and knowing that they will be promoted.

2.2.3 Women leadership styles

This study assumes that women are intrinsically encouraged to apply for principalship in secondary schools as a result of their sound leadership skills and styles. The literature revealed that women are good motivators, women lead differently to men, they are able to help students and as role models they may help girls to be successful, improve students' results because of their intense focus on teaching and learning (Sperandio & Kagoda, 2010:22). According to Syed and Murray (2008:415), it is common that women possess specific attributes, characteristics and skills that may be helpful to both organisations and teams.

Adams and Hambright (2004:207) maintain that female principals tend to be more supportive, approachable, sensitive, understanding, nurturing, organised, creative, and receptive than their male counterparts, while Wickham (2007:32) observes that as compared to men, women are often viewed as being more likely to be co-operative in their working relationships and they tend to use democratic leadership styles and power which, in turn, contribute to attaining high levels of job satisfaction among staff members. In addition, Wickham (2007:32) indicates that women are often seen as change agents who are intensely involved in reform, and that they tend to work toward building common visions of schooling for children, as well as establishing climates that are encouraging learning.

Lumby (2014:41) conducted a study on South African female head teachers, gender and motherhood in relation to leading schools. The study focused on the way in which women position themselves as mothers in the workplace and how this shapes their relationships with students, parents and other staff members. The study also focused on the way in which culture, religion or ethnicity and language impact on the appointment of women principals. It was found that some of the principals expressed the view that mothering was an integrated and important aspect of leadership, while others identified mothering as a separate and corresponding skill to management. In addition, Lumby (2014:41) indicated that the leaders had stressed their role of nurturing and caring in their positions as school principals and they were extremely proud of their ability to provide the loving and caring leadership needed by students. According to Jones (2006:29), female leaders use language that is more likely to express consideration, gratitude, respect and appreciation than the language used

by their male counterparts. Women tend to show their respect for their listeners by attending to them, echoing and summarising and by using polite speech and non-antagonistic reactions. On the other hand, Ion and Folch (2009) conducted a study in Catalonia on gender and organisational culture. The purpose of the study was to incorporate a gender perspective into the study of university management. The study revealed that organisations headed by women principals are more communicative and team orientated than those led by men, while those headed by men tend to be results orientated. In addition, Ion and Folch (2009) found that compared to men, women are more collaborative and focus on transformative aspects in the organisation. Female leaders also have the ability to involve their subordinates in the decision-making process.

A study conducted in Turkey by Genc (2008:483) investigated the perceptions of 300 teachers of the way in which their principals engaged democratic values. The study reported that the female teachers achieved higher scores than the male teachers. Crowther, Ferguson and Hann (2009) reported that principals who are invested in their schools as learning organisations uphold democratic practices when making key decisions concerning the profession and also in the execution of their duties and the development of their skills and career paths. A study conducted by Brooks and Jones (2010:1) on middle school principals in Carolina found that women principals with 15 years' service at their current schools demonstrated higher levels of achievement compared to their male counterparts.

Adams and Hambricht (2004:208) and Damons (2008:87) maintain that women are aware that they are capable of bringing about change and also that they possess the leadership skills required to implement such change.

In addition, women may have an "inherent need and a moral responsibility to make a difference in the lives of students and others; a need to empower teachers to make positive decisions about teaching and learning" (Normore & Gaetane 2008:192).

Sperandio et al. (2010:24) and Damons (2008:87) pointed out that women enjoy being role models and enhancing the academic performance and student outcomes in schools, and also that they possess the skills and interest required to be successful school leaders and thus to use the talents that they would not have used

as teachers and therefore to be more useful in the community than would otherwise have been the case. This implies that women possess both internal drives and skills that motivate them to apply for management positions.

The styles of leadership used by women differ significantly from those used by their male counterparts. Kruger (2008:164) argues that male and female leaders in business and education possess different qualities and leadership traits and therefore different leadership styles. In the main, women involve other stakeholders in their decision-making. Guaramatundu-Mudiwa and Bolt (2012:261) suggest that “female teachers placed more importance on instructional leadership which means that they focus more on teaching and learning than males”. They also argued that female teachers would favourably rate principals who were strong instructional leaders”.

Similarly, study conducted by Shakeshaft (2006:8) confirm that female principals tend to focus more on “instructional leadership, communication, collaboration, teamwork and inclusiveness” compared to their male counterparts. In addition, a study by Jones (2008) conducted in Catalonia posits that female principals focus more on instructional and nurturing leadership than males.

Guramatunhu-Mudiwa and Bolt (2012:60) conducted a study in California on whether the gender of the school personnel members impacted on their perception of leadership style. Guramatunhu-Mudiwa and Bolt (2012:60) and Damons (2008:30-31) found that in general women tend to adopt more transformational leadership styles including democratic values such collaboration, empowerment, inclusiveness, accommodation, cooperation, concern for the growth of others and sensitivity. According to Carvalho and De Lurdes Machado (2010:37), compared to men, women are recognised as being more realistic, more organised and more persevering, while their managerial styles are based primarily on the team work, negotiation, dialogue and humanism that are the characteristics of the transformational leadership style. This implies that, as far as the work is concerned a person’s sex does not matter. In a study on high school principals in Canada, Giese, Slate, Brown and Elgado (2009:1) found that the leadership practices of 56 female incorporated sound communication skills, good listening skills, trustworthiness and honesty as important critical traits for successful leadership.

In a study in South Africa, Kanjere et al. (2011:255) pointed out that women possess the unique skills that may help to build communities. In addition, they indicated that female leaders in South Africa have a key role to play in changing the perceptions of people of leadership and knowledge.

Osumbah (2011:62) found that females were ranked higher than males in terms of teamwork ability, communication, report writing and time management skills while their male counterparts were rated higher than the females as regards to the possession of skills such as analytical ability, formulation of policies, decision-making, delegation and the sharing of power and information. On the other hand, in a study of 56 female high school principals Giese et al. (2009:1) also identified certain leadership qualities which are important for successful leadership, for example good listening skills, honesty and communication skills. In addition, Osumbah (2011:62) notes that females were rated higher than males on listening, compassion, attentiveness, reliability and encouragement.

2.2.4 Women and qualifications

It emerged from the literature review that qualifications are a further factor that encourages women to apply for principalship in secondary schools. For example, in Zimbabwe, Chabaya, Rembe and Wadesango (2009:235) conducted a study on the persistence of gender inequality in terms of factors that hindering the advancement of women into leadership positions to investigate and analyse the factors which women considered to constitute barriers preventing women to advance to principal positions. This study revealed that the most of the women teachers were sufficiently qualified as regards to their promotion to leadership. Chabaya et al. (2009:235) further point out that in terms of educational achievements, many women in management careers are similarly or more qualified than their male counterparts. A study conducted in Kenya by Osumbah (2011:57) found that “32.1% of top and middle management positions in education were occupied by women although with regard to professional qualifications, women possess 55% and 51.5% of the MEd and BEd qualifications respectively were held by women”. The study conducted by Priola and Brannan (2009:379) mentions that the increased educational achievements and the improved academic qualifications of women have been

accompanied by an increased commitment on the part of women to professional and managerial careers.

The following section looks at the barriers that prevent women to succeed to principalship in secondary schools.

2.3 BARRIERS PREVENTING WOMEN TO SUCCEED TO PRINCIPALSHIP IN SECONDARY SCHOOLS

Although women aspire to be appointed as secondary school principals, there are still barriers which prevent them to succeeding (Moorosi, 2010:258-259). This is despite of the fact that women have shown themselves to be extremely capable educational leaders. This section discusses the barriers that prevent women who aspire to leadership positions from succeeding. Previous studies (Osumbah, 2011:62; Chabaya, 2009; Moorosi, 2010, Sperandio & Kagoda, 2010:26 and Syed and Murray 2008:418) have confirmed that there are various barriers that prevent women from advancing into leadership positions. However, this study will focus on male dominance, cultural stereotyping and gender stereotyping only.

2.3.1 Masculine dominance

According to Chabaya et al. (2009:247) and Kanjere et al. (2011:255) male stereotyping continues to be the dominant notion dictating the preferred gender of the school principals, especially in secondary schools. According to Vali (2010:91), stereotyping is one of the factors which influence the perceptions of women leadership, resulting in the number of women managers remaining small. On the other hand, women aspiring to leadership positions are discouraged by the male domination of senior positions and the employment and selection processes of the past (Sperandio & Kagoda, 2010:30 and Vali, 2010:92).

Larusdottir (2007:263) affirms that the power of masculine values over female values in educational administration is not a new phenomenon, pointing out that the academic field of educational administration is over hundred years old and that women have been absent from the field throughout this time. Moorosi (2010:549) maintains that women are sabotaged by the male dominance model of school management, which results in the fact that the majority of secondary school

principals are men. According to Sanchez and Thornton (2010:4), some studies have argued that the leadership role is viewed as “masculine-oriented”. A study conducted by Moorosi (2010:555) found that it took women longer to be promoted in principalship compared to men. In addition, women who are not popular in the community are not likely to be promoted as a result of the prevailing unstated beliefs that a community prefers males and familiar people to be promoted to leadership and management positions.

2.3.2 Cultural stereotyping

Stereotypes and prejudices exist in the minds of people. There is considerable evidence indicating that women educational leaders in South Africa have been subject to prejudice. One of the major obstacles to female leaders who aspire to a position of school principal is cultural stereotyping. Kruger (2008:164) also notes that women are believed to be dependent, conformist, cooperative, passive, emotional, uncertain, kind, helpful, understanding, sensitive and weak.

According to Kanjere et al. (2011:245), the presence of discrimination and prejudices as regards to the ability of women to lead and manage is worldwide. Nevertheless, the Bill of Human Rights and feminist discourse are starting to impact positively on these stereotypes. Kanjere et al. (2011:245) further note that prejudice and stereotypes prevent women who aspire to leadership positions from succeeding while they also negatively affect the performance of those women who are already in the leadership positions. However, they also noted that there is a general impression that women are not good leaders. According to Holpf and Matial (2007), women are perceived as lacking order, logic, direction and rationality and are thought to lack the requisite leadership skills.

According to a study conducted by Kruger (2008:164), men are regarded as independent, objective, rational and analytical, formal, competitive and aggressive, conformist and normative, intuitive and creative and sensitive, while women are more dependent, subjective, informal, co-operative and collaborative, although also caring and nurturing.

Moorosi (2010:547) conducted a study in Limpopo province on the career paths of South African female principals. The purpose of the study was to explore the

experiences of female principals on their journey to becoming secondary schools principals. The findings revealed that the career paths to becoming secondary school principals are often difficult for women. According to Moorosi (2010:560), in South Africa the current policy on advancement to leadership is quiet on the dominant gendered and cultural outlooks. According to Onyango et al. (2011:1519), more women would be involved in management and would act as mentors and role models if affirmative action were correctly executed. Moorosi (2007:522) states that “social barriers in the form of broader cultural expectations in terms of the sex role stereotypes, political, traditional and historical effects are even more problematic as they are inserted within schools as organisations and the society and are therefore difficult to remove”.

It would also appear that the prejudiced views held by many of those individuals who are responsible for appointing school principals are affecting women at the entry level, and ultimately preventing women from being appointed to the position of principal especially in secondary schools. In addition, Moorosi (2007:522) states that the appointment of women to the position of school principal is also affected by the prevailing cultural attitudes towards women and the role they are expected to play in society. In Kenya, a study conducted by Osumbah (2011:57) found that individual, organisational and socio-cultural barriers were preventing women from moving into leadership positions. In addition, Vali (2010:32) noted that a combination of social values and traditional roles impact negatively on the way in which women are valued as leaders while Kiamba (2008:12) indicates that, in many societies, women are still given minor positions because of the dominant customs and culture.

2.3.3 Gender stereotyping

Lumby (2011:14) maintains that “gender is a socially created phenomenon and as such is influenced by the individuals, history and choices, as well as by the context of the workplace, the immediate community and the nation”. Law (2013:295) conducted a study in China which focused on culture, gender and school leadership with the aim of understanding the relationship between gender and school leadership and to investigate gender differences between male and female Chinese leadership orientations. The study revealed that “diverse patterns of gender differences in Chinese school leadership including gender stereotyping and that no gender

differences exist". The study also found that it is extremely difficult to remove the stereotypical view of gender differences in male-dominated cultures.

Gage, Mumma and Fritz (2004:37) and Eagly and Johannesen-Schmidt (2001) gender roles are divided into two main kinds, namely, *agentic* and *communal* roles. They define agentic roles as being characterised by assertiveness, controlling, aggressiveness and independence, maintaining that men are mostly the individuals supposed to possess agentic qualities, while the roles that are linked to these characters are believed to be masculine. On the other hand, they define the *communal* characteristic as caring, nurturing, helpful, gentle and kind with those individuals who are sympathetic, sensitive, affectionate and democratic being deemed to possess communal characters. The roles linked to these traits are considered to be feminine, and thus mainly associated with women.

According to Eagly and Johannesen-Schmidt (2001), in order for women to be influential, it is essential that they combine agentic qualities such as competence and the ability to give directions with communal qualities such as warmth and friendliness. Marshall (in Hopfl & Matilal, 2007:203) notes that women are customarily absent from management positions because they are considered to be less serious and less highly motivated than their male counterparts.

According to Eagly and Johannesen-Schmidt (2001), if women adapt to their gender role, they fail in their leadership role requirements, while if they stick to their leadership role, they may fail in their leadership because they are not meeting the expectations of their gender role. These contradicting expectations may also act as barriers and the presence of such barriers may explain why women are not being appointed to secondary school principals and are therefore underrepresented in such positions.

Reynolds, White, Brayman and Moore (2008:49-50) conducted a study on women and secondary school principal rotation and succession with the purpose of investigating the pattern of female participation as secondary school principals. The study found that gender had not affected their rotation or succession, although it had clearly affected participation of women as secondary school principals. This suggests that masculine dominance theory, cultural stereotyping and gender

stereotyping may constitute the barriers that results in the low incidence of women secondary school principals.

