

University of Pretoria etd – Chabalala, L W (2006)

**WHAT DO WOMEN TEACHERS IDENTIFY
AS BARRIERS TO PROMOTION?**

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PROMOTION?**

By

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ABSTRACT

This study identifies barriers to promotion for women teachers as they endeavour to attain leadership positions in schools. Like many others in South Africa, women have gained legal rights in the present democratic dispensation. Nevertheless, women teachers are still left out of formal leadership roles in schools. Patterns and practices that relegated and held women to the margins of leadership continue to contradict the democratic ideals enshrined in the Constitution.

The study explores the historical accounts which continue to marginalize women teachers from leadership, as well as the life experiences of women teachers, and seeks to discover how these accounts and experiences impact on women teachers who admire and aspire leadership roles in schools. The study is rooted in the critical feminist perspective, which frames layers of socio-political, cultural and ethical issues that did and continue to marginalize women teachers from leadership.

The researcher adopted a qualitative approach, especially inductive reasoning or narration to explore settings in schools. The research methodology helped to expose how women teachers navigate the educational, cultural or social arenas, and, most importantly, how society perceives the practice of selecting leaders in schools. However, the endeavour is to create an equitable platform for leadership in schools.

The study is based on information on gender imbalances drawn from schools in Soshanguve (Pretoria, South Africa). Interviews, questionnaires and observation were selected as data-collection instruments. Eight women teachers and eight male teachers took part in this study. Subsequently, two women principals and two male principals also volunteered to take part in this study. Participants were intentionally selected. Each participant gave informed consent in writing. Voluntary participation involves the ethical issues of confidentiality, anonymity, and privacy. The researcher observed values such as trust, respect, empathy and dignity of the participants.

The data analysis and interpretation revealed the following major themes:

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

DEDICATION

To Mzamani and Koketso Chabalala, my parents, Eva, my wife,
Obakeng and Koketso, my children, Caroline, Mamosadi and Happy,
my sisters, for their support and total confidence in me.

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TABLE OF CONTENTS

List of figures

List of tables

1 ORIENTATION TO THE STUDY

1.1	Introduction	1
1.2	Statement of the problem	2
1.3	Significance of the study	3
1.4	Objectives	4
1.5	Assumptions	4
1.6	Definitions of concepts	6
1.7	Research design and methodology	8
1.7.1	Literature review	9
1.7.2	Questionnaires	9
1.7.3	Interviews	9
1.7.4	Participant observation	9
1.8	Delimitation and limitations of the study	10
1.9	Conclusion	11

2 LITERATURE REVIEW

2.1.	Introduction	12
2.2	Leadership	13
2.2.1	Structural-functionalist leadership perspective	14
2.2.1.1	Trait theory	15
2.2.1.2	Situational theory	15
2.2.1.3	Contingency theory	16
2.2.1.4	Transformational and transactional theory	16
2.2.2	Constructivist leadership perspective	18
2.2.3	Critical perspectives of leadership	19
2.2.4	Leadership from a feminist perspective	19
2.3	Gender	20
2.3.1	Sex	23
2.3.2	Gender mainstreaming	24
2.3.3	Gender equity	25
2.3.4	Socialization	27
2.3.4.1	Communication	27
2.4	Gender and leadership	28
2.4.1	Gender and leadership styles	29
2.4.2	Sex differences in leadership styles	30
2.4.3	Gender-typed contexts	30

2.5	Barriers to promotion	31
2.5.1	Stereotype view of women	31
2.5.2	Attitudes to and philosophies about women	31
2.5.3	Intrinsic barriers	32
2.5.3.1	Characteristics or attributes of women	33
2.5.3.2	Role conflict	33
2.5.4	Extrinsic barriers	34
2.6	Feminism	36
2.6.1	Liberal feminism	38
2.6.2	Radical feminism	38
2.6.3	Marxist feminism	39
2.6.4	Socialist feminism	39
2.6.5	Feminists in the Third World	40
2.7	Conclusion	41

3 RESEARCH DESIGN AND METHODOLOGY

3.1	Introduction	42
3.2	Case study method	43
3.2.1	What is a case study?	43
3.2.1.1	Advantages of a case study	44
3.2.1.2	Disadvantages of case studies	44
3.3	Selection of participants	46
3.4	Data-collection instruments	47
3.4.1	Questionnaire	47
3.4.1.1	Closed questions	49
3.4.1.2	Open-ended questions	49
3.4.2	Basic individual interviews	51
3.4.3	Participant observation	53
3.4.3.1	Advantages of observation	53
3.4.3.2	Disadvantages of observation	54
3.5	Data analysis and interpretation	55
3.6	Validity of the study	56
3.7	Conclusion	58

4 PRESENTATION OF THE FINDINGS

4.1	Introduction	59
4.2	Teachers' responses to questionnaire	60
4.2.1	Leadership	60
4.2.2	Gender	60
4.2.3	Gender and leadership	61
4.2.4	Barriers to promotion	61
4.2.5	Feminism	64
4.3	Teachers' responses to interview guides	64
4.3.1	Leadership	64

4.3.2	Gender	65
4.3.3	Gender and leadership	65
4.3.4	Barriers to promotion	66
4.3.5	Feminism	66
4.4	Principals' response	66
4.4.1	Leadership	67
4.4.2	Gender	67
4.4.3	Gender and leadership	68
4.4.4	Barriers to promotion	68
4.4.5	Feminism	71
4.5	Principals' responses to interviews guides	71
4.5.1	Leadership	71
4.5.2	Gender	72
4.5.3	Gender and leadership	72
4.5.4	Barriers to promotion	73
4.5.5	Feminism	73
4.6	Conclusion	75

5 CONCLUSIONS AND RECOMMENDATIONS

5.1	Introduction	76
5.2	Responses to questions	76
5.2.1	What is school leadership?	76
5.2.2	To what proportion are women represented in the leadership of schools?	77
5.2.3	What do women teachers identify as barriers to promotion?	79
5.2.4	How do barriers to promotion affect women teachers who apply for promotion?	80
5.2.5	What changes would women teachers like to see in the education system?	82
5.3	Conclusions of the study	84
5.3.1	Discrimination on the basis of sex	85
5.3.2.	Stereotypes who believe that men make better managers	85
5.3.3	Fear and lack of self-esteem	86
5.3.4	Unavailability of structured support for women	86
5.4	Recommendations	86
5.4.1	Gender equity policy	86
5.4.2	Gender equity structures	88
5.4.3	Communication, awareness and training of all stakeholders	89
5.5	Conclusion	90

APPENDICES

Appendix A: Request to conduct a research project	92
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University of Pretoria etd – Chabalala, L W (2006)

Appendix B: Consent form	93
Appendix C: Questionnaire for teachers	94
Appendix D: Questionnaire for principals	99
Appendix E: Interview protocols	104
Bibliography	105

LIST OF FIGURES

Fig 2.1 Percentages of principals (state paid principals only) by gender	26
Fig 3.1 The data analysis spiral	56

LIST OF TABLES

Table 2.1	Percentage of educators (state paid educators only) by gender Employed at different post levels (Gauteng Department of Education annual survey 2003/2004)	26
Table 3.1	Total number of male and female principals in Soshanguve	47
Table 4.1	Five fundamental barriers to the promotion of women teachers	62
Table 4.2	Principals' responses	69
Table 4.3	Barriers to promotion and possible solutions	74

ABBREVIATIONS

ABET	Adult Basic Education and Training
ANC	African National Congress
CEDAW	Convention on the Elimination of Discrimination Against Women
EEA	Employment of Educators Act
EEA	Employment Equity Act
FET	Further Education and Training
GDE	Gauteng Department of Education
GETT	Gender Equity Task Team
LRA	Labour Relations Act
NEPA	National Education Policy Act
RDP	Reconstruction and Development Programme
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team

CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

South Africa has entered a period in which a just relationship is sought, not only through democratic constitutional institutions, mechanisms and processes but, in particular, through the constitutional protection of human rights, yet there are still gender imbalances in school leadership. Gender has been politicised and likened to power. It is, however, a challenge for policy makers to implement gender equality in school leadership. The Employment Equity Act, 55 of 1998 and policy frameworks, such as the Promotion of Equality and the Prevention of Unfair Discrimination Act 4 of 2000, which complement Schedule 6 of the Constitution of South Africa, aim to eliminate and prevent or prohibit all forms of discrimination against women in their organizations. Nevertheless, women are still discriminated against on the basis of their sex.

In his parliamentary address on 24 May 2001, the then Minister of Education, Professor Kader Asmal stated that the education system has gone through a phase characterized by the creation of a framework for transformation. He stated further that the system should start to move from a framework to action, called “*Tirisano*” (Sotho word for ‘cooperation’). This implied that the intentions contained in the frameworks, such as the Employment Equity Act and related frameworks, should be supported and purposefully implemented to redress the injustices of the past, which also contributed to, for example, gender imbalance in school leadership. Women should be considered, if not prioritised, when selections for school leadership are made.

It should be noted that broad policies do support the existence of gender equality, equity, inclusion and anti-discrimination in education, for example:

University of Pretoria etd – Chabalala, L W (2006)

- (1) Section 4 (c) of the National Education Policy Act, 27 of 1996 (NEPA) is directed towards the advancement and the protection of fundamental rights of every person, in particular, the right to achieve equitable education opportunities and redress of past inequalities in education, including the promotion of gender equality and the advancement of the status of women. The purpose of this law is to regulate the affairs of school community and school leadership in a just and equitable manner, enabling all participants to access and attain leadership positions in schools.
- (2) In terms of section 7 (b) of the Employment of Educators Act, 76 of 1998 (EEA), in making any appointment or the filling of any post on any educator establishment, due regard shall be had to equality, equity and other democratic values and principles which are contemplated in section 195 (1) of the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), and which include the need to redress the imbalances of the past in order to achieve broad representation.
- (3) Section 9 of the Constitution of the Republic of South Africa Act, 108 of 1997 stipulates inter alia that the state (or a person) may not unfairly discriminate directly or indirectly against anyone on the grounds including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth, race, colour, ethnicity, religion, culture and/or language.
- (4) While the South African Schools Act, 84 of 1996 (SASA), makes provision for the school governing bodies (SGBs) to recommend to the Head of Department the appointment of educators at schools, the Act is silent on the position of women as school leaders (Phendla & Makofane 2003:14).
- (5) The Employment Equity Act, 55 of 1998 requires each government department to eliminate all forms of discrimination against women in their organizations and to take the necessary steps towards affirming each group's career prospects. The Act also calls for the submission of employment equity plans that are negotiated between employer and employee to minimize discrimination and enhance representative.

1.2 STATEMENT OF THE PROBLEM

Leadership in schools still mirrors the traditional myths that privilege men over women. The relative scarcity of women in the top leadership positions demonstrates this trend. Patterns of discrimination and stereotyping also account for the historical low count of women teachers in school leadership. Perceptions of what constitutes an “appropriate” leader have been driven by older stereotypes that favour men.

Broad policies such as Employment of Educators Act 76 of 1996 (EEA), South African Schools Act 84 of 1996 (SASA), National Education Policy Act 27 of 1996 (NEPA), Labour Relations Act 66 of 1995 (LRA) or Employment Equity Act 55 of 1998 (EEA), advocate gender equality in all spheres of educational administration. The Constitution of the Republic of South Africa (Act 108 of 1996) is intended to ensure that there is improved social justice, equality, and equity in all employment sectors. Yet there are still gender imbalances in school leadership. Schools should adopt an emancipatory approach, challenge or resist injustices, be committed to empowering and providing women teachers with structured support, and establish ethics of care within the communities.

1.3 SIGNIFICANCE OF THE STUDY

What is happening in the social system and in our schools that prevents women from entering school leadership positions in proportion to the number of talented and potential women managers available? Is the under-representation of women teachers in the management of schools due to the patriarchal nature of our society? These and other questions seem to suggest that there are barriers and difficulties to promotion for women teachers.

This study wishes to identify barriers to promotion for women teachers. The information and knowledge gained could make a significant contribution to

- women teachers who intend applying for promotion in schools,
- principals and other officials who design job specifications and requirements as a means to select school leaders,
- provincial and national education officials monitoring gender equity in schools,
- the review of gender policies and
- literature on gender equity.

1.4 OBJECTIVES

The purpose of this study is to identify barriers to promotion for women teachers. The study aims to answer the following questions:

- What is school leadership?
- To what proportion are women teachers represented in the leadership of schools?
- What do women teachers identify as barriers to promotion?
- How do barriers to promotion affect women teachers who apply for promotion?
- What changes would women teachers like to see in the education system?

1.5 ASSUMPTIONS

Traditionally, women are seen as not possessing the necessary attributes for leadership. According to Astin and Leland (1991:4), women are believed to be submissive, and have difficulty in making choices. Vinnicombe and Colwill (1995:32) state that women and men employ different leadership styles, with men seen to be more competitive, controlling, analytical and hierarchical. These assumed gender differences in leadership styles are consistent with stereotypes which privilege men when selections for school leadership are made.

In the researcher's opinion, leadership and power are often used to influence others. Society assumes that gender plays an important role in empowering a leader. This is because society describes leadership from a traditionally patriarchal conception, which

emphasizes products, efficiency, control, power, motivation, and manipulation. This traditional assumption informing the choice of a leader favours men, even though there is no evidence of any connectedness to gender.

Historically, women have been excluded from leadership because they were assumed to be docile, quiet, unpredictable, and childish (Broady and Hammet 1991:464). Broady and Hammet (1991:464) indicate that the role of a successful leader or manager is seen as involving characteristics such as aggressiveness, competitiveness, self-confidence, and leadership ability, attributed to men rather than women. These assumptions marginalize, silence dissenting voices or women who could advance to leadership positions.

According to Oakley (2000:27) women do sometimes respond to stereotypes by suppressing their normative gender and acting 'similarly' to men in order to rise through the ranks in a school organization. Oakley's viewpoint is that women downplay their own femininity in favour of masculine behaviour.

According to Dipboye (1978:2-10), women are assumed to

- be weak, passive, emotional, dependent, fearful, unsure of themselves whereas men are strong, aggressive, independent, fearless, self-assured and rational.
- think in intuitively, holistically, contextually and in concrete terms whereas men use analytical, abstract and field-independent thought patterns.
- be people-orientated, being softhearted, nurturing, sensitive, patient and caring, whereas men are task-orientated, hard, insensitive, impatient and protective.
- be good followers, good at carrying out decisions and following the initiative of others whereas men are the leaders who make decisions and show initiative.
- be manipulative, flippant, talk too much, prone to lying whereas men are straightforward, serious and honest.

A woman's place is assumed to be restricted to the home where she is the wife, child-bearer, mother and homemaker, whereas men are taken to be the breadwinners and providers for their family units (Greyvenstein 1996:79).

These are some of the assumptions used to marginalize women teachers. In the researcher's view, these assumptions are gender stereotypes, and form an intrinsic part of the heritage and paradigm of societies, and therefore determine the relative position of women in the leadership of organizations.

1.6 DEFINITIONS OF CONCEPTS

In this study, the following concepts are used as defined below.

- **Leadership**

Leadership is mainly described from a patriarchal perspective. For example, Broady and Hammet (1999:43) describe leadership as “an exclusively product-driven process, wherein efficiency, control, power over, accountability, motivation, and manipulation strategies are employed”. The traditional assumptions informing leadership appear natural and obvious, although they point to the lack of attention to women and gender issues. School leadership is still a male-dominated field.

According to Irwin (cited in Broady & Hammet 1999:44), “from a feminist perspective, leadership is seen as a transformational practice”. This implies that women leaders are seen as agents of change, agents of transformation and hope for other women. Their presence in leadership is expected to challenge the historical and traditional stereotypes that maintain their position at the margins of leadership. This, in itself, is a barrier to promotion to women teachers, because it demands a determined personality, one that can challenge and transform existing practices.

According to Jones and Montenegro (1982:8), many women have internalised the traditional gender stereotypes to such an extent that they feel inferior and suffer guilt and shame when they have to face the reality of leadership beyond the realm of homemaker.

In schools, as in business, traditional leadership emphasizes control, authority, and decision-making – requiring attributes traditionally perceived as masculine, including analytical ability, rationality and toughness. Women have been characterized as docile, passive, unassuming, compliant, submissive, tame, meek, quite, unpredictable, and childlike. (Ayers-Nachamkin, 1982:67). These assumed differences account for the lack of women in the school leadership.

For the purpose of this study, leadership is approached from a perspective of women and their experiences in relation to leadership.

- **Gender**

According to McManus (1997:1), gender is “a social meaning that encodes sexual difference. It encodes masculine or feminine qualities, or male or female roles. All societies known to us in all time periods have made some sort of gender distinctions”.

Phendla and Makofane (2003:17) found that gender is “a socio-political issue and is about power. Gender and education examine people’s relationship, not only the relationship with what they do, but also the relationship with who makes the decisions”.

For the purpose of this study, gender issues in education or schools are exploited to reflect these gender imbalances, particularly in school-leadership. For this reason, the study will serve as a voice for women teachers who have been affected by unfair barriers to promotion.

- **Barriers to promotion**

According to Greyvenstein (1989:22), barriers to promotion are all the factors that prevent women or men from achieving fully on a professional level. It should, however, be borne in mind that any scientifically selected range of barriers is not necessarily applicable to all women on all levels of promotional posts. Greyvenstein (1989) classifies barriers as intrinsic and extrinsic (22).

Intrinsic, internal or personal barriers are the so-called 'lacks' that are within women because of their femaleness (Greyvenstein 1989:22). According to Greyvenstein (1989), these barriers may arise as a result of a person's lack of work experience, lack of self-assertion, poor self-image, lack of self-confidence, excessively emotional reactions, dependence, or fear of success (22).

Greyvenstein (1989:22) maintains that extrinsic barriers "indicate environmental mutables that influence the entry and progress of women into the management hierarchy of the teaching profession. These barriers are indistinguishably linked to the intrinsic variables. Chauvinism, nepotism, lack of mentors or role models, not being networked, family commitments, social attitudes, the organizational structure, and bureaucratic characteristics are some of the extrinsic barriers that prevent women from obtaining promotional positions in schools."

- **Feminism**

Feminism is the struggle to end sexist oppression. Its aim is not to benefit solely any one specific group of women, any particular race or class of women (Friedman 1987:3).

