

CHALLENGES FACING THE DEPARTMENT OF EDUCATION IN THE APPOINTMENT OF WOMEN TO LEADERSHIP POSITIONS: A CASE OF VHEMBE DISTRICT

BY

09/05/2014
DATE

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A Mini Dissertation submitted in partial fulfillment for the requirements of the Degree of
Master of Public Management

SCHOOL OF MANAGEMENT SCIENCES

UNIVERSITY OF VENDA

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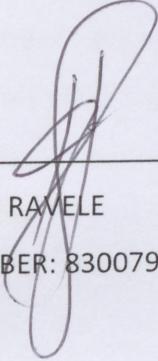
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DECLARATION

I dedicate this study to the late Mr. Ravele Mbulaheni Alfred (my father), Mrs. Ravisie Gelwani Hilda

I, **HUMANI IRENE RAVELE**, hereby declare that the Mini-Dissertation for the Masters of Public Management degree at the University of Venda, hereby submitted by me has not previously been submitted for a degree at this or any other University, and that it is my own work in design and execution and that all reference material contained therein has been duly acknowledged.

children must
achieve.



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DEDICATION AND ACKNOWLEDGEMENTS

I dedicate this study to the late Mr. Ravele Mbulaheni Alfred (my father), Mrs. Ravele Elelwani Hilda (my mother) and Mr. Ravele Shumani Solomon (my brother). They were so supportive and believed in my capability when it comes to educational matters. My life and achievements will always be attributed to the inspiration they put in me while they were living. Their advice to me continues to resound beyond their deaths. Let this study serve as a benchmark beyond which my children must achieve.

- I thank my children, Tshifhiwa, Tendani, Mavhungu and Ndlovu.
- I also thank my husband, Phineas Tuwani Muhangane, family and friends who have supported me in various ways throughout the duration of this study.

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I thank the Lord God Almighty whom I trusted and He directed all my paths up to the end of this study.

- My sincerest gratitude and appreciation go to my Supervisor Mr. E Mahole and my Co-Supervisor Prof. M.P Khwashaba for their untiring assistance and enthusiastic support, guidance and encouragement.
- Thank you to Chininga Rachel, Muedi Fhulufhelo Patrick and Pastor Phathutshedzo Tshimasi for constantly encouraging me and giving me support up to the end of the study.
- I thank my children, Tshifhiwa, Tendani, Mavhungu and Ndivhuwo.
- I also thank my husband, Phineas Tuwani Muhangane, family and friends who have supported me in various ways throughout the duration of this study.

ABSTRACT

The challenges facing Department of Education in the appointment of women into leadership positions was investigated in this study. Women are slowly climbing the promotional ladder within the Nzhelele West Circuit at Secondary schools in Vhembe District. There is still a gap in the representation of women in leadership positions. The study seeks to describe the challenges facing the Department of Education in the appointment of women to leadership positions. It further investigates how the process of appointment affects women from being appointed into leadership positions in Secondary schools. The study is to explore the strategies that can be used to overcome the challenges facing the Department of Education in the appointment of women in leadership positions.

The researcher used the quantitative and qualitative approach. The purposive sampling method was used to select the study sample of 35 respondents. Questionnaires and interview was used to collect the data. Data was collected and analyzed using the Statistical Package for Social Scientists (SPSS) computer software employing descriptive statistics, and the second method was thematic analysis.

The research contained the following as findings:

- Under challenges facing the Department of Education in the appointment of women in leadership positions, the largest number of respondents revealed that women do have management courses for them to qualify for appointment to leadership positions. There are few women in the leadership positions at Secondary schools which act as role models.
- How women are affected by the process of appointment into leadership positions at Secondary schools, the statistics show that when appointing the candidates, there is the notion of “son of the soil” which affect appointment of women and implementation of anti-discrimination.
- The strategies that can be used to overcome the challenges facing the Department of Education in the appointment of women in leadership positions, is that the Department must encourage educated community members to be members of School Governing Bodies. The

Department needs to train School Governing Bodies to consider Gender Equity Act and Anti-discrimination policies when appointing leaders.

The following were recommendations made based on the findings of the study:

- It was shown that women are few in leadership positions in secondary schools. It is recommended that gender sensitivity be recognized in secondary school management positions.
- The respondents show that gendered cultural factors impact substantially on the appointment of women as interviewing panels are dominated by males. It is therefore recommended that conditions on the composition of interviewing panels be reviewed as few women or no women are in managerial positions.
- It was shown that the stereotypes by SGBs are factors against women appointment into leadership positions. It is recommended that workshops are run for the SGBs to accommodate women into leadership positions.

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ABBREVIATIONS

SMT	School Management Team
SGB	School Governing Body
GEA	Gender Equity Act
CEO	Chief Executive Officer
ELRC	Educators Labour Relations Council
ACE	Advanced Certificate in Education
n.p	no page
n.d	no date
SABC	South African Broadcasting Commission

CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

Investigating the challenges that the Department of Education faces in the management of education at various positions. Thekhathi and Lemmer (2002:193) confirm that male dominance in education management is a worldwide phenomenon. They profess that in South Africa management has traditionally been male-dominated in the senior levels of management since 1994 and that women largely occupy positions in middle-management. A study of the representation of women as Secondary school Principals as compared to Primary schools is the factors behind.

This chapter presents the background of the study, followed by the problem statement, aim of the study, specific objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study, reference techniques, definition of operational concepts, and organization of the study.

1.2 BACKGROUND OF THE STUDY

Men and women are expected to participate in the management of education. Studies have revealed that women are underrepresented in education management at all levels worldwide (Onyango, Simatwa and Ondigi, 2011:1). According to research by Onyango, Simatwa and Ondigi (2011:1); Lynch (2004: n.p) found that in America, women are outnumbered by men in educational management. In similar study by Onyango, Simatwa and Ondigi (2011: 1); Adkinson (1930: n.p) found that men solely dominate higher ranks in the Ministry of Education in Britain and that there are fewer women than men in educational management in Kenya.

Number of women entering into university education in United Kingdom has continued to increase over recent years, and women now account for over 50% of students. However, the women participation rate at senior management level is very low (Shanmugam, Amaratunga and Haigh, n.g.:P2). Education is numerically dominated by women but managers in education

CHAPTER ONE

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are predominantly male although there is growing willingness of women to take up leadership positions in education (Leithwood, 1994:2).

According to Osongo (2004:2), women are recognized in the Kenyan society as procreators of the coming generation as well as producers of goods and services. However, Osongo (2004:2) stated that in many Kenyan communities, traditional perceptions of women as inferior to men continue to prevail as many people invoke the preservation of African culture to justify the subordination of women. As a result, men usually dominate women in the political, religious, economic, academic and domestic spheres. Women's academic achievements and roles in society are hardly acknowledged or recognized. This situation has necessitated the call for the empowerment of women by according them their due status, rights and responsibilities and enabling them to participate actively in decision making activities.