The section above discussed existing literature on the factors that motivate women to apply for the position of school principal and the barriers that prevent them from being successful.

The following section presents the theoretical framework which guided the study.

2.4 THEORETICAL FRAMEWORK

Relevant literature reveals that motivation theory is important for individuals who are pursuing higher levels of education (Maslow, 1954; McKee & Phillips, 2001:4; McNeese et al., 2008). The motivation theory related to the study is discussed below. This theory is deemed to be relevant because the study seeks to understand what motivates women to apply for principalship in secondary schools. According to McKee and Phillips (2001:4), certain educators believe that the source of the motivation to pursue higher levels of education may be an inner drive, desire or power which is focused on achievement and advancing in a social structure. McKee and Phillips (2001:4) posit that there are two types of motivation in human behaviour, namely, internal and external motivation. Internal motivation motivates people from within while extrinsic motivation refers to concrete or external rewards, for example, salaries and food.

According to Ryan and Deci (2000:54), people involve themselves in activities that interest them without the need for material rewards when they are internally motivated. In the context of this study, this would imply that women may apply for principalship in secondary schools because they are internally motivated by self-actualisation or self-fulfilment not for external rewards.

According to Maslow (1954), human motivation is based on an individual's desire to reach the highest levels of his or her capabilities. Maslow explained his theory through the development of a hierarchy of needs which embraced different motivational needs. The model he developed is represented by a pyramid with the most basic needs at the bottom and the higher-level needs at the top of the pyramid. The basic biological needs are located at the bottom of the pyramid, for example the

needs for oxygen, food, water, warmth and shelter which must be met first. The need for safety and freedom from fear comprises the second level of motivation and is followed by belongingness and love or the need to give affection and contribute to the society. The fourth level is the need for self-esteem and is characterised by a high level of self-respect and respect from others resulting in both feeling valuable and self-confidence. The final level is the need for self-actualisation or a state of self-fulfilment where the individual reaches the highest level of his/her capability along the pyramid in terms of the pyramid of needs. According to Maslow (1954), both men and women struggle to reach the highest levels of their capability in terms of the pyramid of needs.

In order to gain an understanding of the factors that motivate women to apply for principalship in secondary schools, this study focused on the highest level need, namely, the need for self-actualisation. Self-actualisation involves a strong desire, interest or motivation as regards an individual to realising his or her own potential. This may be one of the reasons why, despite their low rate of success, women are still motivated to apply for the position of principal. The study will examine motivating factors such as internal and external motivation, the availability of preparation and leadership programmes, policies that enhance the participation of women in education leadership, the strengths that women bring to educational management systems, for example leadership styles, as well as their qualifications, and which inspire women to aspire to the level of self-actualisation rather than the level of safety.

2.5 CONCLUSION

In conclusion, the study focused on the factors that motivate women to apply for principalship in secondary school as well as the barriers that prevent them from advancing into leadership positions. The literature review reveals that the factors motivating women to apply include policies aimed at enhancing participation in women leadership such as the affirmative action policy, the leadership styles, qualifications and the availability of preparation and leadership programmes.

Nevertheless, despite the fact that women aspire to principalship in secondary schools, it emerged that there are still barriers that prevent them from being

appointed to such positions (Syed & Murray, 2008:418).According to Walker and Kwan (2009:287) such barriers are encouraged by the existence of male dominance, gender role stereotyping and cultural stereotyping.

The section above discussed the literature pertaining to the factors that motivate women to apply for the position of secondary school principals, the barriers that prevent them from being successful and the theoretical framework which guided the study.

The next section presents the research design and methodology used in the study.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter contained a literature review on women's motivation as regard to applying for principalship in secondary schools. The aim of this study was to understand the factors which motivate women to apply for principalship in secondary schools and also the barriers which prevent women from being appointed to such positions. This chapter discusses the research methodology, research design, research instrument and sampling method used in this study. The study used a qualitative research approach to understand the factors which motivate women to apply for such positions. This study was guided by the following research questions:

What are the factors which motivate women to apply for principalship in secondary schools and the barriers that prevent them from being appointed in these schools?

What are the experiences of female principals?

What are the experiences of women educators who have applied for principalships but have not been successful?

3.2 RESEARCH APPROACH

The study used a qualitative research method to conduct an in-depth investigation of both the factors which motivate women to apply for the position of secondary school principal and the barriers that prevent them from succeeding in the South African context. McMillan and Schumacher (2001:395) emphasised that qualitative research is important for theory generation, policy development and the improvement of educational practice. The qualitative research approach was deemed relevant for the purposes of this study as the study aimed to understand the situation from the perspective of the participants. A qualitative research method was also deemed appropriate because the method enables "face-to-face situations by interacting with the selected persons in their settings" (McMillan & Schumacher 2006:395) and Maree: 2010:78-79). According to Cresswell (2009:4), a qualitative research approach is a means of exploring and understanding the individual or groups ascribed to a social or human problem.

One advantage of a qualitative research method is that it enables the researcher to move beyond the statistical results which are usually reported in quantitative research. In seeking to understand the factors which motivate women to apply for principalship in secondary schools, the researcher was interested in the context of the situation. This context was revealed by the respondents themselves when they told their own stories. The qualitative research approach was deemed to be the most appropriate method to do this.

3.3 RESEARCH DESIGN

McMillan and Schumacher (2006:54) define a research design as a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of particular respondents. This study adopted a qualitative research approach by applying a case study design using semi-structured interviews. Bromley (in Maree, 2010:5) defines a case study as a “systematic inquiry into an event or a set of events for the purposes of which aims to describe and explain a phenomenon of interest”. The use of a case study for the purposes of this research enabled the researcher to investigate a contemporary phenomenon within the real-life context – a context with complex boundaries (Yin, 1994:23). Furthermore, Bless and Higson-Smith (in Maree, 2010:75) state that a “case study involves the comprehensive and systematic investigation of a few occurrences of the phenomenon of interest only”.

The case study was selected for the purposes of this study as it was felt that it would enable a clear understanding and the acquisition of knowledge on the factors that motivate women to apply for principalship in secondary schools. The use of a case study enabled the researcher to conduct research at a few research sites and in complex situations. According to Van Heerden (2009:164), one of the advantages of the case study is that it delivers the results in a real context and the effects of the phenomenon under study can be easily understood by a wider audience. However, the case study is also limited in the sense that it is not possible to generalise while it also has defined boundaries. In order to obtain a clear understanding of the factors which motivate women to apply for the position of secondary school principals and the barriers to their advancement into the position of leadership, six participants from six different secondary schools were interviewed.

3.4 SAMPLING

Purposeful sampling was used to select three women who had applied for the position of principal in secondary schools but had been unsuccessful and three women who had been permanently appointed as principals of secondary schools. Purposive sampling was deemed to be appropriate because it enabled the researcher to focus on respondents with similar experiences. According to Maree (2010:79), stratified purposive sampling refers to the selection of respondents in accordance with predetermined criteria which are relevant to specific questions (e.g. barriers that prevent women from advancing into leadership positions). The participants in this study provided rich information as a result of their experiences in applying for principalship in secondary schools (McMillan & Schumacher, 2006:402).

The sample was drawn from secondary schools in the Mogalakwena district. These two specific sets of samples were selected because the researcher wished to understand the factors which had motivated the female principals who had been appointed and also the factors which had motivated those women who had not been successful in their applications to be appointed as principals. In order to answer the research questions, the participants were asked questions about the factors that had motivated them to apply for such positions and what they felt contributed to the low rate of success of women in the appointment of secondary school principals. Examples of interview questions include the following:

- Have you ever applied for the post of secondary school principal and, if so, what were your reasons?
- What preparation and leadership programmes have you attended?
- What leadership qualities do you think you possess?
- What leadership styles do you, as the female principal, prefer?
- What barriers/challenges did you encounter when you either applied to be or became a principal?
- What advice would you give to women who want to become secondary schools principals?
- Is there anything you would like to tell me that I have not asked?

The qualitative research approach adopted in this study enabled the researcher to explore the direct opinions and experiences of both female principals who had been successful in their applications and educators/school management team (SMT) members who had applied for principalship in secondary schools but had not been successful (Leedy & Ormrod, 2001:157).

3.5 RESEARCH INSTRUMENTS

3.5.1 Interviews

The data for the study was collected via semi-structured interviews which were conducted with three female principals of secondary schools and three educators/SMT members who had applied for principalship but had not been successful, although they still aspired to be principals. Some of the advantages of semi-structured interviews include the fact that they require the participants to answer a set of predetermined questions while they also allow the researcher to probe and clarify the answers. The participants were asked open-ended questions to give them the opportunity to share their knowledge of both the factors that motivate women to apply for the position of the principal in secondary schools and the barriers that prevented them from being successful. This approach allowed for probing and clarification of the answers (Maree, 2010:87).

In order to enhance the validity of the data collected, the interviews were recorded on audiotape and the tapes were later transcribed. In addition, the researcher conducted 'participant reviews'. Accordingly, each participant was asked to review the researcher's synthesis of their respective interviews in order to guarantee the accuracy of the representation (McMillan & Schumacher, 2006:408). The interviews were audio taped with the permission of the participants.

3.5.2 Research ethics

According to Cohen et al. (2002:56) ethics may be defined as "a matter of principled sensitivity to the rights of others". According to ethics, despite the fact that truth is good, respect for human dignity is better, though, in the extreme case, the respect for human nature leaves one ignorant of human nature. The important ethical

aspects are the issue of confidentiality of the results, the findings of the study and the protection of participant's identities.

3.5.2.1 Permission to conduct the research

Firstly, in order to gain access to the schools in question, the researcher requested the permission of the Limpopo Department of Education to conduct the research. This permission was granted. Secondly, the researcher submitted research ethics application forms accompanied by letters of invitation, consent letters, interview questions and the approval of the Department of Education to the University of Pretoria Research Ethics Committee and approval from the Department of Education to the university requesting permission to conduct the research. The committee granted its permission. The researcher then sent letters to the individual secondary school female principals, deputy-principals, HOD and senior teacher who had been selected for the study. In addition, the researcher received permission to conduct the study from the schools in question.

3.5.2.2 Informed consent and voluntary participation

According to Mphahlele (2009:21), informed consent indicates that participants take part in the study voluntarily, while it also gives, them the opportunity to understand the nature of the study fully, their obligations and the dangers involved, thus enabling them to understand the study fully and to voluntarily participate.

For the purposes of this study, informed consent letters explaining the nature and purpose of the study were sent to the participants. The participants were requested to read the letters and to ask for clarity if necessary. They were then requested to sign the consent forms if they were willing to participate in the research study. The researcher informed the participants that participation in the study was voluntary and that they had the right to withdraw at any time if they did not want to continue.

3.5.2.3 Privacy, confidentiality and anonymity

According to Leedy and Ormrod (2001:108), privacy means that the confidentiality and anonymity of human respondents should be protected at all times. In this study, the participants were verbally assured of confidentiality by the guarantee of the confidentiality agreement which they signed. The researcher ensured that the

information collected during the study remained private. In order to protect the names of the schools and of the participants pseudonyms were used. The names of participants were not mentioned when the findings of the study were presented. This is in line with Mphahlele (2009:119), who emphasises that researchers are responsible for protecting the participants' confidentiality with regard to persons within the research setting and the general reading public.

3.5.2.4 Trustworthiness

The participants were not exposed to any acts of deception or betrayal during the research process itself and its published outcome. The data was collected by means of semi-structured interviews during which the participants were asked predetermined questions designed to elucidate the following research questions: (1) what are the factors which motivate women to apply for principalship in secondary schools? (2) What factors prevent women from being appointed as secondary school principals? In order to ensure the accuracy of the data in this study, after the participants were interviewed, the interview data was tape recorded and then transcribed. According to Cohen et al. (2007:109) transferability is the degree to which the results may be generalised to a wider population, cases or situation. In order to ensure the accuracy of the transcripts, the participants were sent copies so that they could double check whether information they had provided had been correctly coded.

3.6 DATA ANALYSIS:

At the commencement of the research process, letters of invitation requesting their participation in the study were delivered to the female principals, the educators and the SMT members concerned. The participants were also contacted telephonically in order to arrange the appointments for the interviews. All the six participants agreed to be interviewed after school hours. However, one of the participants later withdrew from the study and had to be replaced. The data from the interviews was tape recorded. In addition, the researcher took field notes during the interviews. The researcher analysed the data immediately after each interview. The first two interviews formed part of the pilot study for the research. The aim of the pilot study was to determine whether the interview questions were appropriate and could elicit the data required by the research questions. No substantive changes were made to

the interview questions after the pilot study. However, questions were rephrased where necessary to suit the participants being interviewed. The data was transcribed and coded into themes. These themes were used to structure and guide the data analysis and presentation. In order to ensure the trustworthiness of the study, the information obtained from the interviews was subjected to both triangulation and member checking. Finally, the information obtained from the interviews with the female principals and educators was cross checked with the data from the interviews.

3.6.1 Researchers' role

For the purpose of the study, the researcher acted as the primary research instrument. As both a deputy principal and the teacher in the Mogalakwena district, it was not easy for the researcher to select the six participants. There are few secondary schools which are headed by female principals in the Mogalakwena district and some of the female principals never actually applied for the posts but were appointed in the order of seniority. In addition, there were female principals who refused to take part in the study. The researcher conducted the interviews and tape recorded them on her own. She then transcribed the interviews, analysed and interpreted the data which had been collected.

3.7 CREDIBILITY

During informal conversation the researcher requested the participants to correct the data which had been collected in order to verify its correctness. Internal credibility was assured by the researcher drawing comparisons between the subjects, writing comprehensive accounts of the interviews and conducting member checks. According to Creswell (2002:252) member checking refers to a process in which the researcher asks one or more participants in the study to check the accuracy of the account. In this study, member checking took place through participant reviews. This was done to enhance the reliability of the data.