According to Gossetti and Rusch (1995:10), "the power of a feminist paradigm is that it focuses on the gaps and blank spaces of dominant cultures, knowledge bases and behaviours. Using those spaces, feminism focuses on women and their experiences.

Feminism does not aim to privilege women over men. Much feminist theory emerged from privileged women, whose experiences are much different to that of women and men at the margins."

This study adopts a feminist approach to redefine and theorize school leadership, in order to bridge the current view of school leadership, from the point of view of women, their experiences and perceptions of leadership.

1.7 RESEARCH DESIGN AND METHODOLOGY

This study is qualitative because qualitative research employs an inductive strategy and is humanistic (White 2002: 15). According to White (2002), qualitative research is a method by which researchers study people, and affects how they view them. A researcher develops concepts, insights, and understanding from patterns in data, rather than (deductively) collecting data to assess preconceived models, hypotheses, or theories.

In this study, the researcher looked at women teachers and their settings in school leadership holistically, particularly their present situation, while not neglecting their past situations. To accomplish this, the researcher conducted a literature review and used interviews, questionnaires and participant observation to collect data.

1.7.1 Literature review

According to White (2002:26), a literature review is “a critique of the status of knowledge of a carefully defined topic”. The literature study contributes to shaping the frame of reference and forms an integral part of the study. Researchers conduct a literature review to gain knowledge about and insight into related research and avoid duplicating previous work

This study aims to provide a substantially better insight into the complexity of leadership from a critical feminist approach.

1.7.2 Questionnaires

Questionnaires were relatively economical, i.e., all respondents had to interpret them in the same way. Questions were limited to a single idea - “identifying barriers to promotion for women teachers” Both open-ended and closed questions were administered.

1.7.3 Interviews

Subjects were requested to supplement data collected through interviews. An attempt was made to control item trustworthiness by asking the same question in different ways and comparing the answers.

1.7.4 Participant observation

According to White (2002: 80), participant observation is “generally regarded as the principal data-gathering strategy of qualitative research”. Participant observation will help the researcher to establish women teachers’ perspective on the gender imbalances in school leadership and the meaning they attach to these imbalances

The researcher is of the opinion that women teachers’ perspective on the gender inequities in school leadership is prompted and influenced by the milieu or settings in which they occur. Therefore, participant observation of teachers (both male and female) and principals at the schools will reflect the true gender in these schools’ leadership, and how they attach meaning to their settings.

1.8 DELIMITATION AND LIMITATIONS OF THE STUDY

This study is limited to Soshanguve township, which is a predominantly Black settlement area situated on the northern outskirts of Pretoria (South Africa). Soshanguve has a population of about 800 000, with a high influx rate. There are eighty-three schools in the township, of which fifteen are secondary schools. The study is conducted from a feminist

perspective, which advocates correcting the gender imbalances in school leadership. However, power, its use and misuse are central in the determination of leaders in schools.

This study confines itself to interviewing and observing women and male teachers and principals in primary and secondary schools in Soshanguve and focusing only on schools funded from a public purse; i.e. public schools, particularly schools administered by Tshwane North, District 3. Consequently, this restricts the generalization of the findings. Although the private or independent schools, schools for learners with special educational needs, and centres for adult-based education contribute to providing a bigger picture of the discrepancies in gendered school leadership, they are excluded from this study.

One limitation of this study is the researcher's subjectivity, which can be attributed to the fact that the researcher is male and also a school principal who commands leadership for a school that has employed more than eighty percent of women teachers. The researcher does not have the experiences women teachers have in their quest to attain leadership roles in schools.

1.9 CONCLUSION

In its preamble, the South African Schools Act, 84 of 1996 requires a new national system for schools which will redress past injustices in education and, in so doing, lay a strong foundation for the development of all our people's talents and capabilities, advance democratic transformation, combat sexism and all other forms of unfair discrimination and intolerance, uphold the rights of all educators and promote their acceptance. To attain this, all spheres of discrimination must be addressed, ensuring that there is equality between male teachers and female teachers, with regard to the rights to employment, promotion and job security.

According to Burke and Nelson (1988:7), when employing job titles in workplaces as unit of analysis, a high degree of workplace segregation between male and female teachers becomes evident. Burke and Nelson (1988) further contend that workplace segregation is commonly measured by the index of dissimilarity, which indicates the proportion of women to men.

This study prominently features the rights to same employment opportunities, selection criteria, freedom of choice of a profession, promotion, benefits and conditions of service, in-service training and equality.

This chapter introduced the study, outlined the purpose, objectives, research design and methodology, defined concepts, and briefly discussed its limitations and delimitations. Chapter 2 discusses the literature review undertaken for the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 1 provided an overview of the study, its purpose and significance. This chapter discusses the literature review on the nature and meaning of the problem being investigated.

According to De Vos (2000:65), “a literature review may disclose that other researchers have already conducted essentially the same research. It provides a substantially better insight into the dimensions and complexity of the problem, and equips the investigator with justification for the subsequent steps as well as a realization of the importance of the undertaking”.

This study conceptualised major problems or issues of barriers to promotion to women teachers. The researcher conducted an extensive literature review that covered both primary (e.g., written/oral accounts, participants in teaching profession) and secondary sources (people who did not witness or experience marginalization or oppression, but have obtained information from other reliable sources), as well as local and official documents, professional journals, reports, books, dissertations, electronic resources, as well as existing knowledge or the underlying traditions, beliefs and values (White 2002:51), and concentrated on the following topics:

- leadership
- gender
- gender and leadership
- barriers to promotion
- feminism

2.2 LEADERSHIP

According to Shakeshaft (1989) cited by Fennell (1999:254), “leadership has always been a central focus for research in educational administration, and there has been a drastic

paradigm shift in the concept of leadership. Leadership has always been about power, control, compliance and competition. These roles have been closely aligned with masculinity”. In the researcher’s opinion, extensive masculine leadership practices can be observed in the current state of school organization, and it reflects the larger society’s androcentric philosophy.

Historically, leadership has been characterized to suggest emphasis on a super ordinate holding power and influence over a group of subordinates (Watkins, 1989:9).

Traditionally, leadership has suffered from androcentric bias when applied to female subjects. There is evidence of persistent and pervasive stereotypical attitudes to sex-role behaviour, which expect a typical male leader to show masculine sex-role orientation, and a typical woman to show feminine sex-role orientation. Traditionally, the masculine sex-role has been assumed to comply with the norms associated with leadership (Watkins, 1989). This has been the major contributory factor to gender imbalances in the leadership of organizations, including schools.

According to Cheng (1994:29), educational or school leadership is “strongly associated with high organizational effectiveness, a strong organizational culture, positive principal-teacher relationships, greater participation in decision-making, high teacher spirit and professionalism, less teacher disengagement and hindrance, and more teacher job satisfaction and commitment”. Even though strong leadership is believed to be important to school effectiveness, there are still worrying disparities between male and woman teachers. Women still suffer unfair discrimination and ill treatment when they endeavour to become school leaders.

According to Greyvenstein (1996:75), the traditional inequity between men and women teachers in school leadership, for example, may be traced throughout history, where society has been cloaked in androcentric philosophies. These androcentric philosophies have contributed to the traditional stereotyping of gender roles and sex-role socialization, thereby affecting women’s position in relation to men in education and society.

Considering leadership from more than one perspective provides a realistic picture of the various views held by individuals in organizations, for example in schools. Viewing leadership from different philosophical perspectives may change the way leadership is perceived. According to Slater (1995:449), what leadership looks like from one perspective is not what it looks like from another. Gossetti and Rusch (1995:1-10) maintain that “multiple lenses” help us focus in more than one way on how we view a concept like leadership.

According to Slater (1995:449), until recently, leadership was based largely on the experiences of male leaders, and interpreted from a structural-functionalist perspective in which definitions of leadership are rooted. For the purposes of this study, the researcher interpreted leadership from the following perspectives:

- structural-functionalist
- constructivist
- critical
- feminist

2.2.1 Structural-functionalist perspective

According to Slater (1995:449), Shakeshaft (1989:324) and Glazer (1991:321), a structural-functionalist perspective emphasizes defined roles that complement and strengthen the roles of other members of the school body. This implies that in a school situation, teachers will teach, the principal and the school management team will manage, the SGB will govern, and so on. The structure relies on the primacy of texts or policies to guide instructions and direct the school’s function. At first glance, the school’s organization and the work of the principal appear to be best described from a structural-functionalist perspective. A principal’s role is clearly defined by both school policy and provincial or national legislation. The practice, however, is not consistent with the legislated texts or policies, particularly those promulgated to redress gender imbalances in leadership.

In the researcher's experience, from a top-down position of the organizational structure of most schools, women are conglomerated at the very bottom, whereas men are at the helm of leadership. The structures within most of the school organization reflect the stereotypes embedded in society. Society has been privileging men when a leader is sought in organizations like schools, because society, SGBs and the male-dominated school management teams are still cloaked in a patriarchal philosophy. Women are often left out of leadership roles because it is assumed that they might not bring the "right stuff" and the "right experiences" to leadership (Gossetti & Rusch 1995:10).

The trait, situational, contingency, and transformational and transactional theories define leadership from a structural-functionalist perspective.

2.2.1.1 Trait theory

Stogdill (1974) (cited in Fennell 1999:256) states that trait theory "emphasizes the correlation between the personal and psychological traits of the leader and leadership behaviours". Although knowledge, qualifications, age and educational experience are necessary for leadership, traits or qualities that are effective in one situation may not be effective in others (Fennell 1999). In comparisons between qualities of leaders and non-leaders, specific expertise determined a leader. Women are left out when decisions are made to determine a leader because notions or qualities of school leadership have been gendered. In the researcher's opinion, women are assumed to lack the "necessary" trait for leadership.

2.2.1.2 Situational theory

Situational theory is based on relationships between supervisor, worker and task. It was developed in an attempt to meet the socio-emotional needs of workers, however, it has come to be seen by many as manipulative (Watkins 1989:9-39). Situational theory places more emphasis on the task than on the relationship between the leader and the

subordinates. Due to the patriarchal nature of society, the leader acts upon the follower, giving the follower limited chance to interact in dialogue. According to Dipboye (1978:2-10), Lipman-Blumen (1984:96), women are people-orientated, whereas men are task-orientated. Women are assumed to be manipulative, whereas men are seen as straightforward. The male-dominated character of the hierarchical organisational structures of most schools makes it difficult for women to progress from lower to higher levels. In the researcher's opinion, leadership roles are defined and enacted outside the beliefs and experience of many women. Ultimately, most women reflect no interest to leadership roles.

2.2.1.3 Contingency theory

In contingency theory, leadership style is determined by the leader's motivation and the effectiveness of the group is determined by the leader's style and the favourability of the situation (Watkins 1989:9). The most favourable leadership situations occur when leader-member relations are good, when the leader has substantial position power, and when the task is highly structured.

Like the trait and situational theories, contingency theory presents a static picture of the followers since they are merely acted upon by the leader (Watkins 1989:18). There is little room for dialogue or clear relationship between leader and followers. In the researcher's view, the non-existence of clear relationship or dialogue reduces opportunities for marginalized groups, the majority of whom are women, and therefore determines the relative position of women in school leadership positions.

2.2.1.4 Transformational and transactional theory

Burns (1978) (cited in Fennell 1999:256) views leadership as a continuum, with transactional leadership at one end and transformational leadership at the other. Fennell (1999:257) contends that the true essence of leadership is found in the relationships between leaders, followers, motives and resources. In transactional leadership, one

individual initiates contact with others to exchange resources. All parties involved participate in the exchange, each representing their own position, interests and motives for the exchanges. In the researcher's experience, the leadership of most schools, however, has been constructed from practices that are subjective, non-inclusive and not enabling women to participate on an equal footing with men in leadership.

According to Burns (1978) (cited by Fennel 1999:257), transformational leadership, on the other hand, involves a mutual exchange of resources in which both or all parties involved are transformed by the interactions. Through the interactions of all parties, the leader and the led move toward a higher level of mutual goals and pursuits.

Transformational leadership, by its nature, produces positive change and growth in the organization's culture. This theory is ultimately a moral pursuit in which the levels of conduct and the aspirations of both the leader and the led are raised (Fennel 1999:257). Women, in their quest to set the tone for an on-going change in leadership of organizations, can use this theory. The critique practices which are committed to maintain male supremacy, however, continue to unnecessarily alienate women. Subsequently, the difficult social issues, such as stereotypes, privilege men, and regard women's participation in leadership as experimental. This reduces women's participation in the life and work of leaders in action in schools, which can be used to reconceptualize leadership theory.

According to Van der Westhuizen (1991:1), prompted by the increasing complexity of the school organization and changing demands, the task of an educational leader has undergone a radical change. Managerial training is now expected in addition to the educational leader's educational training. In the researcher's view, the change calls for society to strive for the abolishment of gender stereotyping, and accord women an equitable position in relation to men.

The researcher is of the opinion that leadership needs to be transformed. The best way to transform leadership and the organization, e.g. school is to study leadership from both women's experience and their perspective, because with greater transformation, more

women will become interested, and their participation will further transform and enhance leadership for the good of all.

2.2.2 Constructivist leadership

According to Lambert (1995:28), constructivist leadership is based on reciprocity and power. Constructivist leaders build leadership relationships with others in their schools. They develop reciprocal relationships among members of the school community, which, in turn, lead to the development of common purposes for schooling within the school community.

Constructivist leadership and structural-functionalist leadership are similar in some ways. Both involve the development and nurturing of reciprocal relationships between the organizational members, the building of common purpose and vision for working in the organization, and involve leadership situations which spiral and bring about growth and change in the organizational culture (Lambert 1995:32).

The main difference appears to be the emphasis on the top-down or bottom-up relationships. According to Lambert (1995:39), in constructivist leadership, participants in educational communities work together to develop meaningful dialogue around common experiences which fosters common patterns of understanding. Much of the growth emerges from a bottom-up rather than a top-down perspective. The emphasis is on power sharing or “power with” (Lambert 1995:39). However, the researcher is of the opinion that women teachers have been unfairly alienated and denied an opportunity to participate in leadership because ‘strong’ leadership qualities have been associated with men.

Constructivist leadership theory can assist in confronting and overcoming difficulties experienced by many women when they attempt to attain leadership positions in schools.

The emphasis should be on breaking old ideas, engaging in mutual problem solving, and a need for all community members to learn and work together, irrespective of sex. This can open the way for equitable interest and engagement in school leadership.

2.2.3 Critical perspective of leadership

Critical theory is concerned with the nature of practice informed by theory. Marshall (1995:484) states that critical theory provides the basis for leadership of empowering, emphasizing moral and democratic practices in schools. Foster (1989:49) points out that critical leaders aim for emancipation and freedom from racial, ethnic and gender oppression. Such emancipatory leadership resides in the community rather than in a single individual or position. From a critical perspective, leadership is shared and transferred among leaders and followers. Leaders and followers become interchangeable.

In the researcher's view, critical leadership should emphasize learning, a challenge of, and the breaking of rules that unnecessarily dominate or alienate others, particularly women. Society should learn to opportune women to participate on an equal footing with men in the leadership of schools. This can open up ways for transformation of leadership perspectives and practices, thereby allowing the redress of gender imbalances in school leadership.

2.2.4 Leadership from a feminist perspective

According to Marshall (1995:484), the feminist paradigm grew from the dominant male and structural-functionalist perspective. Marshall (1995:488) further contends that women who are educational administrators are more attuned to teaching, curriculum and instruction, and children, perhaps because they spend more time as mothers before they become teachers. Marshall (1995) further contends that when women talk, supervise or

lead in ways that are not consistent with the dominant paradigm of leadership, their work is not credited as leadership. The researcher is of the opinion that androcentric philosophy has prejudiced and disadvantaged women who endeavoured to attain leadership positions in organizations such as schools.

According to Blackmore (1989:113), feminist reconstruction of leadership would involve women in meaningful discourse of organizational life and values as autonomous individuals rather than as objects of patriarchal discourse, with the focus on relationships between individuals and leadership. The researcher is of the opinion that at least, the view should be “empowering others rather than power over others”.

According to Gossetti and Rusch (1995:1), the power of a feminist paradigm is that it focuses on the gaps and blank spaces of dominant cultures, knowledge bases and behaviours. Using those spaces, feminism can focus on women and their experiences, so that feminist theory can become part of contemporary dialogue and experiences, rather than just an “add-on” to the dominant culture.

In the researcher’s opinion, many women leaders see discrepancies between the dominant culture and their own experiences as women leaders. They do not necessarily propose the eradication of current knowledge bases, but to challenge current theories, knowledge and assumptions about leadership, replacing them with dialogue and ideas that are more inclusive, open and democratic.

Considering leadership from the foregoing perspectives provides a realistic picture of the various views held by individuals working within schools. What is imperative is that women in leadership provide a different view and interpretation of leadership.

2.3 GENDER

According to Olthuis (1975:11), “since creation, man has been desperately afraid of recognizing that woman is his equal, his helpmate, his companion. Therefore, he has

consistently tried to reduce her to something less than himself, a being he detests. Woman was either raised to the level of hallowed saint, or she was lowered to the level of the vulgar sinner and berated as the all-evil, seductive, lascivious witch of Satan. Either she was an object of adoration or a vessel of lust, a virgin or a harlot. In neither case was she what God wanted her to be: A WOMAN.” Olthuis projects the skewed perceptions about women. These perceptions are deeply embedded in society and contribute to traditional stereotyping of gender roles or sex-role socialization, thereby affecting the relative position of women compared to men in education and society.

According to MacManus (1997:1), gender is “the meaning that cultures give to biological differences, i.e., a set of behaviours that are learned and performed. Gender is something we do, not what we are, and it can change from culture to culture and even in individual attitudes over the course of a lifetime. Gender refers to the different roles and identities that we are given, depending on whether we are male or female. It refers to socially learned behaviours and expectations that are associated with the two sexes; male or female”. Thus, becoming a woman or a man is a cultural process.

Society has, for example, been socialized to believe that a woman’s place is limited to the home, where she is the child-bearer, mother and homemaker, whereas men are the breadwinners and providers for their family units (Greyvenstein 1996:79). Historically, the woman’s role has been secondary to the man’s. This gendered role determined the destiny of many women in many facets of life, such as in school leadership.