In Japan only 0.8 percent of CEOs are women versus 10 percent in the United Kingdom. Less than 10 percent of Japanese managers are women versus 43 percent in the US and Japan is currently having a severe shortage of talent and does not encourage immigration (Catalyst, 2007). The only viable solution to this talent shortfall is for Japan to do a much better job of developing and advancing qualified women. In South Africa management has traditionally been male dominated in the senior levels of decision-making, although equal opportunities' policies introduced since 1994 by government have led to significant improvements in opportunities for women especially in the public sector (Wolpe, Quinlan and Martinez, 1997:195). Men made up 36 percent of all teachers in South Africa in 1994; they held 58 percent of all Principal ship posts and 69 percent of all deputy Principal ship posts (Edusource Data News, 1995:18). The position of women in management in secondary schools and of black women, in particular, is even weaker (Wolpe *et al.*, 1997:200).

There are 84 women and 194 males occupying managerial positions in the Nzhelele West circuit. This implies that women occupy 30.2% of managerial positions whereas men occupy 69.8%. At the Primary Schools level, women occupying managerial positions are 35.3% and 64.7% men. In Secondary Schools, women are 24.2% and men are 75.8% (Guidelines for the implementation of 2010-2014 Employment Equity Plan in the appointment of School Based

Educators in Limpopo Department of Education, in 2011/2012). In 1998 the Employment Equity Act was passed and implemented in 1999. This study therefore investigates the factors that contribute to low participation of women in Secondary education management in Nzhelele West circuit in Vhembe district.

1.3 PROBLEM STATEMENT

The key affirmative action legislation in South Africa is the Employment Equity Act, 1998 (Act 55 of 1998). Although it was passed in 1998, the Act only came into effect at the end of 1999. The purpose of Employment Equity Act, 1998 (Act 55 of 1998) Section 2 (a), (b) has been to achieve equity in the workplace by promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination, implementing affirmative action policy measures to redress the disadvantages in employment, to ensure equitable representation in all occupational categories and levels in workforce and break the glass ceiling that has prevented black women from further accessing jobs that were once only meant for their male counterparts.

Despite the Affirmative Action Policy and Employment Equity Act, 1998 (Act 55 of 1998) women are still vastly under-represented in leadership positions. The statistics shows that women in Principalship positions are 39% and the Gap is -10%. Despite the provision of the Employment Equity Act, 1998 (Act 55 of 1998), women in leadership positions in secondary schools were still few in 2012. There is still a gap in the representation of women in leadership positions. When posts are advertised, women do not apply for such positions because of fear. Some women do not have the necessary qualifications required for them to be appointed to leadership positions. This study investigates the challenges that the Department is facing in the appointment of women in leadership positions in Nzhelele West Circuit and the extent in which women are involved in appointment of people in leadership positions.

1.4 AIM OF THE STUDY

The main aim of the study is to investigate the challenges facing the Department of Education in the appointment of women to leadership positions: a case of Vhembe District.

1.5 SPECIFIC OBJECTIVES OF THE STUDY

The following objectives are identified for this study:

- To describe the challenges facing the Department of Education in the appointment of women to leadership positions.
- To investigate how the process of appointment affect women from being appointed into leadership positions in Secondary schools.
- To explore the strategies that can be used to overcome the challenges facing the Department of Education in the appointment of women in leadership positions.

1.6 RESEARCH QUESTIONS

The following are research questions:

- What are the challenges facing the Department of Education in the appointment of women in leadership positions?
- How are women affected by the process of appointment into leadership positions at Secondary school?
- What are the strategies that can be used to overcome the challenges facing the Department of Education in the appointment of women in leadership positions?

1.7 SIGNIFICANCE OF THE STUDY

The study sought to help women to continue to develop themselves and apply for top positions in larger numbers. The findings of the study might strengthen efforts to implement equal opportunities policies in Secondary schools and will also seek to encourage more women to put themselves forward for appointment into leadership positions once they are armed with information to help them deal with the demands of being appointed as managers.

The final analysis of this study is to find mechanisms to address the elementary challenges brought by affirmative action within the various public institutions. This study will seek to

from. Example: (Surname, Year: Page), According to Surname (year: Page) ..., Surname (Year: Page) contended that All good ... Surname (Year: Page) defined marketing as all activities....

In bibliography, one is expected to cite the author's surname, followed by initials, date of publication, the book's title, publishers and place of publication.

1.11 DEFINITION OF OPERATIONAL CONCEPTS

In this section, the researcher will define the operational concepts in order to give clarity.

- **Affirmative action**

Affirmative action refers to a temporary intervention, which is aimed at bringing equal opportunity without compromising output standards or trampling on the reasonable career expectation of the current workforce who is competent in executing their duties (Swanepoel, Slabbert, Prinsloo and Bakker, 2000:11).

- **Leadership**

Leadership is an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes (Daft, 2005: 5); leadership is about coping with change (Kotter, 1993:27).

- **Management**

Management is the attainment of organizational goals in an effective and efficient manner through planning, organizing, staffing, directing and controlling organizational resources (Daft, 2005: 16); management is about coping with complexity (Kotter, 1993:27).

- **Gender**

Gender as stated by Grogan (1996:30) has more than one connotation. It has both descriptive and signifying qualities. On the one hand it describes an oppositional relationship. What is described as feminine is only so in contrast to what is masculine.

- **Policy**

According to Hanekom (1992:8), policy is the desired course of action and interaction which is to serve as guideline in the allocation of resources necessary to realize societal goals and objectives, decided upon and made publicly known by the legislator. Policy is a guide of action or statement of goals that should be followed in an institution to deal with a particular problem or phenomenon or set of problems or phenomena (Hanekom, 1992:96).

- **Gender equity**

Wolpe, Quinlan and Martinez (1997:40) see gender equity as the promotion of equal opportunities, and fair treatment for men and women in the personal, social, cultural, political and economic spheres.

- **Promotion**

Mathipa and Tsoka (2000:130) refer to promotion as the movement of a person to a level or post associated with not only better remuneration, but also a greater responsibility.

1.12 ORGANIZATION OF THE STUDY

This section will provide the organisation of the study.

- **Chapter One: Introduction and Background of the Study**

This chapter will introduce the study by covering the following aspects: Introduction, background of the study, problem statement, aims of the study, Specific objective of the study, research questions, significant of the study, delimitation of study, limitation of study, reference techniques and definition of operational concepts and organization of the study.

- **Chapter Two: Literature Review**

In this chapter a review of the related literature is done. The researcher will study the researches made by other researchers on the same topic he is researching. The literature

includes papers, documents, researches and other publications by different researchers and scholars.

- **Chapter Three: Methodology and Design**

In this chapter the research method used for this study will be shown. Will state the data gathering techniques that the researcher use, sources of information and sampling methods used and explain how information will be organized and analyzed.

- **Chapter Four: Data Presentation, Conclusion And Interpretation**

This chapter will present data and make analysis and interpretation of the information applicable to Nzhelele West circuit at Vhembe District in the context of the objectives of the study.

- **Chapter Five: Findings, Recommendations And Conclusion**

This chapter concludes the study by providing the findings of the research, recommendations and conclusion.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

A review of the relevant literature concerned with challenges facing the Department of Education in appointing women into leadership positions will be undertaken as a preliminary step in the research. Primary and Secondary sources will be consulted to identify critical issues in past research and to establish current thinking on the subject of challenges facing Department of Education in the appointment of women into leadership positions. Such a review will provide insight into different perspective on the subject and present a framework for further exploration. It will assist the researcher in approaching his research topic and closing the gaps left.