3.8 CONCLUSION

This chapter discussed the research methodology, research design, research instrument, sampling, data analysis and research ethics used in this study on

understanding the factors motivating women to apply for principalship in secondary schools. The study used a qualitative research approach. The chapter also explained the sampling method used and the reasons for the sampling procedures followed. Interviews were used as the research instrument for the purposes of this study and the advantages of the interviews were discussed. The process in terms of which the researcher had gained access to the schools was outlined. In order to establish the applicability of the research results, the researcher took steps to ensure the credibility of the study while also taking into account ethical considerations.

The next chapter contains the presentation of the data and discusses the data analysis.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Chapter three discussed the research methodology, design and research instruments used in the study. In addition, the chapter clarified the research sample and the protocol for the data analysis. This chapter presents the data collected during the study which aimed at understanding the motivation of women to apply for principalship in secondary schools. The chapter also contains the analysis of the data collected from the interviews. Semi-structured interview was employed to collect data. The interview schedule is contained in Appendix 6. The data analysis aimed to respond to the main questions namely: What are factors that motivate women to apply for principalship in secondary schools? What barriers prevent them from succeeding? In order to highlight the themes that emerged, the data were analysed using the process of thematic analysis. The themes which emerged included motivation, leadership qualities and leadership styles, leadership and preparation programmes and barriers.

The following section discusses the background of the participants. The data collected on the participants' backgrounds included the names of their schools, gender, designations, teaching experiences, length of service in their current positions, highest qualifications and the district where the schools were situated. The research participants were drawn from the six secondary schools in the Mogalakwena district in Limpopo province. As indicated in the table, the privacy and confidentiality of the participants' were ensured by using pseudonyms instead of their real names.

4.2 BACKGROUND INFORMATION

As indicated above, the sample for the purposes of this study comprised six participants. The first set of participants consisted of three female secondary school principals in the Mogalakwena district of Limpopo province, while the second set of participants comprised a deputy principal, an HOD and a senior teacher. The participants were between the ages of 40 and 51 and all had experience in teaching and managing secondary schools. All the schools were in rural areas. Almost all the

participants possessed qualifications which were appropriate for the position of secondary school principal.

4.2.1 The participants' background

This section presents the background of the six participants in the study.

The first participant was Mareta, who is the female principal at Lebone Secondary School in the Mogalakwena district in Limpopo province. She was raised by a single parent. Both the primary and secondary schools which Mareta attended were in rural areas. The secondary school was five kilometres from her home. After she had completed her matriculation, she attended the Mokopane College of Education where she obtained her Secondary Teachers' Diploma (STD). She started teaching at a secondary school in 1989. Mareta had 25 years' teaching experience and 12 years' experience as a principal. Mareta was 50 years old and her highest qualification was BEd (Hons) in management, law and policy.

Mareta is proactive, competent and leads by example. Since her appointment at the school the Grade 12 results have improved. The learners are also more disciplined than they were before, while the teachers now come to work regularly and are more committed to their work than was previously the case.

The second participant was Omakie, who was the female principal at Makona Secondary School in the Mogalakwena district in Limpopo Province. Omakie was raised in a two-parent family. She also attended primary school and secondary school in the rural areas. She studied for her Secondary Teachers' Diploma at the Setotlwane College of Education. She started teaching at a secondary school in 1990. She had 20 years' teaching experience and 12 years' experience as principal. Omakie was 46 years old and had a BA degree and also an ACE in leadership and management. Her school is situated in a rural area, approximately 50 kilometres from town.

Omakie was competent, influential and optimistic. In addition, she was humble and always smiling although extremely strict as a principal. Omakie was one of few successful female secondary school principals and the researcher was keen for her to share her ideas, opinions and experiences.

The third participant was Phapo who was also a female principal at the Maloba Secondary School in the Mogalakwena district in Limpopo province. Phapo had been born in a rural village and had attended both primary and secondary school in the same rural village. Her family had lived in poverty as no one worked in the family. One of her school teachers had adopted her and had paid her school fees. After matric, this same teacher enabled her to attend a college of education where she studied for a Secondary Teachers' Diploma. She started teaching at a secondary school in 1989. Phapo had 25 years' teaching experience and five years' experience as a principal. Phapo was 51 years old and had a BEd (Hons) degree in management.

Phapo was also an extremely successful female secondary school principal. Her school had been categorised as dysfunctional because learners were not performing well. However, since her appointment the school results had improved. Phapo is a positive and influential person and is always an example to others. She is a hard worker and is extremely strict when it comes to school work.

The fourth participant was Rama who was a senior teacher at Meno Secondary School in the Mogalakwena district in the Limpopo province. Rama was the third born in her family. She was raised by a single parent but, fortunately for her, her aunt was a teacher. Rama attended both primary school and secondary school in a rural area. She studied for her Secondary Teachers' Diploma at the Setotolwane College of Education. She started teaching at a secondary school in 1988. At the time of study had 26 years' teaching experience and 10 years' experience as senior teacher. Rama was 40 years old and had a BA degree.

Although Rama was a senior teacher and had no qualifications other than a BA degree, she had been motivated to apply for a position as secondary school principal. Rama was selected as a part in this study due to the fact that the researcher wanted her to share her secondary school teaching experience and opinions and her experiences of applying for a secondary school principalship were regarded as relevant to the study.

The fifth participant was Sebe who was the deputy principal at the Nkone Secondary School in the Mogalakwena district in the Limpopo province. Sebe was born in an

urban area and raised by a single parent. She attended both primary and secondary school in the same area. Her mother was a domestic worker and as a result could not afford to pay for her tertiary education. After Grade 12 Sebe left school and worked in the nearest town for a year. The following year, she went to the Mokopane College of Education where she studied for a Secondary Education Diploma. She started teaching in a secondary school in 1989. At the time of the study she had 25 years' teaching experience and six years' experience as a deputy principal. Sebe was 46 years old. In addition to her Secondary Education Diploma, she had an ACE in leadership and management. Sebe was deemed to be a suitable participant in the study because she had the experience of working in a secondary school. In addition, she had applied for secondary school principal position several times and was still motivated to continue to apply despite the challenges.

The sixth participant was Tebo who was an HOD at the Tseke Secondary School in the Mogalakwena district in the Limpopo province. Tseke had attended both primary and secondary school in a rural area. Tebo was the first born in her family. She had been raised by her mother because her father was working far from home. She had studied for her Secondary Teachers' Diploma at the Mokopane College of Education and started teaching in a secondary school in 1991. At the time of the study she had 23 years' teaching experience. Tebo was 45 years old and her highest qualification was a BEd (Hons) in management.

Tebo was positive, influential and led by example. In addition, she aspired to become the principal of a secondary school. Although she had not been successful, she had applied for principalship in secondary schools for several times and her experiences were of value to this study. Tebo was very willing to share her experiences on what had motivated her to apply for principalship secondary schools.

Table 4.1: Background of the participants

School	Pseudonym	Designation	Experience in years		Highest qualification
			Teaching	Current post	
Lebone	Mareta	Principal	25	12	BA degree & BEd (Hons)
Makona	Omakie	Principal	20	6	ACE & BA degree
Maloba	Phapo	Principal	25	5	ACE& BEd (Hons)
Meno	Rama	Senior educator	26	10	STD & BA degree
Nkone	Sebe	Deputy principal	25	6	SED, ACE & BA degree
Tseke	Tebo	HOD	23	8	BA degree & BEd (Hons)

Note: All participants were female and came from the Mogalakwena school district

4.3 THEMES WHICH EMERGED FROM THE STUDY

This section presents an analysis of the themes and also the subthemes which emerged from the collected data. The interview transcriptions are analysed and the themes and subthemes identified. The following themes emerged from this study. Firstly, women's motivation to apply for principalship in secondary schools, secondly, the preparation and leadership programmes attended by women, thirdly, the leadership styles and leadership qualities of women and, lastly, the barriers which prevent women from being appointed as secondary school principals. The following table presents themes and subthemes which emerged from the data.

Table 4.2: Themes and subthemes

Theme	Subthemes
Motivation	Intrinsic motivation Extrinsic motivation Mentoring Qualifications and experiences
Preparation and leadership programmes	Preparation for leadership programmes attended by participants Benefits of such programmes
Leadership styles and leadership qualities of women	Leadership styles of women Leadership qualities of women
Barriers	Form of discouragement Criticism against women leaders Criteria used to appoint secondary school principals Gender stereotyping Male dominance theory

4.3.1 Motivation

The first theme focused on the factors which motivate women to apply for principalship secondary school. Ryan and Deci (2000:54) describe motivation as “an innate drive towards activation and intention positively contributing to well-being or human flourishing when self-directed”, while Van Niekerk (2009:71) states that motivation “is an individual’s desire to pursue a goal or perform and which has an impact on how an individual performs”.

All the participants indicated that they had been motivated to apply for principalship in secondary schools by several factors. This is supported by Walker and Kwan (2009:303), who found that aspiring principals appear to be motivated by a number of internal and external factors. According to McKee and Phillips (2001:4), there are two kinds of motivation in person’s behaviour, namely, internal and external motivation. Internal motivation is described as motivating people from within while external motivation refers to concrete or external rewards such as salaries and food.

The participants revealed that the factors which motivate women to apply for principalship in secondary schools include internal motivation, external motivation, mentoring, qualifications and experience.

4.3.1.1 Internal motivation

All the participants’ in the study demonstrated that they were strongly motivated internally to apply for principalships. This finding is reinforced by the findings from the literature review. For example, a study conducted by McKee and Phillips (2001:4) indicated that “some educators and psychologists believe that the source of motivation to pursue higher levels in education may be an inner drive, desire or power focused on achievement”. The participants’ responses concurred with the findings of a study by Ryan and Deci (2000:54), as they all stated that when they are intrinsically motivated people become involved in activities that interest them without needing material rewards. Mareta stated: “Nobody encouraged me but I encouraged myself.”

Both Phapo and Tebo also indicated that they believed in themselves. According to Phapo, internal motivation had resulted in her applying for the post of secondary school principal, while Tebo also indicated that internal motivation had driven her to

apply for the post of secondary school principal. This finding is supported by Bipath (in Heystek, 2008:79), who defines intrinsic motivation as acknowledgement and a person's own drive to succeed. When investigating the factors which motivated women to apply for the post of secondary school principal, one may wonder why they possessed such a strong internal drive despite the fact that they were living in and working under such extremely challenging circumstances. It is evident from the study that the women who apply for principalship in secondary schools possess an internal drive to pursue top positions.

As indicated in chapter one, motivation theory was the theoretical framework that was employed for the purpose of this study. McKee and Phillips (2001:4) maintain that intrinsic motivation refers to motivation from the inside. According to the findings of this study, internal motivation is one of the factors which drive women to apply for the position of secondary school principal. Thus, it would appear that the findings also suggest that, if women aspire to the position of secondary school principal, then a prerequisite is internal motivation.

The next section examines the external motivation which drives women to apply for principalship in secondary schools.

4.3.1.2 External motivation

Almost all the participants agreed that they had been very motivated to apply by others. They stated that they had been motivated by their former principals and colleagues, while one participant stated that she had been motivated by a former lecturer. One of the participants indicated that she had been motivated by her husband. This suggests that participants were motivated to apply by other people. This finding is in line with the conclusion of Wangui (2012:60), who indicates that the majority of the participants in her study reported that they were encouraged to apply for management positions by their leaders.

For example: Omake stated that her colleagues and her former principal had encouraged her to apply for the principalship post.

On the other hand, Sebe indicated that she had been encouraged by her colleagues with whom she had shared a staff room while she was still a Cs1 educator. She had

also been encouraged to apply for the leadership position by her colleagues and her husband. Thus, according to the participants responses the findings the sources of their motivation had been former principals and colleagues and some by their lecturers. This suggests that besides internal motivation, external motivation plays an important role in driving women to apply.

Phapho emphasised that she had also received motivation from outside. She stated that her former lecturer had told her not to develop herself for the sake of remuneration only but to be able to apply for and be appointed to higher positions. She had also been encouraged by a former colleague who had motivated her to apply for the position of principal, stating that if she continued to apply for the secondary school principal post, she would eventually become the principal and indeed she had been appointed.

Rama reported that she had been encouraged by her former high school principal who had taught her Mathematics in Grades 11 and 12. She stated that her former principal had been her inspiration and her role model. In addition, she had been encouraged by her colleagues who had always praised her and kept on telling her that she had the bold voice which qualified her to be a principal.

When examining the factors which had motivated these women to apply for principalship in secondary schools, it is possible to conclude that motivation from other people such as principals, colleagues and family members is also important for those women who aspire to become secondary school principals.

The next section discusses women's mentoring

4.3.1.3 Mentoring

Almost all the participants mentioned that they had mentors. Two participants indicated that they had been mentored by their relatives (sisters and an aunt), while all other participants had been mentored by their senior colleagues such as principals and HODs. This result corresponds with the finding of the study conducted by Mosoge (in Heystek, 2008:185) stating that mentoring consists of the support given by an experienced colleague, for example an experienced principal or HOD, to either a novice educator/principal or to a underperforming principal/educator. It was

evident from the interviews that mentoring is important as it motivated those women to aspire to become secondary school principals.

Sebe said that she had two mentors. She specifically mentioned her former HOD who had helped her with work issues related to the curriculum. This statement is supported by Sherman (2005:712), who maintains that one way in which to promote and unite women in educational administration is to give them the opportunity to participate in mentoring relationships and to link with other practising leaders and aspirants in formal mentoring and leadership growth.

Mareta also stated that she had two mentors. One of her mentors had been the principal of a primary school and another was a deputy principal of a secondary school. She also revealed that she had listened to her mentors' stories about management and that she had drawn courage from these stories. In addition, she stated that her mentors had continued to guide her on how to manage the curriculum after she had been appointed as principal.