McManus (1997:1) maintains that gender, such as masculine or feminine qualities, or male or female social roles, comes up for analysis whenever gender roles shift. Because gender roles seem to shift in just about every period time, gender is therefore, often a focus. McManus (1997) contends that gender is a factor when it comes to granting or limiting rights, e g, voting rights, or even granting leadership rights. Since it is a variable that can be altered or manipulated, gender has become a product of socialization. It is society’s expectations and beliefs that undermine women, and thus determine their relative position in society, as well as in leadership roles.

McManus (1997:1) states that; “gender means differentiation, usually on the basis of sex, between social roles and functions, labelled as masculine or feminine. Gender is therefore, structured in a binary opposition, that is, masculine or feminine, in which one term, particularly masculine is always privileged over the feminine”. This privilege has directly enabled men to occupy positions of social power more often than women.

In the researcher’s view, gender is oppressive because it creates artificially constructed roles of feminine and masculine to legitimate male supremacy, maintaining that women are systematically oppressed. There are innate and immutable differences between women and men, irrespective of their socialization. For example, women can bear children and men cannot. These differences should be valued, preserved and protected. It is gender stereotyping that declared men superior beings. Therefore, all men are potentially oppressive. It is this innate oppression that targets women and ensures that they remain at the margins of leadership.

According to Greyvenstein (1996:75), the traditional inequity between men and women may be traced throughout history where society has been cloaked in androcentric philosophies. Women are still targeted as secondary and subordinate to men in most facets of life, such as in education.

Dipboye (1978:10) states that “women are thought to be weak, passive, emotional, dependent, fearful and unsure about themselves, while men are seen to be strong, aggressive, independent, fearless, self-assured and rational. Women think in intuitive, holistic, contextual and concrete terms, whereas men use analytical, abstract and field-independent patterns. Women are people orientated, softhearted, nurturing, sensitive, patient and caring, while men are task orientated, hard, insensitive, impatient and protective. Women are followers, carrying out decisions and following initiatives of others, whereas men are leaders who make decisions and show initiative. Women are manipulative, flippant, talk too much, prone to lying whereas men are straightforward, serious and honest’. In the researcher’s opinion, these gender stereotypes form an

intrinsic part of the heritage and paradigms of societies, and therefore determine the relative position of women in society. The stereotypes affect the position of women in life, especially where they are supposed to take up leadership positions.

Even as working women of today have moved increasingly away from the home into the wider spheres of economic and social life, many have internalised the traditional gender stereotypes to such an extent that they feel inferior and suffer guilt and shame when they have to opt for self-determination or self-development beyond the realm of the task of a home-maker. This stereotyping determines women's relative position in society (Jones and Montenegro 1982:8).

bell hooks (1999:1) states that; "women are defined as not belonging to the preferred gender, i.e., they are the 'other'. They are presumed to be sexually different. They are homogenized, and determined different by stereotypes and oppressors. They ultimately perceive themselves as living in a specific female context, different to that of men, and they compartmentalize their cultural dimensions". The concerns of these women are dominated by the voices of men and a few women at the helm of leadership, or by intellectuals and academic elites, where there is seldom any mention of women's experiences in writings.

This failure to recognize women's presence in culture, scholarship and writings constructs a perception that women do not 'exist', and if they do, they are the 'other'. (bell hooks 1999:1). In the researcher's experience, these are some of the underlying reasons for gender inequity in the leadership roles, and they resulted from the historical patriarchal nature of societies. Differences between women and men, such as sex, are commonly used to highlight gender and gender roles.

2.3.1 Sex

According to Dipboye (1978:2-10), sexuality is women's most powerful asset, but this is also seen by society as the cause for women's downfall, whereas men's sexuality is

valued for strength, power and authority. The relative scarcity of women teachers in the leadership of schools is not new. Women teachers have been discriminated against when selections for school leadership are made, simply because of their sex.

Sex is a characteristic of being male or female. It is a biological category determined by genetics and hormones and controls the anatomical structure of our bodies. Adjectives used when referring to sex are 'female' and 'male'. Sex refers to the physical differences between men and women – such as the fact that women can have children and men cannot. These are the differences that we are born with and which cannot be changed. Sex, therefore, refers to the biological identity of the person and is meant to signify the fact that one is either male or female. Thus maleness and femaleness are biological facts, which should be preserved and protected. They should not be used to determine anybody's career path. Society has, however, been known to employ people's sex as a determinant to attain leadership positions, with men being privileged by their sex.

The sex composition of organizations and schools reflects the perception held by society. In the teaching profession, the leadership is still highly segregated by sex. Women are unfairly discriminated against when selections for the leadership of organizations and schools are made, simply because of their sex.

Historically, leadership roles have been gendered. Martin (1993:123), for example, stresses that "a 'typical man' will show masculine sex-role orientation, and a 'typical woman' will show feminine sex-role orientation. The masculine sex-role orientation represents dominant, unfriendly, instrumental and control behaviour, whereas the feminine sex-role orientation represents submissive, friendly and emotionally expressive behaviour." Martin (1993) adds further that society is socialized to believe that the attributes assigned to masculinity are relevant for strong leadership. This belief in patriarchal philosophies continues to marginalize women when leaders for school organizations are sought.

2.3.2 Gender mainstreaming

The Employment Equity Act 55 of 1998 demands that gender mainstreaming should consistently use gender perspectives at all stages of the development and implementation of policies, plans, programmes and projects. In the education sector, this would include activities by government departments and schools.

Gender differences feature predominantly in the workplace. When men and women are working together, women are more likely to be supervised or managed by men, for example, a male doctor and a nurse, a male dentist and a female hygienist, or a male principal and a female head of department (HOD). Society assumes that managers, school principals, directors or Chief Executive Officers (CEOs) should be male. Burke and Nelson (2002:87), use the following story or a riddle to demonstrate gender conditioning:

*A man and his 8-year-old son were travelling in a car. As they crossed a railroad track, their car was struck by a train, and the man was killed outright. The seriously injured boy was taken to a hospital and carried into an emergency ward. On seeing the boy, the chief surgeon said:
'I cannot operate on this boy, he is my son!'*

Burke and Nelson (2002:87) go on to say that many men and women struggled with the riddle, trying to explain the chief surgeon. All assumed that the chief surgeon was a man when, in fact, the chief surgeon was the mother of the injured boy. In the researcher's experience, this is an indication that in all societies, leadership roles and titles are assumed to be 'suitable' for men. Gender mainstreaming and stereotyping are committed to keeping women at the bottom of the leadership hierarchy.

2.3.3 Gender equity

Gender equity means doing whatever is necessary to ensure equity of outcomes in life experiences of women and men. Equity is difficult to legislate. Identical treatment may satisfy the equality, but not the equity criterion.

In South Africa, the Employment Equity Act 55 of 1998 endeavours to “eliminate all forms of discrimination against women, Blacks and the disabled and to affirm their career paths”. Gender has been politicised, however, because it is about power. The platform from which this power emanates has been clouded by society’s perception of gender differences. Women are regarded as secondary and subordinate to men. This is because men fail or are reluctant to realize that women are their equals. This is evident in the traditional stereotyped legacy regarding general, innate gender roles accorded to men and women in societies. According to Van der Walt (1989:49), gender role stereotypes should be abolished, in order to opportune women into the leadership of organizations and schools.

The Gauteng Department of Education Annual Report (2004:32) confirms that the representation of female teachers in higher ranks of school management is very poor. Only 36,5% of women teachers are school principals, and 42,6% are deputy principals. Moreover, from 1999 the number of female principals increased only marginally from 32,5% to 36,5% in 2003.

Table 2.1 Percentage of educators (state paid educators only) by gender employed at different post levels, 1999-2003

Post	1999		2000		2001		2002		2003	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Principal	67,5	32,5	67,4	32,6	67,7	32,3	68,2	31,8	72,8	36,5
Deputy Principal	61,9	38,1	61,7	38,3	61,7	38,3	61,8	38,2	66,5	42,6
Head of Dept	37,2	62,8	35,4	64,6	35,4	64,6	35,4	64,6	38,1	71,2
Post Level 1 Educator	25,9	74,1	25,4	74,6	24,4	75,6	24,9	75,1	27,4	81,7
Total Female Educators		69,9		69,8		70,4		70,0		70,1

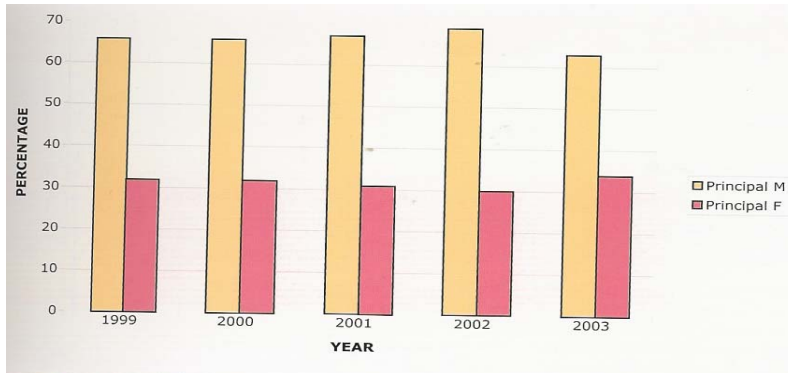
Source: Gauteng Department of Education (2003/2004:32)

From table 2.1 it is clear that although female educators constitute 70,1% of the educators, their representation in school leadership is still very low. Traditional gender stereotyping, which has relegated women to a secondary position in society, has been perpetuated via socialization. The Department also confirms that women teachers are still concentrated in positions predominantly supervised by their male counterparts,

namely, classroom teaching. This means that the teaching fraternity is still highly segregated by sex. According to Cann and Siegfried (1990:23), leadership “has a clear-cut ‘gendered’ connotation”.

In terms of the Gauteng Department of Education (2003/2004) annual report, the representation of women teachers in the higher ranks of school management is poor.

Fig 2.1: Percentages of principals (state paid principals only) by gender.



Source: Gauteng Department of Education (2003/2004)

2.3.4 Socialization

Greyvenstein (1989:14) describes socialization as “the process by which children, adolescents and adults learn what is expected of them through interaction with other individuals. It can be said that socialization moulds or shapes each person to fit into a group. Any person, social institution, communication or language that shapes a person’s beliefs, values or behaviours is a socialization agent”.

Communication is one of the most prominent socialization agents.

2.3.4.1 Communication

According to Arliss (1991:33), “communication shapes our lives and “is the process by which we learn to be male or female. It is the product of our attempts to behave sexually ‘appropriately’”. From an early age, females and males are taught different linguistic

practices. There are communicative behaviours that are acceptable for boys and inappropriate for girls. For example, from an early age, girls are taught to use qualifiers and fillers to soften their messages.

The researcher is of the opinion that the mythical differences between girls and boys has been advantaging boys, and enabled them to challenge situations, thereby forcing their way into leadership, whereas the girls' soft approach to life relegates them to the margin of leadership. Communication is therefore also an agent for discrimination against women.

According to Porter and Samovar (1985:15), there are communicative differences between men and women. Females' communication patterns revolve around interconnectedness and relationship, whereas men stress separation and independence. "Communication between male and females can be like cross-cultural communication. Women see talking as an essence of a relationship, while men use it to exert control, preserve independence, and enhance status" (Arliss 1991:24).

These communicative differences are central to what society determines as appropriate for men or inappropriate for women. Communication or language is, therefore, a means by which culture designates who is important, and who has privilege. The positions given to and occupied by women reflect societal gender perceptions, which ensure that women are less likely to occupy traditionally male roles.

2.4 GENDER AND LEADERSHIP

Although female participation in the workforce has increased, a proportional growth in the number of women in leadership positions of organizations such as schools is occurring at a very slow pace. In teaching, the leadership was and still is highly segregated by sex.

Society assumes that the slow advancement of women to leadership positions in organizations is due to women's lack of the 'appropriate' leadership style (Loden 1985:13). Once women teachers enter the male-dominated leadership, they are expected to emulate leadership styles that suit the men's 'world'. According to Loden (1985), the so-called masculine 'modes of leadership' are characterized by competitiveness, hierarchical authority, and it emphasizes control. These are attributes that societies use to down-rate women when a leader is sought.

Schein, Mueller and Jacobson (1989:103) state that successful managers are indeed perceived to be very similar to men, and not to women, despite celebrations of the so-called 'feminine modes of leadership'. Women in leadership also face normative pressures to behave 'feminine', while at the same time they balance the male mode of leadership with the female mode of leadership. In the researcher's perception, this has repercussions on the well being of women leaders, and creates a perception that leadership is meant for men. This perception de-motivates potential women leaders, and they ultimately shy away from applying for leadership positions.

Caldwell and Spinks (1992:196), stress the importance of leadership in school effectiveness and educational reforms. The focus of a leadership cycle should be on goal-setting, policy-making, planning, budgeting, implementing and evaluation. Caldwell and Spinks (1992) add that leadership should be addressed to the extent that the cycle is one means by which a shared vision for the school organization can be given expression. The formation of a shared vision is seen as an important responsibility of leaders.

However, in the researcher's view, society has been socialized to believe that women cannot make 'appropriate' leaders. Women are underrated and overlooked when a leader is sought for the school. It is society's stereotyping that determines the secondary position of women in the leadership hierarchy of schools by preferring men in leadership positions. Schools, for example, are systems where there should be sweeping change and articulation of policies. The gender inequalities in school leadership have undermined the

intentions enshrined in the gender equity legislation hence women are still underrepresented in school leadership.

Gender and leadership are best explained when there is a connection between them and other socially constructed aspects of identity, such as sexual orientation. Thinking about gender happens in cultures where gender configurations undergo changes or shifts (McManus 1996:1). McManus (1996) further contends that leadership, on the other hand, has to deal with influencing the follower to willingly submit to the wishes of the leader.

The connectedness of gender and leadership is discussed next.

2.4.1 Gender and leadership styles

According to Cann and Siegfried (1990:23), the stereotype feminine style is characterized by nurturing of interpersonal relationships, whereas the stereotype masculine leadership style emphasizes task performance and achievement of organizational goals. Society has been socialized to believe that men are instrumental, competent, rational and assertive, and women are sensitive, warm, tactful and expressive. “Although people expect male and female managers to draw from very different leadership behaviours, the evidence that men and women actually engage in different leadership styles is at best weak” (Klenke, 1996: 32, Butterfield and Grienerl, 1999:23).

In the researchers view, society has learned to prefer masculine sex-orientated practices. These assumed differences marginalize women. Although women are thought to be naturally charismatic, democratic and person-orientated (Eagly and Johnson 1990: 233), these attributes for leadership are overlooked and taken lightly when selections for a school leader are sought. Their gender is used to determine their position in the society.

2.4.2 Sex differences in leadership styles

Butterfield and Grinnel (1999:23), “even though women tend to be slightly more interpersonal, the effects are very small”. Women leaders tend to be democratic, whereas male leaders are said to be autocratic (Eagly and Johnson 1990:233). Conceptually, democratic leaders exercise and practice transformational leadership, encouraging active participation in decision-making. In modern society, democratic leadership style is encouraged and recommended. It is surprising to find that women who are thought to practice democratic ideologies are still underrepresented in school leadership.

2.4.3 Gender-typed contexts

Eagly and Johnson (1990: 108) contend that the sex composition in organizations moderates the emergence and direction of gender differences in leadership styles. Managers and school leaders use styles congruent with the gender typing of the schools in which they work. Male managers tend to be task-orientated and autocratic. Women, who are thought to lack such attributes, are unfairly discriminated against when selections for the school leadership are sought.

Eagly and Johnson (1990:246) found that both male and female managers appeared sensitive to the sex composition of their surroundings, and used leadership styles that match the gender typing of their organizations. The sex of subordinates may affect a leader's behaviour. Male or female domination in an organization influences the styles of both male and female managers. According to Eagly and Johnson (1990), women are known to prefer a male rather than a female leader, even if they comprise the majority of the subordinates. Men, however, do not readily accept being led by a woman. This perception relegates women to the margin of leadership.

2.5 BARRIERS TO PROMOTION

Burke and Nelson (2002:7) emphasise that the new challenge in the management arena is to foster the advancement of capable women to the ranks of executive leadership. According to Burke and Nelson (2002), the evidence to date suggests that this challenge

is formidable because competitiveness in the 21st century will depend on the quality of leadership guiding today and tomorrow's organizations.

2.5.1 Stereotype view of women

The effect of the deeply entrenched stereotype view of women remains at the core of modern society (Brown and Jordanova 1982: 389). According to Brown and Jordanova (1982), "women today are stereotypically identified with the so-called caring professions of teaching, nursing and social work. In the researcher's experience, women are naturally tireless models of motherhood".

Jones and Montenegro (1982:8) contends that gender stereotyping is transferred from generation to generation through accumulated acculturation and socialization. According to Greyvenstein (1989:19), contemporary society has not yet reached the point of accepting that it is natural for women to be both homemakers and effective career women. In the researchers' view, this lead to personal sanctions and guilt feelings, lack of ambition, poor self-image and self-confidence in women teachers. They shy away from advertised leadership posts, and opt to remain at the bottom of school leadership (Jones and Montenegro 1982:8).

2.5.2 Attitudes to and philosophies about women

According to Greyvenstein (1989:14), "stereotype attitudes to women are based on certain views about typical female characteristics". Women have been conditioned and socialized from early childhood to believe that femininity is synonymous with a gentle and passive approach to everything. They have been subtly conditioned down the years to consciously suppress any characteristics in themselves that somehow fit in leadership.

Greene (1985:33) holds that "inequalities and exclusions are maintained not only by a firm belief in the stereotypes accorded to gender roles in society, but also by an unwillingness to accept change towards a more equitable position for men and women".

This is also compounded by men's refusal to accept that women are their equals. It is this attitude that ensures that women do not participate equally with men in leadership.

Entrenched attitudes and philosophies are difficult to change. The mythical stereotypes accorded to gender roles in society ensure that women remain secondary to men in leadership positions, including school leadership. According to Dipboye (1978:2-10), Lipman-Blumen (1984:96), "the traditional stereotype gender roles accorded to women in society vary. Women are portrayed as weak, passive, emotional, dependent, fearful and unsure about themselves; as thinking intuitively, holistically, contextually and in concrete terms, and as people-orientated, soft-hearted, nurturing, sensitive, patient and protective. Women are followers and good at carrying out instructions and decisions. They are assumed to be manipulative, flippant, talk too much and prone to lying". These social factors are complex and diverse. They are attributed to the influence of philosophies that have moulded various aspects of society, including school leadership. The gender inequalities in school leadership can be attributed to these stereotype beliefs and philosophies about women.