Women in South Africa have a long history in struggling to free themselves from laws and conditions that have and still hold them back. Women in management are overrepresented in lower-status positions and under-represented at the top. According to Kiamba (2008:7), women continue to aspire to leadership positions in all spheres of governance both in the public and private sectors. The research study further examines the many challenges women still face in the appointment into leadership positions.

2.2 POLICY FRAMEWORK FOR FEMALE ADVANCEMENT IN THE SOUTH AFRICAN PUBLIC SERVICE

The Government's participation in the Fourth World Conference on Women (the Conference), The Constitution of the Republic of South Africa, 1996 (hereafter referred to as the 1996 Constitution), the Employment Equity Act, 1998 (Act 55 of 1998) and other policy documents, such as the White Paper on Human Resource Management of 1997 issued by the Department of Public Service and Administration, Beijing Declaration and Platform for Action 1995, form the basis on which women can be advanced to managerial positions in the South African public service.

2.2.1 Constitution of the Republic of South Africa, 1996

The Constitution of the Republic of South Africa, 1996 (Act 108 of 1996) acknowledges that to promote the achievement of equality, measures designed to protect or advance categories of persons disadvantaged by unfair discrimination may be taken. Women comprise such a group of persons who, because of unfair discrimination, require special legislative and other measures to facilitate the achievement of full equality as citizens of South Africa.

The 1996 Constitution of South Africa is the supreme law of the country. The supremacy of the 1996 Constitution means that its provisions relating to the advancement of women and other designated groups cannot be ignored. Any action of a state department that fails to comply with the 1996 Constitution may be declared unconstitutional and therefore null and void. Section 9(2) of the 1996 Constitution outlaws direct and indirect unfair discrimination on the basis of, among other things, gender, sex, pregnancy and marital status. These provisions of the 1996 Constitution indicate that neither the state nor any other person can disadvantage women by excluding them from influential and managerial positions in the South African public service. Section 9(2) of the 1996 Constitution should be a point of departure in the South African public service to ensure that the constitutional mandate prevails in the appointment of female candidates to management positions.

2.2.2 Beijing Declaration and Platform for Action, 1995

The Governments participating in the Fourth World Conference on Women (the Conference), gathered in Beijing in September 1995, seek to advance the goals of equality, development, and peace for all women. The Governments acknowledge the diverse voices of women. The Governments recognize that despite progress, women still suffer obstacles to achieving equality with men, and that further progress is hindered especially by the poverty suffered by so many women and children.

Transformation of Public Service of South Africa
The Beijing Declaration and Platform for Action approved in September 1995 at the fourth World conference on Women “In order to achieve equality, the Platform for Action emphasizes the need for women to work together and in partnership with men towards the common goal of gender

equity worldwide". Although the Beijing Declaration and Platform for Action is a stand - alone document, it builds upon consensus and progress made at earlier United Nations (UN) conferences/summits particularly the conference on women in Nairobi in 1985 which developed the Nairobi forward-looking strategies for the advancement of women. The Governments hereby adopt and commit to implementing the following Platform, and urge the United Nations, regional and international financial and other institutions, other relevant organizations, and all women and men, to commit themselves and contribute to its implementation. South Africa has laid a solid foundation in terms of policy, putting the public service firmly on the route of transformation. Non-sexism is one of the fundamental tenets that are enshrined in the South African Constitution.

Education is a basic human rights and an essential tool for achieving the goals of equality, development and peace. Literacy of women is an important key to improving education and to empowering women to participate in decision-making in society. According to 8 Millennium Development Goals and targets – Goal No. 2 achieves universal primary education-Make sure that all boys and girls are able to complete a full course of primary schooling by 2015. Goal No.3 promotes gender equality and empowers women - Get rid of gender differences in primary and secondary education by 2005. According to the Commission on Gender Equality (2000), between 1994 and 1998 there were marginal changes that favoured women in management positions. The Commission on Gender Equality is a Chapter Nine institution in terms of the 1996 Constitution that is aimed at promoting respect for gender equality as well as the protection, development and attainment of gender equality in South Africa.

The Department of Public Service and Administration looked into pertinent issues and challenges that would have to be addressed within government Departments and Provincial Administrations. This Department published the White Paper on the Transformation of the Public Service and Affirmative Action for the Public Service. The White Paper on the Transformation of Public Service aims to address the imbalances of the past to the point where State Departments would be broadly representative of the demographic composition of the

people of South Africa. According to this document, Affirmative Action is a means to an end and equality and equal opportunities are the desired end.

The White Paper on Human Resource Management in the Public Service (1997: 4) focuses on two important aspects relating to the advancement of women to managerial positions. This White Paper regards recruitment as the prime instrument for achieving equity by opening up the public service to people of all races, and to women in particular. It also makes provision for diversity management in the public service. Diversity management is important in order for male employees to value gender differences and appreciate the important contribution that women can make in the workplace. Consequently, the rights of women are protected to the same extent as those of men in terms of the 1996 Constitution.

2.2.3 Employment Equity Act, 1998 (Act 55 Of 1998)

The Employment Equity Act, 1998 (Act 55 of 1998) aims to further the aspirations of the Beijing Declaration and Platform for Action approved in September 1995 and of the Constitution of the Republic of South Africa, 1996 in promoting equity. However, equity is not possible if men and women competing for the same position are not equal due to previous policies that were not gender-sensitive. To address the imbalance and to ensure that women are afforded managerial positions in the public service, the Employment Equity Act prescribes the implementation of affirmative action. In terms of section 15(2) of this Act, policies implementing affirmative action are also expected to eliminate employment barriers to and unfair discrimination against women as well as other designated groups. According to Section 11 (b) of the Public Service Act, 1994 (Act 103 of 1994), it is important to note that both the preferential treatment of women and the merit principle are critical aspects of accelerating the appointment of qualified women to managerial positions in the public service.

2.2.4 Employment Educators Act, 1998 (Act 76 Of 1998)

Section 6(1) of the Employment of Educators Act, No 76 of 1998 provides that: the appointment of any person, or the promotion or transfer of any educator in the service of the Department of Education shall be made by the Director General or in the service of a Provincial Department of

Education by the Head of Department. For the purpose of determining salaries and other conditions of employment, the Minister shall be the employer of all educators. In making appointments and filling any posts for educators, the activity must be guided by the principles of equality and equity and other democratic principles contemplated in the Constitution which includes the following factors:

- The ability of the candidate, and
- The need to redress the imbalances of the past in order to achieve representation.