Similarly, Omakie claimed that her mentor had been her former principal who had once nominated her as one of the SMT members and that was where she had learnt more about administration and office management. Phapo and Rama also stated that they had mentors. Phapo's mentor was the principal at one of the primary schools but had experience of working in secondary school, while Rama's mentor was her aunt who was the principal of a high school. Rama emphasised that her mentor had told her that it was very interesting to be a secondary school principal, while she had also stated that even men would respect her if she could lead and manage properly. Omakie and Sebe indicated that they both studied for an ACE in Leadership, during which they were assigned formal mentors. This finding is reinforced by Sperandio and Kagoda (2010:22) who highlighted that it has been proved that one way of encouraging and uniting women in education management is by providing them the chance to engage in mentoring relationships and to link with other practising leaders and aspirants which is formal mentoring and leadership development. In my experience, it seems that women who have mentors are likely to have more self-confidence to apply for principal posts than those who do not. This suggested to me that more mentors are required so that more women can be motivated to aspire to leadership. Although the participants had not undergone

formal mentoring, they were all involved in informal mentoring, which helped them to gain the confidence to apply for those posts.

The next section examines the women's qualifications and their experience as one of the factors which motivates women to apply for principalship in secondary schools.

4.3.1.4 Women's qualifications and experience

For many of the participants another source of their motivation was their own experiences as teachers and leaders, and also the courses they had been taken in order to understand the concept of leadership. This is emphasised by Priola and Brannan (2009:379), who state that the improvement in the academic qualifications of women has been accompanied by an increased commitment to their professional and managerial careers. It is also supported by Moorosi (2010:6), who maintains that women's experiences could have been a significant factor that boosted the confidence of women to apply for the principalship.

In response to a question: *What motivated you to apply for principalship in secondary schools?* the participants confirmed that the factors that had motivated them to apply for those posts had been their qualifications and their experience of teaching at secondary schools. Omakie pointed out that she had been teaching at the secondary school for 20 years and that she had not felt intimidated when she had applied for the position of secondary school principal as she knew that with her experience, she would be able to manage and lead a secondary school.

Mareta added that she had experience of working at a secondary school and had been helping in the management without being appointed as an HOD or senior teacher. She was a hardworking person and always wanted to ensure order in everything. Her nickname had been "the principal" even before her appointment as a principal. Sebe added that her interest in leadership had started when she was still a Cs1 teacher.

The finding that women have the necessary experiences and qualifications for promotion to secondary schools principalship is supported by Chabaya et al. (2009:235) and Osumbah (2011:62). They both found that the majority of women teachers possessed the requisite qualifications to be promoted to school leadership

positions. They further pointed out that, in terms of educational achievements, many women in management careers are either as qualified as or more qualified than their male counterparts. Osumbah (2011:57) noted that 32.1% of the top and middle management positions in Kenya were held by women but, in terms of positional qualifications in education, women comprised 55 and 51.5% of the MEd and BEd holders respectively. For many of the participants in the study, the source of their internal motivation had been the experience they had gained as teachers and leaders and their qualifications.

It was evident from the participants' responses that women who apply for principalship in secondary schools are driven by intrinsic motivation, extrinsic motivation, mentors as well as their qualifications and experience of teaching in secondary schools.

Thus, the study findings highlight that women who are characterised by internal drive are often able to advance further than those who are not internally motivated. The people who are related to women educators are also a source of external motivation for women who aspire to leadership positions. The study showed that mentoring is also an important source of motivation, while qualified and experienced women are more motivated to apply for leadership positions than their less qualified and less experienced counterparts. It may thus be concluded that a further factor motivating women to apply for such posts is that they are qualified for such positions and they have secondary school teaching experience. This is confirmed by the teaching experiences and the qualifications of the participants as presented in table 4.1.

The following section discusses the preparation and leadership programmes that are available to aspiring women leaders.

4.3.2 Preparation and leadership programmes

Almost all the participants indicated that they had attended preparation and leadership programmes, such as workshops, seminars and conferences. The study results confirm the findings of Sperandio and Kagoda (2010:22), who revealed that the aims of preparation and leadership programmes is to develop the capacity of individuals by means of initial or pre-service preparation, socialisation, induction and giving educators chance for in-service professional learning development. This

implies that preparation and leadership programmes may also stimulate the interest of the participants in such programmes, including the female participants, in leadership.

4.3.2.1 Preparation and leadership programmes attended by the participants

The participants in the study had attended the following programmes: Women in and into Management (WIIM), Operation Early Bird (OEP), and the Integrated Quality Management System (IQMS). Two participants indicated that they had studied for an Advanced Certificate in Education (ACE) in management, while three participants had studied for a BEd (Hons) in management. These programmes equipped them with knowledge on leadership. It emerged from the literature review that preparation and leadership programmes play a decisive role in giving women the necessary confidence to apply for such positions. For example, Blasé and Blasé (2004:63) state that partaking in workshops, seminars and conferences definitely affect educators' self-esteem, their sense of being supported and their motivation, while enhancing reflective, informed behaviour.

When responding to the question "What preparation and leadership programmes did you attend?" Sebe had the following to say:

Ok. The first leadership programme that I have attended was organised by the Limpopo Department of Education for underperforming schools. Another programme was IQMS (Integrated quality management systems), organised for school managers. The third programme that I have attended as a full time student for 2 years at the University of Limpopo was the Advanced Certificate in Education (ACE) in school leadership and management. This programme was also organised by the Limpopo Department of Education. I went through the material of Women in and into Management (WIIM). It was a programme for women leaders. I did not attend it because I was not selected but it was really good.

Omakie added:

I have attended an induction workshop organised by the district in 2009, a WIIM program that is “Women in management” and a leadership programme in 2010. In 2011 and 2012, I had an opportunity to attend a two year school management and leadership programme at the University of Limpopo. The qualifications that I have are a Secondary Teacher’s Diploma (STD), BA degree, Advanced Certificate in Education (ACE) in leadership and management and I’m now busy studying for my BA Honours degree.

Mareta had learnt from other women who had taught her specific skills. She indicated that she had learnt from her sisters and ex-principal and ex-colleagues who had been appointed as principals. They had taught her how to handle school finances, how to manage educators and about the role of the SGB and the importance of management. In addition, she had attended a WIIM workshop organised by the Limpopo Department of Education.

It was clear from the study that the majority of the women had attended preparation and leadership programmes. This suggests that their participation in these programmes had helped them to build the necessary confidence to apply for principalship.

4.3.2.2 Benefits of preparation and leadership programmes

Almost all the participants agreed that the preparation and leadership programmes had benefited them. This finding is supported by Adams and Hambright (2004:208), who state that the women know that they are able to bring about change and that they possess the necessary leadership skills to implement such changes.

The participants in this study claimed that they had benefited from both the formal and informal workshops they have attended and the ACE leadership programmes and BEd (Hons) degree in management programmes in which they had participated. One participant only indicated that she had learnt about leadership and management in an informal way. The findings of this study correspond with the observation in the study conducted by Blasé and Blasé (2004:63), who indicated that educator’s participation in workshops, seminars and conferences impacts positively on their

self-esteem, motivation and reflective informed behaviour. The participants also indicated that the leadership programmes in which they had participated had motivated them to apply for principalship. This finding is supported by Cowie and Crawford (2008:686), who state that preparation programmes for principalship may help to improve the professional character of aspiring principals by increasing their view and developing their self-confidence. In response to a question: Did the preparation and leadership programmes benefit you in any way, if at all? the participants had the following to say: Sebe pointed out that she was able to manage and lead and that she understood what the IQMS was all about. As the deputy principal, she was also able to help her principal with her administrative duties. She also indicated that her school's results had improved because of the contribution of the leadership and preparation programmes she had attended.

Omakie added that these programmes had really strengthened her leadership qualities and developed her management skills and strategies. She indicated that she was able to handle some of the problems she encountered within the school because of the programmes that she had attended. She added that the programmes had assisted her particularly in planning and that this planning was important for her as a leader. In addition, she stated that one of the important things that she had learnt from the programmes had been how to lead and manage people. She has to work with different people and she had learnt how to handle different personalities.

Mareta pointed out that these programmes had enabled her to develop leadership and management skills. She is a good organiser and extremely well informed as far as management is concerned. In addition, she is also well equipped as a manager and also able to say no without feeling guilty. She further confirmed the benefits of leadership programmes when she stated that the programmes had enabled her to manage the school finances and curriculum, as well as the physical and human resources. She is also able to provide leadership to all the stakeholders and she works well with the community. Furthermore, these programmes had enabled her to develop policies and to plan, delegate, organise and control and make informed decisions. The benefits of preparation and leadership programmes are also supported by Nealy (2009:9), who reported that when women leave the leadership

training institutions they know who they are, they understand what is expected from them and that the position of leadership is available for them.

The responses from the participants clearly indicated that almost of all them had benefited from leadership programmes, as they had enabled them to acquire management skills and this, in turn, had motivated them to aspire to the position of secondary school principal. This implies that the women who had attended the leadership programmes offered by the Department of Education may have built their confidence to lead secondary schools. Accordingly, the Department of Education should organise additional workshops, seminars and conferences specifically for women who aspire to leadership.

The next section examines female leadership styles and qualities.

4.3.3 Women leadership styles and qualities

This section discusses the leadership styles and qualities of women. The first part focuses on the leadership styles of women while the second part highlights the leadership qualities of women.

4.3.3.1 Women leadership styles

The majority of the participants indicated that they applied different leadership styles depending on the situations. Five of the participants indicated that they preferred the democratic leadership style. This finding is confirmed by Wickham (2007:32), who states that, as compared to men, women are viewed as being more likely to be collaborative in their working relationships and that they tend to use the democratic leadership styles and power which contribute to high levels of job satisfaction among staff. Other leadership styles preferred by the participants are autocratic and situational. One participant only stated that she preferred the transactional and transformational styles. On the other hand, Phapo indicated that she did not like the laissez faire leadership style.

It was evident from the participants' responses that they used various leadership styles depending on the situation. This finding is supported by Van Deventer and Kruger (2003:143) who maintain that there are advantages to every leadership style and that each style may be used by different people in different situations.

Omakie indicated that she preferred a situational leadership style. However, she also stated that she applied different styles such as the autocratic, democratic and laissez faire, depending on the specific situation. When asked what the situational, autocratic and laissez faire styles involved, she stated that the situational leadership style means that one may use any leadership style, depending on the specific situation.

Mareta indicated that she also personally preferred a democratic leadership style because it enabled her to involve educators in decision-making and this encouraged them to carry out their decisions. She further stated that this leadership style encouraged the stakeholders in the school to work as a team as it involved consultation and it enabled her to accept other people's ideas and opinions. However, Mareta indicated that where policy implementation was concerned, she became autocratic.

Rama added that:

I will also apply the autocratic leadership style in which I will tell people what to do. In this style they will not have a say. Some of the circulars cannot be changed, they are directives. They are mandatory.

Phapo did not agree with other participants on the application of laissez faire leadership style, stating that if she used this leadership style, the educators and learners would do as they wished and there would be no order in the institution.

Only Sebe indicated that she preferred the transformational and transactional leadership styles. This corresponds with the findings of the study conducted by Guaramatunhu-Mudiwa and Bolt (2012:268) on whether the gender of the school members impacted on their perception of leadership. They found that, in general, women tend to adopt the transformational leadership styles, including democratic values such as collaboration, empowerment, inclusiveness, accommodation, cooperation, concern for the growth of others and sensitivity. This may imply that women possess the leadership styles and qualities which would enable them to be successful secondary school principals as they may cooperate with other stakeholders and capacitate them.

The following section discusses the leadership qualities of women.

4.3.3.2 Leadership qualities

All the participants indicated that they believed that they possessed the leadership qualities that would make them good leaders. This finding is confirmed by Syed and Murray (2008:415), who indicate that, in general, women possess the specific attributes, characteristics and skills that are useful to organisations and teams. This finding is also supported by Adams and Hambright (2004:207), who found that female principals tended to be more supportive, approachable, sensitive, understanding, nurturing, organised, creative, and receptive than their male counterparts.

Furthermore, Osumbah (2011:57) found that in terms of collaboration ability, communication, report writing and time management, females were ranked more highly than males while their male counterparts were ranked higher than females on the possession of skills such as analytical ability, formulation of policies, decision making, delegation and the sharing of power and information. The majority of the participants in this study indicated that they were good listeners, they were patient, supportive and that they led by example.

Tebo stated:

I am an open person. I always like to encourage people. I have patience, I am an influential person and supportive especially when it comes to vulnerable children and orphans. I am a good adviser and always willing to help learners who have challenges and above all I lead by example. This is important because it encourages teamwork, gives followers direction and motivates them to work hard.

This suggests that Tebo is able to work with other people. Thus, this finding is confirmed by Adams and Hambright (2004:207) who maintain that compared to males, female principals tend to be more supportive, approachable, sensitive, understanding, nurturing, organised, creative.

Mareta indicated that she was a good listener, she was patient, she treated people fairly and honestly and she was consistent especially in her administrative duties.

She stated that her management plans helped her to control the activities at the school; she always encouraged the educators to submit their work on time, she supported and monitored her staff and she also led by example.

Sebe stated that she possessed good communication skills. She also said that she was a good listener and that she had good writing and speaking skills. In addition, she is able to motivate, inspire and influence others. She mentioned that when talking to people, your tone and choice of words are important and, thus, you should know the audience that you are addressing. A leader should not use vulgar words and nor should a leader be emotional. This viewpoint is supported by the findings of Damons (2008:28) in their study of 56 female high school principals. They identified important qualities of successful leadership, including good listening skills, trustworthiness, honesty and communication skills. They further noted that females were rated more highly than males on listening, empathy, consistency, attention to details, honesty and nurturing.