Greyvenstein (1989) (cited in Van der Westhuizen 1997:544), classifies barriers women encounter in their endeavour to attain school leadership as intrinsic and extrinsic barriers.

2.5.3 Intrinsic barriers

Intrinsic, internal or personal barriers are in most instances psychologically inherent and have to do with a person's value system and attitude. They are the so-called female limitations, that are deeply ingrained in the traditional and stereotype attitudes of societies about typically feminine characteristics (Van der Westhuizen 1997:544).

2.5.3.1 Characteristics or attributes of women

Comment [S1]:

According to Greyvenstein (1989: 14), "stereotype attitudes to women are based on certain views about women, and include the following: lack of self-assertion, poor self-

image, lack of self-confidence and dependence”. The generally accepted characteristic leadership profile applicable to women in school leadership resembles behaviour of the patriarchal society. The researcher is of the opinion that society simply accepts that women leaders should reflect the masculine leadership styles. This expectation prejudices most women who endeavour to attain leadership roles in life.

One of the barriers to promotion for women teachers is the stereotype attitude that women in leadership positions diverge from the accepted norm of a woman’s personality profile (Greyvenstein, 1989:14). It is assumed that women in leadership should emulate masculine behaviour, and suppress their feminine approach to life. Women are coerced by the andocentric perception to behave both masculinely and femininely in order to attain leadership. Most women teachers who treasure and believe in their femininity will therefore not opt for school leadership roles.

2.5.3.2 Role conflict

According to Greyvenstein (1989:21), “there are particular problems in South Africa with regard to the traditional conflict of roles in women, whereby women are more traditionally set with regard to stereotype sex-roles. A deeply- rooted patriarchal outlook of the South African society backs up this”. In the researcher’s opinion, it is the society that has not reached the point of accepting that women can excel in both the career and homemaker spheres.

Even as workingwomen have increasingly moved away from the home into the wider spectrum of economic employment, including teaching, many have internalised the traditional stereotypes to such an extent that they suffer guilt and shame when they opt for self-determination or self-development beyond the realm of homemaker (Jones & Montenegro 1982:8). Their shame and guilt affect their self-assertion and confidence. The researcher is of an opinion that, they fear success or challenges, and opt not to apply for leadership positions, preferring leadership to be undertaken by males. This also contributes to the existing gender inequalities in school leadership.

2.5.4 Extrinsic barriers

Greyvenstein (1989) (cited in Van der Westhuizen 1991:551) maintains that; “extrinsic barriers indicate environmental mutables that influence the entry and progress of women into school leadership positions. These barriers have been embedded in society’s anachronistic attitudes regarding career women, the institutional system of society, the nature of occupational structure, and bureaucratic and professional characteristics in the school organizations”. Greyvenstein (1989:22) maintains that’ “nepotism, chauvinism, women being pushed to leadership positions as just representatives of women’s sex, lack of mentors or role models, single-sex networks, family commitments, and work interruptions are among the external factors that are identifiable as barriers to promotion for women”.

Historically, women’s place has been limited to the home where they are wives, child-bearers, mothers and homemakers, and in contrast, men are the breadwinners and providers. These are complex and diverse social factors that continue to underscore women’s current possibility of entering school leadership. They determine the relative position of women in school leadership.

Burke and Nelson (1988:7) state that women today want to be economically active, but still encounter a “glass ceiling”. This glass ceiling means that women can see the opportunities for leadership, but are obstructed by mythical beliefs and philosophies to advance these opportunities. According to Burke and Nelson (1988:7-8), extrinsic barriers to promotion for women teachers, or to female career advancement include:

- negative assumptions in executive ranks about women, their abilities and their commitment,
- perceptions that women do not fit in the corporate culture,
- lack of core opportunities for female employees who have leadership potential,

University of Pretoria etd – Chabalala, L W (2006)

- assumptions that women would not easily relocate for career advancement,
- failure to make managers accountable for advancing women,
- management's reluctance to give women revenue-generating experience,
- work interruptions, e.g., pregnancy, resulting in prolonged absenteeism
- negative mentoring and self-selection, where women move into staff areas instead of line positions,
- exclusion from informal career networks where men have learned the unwritten rules of success,
- appraisal and compensation systems that are not uniform for men and women,
- corporate, or education systems designed prior to women's large-scale infusion into the workplaces,
- systems' measures that do not take into account new policies, such as flexible work arrangements,
- other forms of cultural discouragement, like a work environment that values long hours over actual performance, or offers limited support for work-family initiatives,
- discrimination and
- sexual harassment.

Historically, these factors have been used to target women, and maintain that women are secondary to men in most facets of life. This is evident in the traditional stereotype gender roles accorded to either men or women in society. These stereotypes have determined and affected the relative position of women in leadership positions of, say, schools. The gender imbalance in school leadership has been left unchallenged for a very long time. Society has used these factors to uphold and retain the patriarchal leadership. Women have been unfairly left out in decisions and selections for leadership.

2.6 FEMINISM

University of Pretoria etd – Chabalala, L W (2006)

McManus (1997:2), describes a feminist as “someone who is interested in studying and understanding gender as a system of cultural signs or meanings assigned by various social mechanisms to sexually-dimorphic bodies, and who sees these cultural signs which constitute gender as having a direct effect on how we live our individual lives and how our social institutions operate”.

McManus (1997:2) states further that a feminist is someone who sees the gender systems currently in operation as structured by a basic binary opposition – masculine/feminine – in which masculine is always privileged and this privileging has the direct effect of enabling men to occupy positions of social power more often than women.

According to Glazer (1991:321), “feminist educational leadership rests on emancipatory policies that emerged from women’s experiences and beliefs, values and attitudes”. These beliefs include the right to human rights. Women have a right to be treated equally. Feminists have gone beyond being woman-centred, and have embraced a wider agenda that is anti-sexist, condoning their right to opportunities, including leadership opportunities in school.

Emancipatory practices demand an element of action from feminists. Emancipatory women are categorized as “activists” (Matthews 1995:247). According to Matthews (1995), emancipatory activists are passionate about issues of gender equity, and work to correct the imbalances in, for example, school leadership. Their theme is resistance, struggle against inequalities, and resistance to sexism.

Dunlap and Goldman (1991:13) contends that the use or misuse of power is the central theme in feminism and leadership. Feminists prefer to use power in a facilitative way. That is, power manifested through someone, and providing others with support and feedback. In the researcher’s opinion, the struggle against sexism and women’s oppression can be averted, thereby allowing women to gain entry to the leadership position of schools.

According to Moore (1987:32), “despite the barriers that still exist, some positive changes have occurred in recent years in the First World countries where women “who have been denied equal access to education for most of the history of mankind, are currently experiencing a period in which they even have access to higher education”. Moore (1987) states that progressive and even radical changes in favour of the position of women in general and their education in particular have occurred in the past century. These changes may be attributed partly to the striving of dynamic women leaders, the influence of the suffragettes and feminists.

A further contributing factor is the establishment and phenomenal growth of the *New Scholarship on Women* since the early 1960's, which focuses on philosophy and research concerning women through a new theoretical framework away from the traditional stereotype approach (Megarry, 1984:26; McNeil,1987:31). Despite the innate stereotypes about women, the mid-20th century has heralded tremendous progress in women's issues in many parts of the world. Many women now have voting rights, follow careers that demand that they work outside of the home, enjoy professional status equal to their male compatriots, occupy top leadership positions in their societies and, furthermore, fulfil their traditional roles of wife and mother. There is even evidence of a new tendency toward an androgynous philosophy, in which is a sharing of traditional roles both inside and outside of the home is apparent (Lipman-Blumen, 1984:115).

Ackermann (1994:29) claims that this moment in South African history offers the opportunity for profound change, particularly towards an inclusive theological anthropology which will confirm woman's equality with man. Kamnkhwani (1994: 36) calls for the “conscientizing of man to realize that women are their equals before God”. In the researchers view, all the gender role stereotypes should be done away with. In the researcher's opinion, this will assist in changing the traditional stereotype gender legacy, and enhance the relative position of women in the leadership of organizations and schools. Women will enjoy a more equitable gender status.

Stereotypes of feminists are almost as common as stereotypes of women in general and certainly as unflattering. For some people, particularly men, feminists are women with hairy legs, aggressive women, strident women, or women who are afraid of men and who seek the protection of other women's company as a shield against a harsh, violent masculine world (Friedman 1987:2).

According to Friedman (1987:2), "the origins of 'feminism' are diverse – ranging from resistance to oppressive practices such as foot-binding and clitoridectomy in the third world, to struggles for equal rights in the first world". Friedman (1987:2) states that "‘feminism’ is a loaded-coded word. It could mean ‘liberal’, ‘radical’, ‘Marxist’, ‘socialist’, or even a ‘feminist in the Third World’".

2.6.1 Liberal feminism

According to Friedman (1987:4), liberal feminists argue that "women's liberation consists of their freedom to choose their lives to be able to compete with men on equal terms in the professional and political world, and in the labour market". These feminists believe that women, like men, are endowed with reason, and that their capacity to choose has the same worth as that of men.

In the researcher's point of view, the problem is that there are constraints in societies that discriminate against women solely on the basis of their sex, and so prevent them exercising their freedom of choice. A liberal feminist is mobilized to eliminate these constraints that ensure that women have to try that much harder than men to attain leadership positions.

2.6.2 Radical feminism

Friedman (1987:7) states that "radical feminists take oppression of women as their central concern. Radical feminists would seek to first uncover the root cause of women's oppression and secondly, would then argue that oppression of women is the root cause of

all other forms of oppression and domination”. Radical feminists focus on patriarchy as the social system which function in a hierarchical and dominating way, such that individual women are subordinate to individual men. It is society, for example, that operates according to male-defined values, that organizes the economic system in a way that benefits and favours men primarily, that does not value women’s labour. In short, it is patriarchy and its male-centeredness which perpetrates all other forms of oppression such as racism and economic exploitation (Friedman, 1987:8).

2.6.3 Marxist feminists

According to Friedman (1987:10), Marx distinguished features of capitalist society as division and conflict between capitalists on the one hand, and working class on the other. The relationship between the two is one of exploitation and struggle. Once in the workplace, women are workers, and classical Marxism takes no account of their different experience of wage labour, alienation and exploitation. However, classical Marxism did hold that within capitalist society women were subjected to a special form of oppression, rooted in the sexual division of labour. Because of their primarily responsibility for the household and childcare, women were condemned to seclusion in the home. The researcher is of an opinion that exclusion from public life and particularly the workplace meant that they were excluded from participating in collective action to change their lives as members of the working class.

2.6.4 Socialist feminism

According to Friedman (1987:15), socialist feminists argue that “freedom can only be achieved when people are released from the slog of work by technology and appropriate development of productive forces, and when alienation and exploitation are eliminated by changes in social relations in society”. These feminists suggest that women’s experience in contemporary society is a perfect example of alienation. For them, participation in the labour force and the right to stand on a political platform is not enough if they are

oppressed by men in their personal relationships. However, for both exploitation and male dominance to be eliminated, patriarchy must be overcome.

Women are alienated because society sees masculinity and femininity as opposed. For example, men are assumed to be strong and women weak; men assertive and women passive. Furthermore, women are alienated from their labour because they are often offered boring, repetitive, isolating and unchallenging work, such as running an office, typing and cleaning, while men are engaged in debates or giving orders. They are also alienated because society assumes that women should go home after work and do the second shift while men relax with 'others' and enjoy informal career networks (Friedman 1987:16).

It is within the researcher's experience that despite the valid problems feminists face, there has been progress. Women's struggle for equal recognition is no longer ignored.

2.6.5 Feminists in the Third World

According to Friedman (1987:20), feminists in the third world are still faced with the demise of colonialism or imperialism and have to work towards a transition to socialism. Their struggles around oppression tend to be subordinate to their struggle for national liberation (e.g., to be treated equally) and national reconstruction. They assume that the 'woman's question' will be solved with the transition to socialism, women's greater involvement in the labour market, and their more extensive involvement in the public sphere. In third world societies, women's work is still not recognized or remains invisible, even though their work is often increased to intolerable levels. They are engaged in the subsistence or domestic sector, productive labour in factories, on state farms, or in cooperatives, as well as housework and childcare.

Friedman (1987: 21) contends that feminists in the Third World challenge gender oppression that subordinates women, for example relations of dominance within

households, and issues such as polygamy and dowries. They are engaged in a struggle for women's liberation in the context of broader struggles against oppression.

According to Kimble and Unterhalter (1982:33), the analysis of the struggle of third world women should be developed outside of the cultural imperialism and patronisation and that "the analysis and objectives of Western feminism cannot be applied universally and abstractly.

2.7 CONCLUSION

This chapter discussed the literature review on how the world sees women; particularly women who want to advance professionally. The main focus was on the barriers/difficulties/constraints that make it difficult for women to attain leadership positions.

Society needs to stop treating women leaders as exceptions or anomalies who are categorized as "women leaders" instead of "leaders". Women in the teaching profession are called "lady teachers" whereas their male counterparts are simply referred to as "teachers". The same reference is made to school principals. These gender encoded names maintain that men are relevant to the leadership of schools, thereby regarding women principals as leaders in a man's world.

Organizations seek the talent of both genders therefore they must re-examine their own cultures from top to bottom. In today and tomorrow's work environments, women and men need to learn the strengths of each other's leadership styles and practices.

Chapter 3 describes the research design and methodology, validity, and trustworthiness or reliability of the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Research design is the “plan and structure of the investigation used to obtain evidence to answer the research question. The design describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained. In other words, research design indicates how the research is set up: what will happen to the subjects and what methods of data collection are used” (White 2002:42).

Leedy and Ormrod (2001:91) describe research design as the “complete strategy of attack on the central research problem. It provides the overall structure for the procedures that the researcher follows, the data that the researcher collects, and the data analyses that the researcher conducts. Simply put, research design is research planning.” Leedy and Ormrod (2001) add that researchers are more efficient and effective if they identify their

resources, procedures and data with the central goal of solving the research problem in mind, particularly at the beginning of the research problem.

Basically, two broad designs underpin research methodology, namely quantitative and qualitative research methods. For the purpose of this study, the researcher used a qualitative research design. Qualitative research is descriptive in contrast to the experimental or correlative designs used in quantitative research.

According to Merriam (1998:6), qualitative research is “an effort to understand situations in their uniqueness as part of a particular context and the interactions there. It is not necessarily attempting to predict what may happen in the future, but to understand the nature of that setting, what it means for participants to be in that setting, what their lives are like, what is going on for them, what their meanings are, what the world looks like in that particular setting – and in the analysis, to be able to communicate that faithfully to others who are interested in that setting.” The researcher considered a qualitative research method relevant because he was interested in understanding the meaning people have constructed - how they make sense of gender inequalities in school leadership, and women teachers’ experiences in their endeavour to become school principals.

This study adopted a naturalistic phenomenological approach, which assumes that multiple realities, e.g., interviews of teachers and principals are socially constructed through individual and collective definitions of the situation. The researcher interacts with informants or participants in a natural and unobtrusive manner (White, 2002:14). The settings in school leadership have been constructed and determined through the influence of socially constructed beliefs and practices. The aim of this study was to understand this reality of gender imbalances in school leadership by discovering the meaning women teachers and the respondents attach to this reality.

3.2 CASE STUDY METHOD

According to Merriam (1998:13), qualitative research is “often used interchangeably with naturalistic enquiry, interpretive research, field study, participant observation, inductive research, ethnography, and case study”. For the purpose of this study, a case study was employed using questionnaires, interviews, and participant observation.

3.2.1 What is a case study?

According to Gillham (2002:1), a *case* may be “a unit of human activity embedded in the real world; which can only be studied or understood in a context; which exists in the here and now; that merges in with its context so that precise boundaries are difficult to draw”

According to Welman and Kruger (2002:190), in a case study, “a limited number of units of analysis, often only one, such as an individual, a group, e.g., family, class, women teachers, an institution, for example school or a community, are studied intensively. A case study investigates to answer specific research questions, like “What do women teachers identify as barriers to promotion?”

Yin (1989) (cited in Cresswell 1994:12) states that in a case study the researcher “explores a single entity or phenomenon, i.e., the case, bound by time and activity, that is event, process, women teachers or social groups and collects detailed information by using a variety of data-collection processes over a sustained period of time”. According to Leedy and Ormrod (2001:149), in a case study, “a particular individual, program, or event is studied in depth for a defined period of time”. In this study, the case in question; gender imbalances in school leadership was especially suitable for learning more about what is little known or poorly understood about “the barriers to promotion for women teachers”.

3.2.1.1 Advantages of a case study

Blaxter, Hughes and Tight (2001) (cited in Simelane 2004:31) outline the following advantages of case studies:

- (1) Case studies' data are drawn from people's experiences and practices and are so seen to be strong in reality.
- (2) Case studies allow for generalizations from a specific instance to a more general issue.
- (3) Case studies allow a researcher to show the complexity of social life. Good case studies build on this to explore alternative meanings and interpretations.
- (4) Case studies can provide a data source from which further analysis can be made. They can, therefore, be used for further research work.
- (5) Because case studies build on actual practices and experiences, they can be linked to action, and their insight contributes to changing practice. Indeed, a case study may be a subset of a broader action research project.
- (6) Because the data contained in case studies are close to people's experiences, they can be more persuasive and more accessible.

3.2.1.2 Disadvantages of case studies

Yin (1989:21) (cited in Phendla 1995:35) discusses the following disadvantages of case studies:

- (1) Case studies lack rigour. They are sloppy and allow equivocal evidence or biased views to influence the direction of the findings and conclusions.
- (2) Case studies provide very little basis for scientific generalization, for example, from a single case to a larger population or universe, but can be generalized to theoretical propositions.
- (3) Case studies are time consuming, and result in immense, unreadable documents.
- (4) Good case studies are very difficult to do. Skills for doing good case studies have not been defined yet.