The conditions set by the Employment of Educators Act cover permanent, temporary and special contract employment. The SGB of a public school shall be the employer of all persons in the service of such a school for school-based positions created and funded by the SGB. The appointment, transfer or promotion of any person in the service of the department shall be made by the Director-General. The appointment, promotion and transfer of any person in the service of a provincial department shall be made by the Head of Department (HoD). Any appointment, promotion or transfer can only be made on the recommendation of the School Governing Body (SGB) for school-based appointments. The HoD can decline the recommendation of the School Governing Body (SGB) only if:

- Any procedure collectively agreed upon or determined by the Minister for the appointment, promotion or transfer has not been followed.
- The procedure followed does not comply with any procedure that was collectively agreed upon,
- The candidate is not registered or does not qualify for registration as an educator with the South African Council for Educators,
- Sufficient proof exists that the recommendation of the SGB or Council of a further education institution was based on undue influence, and
- The appointment was not done within the prescribed time frame.

If the HoD does not accept a recommendation of the SGB/Council of a further education institution, the SGB/Council shall make an alternative recommendation.

2.3 CHALLENGES TO THE ADVANCEMENT OF WOMEN INTO LEADERSHIP POSITIONS

Existing legislation on employment equity is an important instrument directed at addressing overt forms of discrimination and obstacles in the public service. Although the government can create conditions that favour women's career advancement, removing barriers to their success will remain the single most challenging task for human resource managers, which is why men still outnumber women in managerial positions (Mello and Phago, 2007:152).

The power relations that impede women's attainment of fulfilling lives operate at many levels of society, from the most personal to the highly public. Women are under-represented at most levels of government. Globally, only 10% of legislators are women, and fewer hold ministerial positions, even though women constitute over half of the electorate in almost all countries. Socialization and negative stereotyping of women, including stereotyping through the media, reinforce the tendency for political decision-making to remain the domain of men. Often, discriminatory attitudes and practices within the family influence unequal power relations in the public sector. Women also need to be fairly represented among economic and political decision-makers, including transnational corporations (Beijing Declaration and Platform for Action 1996:23).

2.3.1 Glass ceiling

This term refers to many barriers that can exist to thwart a qualified woman's rise to the top management of an organization. These barriers are artificial and invisible, providing a view to the top, but also providing a ceiling on how far a woman can go. When a glass ceiling exists, men occupy a disproportionately high percentage of the higher ranks in a career field, while women tend to be overrepresented in its lower ranks. Therefore the 'Glass-Ceiling' is the most important reason for women's under-representation in leadership-positions. It is true that more women are slowly chiseling through the glass barrier to take on leadership positions.

In an article in the Eastern Province Herald dated 9 August 2006 reporter Paddi Clay states that sometimes it is not the glass ceiling that prevents women getting to the top, but something in their own make-up. Sometimes it is not society's fault - it is our own decision to balance our

lives or set our own priorities that sees us taking only the deputy chair seat on the board. He further says that a new flood of opportunities has opened for women in South Africa as a result of gender sensitivity and it would be a shame if these opportunities are not grabbed and owned. Yet looking at women in teaching, it rather seems that they are not making use of these opportunities to establish themselves in managerial positions.

2.3.2 Organizational barriers

The hierarchical structures and cultures in terms of gendered stereotypes about who can and cannot be a school manager block women's participation in management. The gendered practices influenced by cultural norms and belief systems are played out at the social level within the school and outside the school context. This context is informed by cultural discourses favouring the masculine image of management that continuously disadvantage women (Moorosi, 2010:3). Similarly, Osumba B.A in her research paper shows that culturally, male tasks are more valued than female tasks. Men are then considered to be experts while women have to prove that they are. She further recommend that revealed that there are individual, organizational and socio-cultural barriers to women aspiring top educational management and leadership positions, however, the organizational factors are the strongest barriers, followed by socio-cultural and least were the individual barriers. Women have also been proved to be more interested in power than in the past.

2.3.3 Socio-cultural barriers

The culture influences the way that an organization's people view leadership and their expectation of the behavior for leaders and potential leaders. An organization's culture impacts work practices, how achievement and success are perceived and measured, and the expectation of hours worked and experiences required achieving career progression. The socialization process therefore structures and equips men and women to enact their respective and different roles. The notion of leadership as a male arena continues to dominate the mentalities of those responsible for hiring school principals and women are systematically disadvantaged while men continues to be advantaged (Moorosi, 2010:8). Onyango (2011:1526)

also says, a combination of culture that undermines women, low financial benefits from school management activities and lack of time make women lose interest in education management.

Gendered cultural factors impact substantially on the implementation of anti-discriminatory mandate of the law. The notion of 'strong man' and 'son of the soil' may not be directly related to the law or policy guiding the appointment of school principals, but they are serious cultural issues that affect the implementation of anti-discriminatory policies that need to be addressed in order to improve the situation of women in the management of schools (Moorosi, 2010:12).

In the article by Kiamba, the issue of children, or family for that matter, is one that disturbs many women as they make the decision to take up a leadership position. Therefore, it is not surprising that some women are perceived as avoiding success in order to care for their families (Kiamba, 2008:10). Some jobs for women revolve around the home like raising children, cooking, cleaning, sewing, knitting and other related ones. This proves the old saying which prescribes that a woman's place is at home with the role of caring for children. But men today are filling jobs previously reserved for women, and this proves that men, unlike women are not restricted to any specific job. Women who successfully break through into leadership positions find to their shock that South African managers lack commitment to the development and advancement of women. Therefore, it appears that women leaders are left to themselves to either swim or sink (Mathipa & Tsoka, 2000:129).

Studies show that reluctance to employ women as managers is the claim that other people do not want to work for or deal with women at work. Things are changing slowly and the increase in the number of women getting into management positions is gradually improving the attitude of men.

2.3.4 Gender stereotype

Men and women are matched to specific jobs based on stereotypical perceptions of the necessary skills and abilities one must possess to successfully perform job duties. Women do not climb up the ladder as fast as the male colleagues. The male colleagues can take all the opportunities they get to get promoted and women, on the other hand, have to make choices:

'my family or my career?' Women cannot leave the country, go to conferences as much as they would like to because of family obligations. The same goes for some fellowship opportunities and professional meetings: there is no child care in our institutions. Therefore, they have to go home early.

The impact of sexual stereotypes on women in management was explored by Broveman et al. (1972 n.p) and Heilman et al. (1989 n.p). Both studies found that when male managers were asked to characterize the styles of both male and female managers, they described female managers as less self-confident, less analytical, less emotionally stable, less consistent, and possessing poorer leadership abilities than male managers. In addition, both studies also found that the managers consistently associated the more desirable managerial traits with men and the less desirable managerial traits with women. Stereotypically men were seen as being aggressive, independent, unemotional, objective, dominant, active, competitive, logical, worldly, self-confident, and skilled in business, all competence-related traits. Women were stereotypically seen as exhibiting the opposite traits of males on all the competence-related traits, indicating that stereotypically feminine traits are associated with incompetence.