The findings from this study indicated that women possess leadership styles which enable them to lead in a different way as compared to their male counterparts. It is clear that the majority of the women preferred a democratic leadership style and thus that they involved all the stakeholders in their decision-making. In addition, the study revealed that women are supportive, good listeners, influential and possess good communication skills. This suggested to me that more women possess sound leadership qualities which would enable them to lead secondary schools.

The following section discusses the barriers/challenges which women encounter when applying for principalship in secondary schools and which may prevent them from being successful.

4.3.4 Barriers preventing women from being appointed as secondary school principals

The participants all indicated that they had encountered some barriers/challenges when they had applied for those posts. In addition, the three female principals revealed that they also had experienced challenges after their appointments. These findings concur with the findings in the literature review on barriers as blockages or

the limited opportunities or challenges as regards advancing to high level of leadership (Wangui, 2012:24).

The barriers mentioned in this study include forms of discouragement, criteria for the appointment of secondary school principals, criticism and gender stereotyping.

4.3.4.1 Forms of discouragement

It emerged from the study that, in spite of their internal motivation, external motivation, mentors, qualifications, experience, participation in preparation and leadership programmes and sound leadership styles and qualities, the participants had also encountered some forms of discouragement. Four of the participants indicated that they had been discouraged when applying for the position of principal while the other two stated that they were never discouraged. They made the following statements.

When responding to the question: Who encouraged you to apply for principalship in secondary schools? Omakie said:

Yes, in life there are always people who will encourage and those who will pull you down. Some of the people discouraged me from applying but I am always optimistic and I don't entertain negative remarks. You know how people pass remarks about female leaders. People have the wrong conception when they say females cannot be leaders, so they always had that pull-her-down syndrome because of my feminine status.

Mareta said that she had not been discouraged because when she had applied for the position of principal, she had not told anybody until after the interview. She had been discouraged only after she had been appointed as the principal. She further stated that she had not told anybody because she had not wanted to be exposed to any discouragement.

Phapho mentioned that when she had told her fellow students at the University of Pretoria that she wanted to apply for a promotion post, they had said that if she applied for the position of principal, she would be applying for high blood pressure and would die. Her fellow students had said that teachers would give her problems.

Rama summed this up as follows when she said:

I was discouraged but I keep on applying. Sometimes I feel discouraged when people say principalship for a secondary school are for elderly people. Some people say that principalship positions are for men. I am also discouraged by my colleagues who always tell me that I will never find the post as principal.

Thus, the majority of the participants had been discouraged when they had applied for principalship and only Tebo indicated that she had never been discouraged.

This is what she said: *“I was never discouraged because I always remained positive and I’m still encouraged to apply for a principalship post.”* It is therefore clear that discouragement is one of the barriers that women encounter when they aspire to top leadership positions.

It was evident from the interview responses that women still encounter some challenges/barriers when they apply or are appointed as principals. These barriers have a negative effect on female leadership especially in secondary schools.

4.3.4.2 Criteria for the appointment of principals

According to the findings, a further barrier which prevents women to being appointed as principals is the government criteria that are used in their appointment. This finding is substantiated by Moorosi (2010:555), who states that the most obvious discriminatory practice in the process of employment and that is supposedly in the interests of appointing the best candidate is the perspective of school governing bodies of a “strong man”. Moorosi (2010:555) posits that the notions of a “strong man” and a “son of the soil” are still a concern. She further indicates that the criteria that are used to measure strength in selecting principals are not clear in communities in which strength is related to principalship and that the adoption of human rights has flaws in the way in which it is practised by SGBs, especially in the rural areas. The findings of this study also concur with the findings of the study conducted by Moorosi (2010:554) to the “effect that it would appear the prejudicial views held by many of those who are responsible for appointing principals are affecting women at the entry level and are acting as the gate keeping criteria that prevent many women from becoming principals, especially in secondary school principals”.

Sebe emphasised the following:

Firstly, the system that is used for running short listing and interviews is left in the hands of the school governing body. Sometimes you may find that in the school, they prefer a certain candidate. The other one could be the interview panel selected by the SGB (school governing body). You can find that panel members are not competent and not conversant with the resolutions for appointing educators. I see a gap which can make me believe that the system is not fair because panel members can send questions and answers to their interested members during the intervals as they are allowed to use cell phones. Panel members are members of the community and may be known by some of the candidates.

Rama confirmed the statement above when she explained that:

I came across the following barriers. At some schools you find that when you go for an interview, you are more qualified than all candidates but because you are female, they appoint the men who are less qualified for the post.

This implies to me that when principals are appointed, qualifications are not considered at some institutions.

Rama further indicated that at some schools you may find that the SGB has already taken a decision on the candidate whom they want as the principal.

It was clear from the participants' responses that the criteria used in the selection of principals have a negative effect on women especially in secondary schools. Thus, the Department of Education should review the criteria used in the selection of secondary school principals so that more women may be given opportunity to be appointed as principals.

4.3.4.3 Criticism

Criticism was cited as another barrier that prevented women from being appointed as secondary school principals. Tebo and Omakie confirmed this finding.

In her response to the question on the barriers/challenges that she had encountered when she had applied or had become a principal, Omakie stated that:

The first challenge was that our school underperformed in 2009 and that is when I started as the principal. This was a challenge since I did not start on the right note, I had a lot of criticism locally and this made it very hard for me to co- operate with parents and colleagues.

Tebo also indicated that criticism had been a challenge. She said:

In this case, I'll say criticism is always a challenge .People also criticised me when I applied for secondary school principalship posts particularly because I am a female. People believe that women are weak and cannot lead secondary schools. Another thing is about the community where most of the people don't trust women leadership.

Thus, the study clearly indicated that women encounter considerable criticism when they apply or after they have been appointed as secondary school principals. It is thus clearly important that the Department of Education ensure that communities especially in the rural areas are trained on the value of women leadership. Nevertheless, it is apparent from this study that women are motivated to apply for principalship in secondary schools despite the criticism. On the other hand, criticism is still one of the barriers which prevent them from being successful.

The following section explores gender stereotyping as one of the barriers preventing women from succeeding.

4.3.4.4 Gender stereotyping

The responses from the interviews further revealed that the women had been exposed to gender stereotyping. Omakie stated that there is a tendency for women to be perceived as dependent, weak and emotional. However, according to Omakie and Tebo, women are not dependent, weak or emotional; instead they are stereotyped as such. This understanding is supported by Lumby (2011:74) who states that “gender is something which is socially constructed and is influenced by the individuals, history and choices, by the workplace settings, the immediate community and the nation”. The participants all agreed that they had encountered some gender stereotyping when they had either applied for the position of secondary school principal or when they had been appointed as principals.

Omakie stated:

One of the challenges that I experienced was gender stereotyping. It was a great challenge. We, women are viewed as being dependent, weak and overly emotional. And when women serve as leaders, they experience rejection mostly by men because of their feminine status and the fact of their power structures and top positions remain heavily male-dominated. The community members show elements of distrust and disrespect towards women managers. Those are challenges that I came across.

Gender stereotyping is where you find that certain members of a community or group of people tend to look down on a particular person especially female as managers because of the tradition and the culture. They tend to believe that women cannot lead therefore they look down on them.

Tebo also said:

Gender stereotyping is whereby people believe that the secondary school principals should be men not women. They believe that women are weak and they cannot be secondary school leaders. Another thing is about the community where most of the people in the community don't trust women leadership.

4.3.4.5 Male dominance

Previous studies have revealed that the barriers preventing women leadership include male dominance theory, cultural stereotyping and gender stereotyping. This study also found that women who aspired to be leaders were prevented by the male domination of senior positions. Omakie said that *“when women serve as leaders, they experience rejection, mostly by men, because of their feminine status and the fact of their power structures and top positions remain heavily male-dominated”*. This statement is supported by Moorosi (2010:549) who notes that women are sabotaged by the male dominance model of school management and that this results in the majority of secondary schools principals being men.

In this study only Omakie mentioned male dominance as one of the barriers she had encountered when she had been appointed as a principal. She understood male

dominance theory as the belief that men should be put in the top positions and always dominate every structure. Omakie's viewpoint is in line with the study by Sperandio and Kagado (2010:22), who indicate that women who aspire to be leaders are discouraged by the male domination of senior positions, the employment and the selection processes of the past.

The next section examines strategies that may be used to overcome the barriers or challenges that prevent women from being appointed as principals.

4.4 STRATEGIES TO OVERCOME THE CHALLENGES ENCOUNTERED

The study revealed various strategies to be employed by women who are principals and also those who intend to become secondary schools principals. According to the participants' responses, women should always be positive, believe in themselves, be motivated, develop themselves academically and continue to apply for principalship in secondary schools despite the challenges. They should attend leadership and preparation programmes so that they may be equipped with leadership skills.

Mareta clearly stated that:

I believe in self -discovering. In most cases I was positive. I told myself that it was not about me but about the post. It is to work well with other people even though they criticise you. It is believing in yourself and encouraging yourself to continue despite the challenges you may come across.

Omakie added:

As I have indicated, I am an optimistic person. I do not always entertain negative remarks from other people. I always stayed positive. I believed in myself.

Furthermore, Rama clearly stated that:

In order to overcome these barriers, I have decided that I will never be discouraged. I will always apply for principalship post. I also intend to register for a BEd honours degree in management so that I may be more qualified for the post.

Lastly, Tebo said:

I've always remained positive and believed that I can be the leader. Despite the criticisms and challenges, I wanted to be exposed. I am always prepared to overcome every challenge that I may come across. I believe that I am more qualified for the principal post and I do have abilities to lead. I also have managerial skills like planning and controlling of human resources and that is why I keep on applying for the posts.

It emerged from the discussions with the female principals, SMT members and the senior teacher that although there are challenges to be faced, they overcame these challenges by being positive and not allowing any form of discouragement. Only Sebe indicated that it is the responsibility of the Department of Education to help women to overcome these barriers. She commented:

I think the Department of Education should send an agency or people from outside to serve as panel members during the interviews. If maybe it is the Waterberg region holding short listing and the interviews, they can ask people from the Capricorn district to run the process. That could lead to the fair hiring/appointment of principals.

The literature review highlighted that the barriers which result in the underrepresentation of females as secondary school principal appointments are influenced by the prevalence of male dominance theory, cultural stereotyping and gender stereotyping. This study revealed that the barriers which prevent women from attaining leadership positions include forms of discouragement, criticism, the criteria used for appointing principals, male domination and gender stereotyping. This implies that women are still encountering the barriers that prevent them from being appointed as secondary school principals. In order to overcome these barriers, women should also participate in leadership programmes as such programmes would equip them with necessary management skills.

No significant changes were made after the participants reviewed the data analysis review also served as a means to member check the data. Since no changes were requested by the participants, it was assumed that they were satisfied with the way in which their stories were told.

4.5 CONCLUSION

This chapter contained the data analysis and the interpretation of the information gathered from the interviews conducted with three female secondary school principals, one head of department, one deputy principal and one senior teacher. The purpose of the interviews was to understand their experiences, ideas and opinions of the factors that had motivated them to apply for principalship in secondary schools. The themes which emerged from the study and which were discussed included motivation, preparation and leadership programmes, leadership qualities and styles and barriers that prevent women from being appointed as secondary school principals.

The study revealed that various factors such as internal motivation, external motivation, mentoring, and qualifications and experiences motivate women to apply for principalship in secondary schools. The study also found that preparation and leadership programmes had benefited both the successful female principals and those women who had applied for the posts but had not yet been successful. However, despite the fact that women are motivated to apply for principalship in secondary schools, the study revealed that barriers which prevent women from being appointed as principals exists. The participants' responses revealed that the most common barriers include forms of discouragement, criticism of women leaders, the criteria used in the appointment of principals, gender stereotyping and male dominance. This chapter also discussed the strategies used by women leaders to overcome the barriers which they encounter.

The next chapter will contain a summary of the study, findings from both the literature review and the study, the limitations of the study as well as the conclusions to the study. In addition, the chapter contains suggestions for guidelines for female educators who aspire to be secondary schools principals as well as recommendations for further research

CHAPTER 5: SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter focuses on the results of both the literature review and the interviews which were concluded for understanding the motivation behind women applying for principalship in secondary schools in the Mogalakwena district of Limpopo province. The theoretical framework of this study was based on motivation theory.

The objectives of the study were to understand the factors which motivate women to apply for principalship in secondary schools and the barriers which prevent them from being successful. The results from the literature review and the empirical study and the interpretations of these findings are discussed in this final chapter. The findings of the study included the following: Firstly, women aspire to become secondary school principals. Secondly, they are motivated to apply for principalship in secondary schools despite the many challenges that confront them. Thirdly, there are still barriers which prevent women from being appointed as secondary school principals. Finally, there are certain strategies that women may use to overcome such barriers. This chapter concludes with the results from the interviews and recommendations for further research.

The next section contains a summary of the study.

5.2 SUMMARY

In chapter one the background to the study and also the rationale for the study were discussed. The chapter also presented the problem statement, the research aims, the methodology used and the structure of the study. The study focused on understanding women's motivation for applying for principalship in secondary schools. Thus, the main objectives were to investigate factors which motivate women to apply for principalship in secondary schools and the barriers which prevent them from being appointed at these schools.

Chapter two contained the literature review on women and leadership and the barriers which prevent women from attaining top leadership positions. The literature review highlighted that the barriers which prevent women from being appointed as

secondary school principals are the prevalence of male dominance theory, cultural stereotyping and gender stereotyping. In order to validate the study, the chapter also discusses the theoretical framework (motivation theory) on which the study was based.

Chapter three discussed the research design, sampling and qualitative research methodology. The data collection method involved individual interviews which were conducted with three female principals, one deputy principal, one HOD and one senior teacher. In order to verify the quality of the research, steps were taken to ensure the reliability and validity of the study, while ethical study methods were applied.