According to Denscombe (1998: 40), case studies have the following disadvantages:

- (1) The point at which the case study approach is most vulnerable is in relation to the credibility of generalization made from its findings. Case study researchers need to be particularly careful to allay suspicions and to demonstrate the extent to which a case is similar to or contrasts with others of its type.
- (2) On the technical side, the boundaries of the case study can prove difficult to define in an absolute and clear-cut fashion. This poses difficulties in terms of deciding what sources of data to incorporate in the case study and which to exclude.
- (3) Negotiating access to case studies settings can be a demanding part of the research process. Research can flounder if permission is withdrawn.
- (4) It is hard for case study researchers to achieve their aim of investigating situations as naturally as they occur without any effect from their presence. Because case study research tends to involve protracted involvement over a period of time, there is a possibility that the presence of the research can lead to the observer effect.
- (5) Unwarranted though it may be, case studies are often perceived as producing “soft” data. The approach is accused of lacking the degree of vigour expected of social research.

3.3 SELECTION OF PARTICIPANTS

In this case study, the researcher targeted two secondary schools and two primary schools. One male-led primary school and one woman-led primary school were selected. The same applied to secondary schools. The rationale was to establish how teachers view leadership under a woman principal compared to leadership under a male school principal. The idea was brought about by the global aspiration of incorporating women into leadership of various social sectors. This has been practised in the South African

University of Pretoria etd – Chabalala, L W (2006)

Cabinet. For the first time in the South African political arena, the State President, Thabo Mbeki appointed a woman, Mrs Phumzile Mlambo-Ngcuka as a Deputy State President.

The schools identified to participate are based in Soshanguve, a township north of Pretoria (South Africa). The researcher has been teaching in the area for the past twenty years and is well acquainted with Soshanguve, which is part of Tshwane North District . Tshwane North is the third among twelve districts in Gauteng Province. According to the Gauteng Department of Education (2004:32), women comprise only 36,5% of the principals in the province. This gender imbalance in school leadership led the researcher to conduct the study.

The researcher applied to the Gauteng Department of Education for permission to conduct a research project. Then the researcher approached the principals of the schools identified to brief them on the study and its purpose, and ask for consent from both principals and educators to participate in the study. Subsequently, the researcher provided each school principal with a copy of the research proposal.

The teacher participants in the study were identified through personal contact and

- were qualified to teach in either primary or secondary schools
- had been in the teaching profession for a period exceeding three years
- were all post level 1 (PL1) teachers

The researcher used Spradely's (1979) (cited in Simelane 2004:33) three criteria, namely enculturation, current involvement and adequate time, to purposely select the research participants. Enculturation meant that the respondents had been teachers for a prolonged period and could therefore provide rich information. Current involvement meant that they were currently teaching. Adequate time meant that they would be accessible and available.

A total of sixteen teachers were selected to participate in this study. In addition, two female principals, one from a primary and one from a secondary school, and two male principals, one from a primary and one from a secondary school were selected. Consent forms were given to the respondents, emphasizing voluntary participation in the study, assuring anonymity and confidentiality, and guaranteeing that they would not be harmed in any way. Table 3.4 presents the number of male and female school principals in Soshanguve in 2005.

Table 3.4 Male and female school principals in Soshanguve, 2005

Schools	Number of male principals	Number of women principals
Primary schools	52	15
Secondary schools	13	2

Source: Department of Education: Tshwane North, District 3 Survey for 2004/5

3.4 DATA-COLLECTION INSTRUMENTS

The researcher used the following data-collection instruments: questionnaires, interviews and participant observation.

3.4.1 Questionnaire

According to White (2002:66), a questionnaire is an instrument with open-ended or closed questions or statements to which a respondent must respond. White (2002:66) states that the questionnaire is the most widely used technique for data collection because it

- is relatively economical,
- has the same questions for all subjects,
- can ensure anonymity,
- contains questions written for specific purposes and
- allows respondents to respond to something written.

Babbie (1995) (cited in McMillan & Schumacher 1997:253) provides the following guidelines for writing effective questions or statements:

- (a) Make items clear. An item achieves clarity when all respondents can interpret it the same way. Vague and ambiguous words, like “a few”, “sometimes” and “usually”, jargon or complex phrases should be avoided.
- (b) Avoid double-barrel questions. A question should be limited to a single idea or concept. Double-barrel questions contain two or more ideas. The respondent may agree with or respond to the first idea and disagree with or fail to respond to the next.
- (c) Respondents must be competent to answer the questions. It is important that respondents are able to provide reliable information.
- (d) Questions should be relevant. Irrelevant questions make respondents respond carelessly and the result could be misleading.
- (e) Simple items are best. Long and complicated items should be avoided because they are difficult to understand, and respondents may be unwilling to try to understand them.
- (f) Avoid negative items. Negatively stated items are easy to misinterpret
- (g) Avoid biased items or terms. The way in which items are worded, or the inclusion of certain terms, may encourage particular responses more than others.

The researcher observed the above suggestions when compiling the questionnaire. The objective was to identify barriers to promotion for women teachers. Each question was itemized objectively, taking cognisance of the way the data would be analysed. The questionnaire contained open-ended and closed questions.

3.4.1.1 Closed questions

Closed questions permit only certain responses and data analysis can be carried out easily and effectively (White 2002:67). The researcher used closed questions where the answer categories were expected to be discrete, distinct, and relatively few.

According to White (2002) closed questions have the following advantages:

- The answers are standard, and can be compared from person to person
- .The answers are much easier to code and to analyse.
- The respondent is often clearer about the meaning of the question.
- The chances of irrelevant answers are limited to the minimum.
- It is easier for respondents to answer, because they only have to choose a category.

White (2002:68) points out that closed questions also have the following disadvantages:

- It is easier for respondents who do not know the answer to respond randomly, or to choose the 'Don't know' category.
- Respondents may feel frustrated because the appropriate category for their answer is not provided.
- There are greater chances for clerical error as respondents may circle a three when they meant a two.

3.4.1.2 Open-ended questions

In open-ended questions, respondents respond as they wish in their own words.

According to White (2002:68), open-ended questions allow the respondent “to express feelings and to expand on ideas. They are used for complex questions that cannot be answered in a few simple categories but require more detail and discussion.”

White (2002:68) outlines the following advantages of open-ended questions:

- They are used when the researcher would like to see what the respondents view as appropriate.
- They allow the respondent to answer adequately, in all the detail they like, and to qualify and clarify their answers.
- They allow more opportunity for creativity or self-expression by the respondents.

White (2002: 68) also lists the following disadvantages of open-ended questions:

- They may lead to the collection of worthless and irrelevant information.
- Data is not standardized from person to person, making comparison difficult.
- Open-ended questions require good writing skills, better ability to express one's feelings verbally, and generally a higher educational level than do closed-ended questions.
- Open-ended questions generally require much more of a respondent's time.
- They require more paper and let the questionnaire look longer, possibly discouraging respondents who do not wish to answer a lengthy questionnaire.

After their consent, each participant was given a questionnaire, which they were expected to complete within a period of two weeks. The questionnaire intended to gather information from the respondents, and the respondents were duly informed that the information would only be used to compile the research report. Thus, the information would be kept confidentially, and be made available only to the investigator or the researcher. The participants were also informed that their names would not be disclosed should the report be published. The questionnaire requested that the participants should be open, frank and honest when responding to the questions.

3.4.2 Basic individual interviews

According to Babbie and Mouton (2002: 289), a qualitative interview is an interaction between an interviewer and a respondent in which the interview has a general plan of inquiry but not a specific set of questions that must be asked in particular words and in a particular order. It is essentially a conversation in which the interviewer establishes a general direction for the conversation and peruses specific topics raised by the respondents. Ideally, the respondent does most of the talking.

Interviews can yield a great deal of useful information. According to Leedy and Ormrod (2001: 159), the researcher can use the interview to ask questions related to any of the following:

- (a) Facts,
- (b) people's beliefs,
- (c) feelings,
- (d) motives,
- (e) present and past behaviours,
- (f) standards for behaviours and
- (g) conscious reasons for actions or feelings.

According to Tuckman (1972) (cited in White 2002:75), an interview “provides access to what is inside a person's head, makes it possible to measure what a person knows, i.e. his/her knowledge or information, what a person likes or dislikes, i.e. his/her values and preferences, and what a person thinks, that is his/her attitudes and beliefs”.

Prior to the interviewing process, the researcher carefully rehearsed the interview techniques, making sure that the vocabulary level was appropriate and that the questions would be meaningful to all the respondents. According to Thomas and Nelson (1996:328), it is important that the researcher:

University of Pretoria etd – Chabalala, L W (2006)

- know how to establish rapport to let the interviewee feel at ease,
- ask if the tape recorder can be used,
- if the tape recorder is not used, the interviewer must have an efficient system of coding the responses without consuming too much time,
- should not inject his/her bias into the conversation,
- do not argue with the interviewee,
- do not stray from the main theme,
- keep the respondent from rambling,
- be a good listener,
- do not encourage or discourage the respondent's responses through body language or gestures and
- set a time limit and abide by it.

During the interview process, the researcher controlled the interview environment by making certain that the interview was conducted in privacy, and that there was no noise. The interviewer ensured that the interviewee was offered sufficient room to respond to interview questions. The interviews were conducted once, and from a face-to-face position at the respective schools. It was important for the researcher to ensure that the respondents understand the research topic, the aim of the study, their role in the study, the duration of the interview, as well as how important the interviewee's information is for the study. Each interview lasted approximately forty to fifty minutes.

For this study the researcher asked questions on issues of school leadership, gender, and barriers to promotion. About twenty interview questions were derived from the conceptual framework indicated in the study, namely leadership, gender, gender and leadership, barriers to promotion, and feminism. The interviewer probed from more specific questions and repeated questions when the responses indicated that the respondents misunderstood. Probing questions were asked to ensure that the respondents clarified their responses. The respondents were also allowed to ask questions for clarity during the interview process. This allowed the respondents to provide enriched data because it allowed them to understand in detail what the question was all about and what

they felt about the meanings in a question. The interviewer recorded only data that the respondents felt was appropriate for each question; that meant that off-record responses were allowed. A summary of the interview was given to each interviewee at the end of each interview session. This assured the interviewees that their responses were valuable to the study and taken seriously. Information was gathered through writing notes.

3.4.3 Participant observation

Participant observation is generally regarded as the principal data-gathering strategy of qualitative research (White 2002: 80). The researcher is opportune to record what he/she observes systematically.

According to Gillham (2001: 45), very simple observation has three main elements, namely

- watching what people do.
- listening to what they say.
- sometimes asking them clarifying questions.

3.4.3.1 Advantages of observation

According to Gillham (2001:46), observation has the following advantages:

- It is the most direct way of obtaining data.
- It is primary – where you start, and allows the researcher to detect bias or errors.

According to Leedy and Ormrod (2001:158), the primary advantage of observation is flexibility, because it allows the researcher to easily shift focus as new data comes to light.

3.4.3.2 Disadvantages of observation

Gillham (2001: 47) outlines the following disadvantages of observation:

- A major problem with observation of whatever kind is that it is time-consuming. Getting to know your case – whether individual or institutional – is a slow process.
- The data from observation are troublesome to collate and analyse.
- The data from observation are also difficult to write up adequately, especially if the researcher does not write up his/her observation as soon as possible.

According to Leedy and Ormrod (2001:158), observation has the following disadvantages:

- By his/her very presence, the researcher may alter what people say and do, and how significant events unfold.
- Recording events may be problematic as well, because written notes are often insufficient to capture the richness of what one is observing.
- The presence of video and tape recorders may make participants uncomfortable.
- Video and audiotapes are not dependable either, because background noises make tape-recorded conversations only partially audible, while the video camera only captures the events happening in a particular direction.

At the initial stage of observation, the participant observer or researcher identified himself: who he is, where he came from, what he was trying to do, and he was trying to find out. Telling them the purpose was part of the researcher's openness and was very helpful because it created trust. According to Gillham (2001:53), helpfulness and disclosure from individuals depend on the building up of confidence in you as a person: that you are reasonable, straightforward, and sympathetic to their endeavours. The result

of this was apparent in the interviews, because the participants disclosed a great deal, apparently because they felt that there was mutual trust.

Gradually, without losing focus, the researcher outlined the observation, namely the setting of gender imbalances in school leadership, the people like school principals, activities and events which includes advertisements of promotional post and selections of principals and apparent feelings of being disadvantaged. That entailed a general picture of what was on the surface. Issues of interest were the gender imbalances in school leadership. The school principals were very useful in this point, because they supplied information on the gender grids of their schools. Throughout the observation process, the researcher kept notes.

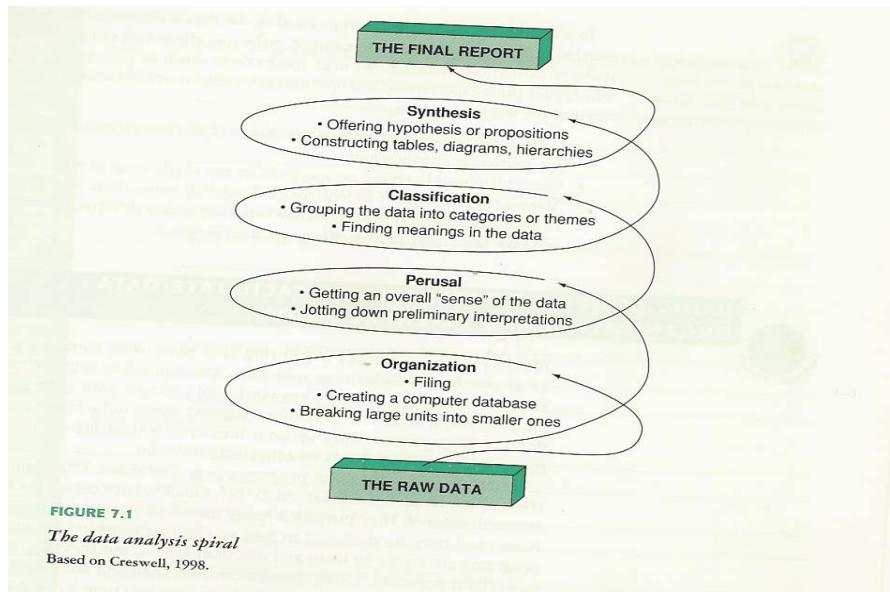
3.5 DATA ANALYSIS AND INTERPRETATION

According to Leedy and Ormrod (2001:160), during data analysis in a qualitative study, the researcher begins with a large body of information and must, through inductive reasoning, sort and categorize it and gradually boil it down to small set of abstract, underlying themes.

White (2002:82) states that qualitative data analysis is primarily an inductive process of organizing the data into categories and identifying patterns and relationships among the categories. Qualitative analysis is a systematic process of selecting, categorizing, comparing, synthesizing and interpreting to provide explanations of the phenomenon of interest (White 2002:82).

Leedy and Ormrod (2001:60-61) emphasize that there is usually no single “right” way to analyse the data in a qualitative study. Cresswell (1998) cited by Leedy and Ormrod (2001:61) describes data analysis as a spiral, that is, it is equally applicable to a variety of qualitative studies. Figure 3.1 depicts the data analysis spiral.

Figure 3.1 The data analysis spiral



Source: Leedy and Ormrod (2001:61)

In this study, using the spiral approach, the researcher went through the data several times, taking the following steps:

- (a) Organise data. The researcher broke large bodies of text down to stories, sentences and individual words.
- (b) Read through to gain an overall picture. The researcher perused the entire data several times to get a sense of the whole. In the process, the researcher jotted down notes that suggested possible interpretations.
- (c) Identify categories or themes. The researcher identified general categories or themes, and then classified data accordingly.
- (d) Summarise the data. This stage involved packaging the data into a table.

3.6 VALIDATION OF THE STUDY

The first concern was the factual accuracy of the researcher's account, that is, that the researcher was not making up or distorting the things that he saw and heard. The

researcher was not only concerned with providing a valid description of the events and behaviours in the settings studied, but also with what the events, practices, experiences and behaviours mean to the women teachers.

According to White (2002:19), validity means that the researcher's conclusion is true or correct – that it corresponds to reality. Irrespective of the form research takes or the ends to which it is directed, the researcher wants the research to be valid – that is, to possess validity.

Wiersma (1991:4) emphasises that validity involves two concepts simultaneously, namely internal and external validity. Internal validity is the extent to which the results can be accurately interpreted and external validity is the extent to which the results can be generalized to populations.

White (2002:19-20) describes internal validity as “the degree to which the design of an experiment controls extraneous variables”, and external validity concerns whether the results of the research can be generalized to another situation: population, different subjects, settings, times, and occasions.

According to White (2002: 24), qualitative research employs different assumptions, designs, and methods to develop knowledge. In this study, the researcher used general and well-known terms, e g, stereotype that men make better principals, that is, validity, disciplined subjectivity, and extension of findings - women teachers are generally disadvantaged when a school leader is sought as the main criteria. Comparing the observations, notes made from the interviews, and the findings ensured that the meaning and interpretations of events or experiences were sound and valid; that is, the conclusion was true and correct, and corresponded to the reality.

This study employed different assumptions, designs, and methods to develop knowledge.

Validity dealt with questions like:

- Do I really observe what I think I observe?

- Do I really hear the meanings that I think I hear?

Validity, then, is the degree to which the interpretations and concepts had mutual meanings between the participants and the researcher.

3.7 CONCLUSION

This chapter discussed the research design and methodology of the study.

The teacher participants with more than three years teaching experience, with added professional qualifications was selected from both two secondary and the two primary schools. In addition to that, four school principal (i.e., two male and two female principals) participated in the study.

Chapter 4 covers the data analysis and findings.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1. INTRODUCTION

This chapter presents the findings of the data analysis and interpretation. Historical accounts that kept women at the margin of school leadership are stereotypically assumed, and it was the intention of this study to explore these accounts and assumptions. The objectives of the study were to answer the following questions:

- What is school leadership?
- To what proportion are women teachers represented in the leadership of schools?
- What do women teachers identify as barriers to promotion?
- How do barriers to promotion affect women teacher who apply for promotion?
- What changes would women teachers like to see in the education system?

The data was collected from eight primary and eight secondary school teachers working in Soshanguve, and subsequently the principals of two identified primary and two identified secondary schools.

The questions in this section were categorized into five basic concepts fundamental in identifying barriers to promotion for women teachers, namely

- (1) Leadership,
- (2) Gender,
- (3) Gender and leadership,
- (4) Barriers to promotion and
- (5) Feminism.

4.2 TEACHERS' RESPONSES TO QUESTIONNAIRE

4.2.1 Leadership

With regard to leadership, 63% of the teachers supported the concept that women do not participate equally with men in the management or leadership of schools (see table 4.1). Of the respondents, 63% disagreed that women do not apply for advertised leadership positions within the education system.