A great many studies indicate the widespread existence of stereotyped thinking about women, and make a strong case for the assumption that sexual discrimination reduces women's opportunities for attaining management positions. Common stereotypes hold that men are intellectually superior to women and are more emotionally stable, that they set greater store by achievement, promotion and meaningful work than women, that they are inherently more assertive than women and that the successful manager possesses masculine attributes. These stereotypes are generally speaking contradicted by systematic studies (Dipboye, 1975 n.p; Reif *et al.*, 1975 n.p), although this has certainly not hindered their widespread impact: Despite contradictory evidence, stereotypes concerning female inadequacy as managers persist and act to distort perceptions of male and female performance and potential. One obvious consequence of these ideas is that a man is more likely to be selected for a managerial position than is an equally qualified woman. (Dipboye, 1975, p. 7) Stereotypes do not only influence recruitment and selection to a particular position; they also affect ongoing career development

and performance evaluation. Several studies show that assessors who believed that a particular paper was written by a woman rather than a man, judged it to be of a lower professional quality (Dipboye, 1975 n.p). Sex bias was also documented in science teachers' ratings of pupils' work (Spear, 1983 n.p), and in a number of other situations (Nieva and Gutek, 1980 n.p). These tendencies, which are typical of many if not all sectors of society, create barriers to women acquiring high positions in organizations. Even when women have attained management positions, the discrimination still prevails.

2.3.5 Mentoring and networks

Exclusion from networks prevent women from gaining the knowledge needed for them to accumulate the experience critical for leadership position in their organizations, the information necessary to identify and access 'gateways' and 'gate keepers', and the visibility for their contribution and achievements which leads to advancement.

In Coombs L's (2004: 15) research paper, The Department has an excellent course (Women in and into management and leadership positions) to empower women, but this course was not developed by women in education. If women, present this course to women, it will empower them. Once they are empowered they can then try to change the perceptions of the men. Most of women do not have mentors but on an informal basis. There is no formal mentoring system and program in place that the managers can rely on. Also Paulsen S.E in his research paper says networking with other female and male managers from different schools, having regular meetings and sharing ideas on what works is very important. He further says manager especially newly appointed managers need programmes for capacity building to develop their management and leadership skills (2009:76). If the mentoring process is recognized by the Department of Education, it may encourage other managers to become mentors. Once women feel more equipped and empowered through training they may feel more confident to apply for leadership positions.

2.4 THE PROCESS OF APPOINTING CANDIDATES IN THE PUBLIC SERVICE

2003:76)

The Employment of Educators Act, Act 84 of 1996, outlines four steps that need to be followed in the appointment of education managers, viz. recruitment, selection, appointment, and induction. The new Schools Act permits practically any educator to apply for promotion to a post level of his or her choice, provided that the individual has the minimum qualifications (M+3 or REQV 13) and the required minimum years of experience (ELRC, 2003:73-74). However, the then Minister of Education, Ms. Naledi Pandor, announced on national television that from 2011, anybody applying for the position of School Principal has to be in possession of at least an Advanced Certificate in Education (ACE) (SABC News @ 19:00: 25 July 2007). It is not yet documented. The essence of this research is the appointment of women in leadership positions, and the research is confined to secondary schools only.

Resolution 5 of 1998 (ELRC, 2003:76) outlines the procedures to be followed in the advertising and filling of educator posts, including those of principals. Advertisements for vacant posts are self-explanatory and have to include the minimum requirements, procedures to be followed to apply, names and telephone numbers of contact persons, the preferred date of appointment and the closing dates for the receipt of applications. Advertisements are to be accessible to all who may be interested in applying, non-discriminatory and in keeping with the provisions of the Constitution of South Africa.

The Employment of Educators Act, Act 76 of 1998, stipulates that the appointment, promotion or transfer of educators may only be made on the recommendation of the Governing Body of the public school. A School Governing Body, constituted in terms of the South African Schools Act, Act 84 of 1996, has to establish an interview committee. Additional members may be co-opted by the SGB when their expertise is needed at particular interviews. The interview committee is responsible for short-listing the applications to obtain a manageable number, and thereafter, for interviewing and assessing them for the purpose of making recommendations. The applications are then sifted at the District Office; Circuit Offices acknowledge receipt of all applications. Successful applications are referred to the institutions concerned. Trade Union parties to Council are given a schedule containing the names of educators who have met the

minimum requirements for the post(s) and the names of the educators who have not (ELRC, 2003:76).

The short-listing of candidates is done by the Interview Committee. The criteria used for short-listing is expected to be fair, non-discriminatory and in keeping with the Constitution of the country. The recommended number of candidates to be short-listed for each promotion post should not exceed five (Department of Education, 2007:10). Interviews are generally conducted in quiet congenial milieus that are conducive to the selection process. Well-structured questions are prepared in advance, and are orientated around issues pertaining to the vacant position.

At the conclusion of the interviews, the interview committee ranks the candidates in order of preference and submits the list of preference to the SGB. This list is then ratified at a full sitting of the SGB, which has to take into account the provisions of the Employment Equity Act, Act 55 of 1998, as well as the provisions of the Employment of Educators Act, Act 76 of 1998. The final decision in the appointment process is made by the Directorate Human Resource Services, and the placement of candidates is carried out in terms of the Employment Equity Act and in compliance with the Employment of Educators Act of 1998, the South African Schools Act of 1996 and the Labour Relations Act of 1995, and based on the recommendations of the SGB (ELRC, 2003:77).

2.5 STRATEGIES TO OVERCOME CHALLENGES IN THE APPOINTMENT OF WOMEN INTO LEADERSHIP POSITIONS

The challenges identified that hinders women appointment to leadership positions need to be addressed. There are strategies that will overcome the organizational, socio-cultural, gender stereotype and patriarch challenges. These are the strategies; Women must be trained to have high aspiration and need to be motivated to have confidence in them. All expressions of stereotypes or attitudes which create a hostile environment for the advancement of women must be eradicated. Establishing mentoring programs where senior staff mentors junior ones. There must be campaigns which should be held to raise people's consciousness regarding

gender issues. Women need to be encouraged to become members of professional development and information sharing networks.

The school community must examine the practices in which it traditionally engages and assesses the degree of stereotyping and misinformed assumptions which are being perpetrated. Make opportunities available for women to improve their credentials, to attend conferences and present papers. Diminish all negative stereotypes or attitudes which create an environment not conducive to the advancement of women and provision for assertiveness training and appropriate maternity/paternity leave. To promote women's upward mobility, a conducive environment for women to enable them to get to the top has to be created. This could be done through capacity building, adequate scholarships, and installing quota systems, mentoring, networking, setting up child care systems and creating information systems for job opportunities.

2.6 IMPERICAL EVIDENCE OF THE CHALLENGES FACING DEPARTMENT OF EDUCATION IN THE APPOINTMENT OF WOMEN INTO LEADERSHIP POSITIONS.

Women in leadership positions in Secondary Schools are still few 2013. To ensure that the gap is closed, interview committee shall shortlist at least three candidates who satisfy the minimum requirements of the post from the designated groups based on the Employment Equity profile of the school/circuit. School Governing Body shall recommend a candidate from the designated groups as per the Employment Equity Profile of the school/circuit if the difference in score is equal to or less than five (5) percentage points as compared to that of other candidates. The principle of the difference of five (5) percentage points of a candidate from the designated groups shall guide the Head of Department in making an appointment.