Chapter four contained the data analysis and the interpretation of the data which had been obtained from the interviews conducted with secondary school female principals and educators/SMT members who had applied for principalship in secondary schools but had not been successful. The themes which emerged included motivation, leadership and preparation programmes, leadership qualities and leadership styles and the barriers preventing women from attaining leadership positions.

In chapter five the research findings are outlined and the data collected from the literature review are summarised. The data were interpreted in accordance with the aims of the study, as mentioned in chapter 1.

The next section, presents the research findings in accordance with the research aims as indicated in chapter 1.

5.3 MAIN FINDINGS FROM THE LITERATURE REVIEW

- The literature review revealed that the factors which motivate women to apply for the position of school principal include government policies that promote the participation of women in leadership, preparation and leadership programmes, leadership styles, leadership qualities, qualifications and experiences.
- The literature review also highlighted the following as barriers which prevent women from being appointed as secondary school principals; namely, the

prevalence of male dominance, cultural stereotyping and gender stereotyping.

5.3.1 Findings from the literature review on factors which motivate women to apply for principalship in secondary schools.

5.3.1.1 Policies to promote the participation of women in leadership

Several studies have highlighted policies which encourage women to apply for the secondary school principal position. Priola and Brannan (2009:37) indicate that economic and legal developments have fostered the promotion of women into managerial positions. Norris (2000, in Kiamba, 2008:17) outlines policies which are used worldwide to enhance the participation of women in decision-making, for example affirmative action.

Positive discrimination strategies are also in place which set out mandatory measures for the selection of candidates from certain social or political groups. These measures may be set to guarantee a specific proportion of representation at different levels or at different stages of the selection process. According to Kiamba (2008:17), when such measures are legally specified as part of the constitution of a country, it is highly likely that they will be implemented, thus guaranteeing the inclusion of women leadership. Jareth et al. (2010:10) confirm that “the development of appropriate structures and support systems to promote gender equity in educational leadership are critical for effective educational change and we need effective leadership independent of gender”. This implies that such policies may be regarded as one of the factors that motivate women to advance to the position of secondary school principal because women who have been trained in leadership issues will be intrinsically motivated to aspire to such positions.

5.3.1.2 Preparation and leadership programmes

The literature review clearly indicated that one of the factors that motivate women educators to apply for principalship in secondary schools is the availability of preparation and leadership programmes (Wangui, 2012:62). According to Sperandio and Kagoda (2010:22), preparation and leadership programmes involve developing the capacity of individuals by means of initial or pre-service preparation, socialisation and induction, and opportunities for in-service professional learning development. On

the other hand, Cowie and Crawford (2008:689) comment that preparation for the position of principal may help to develop the professional identity of aspiring principals by broadening their outlook and developing their confidence and self-belief. In addition, Sherman (2005:712) points out that women who participate in both leadership programmes and more formalised types of mentoring, advance to leadership positions more readily than women who do not participate in such programmes and mentoring. This implies that preparation and leadership programmes encourage women to take an interest in leadership.

5.3.1.3 Leadership styles (qualities) of women

Previous studies highlighted various leadership styles which enables women to aspire principalship in secondary schools. This is supported by Syed and Murray (2008:415) who reported that women in general possess specific attributes, characteristics and skills that may be beneficial to organisations and teams. In addition, Adams and Hambright (2004:207) also claim that compared to their male counterparts, female principals tend to be more supportive, approachable, sensitive, understanding, nurturing, organised, creative and receptive than their male counterparts. On the other hand, Wickham (2007:32) perceives that, as opposed to men, women are viewed as being more likely to be collaborative in their working relationships, while they tend to use the democratic leadership styles and power which contributes to achieving high levels of job satisfaction among staff members. Furthermore, Wickham (2007:32) indicates that women are often seen as change agents who are deeply involved in reform, and who work toward creating common visions of schooling for children, as well as climates that are conducive to learning. Studies conducted by Guramatunhu-Mudiwa and Bolt (2012:60) and Damons (2008:30-31) also found that in general women tend to adopt more transformational leadership styles including democratic values such collaboration, empowerment, inclusiveness, accommodation, cooperation, concern for the growth of others and sensitivity.

5.3.1.4 Qualifications and experience

The literature review revealed that women often qualify for secondary school leadership positions. This finding is confirmed by Chabaya et al. (2009:235) who conducted a study on factors that hinder the advancement of women into leadership

positions. The study revealed that the majority of women teachers were appropriately qualified with regard to their promotion to school leadership positions. In addition, Chabaya et.al (2009:235) found that in terms of educational achievements, many women in management careers are equally and/or more qualified than their male counterparts.

Osumbah (2011:57) further found that 32.1% of top and middle management positions in education were possessed by women, but in terms of professional qualifications, women held 55% and 51.5% of MEd and BEd qualifications, respectively. Furthermore, a study conducted by Priola and Brannan (2009:379) revealed that the increased educational achievement and the improved academic qualifications of women have been accompanied by an increased commitment on the part of women to professional and managerial careers.

5.4 FINDINGS ON THE BARRIERS PREVENTING WOMEN FROM BEING APPOINTED AS PRINCIPALS

The literature review highlighted that the barriers which prevent women from being appointed as secondary school principals include the prevalence of male (masculine) dominance, cultural stereotyping and gender stereotyping. It was evident from the literature review that these barriers impede women in becoming principals.

5.4.1 Masculine dominance

Sperandio et al. (2010:26) and Sanchez et.al (2010:3) highlighted that women who aspire to be leaders are discouraged by the male domination of senior positions, the appointments of the past and the selection process used in the past.

Larusdottir (2007:263) confirms that the supremacy of masculine values over feminine values in educational administration is not a new phenomenon. Larusdottir (2007:263) further states that the academic field of educational administration is over a hundred years old and that women have been absent from the field throughout that time. Moorosi (2010:549) maintains that women are sabotaged by the male dominance model of school management which results in the majority of secondary school principals being men.

5.4.2 Cultural stereotyping

The findings of the literature review showed that one of the major obstacles for female leaders who aspire to become school principals is cultural stereotyping. For example, Moorosi (2007:520) states that “social barriers in the form of broader cultural expectations in terms of the sex role stereotypes, political, traditional and historical influences are even more problematic as they are inserted within schools as organisations and the society and are therefore not easy to remove”. It was also found that the prejudiced opinions held by many of those who are responsible for appointing principals affect women at the entry level, acting as gate-keeping criteria that prevent many women from achieving the position of school principal especially in secondary schools.

5.4.3 Gender stereotyping

The literature review revealed that women are often regarded as dependent, conformist, cooperative, passive, emotional, uncertain, kind, helpful, understanding, sensitive and weak (Kruger, 2008:164). On the other hand, men are regarded as independent, objective, rational and analytical, formal, competitive and aggressive, conformist and normative, intuitive and creative, and sensitive. In addition, women are thought to be more dependent, subjective, informal, cooperative, and collaborative, sensitive and weak, but caring and nurturing (Kruger, 2008:164). It is clearly evident from the literature that women are stereotyped in terms of gender. According to Kanjere et al. (2011:253) both prejudice and stereotypes prevent women who are aspiring to leadership positions from succeeding and that they also adversely affect the performance of those women who have already attained leadership positions. According to Hopfl and Matlal (2007:203), women are also alleged to lack order, logic, direction, rationality and believed to lack the essential skills.

It was apparent from the literature review that despite the fact that women are motivated to apply for principalship in secondary schools, the barriers/challenges they encounter often prevent them from succeeding.

5.5 FINDINGS FROM THE RESEARCH STUDY ON THE FACTORS WHICH MOTIVATE WOMEN TO APPLY FOR SECONDARY SCHOOL PRINCIPALSHIPS

5.5.1 Motivation

Despite the barriers that often prevent women from being appointed as principals in secondary schools, women still aspire such positions. It was evident from this study that there are various factors including internal motivation, external motivation, mentoring, women's qualifications and experience which motivate women to apply for principalship in secondary school. Motivation

The study findings revealed that the factors which motivate women to apply for principalship in secondary schools include internal motivation, external motivation, mentoring, and qualifications and experience in teaching at secondary schools.

5.5.1.1 Internal motivation

The study revealed that internal motivation is vital if women wish to advance. It is probable that internal drive encourages women to apply for such positions despite the challenges they may encounter. This viewpoint is supported by Ryan et al. (2000:54) and Bipath (in Heystek, 2008:79) who defines intrinsic motivation as a person's own drive to succeed. The study findings indicate that women's motivation to apply for the position of the principal in secondary schools is often internal. In fact the study suggests that it is essential that women who aspire to higher levels possess internal motivation.

5.5.1.2 External motivation

The findings also indicate that external motivation is essential for women who aspire to leadership positions. The participants in the study had been motivated to apply for principalship in secondary schools by their colleagues, former principals and relatives. The results of the study are in line with the findings of Wangui (2012:60), who indicates that the majority of the participants in her study had reported that they had been encouraged by the education officers to apply for the position of the principal. It is clear from the study that motivation from other people is important for women who aspire to leadership positions.

5.5.2 Mentoring

The findings on understanding the factors which motivate women to apply for the position of the principal in secondary schools justified that successful female secondary school principals and educators who applied for such posts but were not successful had mentors. The study revealed that women with mentors are likely to acquire confidence. In addition, mentoring had also helped those who were already in positions of leadership to succeed. This is confirmed by Sherman (2005:712), who states that “one way of promoting and uniting women in educational administration is to give them the chance to participate in mentoring relationships and to connect with other practising leaders and aspiring leaders in formal mentoring and leadership development”.

5.5.3 Qualifications and experiences

The study revealed that women are often qualified to lead secondary schools while they also have experience of working in secondary schools. Both their qualifications and their teaching experience in secondary schools encouraged them to apply for the position of secondary school principals. Table 4.2 shows that women who are qualified in leadership and management and who have experience in teaching in secondary schools are motivated to apply for principalship in secondary schools. In addition, Moorosi (2010:552) states that the women experiences appeared to have enhanced the confidence of women to apply for the position of the principal.

5.5.4 Preparations and leadership programmes

According to the participants’ responses, all of them had attended workshops on leadership and management such as the WIIM, the OEP and the IQMS. They had also attended the ACE (Advanced Certificate in Education) leadership programme and had a Bed (Hons) degree in management. The participants pointed out that the leadership programmes had helped them to develop management and leadership skills in, for example, planning, financial management and improving schools results. Oaky commented:

Underperformance in this school made me to think thick and plans in order to bring the situation to normal. We came up with a strategic plan to win back

the community's trust. We set our plans properly to ensure we do not underperform. We involved community members and our former learners who performed well to encourage the learners and educators. Our Grade 12 results have improved as from 2010. They ranged from 80–90% in 2013.

The study revealed that the women who had participated in leadership programmes are likely motivated to apply for the principal position. The findings from the study are similar to those of Cowie and Crawford (2008:689) who state that preparation for principalship can help to develop the professional identity of the aspiring principals, by expanding their outlook, and developing their confidence and self-belief. According to Moorosi (2010:553) the participation of women in informal network, the acquisition of qualifications, training and workshops prepare women for management positions. Thus, the preparation and leadership programmes often benefit women who aspire to leadership positions and also those who are already in leadership.

5.5.4.1 Benefits of preparation and leadership programmes

The participants in the study claimed that they had benefited from formal preparation and leadership programmes such as workshops, ACE leadership programmes and the Bed (Hons) degree in management. These findings correspond with the observation in the study by Blasé and Blasé (2004:63) who indicate that the participation of educators in workshops, seminars and conferences positively affects their self-esteem, motivation and reflective informed behaviour. The participants also revealed that leadership programmes had motivated them to apply for principalship in secondary schools. This finding is also supported by Cowie and Crawford (2008:689), who state that preparation programmes for principalship may help to develop the professional identity of the aspiring principals by broadening their attitude and developing confidence and self-belief. On the other hand, Moorosi (2010:553) highlighted that it is perceived that the participation of women in informal networks as well as their acquisition of qualifications, training and workshops play an important role in preparing women for leadership. Furthermore, Lumby (2011:74) reported that in South Africa leadership programmes are significant and may be used as a means of changing the way leadership is perceived.

5.5.5 Women leadership styles and qualities

According to Damons (2008:87), women possess important skills which help them to manage in such a way as to avoid conflict and to operate in a more collegial way than may otherwise have been the case. Damons (2008:87) further states that women possess a wealth of skills and have the ability to manage secondary schools as competently as their male counterparts despite the barriers they face. The responses from the participants also indicated that women possess the necessary skills to manage secondary schools. When responding to the questions, *what leadership qualities to you have as a female leader and what do you think makes you to be a good leader?* This is what Oaky replied:

I am the leader who is flexible and innovative. Some of the qualities I believe I have is that I am a good listener, I'm competent, I'm an assertive person and I am also influential. I lead through consultation. I ensure that there is teamwork among all stakeholders. I delegate tasks and responsibilities. I display good human relationship towards my colleagues. I should think that it is what it takes to be the good leader.

It emerged that the majority of the participants preferred a democratic leadership style. Women also possess unique styles and skills (qualities) which may enable them to be good leaders. The participants' responses indicated that women are good listeners, they are supportive, positive, influential and patient and they lead by example. This result is supported by Giese et al. (2009:1) and Damons (2008:28) who identified certain important traits for successful leadership such as good listening, trustworthiness and communication skills. The results in this study also indicate that the majority of the women possess good leadership skills and that this motivates them to apply for principalship in secondary schools.

The following section discusses the findings on barriers that prevent women from being appointed successfully for the position of secondary school principal.

5.6 FINDINGS FROM THE RESEARCH STUDY ON THE BARRIERS THAT PREVENT WOMEN FROM BEING APPOINTED AS SECONDARY SCHOOL PRINCIPALS

The study found that although women aspire to and are motivated to apply for principalship in secondary schools, there are still barriers which prevent them from being appointed to such positions. This study revealed that these barriers include forms of discouragement, criticism, the criteria used to appoint secondary school principals, gender stereotyping and male dominance theory. Nevertheless, despite the fact that women encounter barriers, the participants' responses indicated that they strove to overcome them. For example, the women in the study clearly indicated that they attend leadership and preparation programmes, they remain positive and continue to apply for the positions of principal.