Of the respondents, 53% disagreed that women are good followers, 44% disagreed that once in leadership positions, women emulate a dominant male-orientated leadership characteristic. Similarly, 44% of the respondents agreed that men could not recognize that women are their equals. Therefore, women did not participate equally with men in management or leadership of schools, even though they did apply for leadership positions in the education system.

The appointment of school principals has nothing to do with a person's sexuality. Women can also improve in the job. Once in leadership, women's personality assists in improving teamwork, and it is important to note that women-led schools perform better. The problem or barrier is that men cannot recognize that women are their equals.

4.2.2 Gender

Regarding gender, 56% of the respondents agreed that women are labelled by what they do and not what they are (see table 4.1). Of the respondents, 50% agreed that women's rights to leadership positions are limited, while 50% did not agree that women have internalised the traditional gender stereotypes to such an extent that they feel inferior to men.

Of the respondents, 69% totally disagreed that all men are equally oppressive; 38% agreed that men make good leaders because they are serious, fearless, self-assured, rational and good decision-makers; 75% totally disagreed that women cannot attain leadership positions because they are weak, passive, dependent, unsure of themselves, talk too much, and are prone to lying.

The problem of gender imbalances in school leadership is also compounded by society's belief that women are weak, passive and dependent. This mindset forms a barrier to promotion for women teachers.

4.2.3 Gender and leadership

On gender and leadership, 43% of the teachers totally agreed that men's leadership style is different to that of women, and 50% agreed that women are discriminated against because of their sex (see table 4.1). Of the respondents, 63% agreed that women can embrace both masculine and feminine sex-role leadership behaviours, and 75% totally disagreed that women principals' success relies on how men do it.

The responses indicate that women have the potential to embrace both masculine and feminine sex-role leadership behaviour. Therefore, their success does not necessarily depend on how men do it. Women are simply discriminated against because of their sex. Stereotyping thus determines the position of women in leadership, including school leadership.

4.2.4 Barriers to promotion

With regard to barriers to promotion, 44% of the respondents disagreed that the SGBs are to blame for the under-representation of women in school leadership, while 69% totally disagreed that women are not suitably qualified for leadership positions in schools.

Of the respondents, 50% totally disagreed that women are more attached to their families than to their careers; 87% totally disagreed that women lack career planning; 69% totally disagreed that it is unfair to entrust women with school leadership because they might experience work interruptions in the form of pregnancies and child-rearing.

Of the respondents, 44% disagreed that women are excluded from informal career networks where men have learned the unwritten rules of success and 44% agreed that the Department of Education is not doing enough to address the issue of gender equity.

These responses preclude that women are suitably qualified for school leadership and able to plan for their careers. The respondents, therefore, agree that there are various factors that lead to gender imbalances in school leadership, such as the Department of Education's slow pace in attempting to redress inequality, school management teams (SMTs) and the SGBs' incapacity to implement policies intended to address gender imbalances in schools. Table 4.1 indicates the teachers' responses to questions.

Table 4.1 Five fundamental barriers to the promotion for women teachers

	Totally Agree		Agree		Disagree		Totally Disagree	
	No	%	No	%	No	%	No	%
1. LEADERSHIP								
Women do not participate equally with men in the management/leadership of schools.	0	0%	10	62.5%	3	18.75%	3	18.75%
Women do not apply for advertised leadership positions within the education system.	0	0%	3	18.5%	3	18.75%	10	62.5%
Women are good followers.	0	0%	3	18.5%	5	31.25%	8	50%
Once in leadership, women teachers have to emulate dominantly male-orientated leadership characteristics.	2	12.5%	4	25%	3	18.75%	7	43.75%
Men cannot recognize that women are	4	25%	7	43.75%	3	18.75%	2	12.5%

University of Pretoria etd – Chabalala, L W (2006)

their equals.					
2. GENDER					
Women are labelled by what they do and not what they are	4 25%	9 56.25%	2% 12.5%	1 1%	
Women's rights to leadership positions are limited	2 12.5%	8 50%	1 1%	5 31.25%	
Women have internalised the traditional gender stereotypes to such an extent that they feel inferior to men	4 25%	1 1%	8 50%	3 18.75%	
All men are equally oppressive	1 1%	4 25%	1 1%	10 62.5%	
Men make good leaders because they are serious, fearless, self-assured, rational and good decision-makers.	1 1%	6 37.5%	4 25%	5 31.25%	
Women cannot attain leadership positions because they are weak, passive, dependent, unsure of themselves, talk too much, and prone to lying.	0 0%	3 18.75%	1 1%	12 75%	
3. GENDER AND LEADERSHIP					
Men's leadership style is different to that of women	7 43.75%	6 37.5%	2 12.5%	1 1%	
Women are discriminated against because of their sex.	4 25%	8 50%	2 12.5%	2 12.5%	
Women can embrace both masculine and feminine sex-role leadership behaviours.	3 18.75%	10 62.5%	3 18.75%	0 0%	
Women principals' success relies on how men do it.	1 1%	3 18.75%	5 31.25%	7 43.75%	
4. BARRIERS TO PROMOTION					
The SGBs are to blame for the under-representation of women in school leadership	1 1%	5 31.25%	3 18.75%	7 43.75%	
Women are not suitably qualified for leadership positions in schools	1 1%	0 0%	4 25%	11 68.75%	
Women are more attached to their families than to their careers.	1 1%	3 18.75%	4 25%	8 50%	
Women lack career planning.	0 0%	2 12.5%	1 1%	13 81.25%	
It is unfair to entrust women with school leadership because they might experience work interruptions in the form of pregnancies and child-rearing.	2 12.5%	3 18.75%	0 0%	11 68.75%	
Women are excluded from the informal career networks where men have learned the unwritten rules of	2 12.5%	5 31.25%	7 43.75%	2 12.5%	

success.					
The Department of Education is not doing enough to address the issue of gender equity.	2 12.5%	7 43.75%	4 25%	3 18.75%	
5. FEMINISM					
Society operates according to male-defined values.	3 18.75%	10 62.5%	2 12.5%	1 1%	
There are constraints in society that discriminate against women solely on the basis of their sex.	8 50%	5 31.25%	2 12.5%	1 1%	
Women have to work much harder for leadership positions than men do.	5 31.25%	10 62.5%	0 0%	1 1%	
Women are drawn to teaching simply because it extends their domestic role of housekeeping and child-rearing.	0 0%	5 31.25%	1 1%	10 62.5%	

4.2.5 Feminism

With regard to feminism, 63% of the respondents agreed that society operates according to male-defined values, whereas 50% totally agreed that there are some constraints in society that discriminate against women on the basis of their sex.

While 63% agreed that women have to work much harder for leadership positions than men, 63% totally disagreed that women are drawn to teaching simply because it extends their domestic role of housekeeping and child-rearing.

According to the respondents, society operates according to male-defined values, which determine that women have to work much harder for leadership positions than men do. The respondents were of the opinion that it is important that society be educated on issues of gender equity.

4.3 TEACHERS' RESPONSES TO INTERVIEW GUIDES

Sixteen teachers (i e, four teachers per school) were interviewed for approximately 40 to 50 minutes each. Eighteen questions in Appendix 3 were used to guide the researcher.

Verbatim excerpts from the interviews are included to capture highlights of the interviews.

4.3.1 Leadership

On leadership, the respondents indicated what they understood about leadership. For example, one respondent stated that a leader is “*someone who is in control or someone who manages*”. They also indicated that a leader should be a good planner, honest, helpful, trustworthy, responsible, disciplined, exemplary, diligent, fair and flexible. The respondents believe that these attributes are rather too likened to men, and thus prejudice women teachers in selections for school leader.

The respondents indicated that they believe that women should still work on their self-esteem in order to undertake leadership positions in schools. It is very important to note that women’s lack of self-esteem is a barrier to promotion for women teachers.

4.3.2 Gender

Regarding gender issues, the respondents indicated that men are more privileged than women when selections for promotions in schools are made because society believes that men are powerful and make good leaders. Another barrier is that men have not yet recognized that women are their equals.

The respondents emphasized that women teachers do apply for promotional posts, but “*women teachers know in advance that their applications will not be taken seriously or considered, because the privilege favours men*”. It is this privilege that keeps women at the margin of school leadership.

Some of the respondents indicated that not all women teachers with appropriate teaching experience have the capacity to take up leadership positions, because most women feel comfortable in the lower ranks. Some did feel that women can attain leadership positions,

because they have an inert characteristic to excel and approach their work relatively professionally

From the responses, it can be concluded that society should begin to regard women leaders as leaders or principals, and not as women principals or women leaders. This, in itself, holds back potential women leaders. The right to leadership should also be explicit. It is the ambiguous and ineffective gender equity grids applied by most SGBs that keep women at the margin of school leadership.

4.3.3 Gender and leadership

Regarding gender and leadership, the respondents stated that men and women lead differently, with men thought to be too autocratic and bossy. The respondents also indicated that successful women leaders have to emulate how men lead. One respondent stated that *“to be a successful leader, one has to merge both autocracy and democracy”*. Most of the respondents, however, maintained that democratic leadership is the best.

The responses indicate that historical accounts about women leaders also serve as barriers. The success stories of women leaders who excelled in their leadership intimidate those who still have to apply for leadership positions in schools.

4.3.4 Barriers to promotion

As for barriers to promotion, the respondents reported that although gender imbalances in school leadership require a rigorous approach, not all women are suitable for leadership positions in schools. The respondents know that women are and have been the minority in organisational the leadership, therefore, the female point of view, in its diversity and complexity, has seldom been heard.

The respondents indicated that they strongly believed that the Department of Education, the SMTs and the SGBs were to blame for the gender imbalances in school leadership. The respondents stated that, because of their subjective decision-making, these structures remain a barrier to promotion for women teachers.

4.3.5 Feminism

Regarding feminism, the respondents responded that most women took up teaching simply because they would “knock-off early”, and it was an extension of their family life of housekeeping and childbearing. The respondents were of the opinion that women were thought to be fearful of challenges that come with leadership. They have embraced society’s myth that women are weak, passive, and make good followers.

In contrast to their assumption, the respondents believed that women teachers did have strengths that they could utilize in order to attain leadership positions, for example, dedication, hard work, patience, a love of children and their approachable character.

These responses indicate that according to the respondents, society has benefited from the male-led world, although the benefit has rather been bureaucratic, oppressive, autocratic, discriminative or even dictatorial. These systems are and have been a means to maintain male supremacy, as well as to determine the destiny of the majority of women teachers.

4.4 PRINCIPALS’ QUESTIONNAIRE

Data was also collected from four school principals (i e, one female and one male primary school principal, and the same quota from the secondary schools). The researcher intended to establish what the school leadership view as barriers to promotion for women teachers, using the same five concepts previously mentioned.

4.4.1 Leadership

The respondents somehow have a clue of what leadership entails. Of the respondents, 50% indicated that men are not necessarily better school managers (see table 4.3). Again, 50% believed that relatively few women teachers do apply for advertised leadership positions in schools compared to their male counterparts, because advertisements are not gender sensitive. That means that the advertisements sound as though they are looking for male applicants.

Of the respondents, 50% indicated that society had been socialised to believe that men made good leaders; and 50% agreed that male educators felt intimidated or threatened by the introduction of a woman into the leadership of their schools.

The responses indicate that society has evolved stereotypes that maintain the position of women in all spheres, including school leadership.

4.4.2 Gender

With regard to gender issues, 50% of the respondents agreed that gender determines the relative position of women in school leadership. The two female respondents were of the opinion that women are naturally good followers, and that most women teachers suffer guilt and shame when they have to apply for leadership positions.

Since women had been left behind for a long time in the leadership hierarchy of, not only schools, they were not well mentored. Of the respondents, 50% indicated that women's concerns were rather dominated by the males who happened to be at the helm of leadership, where women are almost non-existent. This, in itself, keeps women at the margin of school leadership.

The responses to gender issues suggest that women are, to a certain extent, to blame for the gender imbalances in school leadership because they accepted or entertained the traditional stereotype that men make better leaders. Women teachers shy away advertised promotional posts and fear the responsibilities that come with leadership.

4.4.3 Gender and leadership

All the respondents agreed that women should break their banishment to family life and venture into school leadership (see table 4.3). Of the respondents, 75% agreed that women had internalised the traditional gender stereotypes to such an extent that they felt inferior and that leadership positions were naturally suitable for men. To redress the gender imbalances in school leadership, 50% of the respondents agreed that women should change their feminine approach to life.

The responses indicate that women have strengths, such as patience and being approachable, which, if well directed, can have a significant impact on school leadership.

4.4.4 Barriers to promotion

Regarding barriers to promotion, 50% of the respondents agreed that gendering the curriculum in schools, e.g. where science subjects are not directly related to the day-to-day life of a girl-child contributed to the under-representation of women in leadership, because the weighting of subjects and the value attached to certain subjects pre-determine the kind of leader required.

Of the respondents, 25% agreed that society was reluctant to have women in leadership positions and 25% agreed that poor mentoring is one of the causes of the under-representation of women in the leadership of schools.

It should be noted that 50% of the respondents agreed that women teachers are not aware of the legal rules applying to their profession, while only one respondent agreed that male principals would not retire unless an alternative replacement were found. Table 4.2 indicates the principals' responses to the questions.

Table 4.2 Principals' responses

University of Pretoria etd – Chabalala, L W (2006)

	Totally Agree		Agree		Disagree		Totally Disagree	
	No	%	No	%	No	%	N	%
LEADERSHIP								
Men are better school managers	0	0	2	50	2	50	0	0
Even the SGB believe in a male-orientated school leadership.	0	0	2	50	2	50	0	0
Women do not possess the necessary attributes for school leadership.	0	0	1	25	1	25	2	50
Relatively, women teachers do not apply for leadership positions in schools.	1	25	2	50	0	0	1	25
Most male principals have been misplaced at the expense of women teachers.	1	25	2	50	1	25	0	0
Male teachers as well as male educators are threatened by the inclusion of women in the school leadership structures.	1	25	2	50	0	0	1	25
TOTAL	3		11		6		4	
GENDER								
Gender determines the relative position of women in the school leadership.	1	25	2	50	1	25	0	0
Women are good at carrying out decisions	0	0	1	25	2	50	1	25
Women suffer guilt and shame when they have to apply for leadership positions	2	50	2	50	0	0	0	0
The concerns of oppressed women are dominated by voices of male intellectuals at the helm of leadership, where women are almost non-existent.	2	50	1	25	1	25	0	0
TOTAL	5		6		4		1	
GENDER AND LEADERSHIP								
Housekeeping and child-rearing are the only suitable careers for women	0	0	0	0	2	50	2	50
Women should change their feminine approach to life if they want to be recommended for leadership positions in schools	1	25	2	50	0	0	1	25
Women are labelled by what they do and not what they are	1	25	3	75	0	0	0	0
Women have internalised the traditional gender stereotypes to such	1	25	3	75	0	0	0	0

an extent that they feel inferior					
All men are equally oppressive	0	0	0	0	2 50
TOTAL	3		8		4 50
BARRIERS TO PROMOTION					
Gendering curricular in schools has significance in the under-representation of women in the leadership of schools	1	25	2	50	1 25
Society is reluctant to have women in the leadership positions of schools	1	25	1	25	2 50
Poor mentoring is one of the causes of the under-representation of women in the leadership of schools	1	25	1	25	1 25
Most women teachers are not aware of the legal rules applying to their professional field	2	50	2	50	0 0
Male principals will not retire unless an alternative replacement is male	1	25	1	25	0 0
TOTAL	6		7		4 50
FEMINISM					
The under-representation of women in the school leadership should be left unchallenged because changing it could be costly	0	0	1	25	2 50
Feminism should be encouraged because it raises awareness of all factors that alienate women	1	25	1	25	1 25
Only aggressive women will attain leadership positions	2	50	0	0	0 0
The education system has been organised in a way that benefits men	1	25	2	50	0 0
Society treats women leaders as exceptions	3	75	1	25	0 0
TOTAL	7		5		7 25

4.4.5 Feminism

Regarding feminism, 50% of the respondents did not agree that the gender imbalances in school leadership should be left unchallenged because changing it could be too costly. However, only 25% agreed that feminism should be encouraged because it raises awareness of all factors that alienate women.

Of the respondents, 50% totally agreed that only aggressive women will attain leadership positions; 50% agreed that the education system has been organized in away that benefits men, while 75% totally agree that society treats women leaders as exceptions.

The responses indicate that women, institutions and society should rigorously challenge the gender imbalances in school leadership, and seek the upward mobility of women teachers within the leadership hierarchy of schools.

4.5 PRINCIPALS' RESPONSE TO INTERVIEW GUIDES

4.5.1 Leadership

Regarding leadership, the respondents indicated their understanding. According to one of the respondents, a leader is "*someone who is able to sell his/her vision to the followers*". The selling would also need patience, determination, influence or even aggression, attributes which women still have to learn and adopt in order to attain and remain in leadership positions.

The respondents concurred that a leader is either born or made and indicated that born leaders also need crafted leadership knowledge and skills from specialised institutions/experts to complement their leadership. Leaders who are made need to learn the inert qualities that one was born with in order to complement their field of leadership. Historical accounts about great leaders focus largely on men hence most women do not attempt to venture into leadership. This led to most women assuming that a woman leader is still to be born.

4.5.2 Gender

The respondents were of the opinion that the way the education system has been structured, as well as how it operates, does not open doors for women to venture into

school leadership. Schools led by women are regarded as exceptions, cultivating fear in potential women principals. According to the respondents, relatively fewer women teachers apply for leadership positions in schools.

According to the respondents, society still privileges men over women, hence men find it hard to recognize that women are their equals. Women with the necessary experience and qualifications still remain at the bottom of the leadership pyramid. One respondent indicated that “*the world has assumed that leadership is a man’s delegated task from God*”.

4.5.3 Gender and leadership

Two of the respondents believed that men and women lead differently, and the most commonly acceptable leadership is that of men. They maintained that for a woman to succeed in leadership, she still had to learn acceptable leadership styles that men had implemented for centuries.

The respondents highlighted that women, too, have strengths, which, if well directed, can have an impact in the leadership of schools.

The SGBs and society hold women back by relying too much on the perception that men make good leaders. When leaders are selected, men are privileged by their sex.