The objective of the plan seeks to increase the representivity of suitably qualified designated groups where they are under-represented by the required percentage per year, but the gap is slowly closed. In Vhembe district the women representation in Secondary schools is still too low. In Tshinane Circuit there are six (6) Secondary schools and there are no female Principals. At Soutpansberg North Circuit there are nine (9) Secondary schools and only two (2) female

Principals, Sibasa Circuit has eleven (11) Secondary schools and female Principals are two (2), Nzhelele West Circuit there are fourteen (14) Secondary schools and female Principals are only two (2) and Mvudi Circuit has eight (8) Secondary schools and female Principals are two (2). The Department is still facing the challenge in the appointment of women into leadership positions.

2.7 WOMEN AND MEN LEADERSHIP STYLES

Since men and women have different leadership styles, the variances do not mean that one has dominance over the other. The difference may be due in part to men seeing leadership as leading and women seeing leadership as facilitating (Schaef, 1985 n.p). Although male and female administrators perform many of the same tasks in carrying out their work, different aspects of the job are emphasized (Chliwniak, 1997 n.p). Women embrace relationships, sharing, and process, but men focus on completing tasks, achieving goals, hoarding of information, and winning (Chliwniak, 1997 n.p). Women educational administrators focus on instructional leadership in supervisory practices and are concerned with students' individual differences, knowledge of curriculum teaching methods, and the objectives of teaching (Conner, 1992 n.p).

In the area of instructional leadership, women spend more years as principals and teachers, and have more degrees than men; they emphasize the importance of curriculum and instruction in their work (Tallerico & Burstyn, 1996 n.p). Women leaders focus on instructional leadership, as men more often emphasize organizational matters (Conner, 1992 n.p). Men in leadership positions tend to lead from the front, attempting to have all the answers for their subordinates. Women lean toward facilitative leadership, enabling others to make their contributions through delegation, encouragement, and nudging from behind (Porat, 1991 n.p). Because women's main focus is on relationships, they interact more frequently than men with teachers, students, parents, non-parent community members, professional colleagues, and superordinates (Conner, 1992 n.p). Men, on the other hand, stress task accomplishment (Conner, 1992) and they tend to lead through a series of concrete exchanges that involved rewarding employees for a job well done and punishing them for an inadequate job performance (Getskow, 1996 n.p).

Many women support contributive, consensual decision making and emphasize the process, but men tend to lean toward majority rule and tend to emphasize the product, the goal (Porat, 1991 n.p). Men utilize the traditional top-down administrative style; (Eakle, 1995 n.p) women are more interested in transforming people's self-interest into organizational goals by encouraging feelings of self-worth, active participation, and sharing of power and information (Getskow, 1996 n.p). Women spend more time in unscheduled meetings, visible on school campus, and observing teachers considerably more than male principals (Ryder, 1994 n.p). Women principals are more likely to interact with their staff and spend more time in the classroom or with teachers discussing the academic and curricular areas of instruction. Women principals are more likely to influence teachers to use more desirable teaching methods.

2.7.1 Autocratic versus Democratic Management Styles

According to Harris and Lambert (2003:26), in schools where the leadership is autocratic, the flow of information is in a one – way direction from the head to the educators, and there is a large amount of delegation and blaming by both parties. If an autocratic leadership style is used Harris and Lambert (2003:27) state that the relationships are co-dependent and the principal depends on the teacher to validate and reinforce his or her autocratic style. A democratic approach implies that the manager or leader of the school involves all stakeholders in the decision making process. Daft (2005:55) states that a democratic leader can be seen as someone who delegates authority to others, encourages participation, relies on subordinate's knowledge for completion of tasks, and depends on subordinate respect for influence.

The manager is thus expected to empower the subordinate. This empowerment allows the educators to play a significant role in decision making and in controlling their teaching milieu. It allows the school manager to encourage collaboration amongst staff in order to create a stimulating environment where effective teaching and learning can occur. The female manager, especially when still new in a managerial position, might benefit from shared decision making in that it might create a positive perception that she is involving the staff in the running of the school instead of adopting an autocratic management style. It is difficult to separate a

participatory management style from a democratic one. With a participatory style the ultimate decision making lies with the manager, while using a democratic style will ensure that the decision of the majority is adhered to.

2.7.2 Transactional Leadership

According to Bass (1985, 1997 n.p) as cited in Lunenburg and Irby (2006:193) “Transactional leaders determine what subordinates need to do to achieve their own and organisational objectives and reward them according to their accomplishments.” Leithwood (1992:28) states that this type of leadership does little to bring about change in the organization and alternative approaches, for example transformational leadership had to be explored. Transactional leadership is more autocratic in that authority is central and has a top-down approach. A transactional leader will get co-operation from stakeholders and change will take place within the organisation but a truly committed staff will avoid such a leader.

2.7.3 Transformational Leadership

Transformational leaders in contrast to transactional leadership motivate their subordinates to do more than originally expected of them. A transformational approach leads to more participation from all stakeholders involved. DuBrin (2004:82) says that transformational leaders have seven attributes:

- They are charismatic;
- They create a vision;
- They encourage personal development of their staff;
- They give positive feedback;
- Empower staff;
- Lead by example; and
- They are innovative thinkers

According to Daft (2005:154) transformational leadership differs from transactional leadership in four significant ways:

- A transformational leader develops followers into leaders;
- Transformational leadership elevates the concerns of followers from lower-level physical needs to higher level psychological needs;
- Transformational leaders inspire followers to go beyond their own self-interest for the good of the group; and
- Transformational leadership paints a vision of a desired future state and communicates it in a way that makes the pain of change worth the effort.

A transformational leader will raise the level of commitment of their staff motivating them to work towards a common goal. Sherman (2000:133) states that successful leadership should broaden to include alternative management styles that allow for the incorporation of the perspectives and experiences of women.

2.8 GENDER EQUITY IN PUBLIC SERVICE.

Gender equity is a desirable goal can be argued on social justice principles; not only in terms of 'the equal performance capacity of women' (Prenzler & Hayes, 2000, p. 20) but also because there is a social justice argument that female offenders and victims of crime should have the right to access female police officers when they choose (Natarajan). That women are less likely to abuse their power and attract allegations of misconduct has long been an argument for employing more women in police organisations (Brereton, 1999 n.p; Lonsway, Wood, & Spillar, 2002 n.p).

Most working women occupy subordinate positions, while some small elite has filtered through to the top. Those at the top are seen as exceptional cases that are educated and ambitious and they are deviations from the norm. These "extraordinary" women are described as "Iron Ladies" (Hau-Siu Chow 1995:31). Wilkinson (1995:9) also states that successful leaders are seen as bossy, pushy, power hungry, opportunists, cold, calculating, unfeminine and often assumed

to be either lucky, well born or have slept their way to the top. Current approaches designed to help women move up the hierarchy usually focus on helping women to find ways to adapt and blend in rather than speak out and find their own voice (Derry, 1997 n.p).

When women first started to enter the corporate world as managers in substantial numbers in the late 1960s and early 1970s, very few expected to pursue a career path leading to a senior management position. Corporate policies at that time did not include affirmative action programs to promote women to senior management positions, which made the first generation of women managers even more wary of setting a goal to rise to the top (Morrison, 1992 n.p). A survey by Catalyst (1990 n.p) of human resource managers found that corporations were still not creating diversity initiatives or policies that effectively lessened the obstacles for women wishing to ascend through the ranks to senior management.