5.6.1 Forms of discouragement

The women in the study indicated that when they had applied for the principalship or even after their appointment, they had encountered some forms of discouragement from colleagues, community members and new staff members.

5.6.2 Criticism

The study clearly indicated that women encounter considerable criticism when they apply or after they have been appointed as secondary principals. It is thus clearly important for the Department of Education to make sure that communities, especially those in rural areas, are trained on the value of women leadership. It was apparent from this study that women are motivated to apply for principalship in secondary schools but that criticism is one of the barriers which prevent them from succeeding.

5.6.3 Criteria used to appoint principals

According to the findings, another barrier which prevents women from being appointed as secondary school principals is the criteria which are used to appoint the principals. This is confirmed by Moorosi (2010:554), who states that it would appear that the negative views held by many of those who are responsible for appointing school principals affect women at entry level, acting as gate-keeping criteria that

prevent many women from accessing the position of principal especially in secondary schools.

5.6.4 Gender stereotyping

According to the findings of the study, gender stereotyping was also identified as one of the barriers which block women from being appointed as principals. This shows that gender stereotyping prevents the majority of the women from being successful. For example, Omakie said:

One of the challenges that I experienced was gender stereotyping. It was a great challenge. As women, we are viewed as being dependent, weak and overly emotional. And when women serve as leaders, they experience rejection mostly by men because of their feminine status and the fact that the power structures and top positions remain heavily male-dominated

The finding is similar to the observation by Kruger (2008:164) that women are perceived to be dependent, conformist, cooperative, passive, emotional, uncertain, kind, helpful, understanding, sensitive and weak whereas men are regarded as independent, objective, rational and analytical, formal, competitive and aggressive, conformist and normative, intuitive and creative, sensitive while on the other hand, women are perceived as more dependent, subjective, informal, co-operative and collaborative but caring and nurturing.

5.6.5 Male dominance

The study also revealed that women who aspire to principalship are discouraged by the male domination of senior positions. This finding is supported by Moorosi (2010:549) who notes that women are sabotaged by the male dominance model of school management which results from the fact that the majority of secondary schools principals are men.

5.7 STRATEGIES FOR OVERCOMING THE BARRIERS THAT PREVENT WOMEN FROM APPLYING FOR PRINCIPALSHIP SECONDARY SCHOOLS

This study revealed that female principals and females educators who aspire to be secondary school principals employ various strategies in order to be successful.

According to the participants' responses, their inner drive is one of the strategies which motivate them to apply for principalship in secondary schools despite the challenges. It was also found that the majority of the participants had attended leadership and preparation programmes in order to qualify for the position of principal. In addition, women employ leadership styles that involve other stakeholders in their decision making. On the other hand, it has been found that good communication skills enable women to have good relationships with staff members.

5.8 RECOMMENDATIONS

The purpose of this research study was to understand both the factors which motivate women to apply for principalship in secondary schools and the barriers which prevent them from succeeding. As was indicated in chapter 1, there has been little research conducted on the factors that motivate women to apply for the position of the principal in secondary schools. In the light of the findings from both the literature review and the empirical study, the following recommendations are made:

- As this study was limited to Limpopo province it is recommended that the same study on understanding women's motivation to apply for principalship in secondary be conducted in other provinces.
- This study was also limited to secondary schools. It is possible that studies which focus on primary schools may produce different findings and consequently contribute to the current literature on women leadership.
- The study was limited to female principals and SMT members. However, if the research were conducted on male principals and school management team members this might contribute to a different understanding of the factors which motivate women to apply for principalship in secondary schools.
- This study used a small sample. However, a large sample might deliver different results compared to the findings of this study.
- A study on the benefits of preparation and leadership programmes for female secondary school principals should also be conducted.
- A study on strategies to remove the barriers hindering women's advancement to a position in educational leadership should be conducted.

- The criteria/selection process used to appoint school principals should be also researched.
- A study on SGBs would be relevant in order to collect data on the way in which such bodies recommend candidates for the position of secondary school principal.

5.9 CONCLUSION

The purpose of this study was to understand the motivation on the part of women to apply for principalship in secondary schools. The study revealed that women are underrepresented in leadership in education and it also highlighted the barriers that they encounter. Nevertheless women continue to be motivated to apply for such positions in secondary schools. The study findings emanated from both the literature review and the participants' responses. The data obtained from the participants' responses were categorised into four themes, namely, motivation, preparation and leadership programmes, the leadership styles of women and the leadership qualities of women. Motivation theory was then used to explain the participants' responses and the research findings. Recommendations for further research were suggested.

References

- Adams, K. & Hambright, G. 2004. Encouraged or discouraged: Women teacher leaders becoming principals. *The Clearing House*, 77(5):209–211.
- Blasé, J. & Blasé, J. 2004. *How successful principals promote teaching and learning: handbook of instructional leadership*. 2nd edition. USA: Corwin Press.
- Brooking, K. 2008. The future challenge of principal succession in New Zealand primary schools: Implications of quality and gender. *International Studies in Educational Administration*, 36(1):41–45. Commonwealth Council for Educational Administration & Management.
- Brooks, M. & Jones, W. 2010. Middle school principals: The relations between gender and years of administration experiences to school academic growth trend. *National Forum of Educational Administration and Supervision Journal*, 27(4):1–4.
- Chabaya, C., Rembe, S. & Wadesango, N. 2009. The persistence of gender inequality in Zimbabwe: Factors that impede the advancement of women into leadership positions in primary schools. *South African Journal of Education*, 29(2):235–251.
- Cohen, L., Manion, L. & Morrison 1997. *Research methods in education*. 4th edition. London: Routledge Falmer.
- Cohen, L., Manion, L. & Morrison. 2007. *Research methods in education*. 5th edition. London: Routledge Falmer.
- Coleman, M. 2003. Gender & leadership style: The self-perceptions of secondary schools head-teachers. *Management in Education*, 17(1):29–33.
- Coleman, M. 2005. Gender and secondary school leadership. *International Studies in Educational Administration*, 33(2):3–20.

Cowie, M. & Crawford, M. 2008. 'Being' a new principal in Scotland. *Journal of Educational Administration*, 46(6):676–689.

Creswell, J.W. 2002. *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage Publishers.

Creswell, J.W. 2007. *Qualitative inquiry and research design: Choosing among five traditions*. 2nd edition. Thousand Oaks, CA: Sage Publications.

Creswell, J.W. 2009. *Research design, qualitative and mixed approaches*. 3rd edition. Los Angeles, CA: Sage Publications.

Crowther, F., Ferguson, M. & Hann, L. 2009. *Developing teacher leaders: How teacher leadership enhances school success*. Thousand Oaks, CA: Corwin Press.

Cubillo, L. & Brown, M. 2003. Women into educational leadership and management: International differences? *Journal of Education Administration*, 41(3):278–292.

Damons, M.H. 2008. The performance of female principals in the management of selected in the management of selected secondary schools in the Gauteng province. MEd dissertation. University of Johannesburg, Johannesburg.

Department of Education 2010. *Education Statistics in South Africa (2009)*. Pretoria, South Africa: Available from [http://www.education.gov.zaz/emis/statisticalPublications / table/ 462/Default.aspx](http://www.education.gov.zaz/emis/statisticalPublications/table/462/Default.aspx). [Accessed 23 June 2013]

Eagly, A.H. 1987. *Sex differences in social behaviour: A social role interpretation*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Eagly, A.H. & Johannesen-Schmidt, M.C. 2001. The leadership styles of women and men. *Journal of Social Issues*, 57(4):781–797.

Eagly, A.H., Johannesen-Schmidt, M. C., & Van Engen, M.L. 2003. Transformational, transactional, and laissez-faire leadership styles: A meta-analysis comparing women and men. *Psychological Bulletin*, 129(4):569–591.

Enke, K. 2014. Conceptions of power among senior women administrators at liberal arts colleges in the upper Midwestern United States. *NASPA Journal About women in Higher Educations*.

Gage, J., Mumma, S. & Fritz, S. 2004. Exploring the Bermuda triangle: Review of gender, societal, team and individual leadership theories. *Journal of Leadership Education*, 3(2):35–51.

Gawel, J.E. (2008). Herzberg's theory of motivation and Maslow's hierarchy of needs. *ERIC Digest*. Available at: <http://www.ericdigests.org/1999-1/needs.htm> [Accessed 18 July 2013].

Genc, S.Z. 2008. An evaluation of teachers views of primary school principals' values of democratic values. *Social Behaviour and Personality*, 36(4):483–492.

Giese, T., Slate, J.R., Brown, M. & Elgado, C. 2009. Female high school principals: Leadership practices and leadership traits. *Advancing Women in Leadership*: 29(5). Available at: <http://advancingwome.com/awl/awlwordpress> [Accessed 12 July 2013].

Guaramatunhu-Mudiwa, P. & Bolt, L.L. 2012. Does the gender of school personnel influence perceptions of leadership? Available from <http://dx.doi.org/10.1080/13632434.2012.688742>. [Accessed 18 June 2012]

Heystek, J., Nieman, R., Van Rooyen, J., Mosoge, J. & Bipath, K. 2012. *People leadership in education*. South Africa: Heinemann, 56–93.

Hopfl, H. & Matilal, S. 2007. The lady vanishes: Some thoughts on women and leadership. *Journal of Organizational Change Management*, 20(2):198–208.

Ion, G. & Folch, M. 2009. Leadership, gender and organisational structure at Catalanian Universities: Case studies. *The International Journal of Learning*, 16(9).

Jogulu, D.U. & Wood, G.J. 2006. The role of leadership theory in raising the profile of women in management. *Equal Opportunities International*, 25(4):236–252.

Jones, C.A. 2006. The other leadership: The nature of the leadership experience of Anglo female middle-school principals in a male defined arena. Unpublished D.Phil thesis. University of Texas.

Jones, C.A. 2008. The other leadership, gender and organizational structure at Catalonian universities: Case studies. *The International Journal of Learning*, 16(9):291–317.

Joubert, R. & Bray, E. 2007. *The role of governing body in the new appointments; Public School Governance in South Africa*. Pretoria. CELP, 93–102.

Kanjere, M.M, Thaba, K.L. & Teffo, L.J. 2011. Stereotypes against women principals in rural communities. *African Journal of Indigenous Knowledge Systems*, 10(2).

Kiamba, J. 2008. Women and leadership positions: Social and cultural barriers to success. *Wadagu*, 6:7–26. ISSN:1545-6196.

Kruger, M.L. 2008, School leadership, sex and gender: Welcome to difference. *International Journal of Leadership in Education*, 11(2):68–155.

Larusdottir, S.H. 2007. The fact that I am a woman may have been the defining factor. *Educational management Administrative Leadership*, 35(2):261–276.

Law, W. 2013. Culture, gender and school leadership perceptions in China. *Compare: A Journal of Comparative and International Education*, 43(5):295–322.

Leedy, P.D. & Omrod, J.E. 2001. *Practical research: Planning and design*. 7th edition. Thousand Oaks, CA: Sage Publications.

Lumby, J. 2008. Disappearing gender: Choices in identity. In *Women leading education across the continents, sharing the spirit, fanning the flame*, edited by Hobehart. Langham, MD/Toronto, Canada: Rowman & Littlefield, 29–38.

Lumby, J. & Azaola, M.C. 2011. Women principals in small schools. *Australian Journal of Education*, 55(1):73–85.

- Lumby, J. & Azaola, M.C. 2014. Women principals in South Africa: Gender, mothering and leadership. *British Educational Journal*, 40(1):30–44.
- Madikizela, N.Y. 2009. *Factors influencing underrepresentation of women in education district management*. University of KwaZulu-Natal, Pietermaritzburg.
- Mahitivanichcha, K. & Rorer, A.K. 2006. Women's choices within market constraints: Revisioning access to and participation in the superintendency. *Educational Administration Quarterly*, 42(4):448–517.
- Maree, K. (ed.). 2010. *First steps in research*. 4th edition. Van Schaik: Pretoria.
- Maslow, A.H. 1954. *Motivation and personality*. New York: Harper & Bros.
- Mc Neese, R.M, Roberson, T.J. & Haines, G.A.2008. Motivation for pursuing a degree I Education Administration. Paper presented at University Council of Education Administration 2088 Annual meeting, Orlando, Florida.
- McKee, J.M. & Phillips, J.W. 2001. *How to motivate the reluctant learner*. Tuscaloosa, AL: Behaviour Science Press,
- McMillan, H. & Schumacher, S. 2006. *Research in education: Evidence-based inquiry*. 6th edition. Boston: Pearson Education.
- McGee, J.M. 2010. *To climb or not to climb: The probing of self-imposed barriers that delay or deny career aspirations to be administrator in public school system*. Forum on Public Policy. Available at: <http://Forum on Public policy.com/spring 2010.vol 2010/Spring 2010 archive Mcgee.pdf> [accessed 28 May 2013].
- Moorosi, P. 2007. Creating linkages between private and public: Challenges facing woman principals in South Africa. *South African Journal of Education*, 27(3):507–521.

Moorosi, P. 2010. South African female principal's career path: Understanding the gender gap in secondary school management. *Educational Administration and Leadership*, 38(5):547–562.

Mphahlele, R.E. 2009. Decade of educational change: Grounded narratives of school principals. PhD Thesis. University of Pretoria, Pretoria.

Nealy, M.J. 2009. Sharpening leadership skills: Connecting with the sisters. *Diverse Issues in Higher Education*, 26(2):7–10.

Niewenhuis, J., Beckman, J & Prinsloo, S. (Eds). 2007. *Growing human rights and values in education* (Chapter 9: Gender equality). Hatfield: Van Schaik.