The respondents indicated that successful women leaders have to emulate how men lead, for example by being bossy, aggressive or forceful. The respondents were of the opinion that most male teachers had and believed in these attributes.

4.5.4 Barriers to promotion

According to the respondents, women largely did not further their studies but seemed to be satisfied with the teaching and other additional diplomas.

The respondents indicated that women had to prove beyond reason that they could assume leadership positions. They (women) also had to work far harder to cement their positions in leadership than men.

According to one of the female respondents, men “*are naturally respected, whereas women are regarded by society as agents of confusion*”.

The respondents maintained that unclear, poorly monitored or not-so-easy-to-implement Departmental gender equity policies, the SGBs’ subjective decision-making, society’s stereotyping, and women themselves were to blame for the under-representation of women in school leadership, because women have subtly objectified themselves.

4.5.5 Feminism

The respondents thought feminism was a concept distinguishing one sex from the other. Only after the researcher provided a definition, did they realize that the concept is fundamental in assisting to identify barriers to promotion. They agreed that males who are at the helm of leadership where women seldom feature voiced most concerns affecting women.

The respondents indicated that women are naturally more attached to their families than most men. Teaching, according to the respondents, extends women’s family life. Women have also been socialized to believe that certain careers are suitable for women, for example, teaching, nursing or secretarial work.

The respondents stated that attitudes towards potential women leaders contributed to the marginalization of women from school leadership. Society cannot readily accept that a

woman can lead. Women themselves are resting on their laurels, do not engage at an accelerated pace, prefer to be represented by male leaders and despise a woman leader.

Women's attachment to their families, if well nurtured, can improve school leadership where the core business is to accompany children to adulthood/independence. Table 4.3 indicates the respondents' list of barriers to promotion and possible solutions.

Table 4.3 Barriers to promotion for women teachers and possible solutions

CONCEPT	BARRIER	POSSIBLE STRATEGY
Leadership	* Leadership attributes that are likened to men. *Women's lack of self-esteem.	The Department of Education (DoE) should take the lead in initiating a dialogue around common patterns that maintain women at the very bottom of school leadership.
Gender	*Privileges that are often given to men. *Women's applications which are not taken seriously. Women themselves	SGBs should receive training on gender equity policies, and on how to conduct gender sensitive short-listings and interviews.
Gender and leadership	*Leadership styles which are oppressive, autocratic, dictatorial, discriminative or bureaucratic. *Historical accounts which only account on the success of male leaders.	The DoE should monitor and encourage participative leadership. The DoE should also ensure that support structures are available for women teachers, wherein women teachers can share their experiences and to help build one another
Barriers to promotion	*Lack of feminine voice in the leadership of schools *Policies of DoE, and the poor implementation thereof by SMT, SGB	Feminist and emancipatory practices should be accorded due recognition within the school communities Rigorous school inspections by bureaucrats should take precedence

Feminism	*Fear of the responsibilities that come with leadership	The DoE should assist in creating support structure that can encourage women to venture into leadership.
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4.6 CONCLUSION

This chapter presented the data analysis and interpretation. The study focused on the barriers to promotion for women teachers, and the concepts that featured predominantly are the stereotypes that circulate in society, the Department's poor gender equity implementation strategies, the SGBs' incapacity to address gender imbalances in schools, and women's reluctance to postulate their full meaning.

According to the findings, women do not participate equally with men in school leadership. They are discriminated against simply because of their sex and society operates according to male-defined values. However, the findings suggest that women can make good leaders, if they, SGBs and society can shed the traditional stereotypes that have kept women at the margin of leadership.

Chapter 5 concludes the study and make recommendations.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter concludes the study, provides answers to questions posed in chapter one, presents the conclusions and makes recommendations based on the findings. The following themes emerged from the data analysis:

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

5.2 RESPONSES TO QUESTIONS

5.2.1 What is school leadership?

Research in educational administration focuses on leadership and there has been a drastic paradigm shift in the concept of leadership. Leadership is about power, control, compliance and competition. According to Watkins (1989:9), leadership is characterized to emphasise super ordinates holding power and influence over a group of subordinates.

According to the sixteen teachers, a school leader is the principal or headmaster or headmistress, who is in control of or manages a school. A school leader has to be a good

planner, honest, helpful, trustworthy, responsible, disciplined, exemplary, diligent, fair and flexible. This supports Cann and Siegfried's (1990:23) finding that a leader has to be visionary, instrumental, rational, assertive, warm, tactful, expressive and competent.

Of the teachers, 50% totally disagreed that women teachers are good followers. This means that they agree that women, if opportune, can become school leaders. Sixty-three percent of the teachers did not agree that women did not apply for advertised posts in the education system. Similarly, 63% of the respondents agreed that women teachers could embrace both masculine and feminine sex-role leadership behaviours.

The findings from the four principals indicate that they concur with Watkins (1989:9) that leadership has to do with ability to influence others. They indicated that school leadership needed patience, determination, influence or aggression. According to Van der Westhuizen (1991:41), certain inborn characteristics are essential, but they have to be improved by learning leadership methods and techniques. The principals indicated that born leaders need crafted leadership knowledge and skills from specialized institutions or experts to complement their leadership.

In schools, leadership is still a critical factor and male-dominated. It is imperative for school and other structures involved in educational matters to encourage the elimination of institutional gender stereotyping. School governing bodies should seek leaders who put into practice modest, democratic and transformational leadership styles, and can embrace both masculine and feminine leadership styles.

5.2.2 To what proportion are women teachers represented in school leadership?

Leadership has "a clear-cut 'gendered' connotation", which contributes to a large extent to the gender imbalances in school leadership (Cann and Siegfried, 1990:23). Phendla and Mafokane (2003:17) found that gender and education examine people's relationship not only with what they do, but also with who makes the decisions.

University of Pretoria etd – Chabalala, L W (2006)

Of the teachers, 63% indicated that women did not participate equally with men in school management. Megarry (1984:15) states that women do not participate equally with men in formal education anywhere in the world. According to Dipboye (1978:2-10), women are still targeted as secondary and subordinate to men in most facets of life. They are followers, carry out decisions and follow others' initiatives.

According to the Gauteng Department of Education (2003/2004:32), while female teachers constitute 70,1% of all the teachers in Gauteng, their representation in the higher ranks of school management is poor: only 36% are school principals and 42% are deputies.

The teachers indicated that men are more privileged than women when selections for promotions are made. Of the teachers, 62% indicated that women teachers did apply for leadership positions in the education system, although they knew in advance that their applications might not be taken seriously, since men were favoured. This privilege determines the proportion of women in school leadership.

The teachers stated that women teachers tend to reflect a feeling of satisfaction with the positions they currently occupied. These women were suitably qualified to undertake leadership positions, but were not motivated to apply for leadership positions. Most of the women teachers chose teaching because they left work earlier, and had enough time to spend with their families, rather than attending after-hours leadership meetings and workshops. According to Greyvenstein (1996:79), the scarcity of women teachers in the higher ranks of school leadership may be attributed to the fact that most women have been stereotypically confined to the home where they are wives, child-bearers, mothers and homemakers.

Of the principals, 50% agreed that gender determined the relative position of women in school leadership. The principals also indicated that men were privileged when selections were made for school leaders. Similarly, 50% of the principals agreed that, relatively, women teachers did not apply for leadership positions in schools.

The gender inequity in leadership roles can be attributed to the influence of stereotypes and philosophies that influence and mould various aspects of society, including schools. Male leadership is assumed to be more acceptable. To narrow the gap between male and female school leaders, men and women need to affirm their common 'humanness', and view one another as people and not as categories of gender. This will confirm women's equality with men.

5.2.3 What do women teachers identify as barriers to promotion?

This study aimed to identify barriers that prevent women teachers from entering school leadership positions. According to Van der Westhuizen (1997:540), barriers to promotion are all factors that prevent women teachers from achieving leadership positions in schools.

Of the teachers, 62% did not agree that women did not apply for school leadership positions while 50% of the respondents agreed that women were discriminated against because of their sex. The teachers indicated that women teachers lacked self-esteem, and should work hard on their self-esteem in order to attain leadership positions. Lack of self-esteem, therefore, is one the barriers to promotion for women teachers.

Regarding barriers to promotion, the teachers indicated that the Department of Education was not doing enough to address the issue of gender equity. They also stated that school governing bodies were barriers to promotion for women teachers because most of the SGB members were not conversant with the latest legislated developments in education. They still believed that men made "better" managers, hence they prejudiced women when selecting school leadership. This practice is not consistent with the Employment Equity

Act 55 of 1998, which stipulates that everyone must be protected against unfair discrimination.

The respondents stated that women feared the challenges that came with leadership. They have embraced the myth that women are naturally weak, passive, and make good followers. According to Jones and Montenegro (1982:8), many women have internalised the traditional gender stereotypes to such an extent that they feel inferior and suffer guilt and shame when they have to apply for promotional positions.

During the interviews, the principals stated that leadership has focused on male leaders too much, and women had been left without mentors. Women teachers have to prove beyond reason that they could assume leadership and had to work much harder to cement their positions in leadership. A profound barrier is the unclear and poorly monitored gender equity policies prescribed by the Department of Education. This leaves the SGBs with ample opportunity to manipulate the system, and make questionable decisions when they select school leadership. Women teachers themselves are to blame for not insisting on transformation, pursuing restructuring, engaging in power-sharing, and rejecting the sale of stereotypes that women cannot make good leaders. According to Dipboye (1978:2-10), women are regarded as weak, passive, dependent and fearful.

The principals stated that society does not readily accept that a woman can also lead. They all agreed that women have strengths suited for school leadership, but they themselves prefer to be led by men. This preference marginalizes women from school leadership. According to Lipman-Blumen (1984:96), women are followers, good in carrying out decisions and following others' initiatives. Finally, society's belief in male-led organizations and stereotypes contribute to the gender imbalances in school leadership.

The study discovered that barriers to promotion for women teachers may be attributed to women's lack of self-esteem, as well as women's fear of the responsibilities that come up with leadership. The Department of Education is also not doing enough to address the

issue of gender equity in school leadership. Men are still privileged when a leader is sought in schools.

5.2.4 How do barriers to promotion affect women teachers who apply for promotion?

Barriers to promotion are all factors that prevent women and men from achieving fully on a professional level (Greyvenstein, 1989:22). These barriers maintain inequality between male and female leaders in schools.

According to Dipboye (1978:2-10), the deeply entrenched stereotype view of women has accumulated throughout history. Furthermore, women are considered weak, passive, emotional, dependent, fearful, unsure about themselves, manipulative, flippant, talk too much, and prone to lying. These gender stereotypes form an intrinsic part of society's heritage and paradigms, as well as affect and determine the women's position. Even though women today have increasingly moved into leadership positions many have internalised the traditional gender stereotypes to such an extent that they feel inferior and suffer guilt and shame when they have to opt for self-determination beyond the realms of homemaker.

According to Martin (1993:123), a "typical man" will show masculine sex-role orientation and a "typical woman" will show feminine sex-role orientation. Masculine sex-roles have traditionally been preferred, leaving women behind in school leadership selections. This affected potential women leaders, who had to adopt masculine sex-roles which emphasize dominant, unfriendly, instrumental, institutional power and control attitudes.

This study found that potential women leaders are affected by the prejudice they have to endure in school leader selections. Of the teachers, 50% agreed that women's rights to leadership positions are limited, and 62,5% agreed that society operates according to

male-defined values. This affected potential women leaders because they had to live with a sense of discrimination, or work much harder for leadership positions than men did.

The teachers were of the opinion that, because of the discrimination against women during leadership selection, potential women leaders have become de-motivated. According to the teachers, women teachers did apply for promotional positions in school, but through the years had developed a feeling that their applications would not be taken seriously.

Because for years leadership has predominantly been a male domain, women thought of leadership as a terrifying experience. Potential women leaders developed a fear of the challenges that come with leadership, and embraced the myth that women were weak and passive.

Of the principals, 50% indicated that society had been socialized to believe that men made good leaders and women good followers. This had drastically affected potential women leaders, who had internalised the traditional view that leadership is for men and ultimately allow themselves to be dominated by men, who happen to be at the helm of leadership.

The researcher has established that assumptions about women have been passed from generation to generation, and it is these mythical assumptions that maintained male supremacy in leadership. In due course, women were left alienated, discouraged to advance leadership positions, and coerced to accept that leadership is a God given task for men.

5.2.5 What changes would women teachers like to see in the education system?

Klenke (1996:155-165) emphasises that, besides existing approaches to leadership, we need to examine the requirements for our future leadership and how they can be met. Moreover, for women to lead effectively in the complex world of the future, they need

critical and important skills that involve agreement-building, networking, the exercise of non-jurisdictional power, and institutional-building.

Astin and Leland (1991:4) assert that effective leadership demands the ability to assess a situation, engage others in collective efforts, and bring about needed change. The changes women should strive for should encompass strategic leadership, global awareness and the ability to manage highly centralized organizations as well as to think metaphorically and futuristically. Despite the search for women leaders who fit the demands of the future, tomorrow's leaders will nevertheless continue to require many of the attributes that have always distinguished the best leaders, namely intelligence, commitment, energy, courage of conviction, and integrity.

The respondents indicated the following changes women would like to see in the education system

:

- equal opportunities,
- implementation of affirmative action,
- organizational programmes that support women's advancement,
- participative and democratic behaviour,
- inviting organizational structures,
- eradication of sex segregation,
- refraining from gendering curricular and
- punishing all forms of sexual harassment

Burns (1978) (cited in Fennell 1999:255) emphasises that leadership is a continuum, which demands that the system should opportune transformation. The feminine paradigm should also grow out of critique of leadership, as well as from internalising the dominant male structural-functionalist perspective.

According to Burke and Nelson (1988:7), the under-representation of women in leadership raises the question of who is to blame. The findings from the principals and

teachers suggest that change initiatives in schools and community should take precedence. It is time that the education system sought ways and means to change society's mindset regarding women and leadership.

The findings indicate that women are ready to undertake leadership positions in the education system. However, the education system has to move at a faster pace in ensuring that opportunities are equitably available for all. According to Moore (1987:32), some positive changes have occurred in recent years, where women, who have been denied equal access to leadership are currently experiencing a period in which they even have access to higher levels of political leadership, despite existing barriers.

According to Lipman-Blumen (1984:115), there is evidence of a new tendency in which a sharing of traditional roles both inside and outside of the home is apparent. Women can follow and enjoy professional status equal to their male counterparts, and still fulfil their traditional roles of wife and mother.

In the social system, however, women are still targeted as secondary and subordinate to men. They are regarded as weak, passive, emotional, dependent, fearful and unsure of themselves. This should be the community and the education system's responsibility to inform and educate society on new developments in gender equity as well as the principles of equality.

The teachers agreed that the SGBs and the Department are to blame for the under-representation of women teachers in school leadership. The teachers maintained that the decisions made by these structures, particularly the SGBs, were subjective and jeopardized women's opportunities to undertake leadership positions in schools. The principals also agreed that most SGBs were not capacitated to make recommendations for promotional posts, and did not know or understand the legal obligations directing their operation within schools.

The principals indicated that unclear, poorly monitored and not easy to implement Departmental policies on gender equity contributed to the marginalization of women in school leadership. The teachers indicated that the lower number of women principals, in itself, was a barrier to promotion. They indicated that male-dominance was intimidating to most potential women leaders. The principals, however, did not agree that society was reluctant to have women teachers in school leadership positions.

Gender stereotyping forms an intrinsic part of society's heritage and paradigms and affects the relative position of women in the leadership hierarchy of organizations, including schools. Gender differences in leadership mirror the stereotypes that still exist in the workplace. Schools need to remove all forms of barriers to promotion, and rigorously challenge patterns committed to maintaining the status quo.

5.3 CONCLUSIONS OF THE STUDY

The findings of this suggest that there should be an intervention to address gender inequity in school leadership. The teachers and principals indicated intervention patterns and strategies. Lessons learned from this study include:

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

5.3.1 Discrimination on the basis of sex

The findings proved that women are discriminated against simply on the basis of sex. This practice is not consistent with the country's supreme law, which provides that no one may unfairly discriminate directly or indirectly against anyone on the grounds of sex

or gender. Law enforcement agents should assist in ensuring that the selection of school leaders is monitored and continuously evaluated, and all chances of wrong-doing are eliminated. Priority should be given to the previously disadvantaged, particularly women. The intention should be to redress gender imbalances in leadership.

It should be the responsibility of teachers and SGBs to seek, understand, articulate and implement gender equity policies. Emphasising the importance of gender equity can assist school communities to “unlearn” the stereotypes that have kept women at bottom of the leadership pyramid.

5.3.2 Stereotypes that men make better managers

Traditionally, women have been portrayed as weak, passive, dependent, softhearted, good followers, and men as strong, independent, and capable of making sound decisions. In South Africa, the Constitution offers everybody profound opportunities to venture into fields previously assumed to be “suitable” for a particular gender. It should be the responsibility of all departments and policy monitoring agents to conscientize people to realize that men and women are equals. Explicit guidelines aiming at gender equity in school leadership should be available to SGBs, SMTs and Education Department officials, and punitive measures should be taken against educational organizations that resist redressing past injustices.

Gender role stereotypes should also be abolished because they are not consistent with the inclusive ideologies enshrined in the Constitution. Men and women teachers need to affirm their commonality thereby confirming their equality.

5.3.3 Fear and lack of self-esteem

The Department, society and school communities should help to reassure women. They should be exposed to all aspects that can accelerate their inclusion into leadership, for example inclusion policies, acceptance, tolerance, positive attitude, self-esteem and assertiveness. Women, too, must propagate that women are uniquely different, yet universally equal to men. This would enhance their relative position in school leadership and allow them to enjoy a more equitable and complementary gender status.

5.3.4 Unavailability of structured support for women

It is important that women organize themselves into support groups to learn the unwritten rules that ensured male-dominated leadership. Such groups can be established within and by schools and enable women to identify each other's strengths. Once leadership potentials are identified, their schools should gainfully utilize such strengths. Within the support groups, women should embark on a leadership skills development programme to learn new leadership skills.

Organized groups should also pursue legislature and policies intended to undo the injustices of the past. Emancipatory attitudes may be helpful in confirming women's equality to men, thereby redressing the gender imbalances in school leadership.

5.4 RECOMMENDATIONS

Based on the findings of this study, the researcher makes the following recommendations.