Catalyst (1990 n.p) found that only 4% of those companies interviewed attempted to promote women into line positions, and concluded that the identified problems associated with promotion of women into the senior ranks were not being addressed with any type of effective policies or programs by most companies. Women in middle management often cite a lack of performance-based feedback as compared with their male colleagues, which may serve as an additional obstacle for further promotion. Morrison (1992 n.p) also states that diversity awareness and leadership training for women in the corporate environment will not succeed unless employees at all levels of the organization are educated and fully understand the rationale behind the promotion of diversity, including the promotion of more women to the ranks of upper management.

There are two very different categories of causation that explanations and theories concerning the lack of women in senior management positions fall into. In the first category, barriers created by corporate practices, barriers stem from objective and therefore easier to change causes of gender imbalance that often tend to favor the recruitment, retention, and promotion of males over females, especially in jobs that comprise the typical career paths of a future senior manager.

An awareness of the underrepresentation of women in top positions in the corporate world has prompted many corporations to review their policies and practices. Even in the event that corporations are not persuaded that productivity will be enhanced by increasing the percentage of women in upper management, the highly noticeable underrepresentation of women creates pressures from stakeholders for more visible participation from women in corporate boards and upper management positions (Fryxell and Lerner, 1989 n.p). The overall percentage of women on corporate boards surpassed the 10% milestone for the first time in Fortune 500 corporations in 1996, although 105 out of the 500 companies surveyed still had no women on their boards (Dobrynski, 1996 n.p).

In examining why there are so few women represented in senior management, it is imperative to also understand the ethical questions posed by feminists about the current limitations on women's roles. The feminist mode of inquiry emphasizes the exploration of not only who has the power and how it is utilized to either change or maintain the status quo, but also what forces exist that prevent women from fully expressing themselves and their values. There is a pressing need for presenting explanations of why women are underrepresented in corporate leadership positions from the viewpoints of women that have experienced or studied the phenomenon first hand. The variety of theories and explanations discussed in this article, many of which were generated by women involved in the corporate world either as participants or scholars, also represent pieces of a conversation that needs to be listened to. "Ethics – particularly business ethics – must address sexism by incorporating the concept of listening" (Derry, 1997:29).

2.9 SUMMARY

The above discussion highlights the fact that women experience numerous challenges in the appointment to leadership positions. Support and resources to ensure gender equity strategies continue to be provided. Organisations encourage special programs for women and develop

mentoring and coaching schemes to assist senior leaders with major jobs and that these are available equally for both men and women.

Chapter 2 provided an overview of the appointment process of education managers. The process in the appointment of a school principal as the head of the institution featured more prominently in the discussion, as the principal is considered to be the leader of all the leaders on the school campus. Other members of the SMT provide more of a supportive role. The appointment of the deputy principal/s and education specialist/s is in some way or another influenced by the school principal. The appointment process of education managers has been devolved from the Department of Education (the state) to the SGB (the community). The SGBs recruit, interview, select and recommend candidates for promotion. The appointment of education managers is often marred by impropriety by certain SGB members who recommend unsuitable candidates, *i.e.* candidates whose expertise, experience and credibilities are often in question. This is to the detriment of the school.

The role of the education managers in the schools and their influence on the effective functioning of the school and on educator morale will be the focus of the next chapter.

Efforts are made at the level of acquisition to make entry into the Principalship accessible to women, however, there is not sufficient effort put into creating a pool of potential women candidates as well as in supporting the women who have broken through the glass ceiling in order to ensure sustainable equity. It has been established that policy efforts are not enough on their own to eradicate the deeply embedded cultural social practices, but these policies are a starting point to the commitment to slowly uproot these insidious social practices.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The study was based on the challenges facing the Department on the appointment of women in leadership position. In this chapter, the researcher discussed research designs and methodology of the study. The emphasis was on the discussion of the study area, population, sampling and sampling procedure, data collection and instrument, data analysis and ethical consideration.

3.2 RESEARCH DESIGN

Mouton (2005:55) states that the research design is a plan or blue print of how you intend conducting the research. McMillan and Schumacher (1993:157) justify this by stating that research design is a plan for selecting subjects, research sites and data collecting procedures to answer the research question. McMillan and Schumacher (2006:117) the research design indicates who will be studied, when, where and under what circumstances they will be observed in their own environment. For the purpose of this study the researcher used field study as a research design. The research design acted as a guide to which path to follow from the beginning to the end of the research.

3.3 RESEARCH METHODOLOGY

According to Hofstee (2006: 108), methodology refers to your way of considering your thesis statement, or the general technique/s that you employ to examine your thesis statement. Research methodology of a study denotes the value of selected measurement instruments and the reasoning behind the selection. Measurement instruments are techniques characterized by questions which are asked – in a questionnaire – to provide data relevant to the research questions (Punch, 2005: n.p).

The study makes use of both qualitative and quantitative research method. A combined (mixed methodology) quantitative and qualitative methodologies is chosen because the two methods complement each other. According to McMillan and Schumacher (2006:315) qualitative research is inquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their settings (for example, field research). Qualitative research describes and analyzes people's individual and collective social actions, beliefs, thoughts and perceptions. For the purpose of this study, the researcher used qualitative research methodology because there is a close interaction between the research and the respondents and it enables the researcher to understand the situation as it happens.

Quantitative research focuses on numbers or quantities. Quantitative studies have results that are based on numeric analysis and statistics (Henninger, 2009: n.p). Quantitative research, often, improves on the validity of research instruments as well as the provision of a numerical dimension to analysis when addressing phenomena (Teddlie and Tashakkori, 2009: n.p).

Quantitative measurement is a deductive process. It involves taking a concept, construct, or idea, then developing a measure (a device, procedure, or instrument) to observe it empirically. The process begins with concepts and ends with specific, concrete indicators. A researcher then uses the measures to produce data in the form of numbers.

3.4 STUDY AREA

The research focused on schools around Nzhelele area in Vhembe District in Nzhelele West Circuit. The study was conducted in Dzanani region in Ward 37 of Makhado municipality. The Ward is characterized by tarred road that branches through Witvlag and Hendrick Verwoerd tunnel.

3.5 POPULATION OF THE STUDY

According to McMillan and Schumacher (2006:119) a population is a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the results of the research. The researcher was of the opinion that the population is the entire group whose characteristics are to be estimated. In Vhembe District

there are 27 Circuits. In this study, Nzhelele West Circuit is selected. It was felt that conducting the research in the one Circuit would save time and money as the researcher lives in the area they are situated. The population of Circuit Manager, Principals, School Management Teams and School Governing Bodies in Nzhelele West Circuit is 295.

3.6 SAMPLING

Sampling is a process of selecting the individuals who will participate in a research study. The researcher gets few people and collect data from them. A selection of representatives from the whole helps to obtain information from all subjects. Data will be collected in 10 Secondary schools and a Circuit Office in Nzhelele West Circuit where the Circuit Manager, Principals, Chairperson of each School Management Team and Chairperson of each School Governing Body will be selected.