Normore, A.H. & Gaetane, J.M. 2008. Female secondary school leaders: At the helm of social justice, democratic schooling and equity. *Leadership and Organizational Development Journal*, 29(2):182–205.

Norris, P. 2000. Breaking the barrier: Positive discrimination policies for women (Ch. 10). In J. Klausen & C.S. Mairer (Eds) *Has liberalism failed women? Parity, quotas and political representation* New York: St Martin's Press.

Onyango, D.O., Simitwa, M.W. & Ondingi, B.A. 2011. Factors influencing participation of women in secondary school education management in Siaya District, Kenya. *Analytical study*, 2(90):1513–1527.

Osumbah, B.A. 2011. Representation of women in top educational leadership positions in Kenya: *Advancing Women in Leadership*, 31:51–68.

Oztur, E.O. 2012. Contemporary motivation theories in educational psychology and language learning: An overview. *The International Journal of Social Sciences*. Afyon koca tepe University. Turkey.

Priola, V. & Brannan, M.J. 2009. Between a rock and a hard place: Exploring women's experience of participation and progress in managerial careers. *Journal of Equal Opportunities International*, 28(5):378–397.

Republic of South Africa. 1996a. *Constitution of Republic of South Africa, 1996*. Pretoria: Government Printers.

Republic of South Africa. 1996b. *South African Schools Act 1996 (Act 84 of 1996)*. Pretoria: Government Printers.

Republic of South Africa. 1998. *The Employment of Educators Act (Act 76 of 1998)*. Pretoria: Government Printers.

Reynolds, C., White, R., Brayman, C. & Moore, S. 2008. Women and secondary school principal rotation/succession: A study of the beliefs of decision makers in four provinces. *Canadian Journal of Education*, 31(1):32–54.

Ryan, R.M. & Deci, E.L. 2000. Self-determination theory and the facilitation of intrinsic motivation, social development and well-being. *American Psychologist*, 55(1):66–78.

Sanchez, J.E. & Thornton, B. 2010. Gender issues in K-12 Educational Leadership. *Advancing Women in Leadership Journal*, 30(13). Available at: <http://advancingwomen.com/awl/awlwordpress>.

Sanga, K. 2005. Pacific leadership: Hopeful and hoping. Paper presented at University of the South Pacific – NZAID Regional Symposium on Pacific Leadership, Fiji.

Shakeshaft, C. 2006. Gender and education management, in *The SAGE handbook of gender and education*, edited by C. Skeleton, B. Francos & L. Smulyan. Thousand Oaks, CA: Sage Publications, ch 35. Do1:104135/978-1-84860-799-6.1136.

Shakeshaft, C., Brown, G., Irby, B., Grogan, M. & Ballenger, J. 2007. Increasing gender equity in educational leadership, in *Handbook for achieving gender equity through education*, 2nd edition, edited by S.S. Klein, B. Richardson, D. Grayson, L. Fox, C. Kramarae, D. Pollard & C. Dwer. New York: Routledge, 103–129.

Sherman, H.W. 2005. Preserving the *status quo* or renegotiating leadership: women's experiences with a district-based aspiring leaders' programme. *Educational Administration Quarterly*, 41(5):707–740.

Sperandio, J. & Kagoda, M.A. 2010. Women teachers' aspirations to school leadership in Uganda. *The International Journal of Education Management*, 24(1):22-36.

Syed, J. & Murray, P.A. 2008. A cultural feminist approach towards managing diversity in top management teams. *Journal of Equal Opportunities International*, 27(5):413–432.

Teowkul, K., Seributra, N. J., Sangkaworn, C. Jivasantikarn, C., Denvilai, S. & Mujtaba, B.G. 2009. *Motivational factors of graduate Thailand students pursuing masters and doctoral degrees in business*. Institute of International Studies. Ramkhahaeng University, Thailand/ Nova South Eastern University, USA.

Vali, K.S. 2010. Women leading in silence in Papua New Guinea higher education. Unpublished MEd-dissertation. University of Waikato.

Vanderstoep, S.W. & Johnston, D.D. 2009. *Research methods for every life: Blending qualitative with qualitative approaches*. San Francisco, CA: Jossey Bass.

Van Eck, E., Volman, M. & Vermuelen, V. 1996. The management route: Analysing the representation of women in educational management, *European Journal of Education*, 34(4):403–418.

Van Niekerk, M.P. 2009. Principals' influence on teacher professional development or the integration of information and communication Technology in schools. PhD thesis. University of Pretoria, Pretoria.

Van der Westhuizen, P.C. 2010. *Effective educational management*. 3rd edition. Pretoria: Kagiso.

Walker, A. & Kwan, P. 2009. Seeking a principalship: Specific position attractions. *Leadership and Policy in Schools*, 8(3):287–306.

Wangui, P.M. 2012. The lived experiences of female head teachers in rural primary schools in Kenya. MEd dissertation, University of South Africa, Pretoria.

Wickham, D.M. 2007. Female superintendents, perceived barriers and successful strategies used to attain the superintendence in California. Unpublished DEd-thesis. California University of the Pacific.

Wolpe, A., Quinlan, O. & Martinez, L. 1997. *Gender equity in education: A report by the Gender Equity Task Team*. Pretoria: National Department of Education.

Yin, R.K. 1994. *Designing case studies: Case study research*. London: Sage Publications.

APPENDIX 1: LETTER OF INVITATION TO THE PARTICIPANTS



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Contact no: 0782256719

Mokopane

Email: nfkekana@gmail.com

0600

30 July 2014

Dear Madam

Re: INVITATION TO PARTICIPATE IN RESEARCH

My name is Nkgei Francina Kekana MEd student at the University of Pretoria. I am working on a dissertation with the title, 'Understanding women's motivation to apply for principalship in secondary schools'. Even though literature reveals that there is underrepresentation of women in leadership, women are still motivated to apply for position of the principal in secondary schools. My aim is to understand what motivates women to apply for principalship in secondary schools. I would like to interview you to understand your experiences with respect to applying for principalship in secondary schools. If possible I would like to meet with you about 2-3 times over a period of three months. My aim is to have a conversation that will cover the following areas:

1. Understanding what motivates women to apply for principalship in secondary schools.
2. Investigate barriers that prevent women from being appointed to such positions in secondary schools.

I expect that each session will last about one and half hours. The dates and times for each meeting can be arranged at your convenience.

Given that you have been through the process of application for the post of principal. I am requesting your participation in this study. With your permission, I would like to use an audiotape when conducting the interviews. The interviews will be conducted in English or in a mutually comfortable language. All information will be kept confidential. I will use pseudonyms to protect your name and school's name. In order to verify the accuracy of the interviews you will receive transcripts and should you wish to make corrections on the transcripts, please let me know.

Participation in this research is voluntarily. Should you feel uncomfortable to continue, you may withdraw at any point in the process.

Thank you in advance.

Yours sincerely

Kekana N.F. _____

Researcher

Professor Venitha Pillay

Supervisor _____

APPENDIX 2: CONSENT AND CONFIDENTIALITY



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

LETTER OF CONSENT

I.....the principal/educator/SMT member of secondary school, have read and understood the purpose of the research study titled: **‘Understanding women’s motivation to apply for principalship in secondary schools’** and hereby give my consent to participate in this research. I am aware that my participation in this study remains voluntarily and that at any time I may withdraw from the research. I also understand that all personal information will be treated as confidential by the researcher and no details will be used to identify me.

Participant’s signature Date.....

Researcher’s signature Date.....

Supervisor (Prof V. Pillay)..... Date.....

APPENDIX 3: GUARANTEE OF CONFIDENTIALITY LETTER

(To be signed by all research participants)

I, Kekana Nkgei Francina, hereby guarantee anonymity and confidentiality to..... in his/her participation in my MEd studies based on Leadership in Education in selected schools in the Mogalakwena district in the Limpopo province in South Africa.

This confidentiality will be guaranteed during and after the research process as well as in the final research report.

Participant..... Date.....

Researcher (Kekana N.F.)..... Date.....

Supervisor (Prof V.Pillay)..... Date.....

APPENDIX 4: LETTER REQUESTING PERMISSION FROM THE HEAD OF DEPARTMENT OF EDUCATION LIMPOPO PROVINCE TO CONDUCT RESEARCH IN SCHOOLS



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Enquiries: Kekana N.F.

PO Box 1493

Contact no: 0782256719

Mokopane

Email: nfkekana@gmail.com

0600

20 February 2014

The Head of Department

Limpopo Department of Education

Private bag X9486

Polokwane

0700

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN SECONDARY SCHOOLS IN MOGALAKWENA DISTRICT

I am Nkgei Francina Kekana. I am a Master's Degree student in Educational Leadership at the University of Pretoria. My supervisor is Prof Venitha Pillay. I am presently undertaking research on "Understanding women's motivation to apply for principalship in secondary schools in the Limpopo province", I therefore request for permission to conduct research in secondary schools in the Mogalakwena district.

The main aims of my study are to:

Understand what motivates women to apply for principalship in secondary schools

Review barriers that prevent women to succeed to secondary schools principalship.

I have selected secondary schools headed by female principals to understand what motivated them to apply for principalship in secondary schools. The participants will be three successful female principals and three female educators/School management team (SMT) members who once applied for the position of the principal but did not succeed. The participants will be interviewed using audio tape in a convenient room. The duration of the interview will be one hour and thirty minutes and will be conducted in English.

I have no doubt that this study will be of value to the Department of Education, women who are principals and those who are still aspiring to principalship in secondary schools.

Should you have any queries, email Kekana N.F at nfkekana@gmail.com or my Supervisor Prof V. Pillay at venitha.pillay@up.ac.za/venithapillay@gmail.com

Thank you

Yours sincerely

Kekana N.F (Applicant)..... Date.....

APPENDIX 5: LETTER REQUESTING PERMISSION FROM SCHOOL PRINCIPAL TO CONDUCT RESEARCH



**UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA**

Faculty of Education

30 July 2014

Enquiries: Kekana N.F.

Contact no: 0782256719

Email: nfkekana@gmail.com

The Principal

.....school

.....

.....

.....

APPLICATION FOR PERMISSION TO CONDUCT THE RESEARCH AT YOUR SCHOOL

My name is Nkgei Francina Kekana. I am a Master's Degree student in Educational Leadership at the University of Pretoria under the supervision of Prof Vanitha Pillay. I am presently undertaking research on 'understanding women's motivation to apply for principalship in secondary school in the Limpopo province', I therefore request for permission to conduct research at your school.

The aim of this research is to understand what motivates women to apply for principalship in secondary schools and to examine the barriers that prevent them from being successful.

I have selected this school because it headed by female principal. The participants will be three successful female principals and three female educators/School management team (SMT) members who once applied for principalship but did not succeed. The participants will be interviewed using audio tape in a convenient room. The duration of the interview will be one hour and thirty minutes and will be conducted in English.

Should you have any queries, email Kekana N.F at nfkekana@gmail.com or my Supervisor Prof V. Pillay at venitha.pillay@up.ac.za/venithapillay@gmail.com

Thank you

Yours sincerely

Kekana N.F. (Applicant)..... Date.....

Prof V. Pillay..... Date.....

APPENDIX 6: INTERVIEW QUESTIONS

A. Motivation

1. For how long have you been the principal/teacher/school management team at this school?
2. Why did you to apply for principalship in secondary school?
3. Who encouraged you to apply for principalship?
4. Can you tell me about your mentor if, you have one?
5. Were you in any way discouraged from applying for such post?

B. Preparation and leadership programmes

6. Tell me about the preparation and leadership programmes you have attended. What preparation and leadership programmes did you attend?
7. How did these programmes help you, if at all?

C. Leadership qualities

8. Describe you leadership qualities. What leadership qualities do you think you have?
9. What makes you to be a good principal?
10. How would you describe your leadership styles as a female principal?

D. Barriers

11. What barriers/challenges did you experience when you applied or become the principal?
12. How did you overcome them?
13. What advice would you give to women who want to become principals?
14. Is there anything you would like to tell me that I have not asked?

APPENDIX 7: PERMISSION LETTER FROM LIMPOPO DEPARTMENT OF EDUCATION



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF **EDUCATION**

Enquiries: Dr. Makola MC, Tel No: 015 290 9448. E-mail: MakolaMC@edu.limpopo.gov.za

P O BOX 1493

MOKOPANE

0600

KEKANA NF

RE: Request for permission to Conduct Research

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct a research has been approved- **TOPIC: UNDERSTANDING WOMEN'S MOTIVATION TO APPLY FOR SECONDARY SCHOOLS PRINCIPAL-SHIP IN THE LIMPOPO PROVINCE.**
3. The following conditions should be considered
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with both the Circuit Offices and the schools concerned.
 - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the forth term.
 - 3.5 During the study, the research ethics should be practiced, in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.
4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

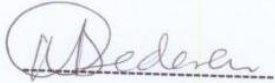
Page 1 of 2

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

The heartland of southern Africa - development is about people!

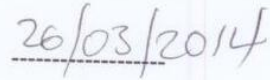
5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Dederen K.O

Acting Head of Department



Date

APPENDIX 8: CONFIRMATION OF EDITING

Alexa Barnby
Language Specialist

Editing, copywriting, indexing, formatting, translation

Mobile: 071 872 1334
Tel: 012 361 6347

barnbak@unisa.ac.za
alexabarnby@gmail.com

32 Camellia Avenue
Lynnwood Ridge
0081 Pretoria

31 March 2015

To whom it may concern

This letter serves to confirm that I, Alexa Kirsten Barnby, ID No. 5106090097080, a fulltime language practitioner with the University of South Africa and member of the South African Translators Institute, have edited the mini dissertation of NF Kekana, student no. 28622121, titled "Understanding of women's motivation to apply for principalship in secondary schools". The onus is, however, on the student to bring about the changes suggested and address the comments made.



AK Barnby