5.4.1 Gender equity policy

Since 1994, the South African government promulgated legislation and developed progressive policies to promote gender transformation and protect and promote the rights of the previously disadvantaged and marginalized members of the larger society, particularly women.

University of Pretoria etd – Chabalala, L W (2006)

Macro and micro policies have been established. For example, the Convention on the Elimination of Discrimination Against Women (CEDAW), the Beijing Platform for Action (1995), the Constitution of the Republic of South Africa, the Reconstruction and Development Programme (RDP), the Public Service White Paper on Equity and Inclusion, the National Education Policy Act (NEPA), the South African Schools Act (SASA), and the work undertaken by the Gender Equity Task Team (GETT, 1997). These policies must be reviewed to determine the extent to which they promote gender equity in education. These policies/legislation should reflect an unprecedented commitment to defending women's rights and provide the framework for the implementation of gender equity in school leadership.

The South African Government adopted the Beijing Platform of Action Platform in September 1995 aimed at eliminating all forms of discrimination, especially gender equity issues in all spheres of society. The Fourth Women's Conference in Beijing estimated illiteracy in South Africa at 50% in rural areas, where the majority of women are located, and 38% in urban areas. In addition, girl children undertake heavy domestic duties at an early age and are expected to manage both domestic and educational responsibilities. This perpetuates gender inequalities and undermines girls' self-esteem. It is imperative that girls, the women leaders of tomorrow be informed of their human rights in particular.

The school curriculum in South Africa is gender-biased. The curriculum should be reviewed and relate to the daily lives of women and girls. For example, the science curriculum does not relate to the daily lives of women and girls. Non-discriminatory education will contribute significantly to the creation of equal relationships between men and women, as well as a balanced or well-resourced school leadership.

The Constitution of South Africa Act, 108 of 1996, section 9, stipulates that the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including gender, sex, pregnancy, marital status, or sexual orientation. It is

important that this section serve as a guiding principle in the development of programmes geared towards mainstreaming gender equity in school leadership.

The South African Schools Act aims to advance the democratic transformation of society, combat sexism and lay a strong foundation for the development of all our people's talents and capabilities. Although the SASA endeavours to combat racism and sexism, and uphold the rights of all stakeholders, it should be vocal on gender equality and equity.

5.4.2 Gender equity structures

The ANC 's Education and Training Policy has since identified women as the most neglected and marginalized group. The ANC made provision for a Task Team on Gender Equity in Education and Training, and in 1995, the Gender Equity Task Team (GETT) was appointed to examine the disparities in respect of gender imbalances in education. The task team was expected to make policy proposals regarding the elimination of sexism, and also support gender equity in education. It is important that a directorate and sub-directorate be established within various units in the Department of Education, to coordinate gender focal points as well as monitor and evaluate policies and practices of schools' commitment to the implementation of gender equity.

The formation of gender structures in education will ensure that school leadership is well resourced. The structures should be replicated in all areas of learning and teaching, such as in the District or Circuit Offices, ABET Centres, Early Childhood Learning Centres, FET bands and colleges.

The established structures should also insist that schools operate within a framework that will emphasise and accomplish values such as fairness, equity, accessibility, transparency, accountability, participation and professionalism.

Schools should also be requested, on a regular basis, to submit to the Directorates, employment equity plans that are negotiated between the employer and the school

community. The aim should be to minimize discrimination and enhance representation, primarily in promoting gender equity and to eliminate unfair discrimination. It is a challenge to translate principles into practice, but schools are in a good position to continuously respond to societal and cultural transitions. Schools should initiate and facilitate the mainstreaming of gender. It is time that our Government and policy implementation structures move from policy framework-creating and discourses on policies to action and, ultimately, to the institutionalisation and consolidation of transformation.

It should be borne in mind that the structures intended to implement gender equity require new competencies to develop strategies that accommodate different patterns that fit various cultures, ability, and gender differences. Due to lack of resources (e.g., access to technology), some of the stakeholders are unaware of prevailing trends in their Department, such as transformation to redress gender imbalances in school leadership.

5.4.3 Communication, awareness and training of all stakeholders

The Department of Education should take the lead in initiating meaningful dialogue around common experiences that foster patterns that keep women teachers at the lower levels of school leadership/management. Studying leadership from the perspective of women and their experiences can be an initial step in bringing about transformation of gender imbalances in school leadership.

Learning, challenging, breaking the old assumptions about women, and itemizing the myths that unnecessarily marginalize women from school leadership should be communicated to all stakeholders/school communities. The school community is the medium for transformation and should be utilized as such. Their meaningfulness should encourage reciprocity among all stakeholders. They should uphold and teach individual members the democratic values enshrined in our Constitution.

Training and informing stakeholders on issues of gender should not be for women or about women, but about women and men. Capacity building should take precedence, enabling stakeholders to

- start looking critically at the culture of their schools,
- promote discussions and discourses on gender issues,
- plan for gender equity,
- provide training on gender equity, and
- consult and utilize the services of organizations/institutions that have a sound history of teaching or implementing gender equity.

Training on gender issues should not be an end in itself, but a means to gender-fair policies and practices to promote equity in education at large, particularly in school leadership.

A crafted course on Leadership and Gender Equity, such as the one offered at the University of Pretoria, should be broadened to all participants in the education provision and delivery system. The Department of Education should be advised about the quality of this course, so that the Department can request the services of such skilled and knowledgeable educationists to train, educate, facilitate and assist in monitoring the implementation of gender equity in school leadership. Such a course can be developed for the SGBs, SMTs and relevant departmental officials, and a certificate awarded to competent participants. This will have a significant impact on transformation and add value to engendered school leadership.

Further research should be conducted concerning women through a new theoretical framework away from the traditional stereotyped approach. This field of women study should herald progress in women issues, particularly representative-ness in leadership.

5.5 CONCLUSION

University of Pretoria etd – Chabalala, L W (2006)

This study examined leadership, gender, gender and leadership, barriers to promotion and feminism as concepts fundamental to identifying barriers to promotion for women teachers. The findings indicate that leadership is a critical factor of reorganizing gender representative-ness, and can shape the processes, structures, patterns of redress, beliefs, attitudes and work-related behaviours.

Shakeshaft (1989:25) emphasises that leadership will always be a central focus for research in educational administration, and that there has been a drastic paradigm shift in the concept of leadership. This implies that participants in education matters are faced with the challenge to reshape education provision and management.

Although complex and diverse, social factors underscore women's current positions in leadership, not only in school. Societal stereotypes form an intrinsic part of the heritage and paradigm that determine the relative position of women in the workplace. According to Jones and Montenegro (1982: 8), gender stereotypes are transferred from generation to generation via acculturation and socialisation.

While much of the study concentrated on identifying barriers to promotion for women teachers in the four identified schools in Soshanguve, researchers should begin to investigate the rate and extent to which gender equity in school leadership is being implemented. This can be attained through

- reviewing the practicability of gender equity policies,
- establishing Directorate/Inspectorate Offices for Gender Equity and
- communicating gender issues, launching awareness campaigns and training all stakeholders.

This should encourage further research into issues of gender and leadership, herald a paradigm shift, open the door for women in the leadership arena, and help to challenge commonly held beliefs produced by male-defined approaches to leadership.

APPENDICES

APPENDIX A: REQUEST TO CONDUCT A RESEARCH PROJECT

678 Block DD
Soshanguve
0152
13. September 2004

Policy Coordination Directorate
111 Commissioner Street
Johannesburg
2000

REQUEST TO CONDUCT A RESEARCH PROJECT IN SOSHANGUVE SCHOOLS

You are cordially requested to allow educators teaching in certain Soshanguve schools to participate in the research project: “What do women teachers identify as barriers to promotion?” to be conducted by Lucky Chabalala, an M.Ed candidate in the Department of Education Management and Policy Studies at the University of Pretoria.

Mr Chabalala (Persal: 11683571) is also Principal of Mokonyama Primary School.

If you agree, participants will be required to complete a questionnaire within a period of two (2) weeks. Questions will be focused on leadership, gender, gender and leadership, barriers to promotion, and feminism. Participants will also be requested to be interviewed on these topics. The principle of confidentiality will be maintained.

For more information, please contact Dr Thidziambi Phendla at the address below:

Dr Thidziambi Phendla
Department of Education Management and Policy Studies
Faculty of Education
University of Pretoria
Tel: (012) 420 5582/4641
Fax: (012) 420 5584
E-mail: thidziambi.phendla @ up.ca.za.

Thank you in anticipation for your consideration.

Yours sincerely

Lucky Chabalala

APPENDIX B: CONSENT FORM

You are cordially invited to participate in the research project: “What do women teachers identify as barriers to promotion?” to be conducted by Lucky Chabalala, an M.Ed candidate in the Department of Education Management and Policy Studies at the University of Pretoria.

If you agree to participate, you will be required to complete a questionnaire within a period of two weeks. Questions will be focussed on leadership, gender, gender and leadership, barriers to promotion, and feminism. Please be free, open and frank when answering the questions.

You will also be asked to be interviewed on the topics mentioned above. The interview will be once and should last for an hour. The interview will be tape-recorded. You have the right not to answer any particular question, or ask for the tape recorder to be turned off at any time.

Your identity will be protected to the best of the researcher’s ability. All data and tape recordings will be kept confidential. Please note that your participation in this project is voluntary and the information gathered will be used for the research study only.

For more information, please contact Dr Thidziambi Phendla at the address below:

Dr Thidziambi Phendla

University of Pretoria etd – Chabalala, L W (2006)

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Thank you in anticipation for your participating in this study.

Yours sincerely

Lucky Chabalala

APPENDIX C: QUESTIONNAIRE FOR TEACHERS

SECTION A

Topic: What do women teachers identify as barriers to promotion?

1. QUESTIONNAIRES

This questionnaire will be used to gather information. The information obtained in this study will be used to prepare a research report. Any information obtained from you in connection with this study will be kept confidential and made available only to investigators. If the research report is published, your name will not be disclosed. You are requested to be open, frank and honest when responding to the questionnaire.

Please note: There are no wrong or right answers.

2. SCALED RESPONSE QUESTIONS

This section of the questionnaire is about five (5) basic concepts fundamental in identifying barriers to promotion for women teachers, namely

- Leadership
- Gender
- Gender and leadership
- Barriers to promotion
- Feminism

In the statements that follow, you will be requested to respond by indicating your choices on a scale from 1-4: 1 = Totally Agree; 2 = Agree to a certain extent; 3 = Disagree to a certain extent; 4 = Totally disagree. Kindly respond by simply making a cross (X) next to the item you feel is closest to your opinion.

LEADERSHIP	Totally Agree	Agree to a certain extent	Disagree to a certain extent	Totally disagree
Women do not participate equally with men in the management/leadership of schools.				
Women do not apply for advertised leadership positions within the education system.				
Women are good followers.				
Once in leadership, women teachers have to emulate a dominant male-orientated leadership characteristic.				
Man cannot recognize that a woman is his equal.				

GENDER	Totally Agree	Agree to a certain extent	Disagree to a certain extent	Totally Disagree
Women are labelled by what they do and not what they are.				
Women’s rights to leadership positions are limited.				
Women have internalised the traditional gender stereotypes to such an extent that they feel inferior to men.				
All men are equally oppressive.				

University of Pretoria etd – Chabalala, L W (2006)

Men make good leaders because they are serious, fearless, self-assured, rational and good decision-makers.				
Women cannot attain leadership positions because they are weak, passive, dependent, unsure of themselves, talk too much, and tend to lie.				

GENDER AND LEADERSHIP	Totally Agree	Agree to a certain extent	Disagree to a certain extent	Totally Disagree
Men's leadership style is different to that of women.				
Women are discriminated against because of their sex.				
Women can embrace both masculine and feminine sex-role leadership behaviours.				
Women principals' success relies on how men do it.				

BARRIERS TO PROMOTION	Totally Agree	Agree to a certain extent	Disagree to a certain extent	Totally Disagree
The SGBs are to blame for the under-representation of women in schools.				
Women are not suitably qualified for leadership positions in schools.				

University of Pretoria etd – Chabalala, L W (2006)

Women are more attached to their families than to their careers.				
Women lack career planning.				
It is unfair to entrust women with school leadership because they might experience work interruptions in the form of pregnancies and childrearing.				
Women are excluded from the informal career networks where men have learned the unwritten rules of success.				
The Department of Education is not doing enough to address the issue of gender equity.				

FEMINISM	Totally Agree	Agree to a certain extent	Disagree to a certain extent	Totally Disagree
Society operates according to male-defined values.				
There are constraints in society that discriminate against women solely on the basis of their sex.				
Women have to work much harder for leadership positions than men have to.				
Women are drawn to teaching simply because it extends their domestic role of housekeeping and childbearing.				

SECTION B

OPEN-ENDED RESPONSE

In this section of the questionnaire, you have the opportunity to elaborate on issues from your personal point of view. Give your own opinion as an individual.

1. What is your personal feeling about women principals?

2. Do you think women are motivated to undertake leadership positions?

3. Who is to blame for the under-representation of women in school leadership?

4. Do you think women teachers do apply for leadership positions?

5. What do you think society can benefit from the leadership of women principals?

6. What has been the impact of a male-dominated school leadership in education?

7. Do you think women are comfortable with positions where they are subordinate to men?

8. What should be done to redress gender imbalances in school leadership?

4. SECTION C

In this section, you are required to provide information about yourself. Please answer all questions by ticking/filling in the appropriate space.

4.1. Gender

MALE	FEMALE

4.2. Qualifications

Academic: _____

Professional: _____

Technical: _____

4.3. Age

_____ (years)

4.4. Teaching experience

_____ (years)

THANK YOU FOR YOUR COOPERATION

APPENDIX D: QUESTIONNAIRE FOR PRINCIPALS

SECTION A

This section is about the five (5) fundamental concepts in identifying barriers to promotion for women teachers, which are: Leadership, Gender, Gender and Leadership, Barriers to Promotion, and Feminism.

In the statements that follow, please respond by indicating if you Totally Agree, Agree to a certain extent, Disagree to a certain extent, or if you Totally Disagree. Simply make a cross in a block appropriate to your opinion.

1. LEADERSHIP	Totally Agree	Agree to a certain extent	Disagree to a certain extent	Totally Disagree
Men are better school managers				
Even the SGB believes in a male-orientated school leadership				
Women do not possess the necessary attributes for school leadership				
Relatively, women teachers do not apply for leadership positions in schools				
Most male principals have been misplaced at the expense of women teachers				
Male principals as well as male educators are threatened by the inclusion of women leaders in the school leadership structures				

2. GENDER	Totally Agree	Agree to a certain extent	Disagree to a certain extent	Totally Disagree
Gender determines the relative position of women in the school leadership				
Women are good at carrying out				

decisions				
Women suffer guilt and shame when they have to apply for leadership positions				
The concerns of oppressed women is dominated by the voices of male intellectuals at the helm of leadership, where women are almost non-existent				
3. GENDER AND LEADERSHIP	Totally Agree	Agree to a certain extent	Disagree to a certain extent	Totally Disagree
Housekeeping and childrearing are the only suitable careers for women				
Women should change their feminine approach to life if they want to be recommended for leadership positions in schools				
Women are labelled by what they do and not what they are				
Women have internalised the traditional gender stereotypes to such an extent that they feel inferior				
All men are equally oppressive				

4. BARRIERS TO PROMOTION	Totally Agree	Agree to a certain extent	Disagree to a certain extent	Totally Disagree
Gendering curricular in schools has significance in the under-representation of women in the leadership of schools				
Society is reluctant to have women in the leadership positions of schools				
Poor mentoring is one of the causes of the under-representation of women in leadership				

positions in schools				
Most women teachers are not aware of the legal rules applying to their professional field				
Male principals will not retire unless an alternative replacement is male				

5. FEMINISM	Totally Agree	Agree to a certain extent	Disagree to a certain extent	Totally Disagree
The under-representation of women in the school leadership should be left unchallenged because changing it can be too costly				
Feminism should be encouraged because it raises awareness of all factors that alienate women				
Only aggressive women will attain leadership positions				
The education system has been organized in a way that benefits men				
Societies treats women leaders as exceptions				

SECTION B

The following section of the questionnaire requires you to be elaborative on issues from your personal point of view. Please feel free to give your own opinion.

1. What is your personal view with regard to leadership?

2. Do you think a leader is born or made?

3. Do you think advertised leadership positions of schools are gender sensitive?

4. What are your assumptions about the contributions women can make to the quality of leadership in schools?

5. Do you think women are afraid to face challenges that come up with leadership?

6. Do you believe that male are threatened/intimidated by the adventure of women into school leadership?

7. What is your personal view with regard to gender equity?

8. Do you think the department of education is doing enough to redress gender imbalances in school leadership?

9. What really privilege men over women when selections for leadership positions are made?

10. Which strategies or techniques do you think women have to employ for them to attain leadership positions in schools?

SECTION C

In this section, you are requested to provide information about yourself. Please answer all questions.

1. What is your Gender?

MALE	FEMALE

2. What are you qualifications?

2.1. Academic: _____

2.2. Professional: _____

2.3. Technical: _____

3. What is your age in years?

4. What is your teaching experience in years?

THANK YOU FOR YOUR COOPERATION

APPENDIX E: INTERVIEW PROTOCOLS

1. LEADERSHIP

- Do you have an idea of what Leadership is?
- Which qualities do you think make a good leader?
- What is your personal feeling about women leaders?

2. GENDER

- Do you think men are more privileged than women when selections for promotions in schools are made?
- Do you think man recognizes that a women is his equal?
- Are women afraid to take up leadership positions?
- Do you think women teachers do apply for advertised leadership positions compared to male teachers?
- Do you think women teachers who are still occupying lower levels/ranks with appropriate teaching experience have the capacity to take up leadership positions?

3. GENDER AND LEADERSHIP

- Do you think men's leadership is different to that of women?
- Do you one's sex (male/female) serves as a determining factor when selection for a leader is made?
- Do you think successful women principals lead the man's way?
- Which leadership styles do you think can sustain women principals leadership?

4. BARRIERS TO PROMOTION

- Do you think women teachers are suitably qualified for leadership in schools?
- What is your opinion on the gender imbalances in school leadership?
- Who is to blame for the gender imbalances in school leadership?

5. FEMINISM

- In your opinion, why do women take up teaching as a profession?
- Which constraints ensures that women remain at the very bottom of the school leadership pyramid?
- Which strengths do you think women should make use of in order to attain leadership positions?

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