3.6.1 Sampling method

Non-probability sampling and its subtype purposive sampling method was used in this study. Purposive sampling is based entirely on the judgement of the researcher, in that a sample is composed of elements which contain the most characteristics, representative or typical attributes of the population (De Vos, Strydom, Fouche, Poppenpoel and Schurink, 1998:198).

The researcher selects particular elements from the population that will be representative or informative about the topic of interest. On the basis of the researcher's knowledge of the population, a judgement is made about which subjects should be selected to provide the best information to address the purpose of the research. For this study, Circuit Manager, Principals and School Management Teams and School Governing Bodies were targeted as they have enough information concerning the topic researched.

3.6.2 Sampling size

The total sampled population of this study was 35 respondents. The sample group of this study consist one (1) Circuit Manager, ten (10) Principals, twelve (12) School Management Team (SMT) Chairpersons and twelve (12) School Governing Body (SGB) Chairpersons.

3.7 DATA COLLECTION

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes (Wikipedia, mobile: n.d). Data collection is an important aspect of any type of research study. Inaccurate data collection can impact the results of a study and ultimately lead to invalid results (<http://www.worldbank.org/poverty/impact/datacollector>). Every researcher collects data using two instruments. The researcher collected data using open-ended survey questionnaire and open-ended interview schedule.

According to Schumacher and McMillan (1993:254), the questionnaire is the most widely used technique for obtaining information because it is economical, contains standardized questions, assures anonymity and can be written for specific purposes. Mahlangu (1987:85) questionnaire has the potential of eliciting more candid and objective replies and therefore more valid responses. The questionnaires were delivered by hand by the researcher to schools together with the letter of consent. The respondents read the questions themselves and mark answers on the questionnaires at their spare time. The appointment was made for collecting the questionnaires after completion and should preferably not be more than 48 hours after delivery.

Best and Kahn (2003:95) state that the interview schedule is a set of questions read to the respondent by an interviewer, who also records response. Instead of writing the response, the subject or interviewee gives the needed information orally and face to face. Leedy (1985:135) and Mahlangu (1987:79) describe the interview as the technique whereby the researcher believes that an impersonal approach will suffice and according to which he puts his questions on a paper and submits them to the respondents. The interview schedule was delivered by hand together with consent letter. The appointment was made for collecting the questionnaires and should preferably not be more than 48 hours after delivery.

3.8 DATA ANALYSIS

The analytical procedure to be employed in analyzing the data in order to achieve the objective of this study is simple tabular presentation percentages and the quantitative data will analyze using the Statistical Package for Social Scientists (SPSS) computer software employing descriptive statistics. For data collected through interview, the researcher used thematic analysis to analyze data and the information will be presented in a narrative form. The researcher will then follow the steps mentioned by Creswell (2005: 334) to analyze data collected through interview, and are as follows:

- **Step 1: Planning for recording data:** the researcher should plan to record data in a more systematic manner before collection of data.
- **Step 2: Data collection and Preliminary Analysis:** data analysis is qualitative inquiry necessitate a twofold approach. The first one involves data analysis at the research site during collection of data. The second one involves data analysis away from the site.
- **Step 3: Managing (organizing) Data:** this is the early stage in analysis wherein the researcher organizes their data into file folder, index cards or computer files.
- **Step 4: Reading and Writing Memos:** in this step after the researcher has organize the data, the researcher immerse himself in the detail trying to get a sense of the interview as a whole before breaking it into parts.
- **Step 5: Generating Categorise, Theme and Patterns:** it involves noting regularities in the setting or people chosen for study. As the categories emerge the researcher search for those that have internal convergence and external divergence.
- **Step 6: Coding the Data:** the researcher has to apply some coding scheme to those categories and themes, and diligently and thoroughly marked passages in the data, Codes may take several forms: abbreviation of key words, coloured dot, numbers, and the choice is up to the researcher.

- **Step 7: Testing Emergent Understanding:** the researcher began the process of evaluating the plausibility of her development understandings and explores them through the data searched for alternative explanations.
- **Step 8: Searching for Alternative Explanations:** in this step as the researcher discovers the patterns in the data he or she should engage in critical challenging the pattern that seems to be apparent. The researcher should search for others, plausible explanation for those data and the linkage among them.
- **Step 9: Writing the Report:** this is the final step wherein the researcher writes a report, explain the data in details. The researcher engaged in an interpretative act, lending and meaning to raw data.

For the purpose of this study the following steps were used: Planning for recording data, Data collection and Preliminary Analysis, Managing (organizing) Data, Reading and Writing Memos, Writing the report. For the purpose of data analysis, information will be arranged into themes as reflected in each of the questionnaire and interview question. According to Bogdan and Bilken (2003:147) Analysis involves working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them and searching for patterns. Interpretation involves explaining and framing your ideas in relation to theory, other scholarship and action, as well as showing why your findings are important and making them understandable. Mouton (2005:108) states that data analysis involves 'breaking up' the data into manageable themes, patterns, trends and relationships.

3.9 ETHICAL CONSIDERATION

Piper and Simons (2005: n.p) describe ethical issues in research as an action of conducting research that benefits respondents or participants in positive ways, an ethical act of doing no harm to research respondents or participants.

Ethics is regarded as the science of human behavior and conduct with the intention of valuing and safeguarding human dignity, promoting justice, equality, truth and trust. Ethics is typically associated with morality (Babbie, 1991: 464).

The ethic in research helps the researcher to be responsible and accountable to his actions. The researcher can also contribute, to a large extent, to help protect participants and anyone else from harm. The researcher has to ensure that his actions and work comply with conventions, in the interest of good work. The following ethical issues were considered for this study:

3.9.1 Permission to conduct the study

Permission must be requested from the respondents. A cover letter requesting the respondents were provided, explaining the value and the purpose of the study. A letter of permission from the department will also be given to the respondents. All the participants were notified of how the information that they contribute is going to be utilized.

3.9.2 Informed consent

The purpose of the study must be clearly explained to both the respondents on completing the questionnaire survey and the participants before the interview sessions. The participants must agree voluntarily to participate without any physical or psychological coercion.

3.9.3 Confidentiality and anonymity

Confidentiality means that the information provided would be handled with care. Anonymity means that the names or identification of respondents will not be given. During the data collection process, both respondents and participants are informed of their right not only to talk in confidence, but also to refuse to allow publication of any information that they think might harm them in any way. Refusal to take part is not punishable lawfully or in any other way. It will be made clear to respondents that their names or identification in any form would not be used. There is no provision for filling in of names on the schedule.

3.9.4 Respect for respondents

The dignity of the respondents was considered. Respondents may not be intimidated and is characterized by mutual respect throughout the process. Above the respect for respondents, this study will ensure that no deceptions, misinterpretation or deliberate misrepresentation of facts provided by the respondents occur.

3.9.5 The right to non-participation

The researcher summoned voluntary participation because according to Dane (1990:39) anyone involved in a research should be a voluntary participant. Participants were thus cordially requested through letters to take part in the research. No form of coercion was used.

3.9.6 Protecting the respondents

Respondents were guaranteed protection from any form of manipulation by the research or any form of repercussions through a cover letter requesting their free participation in the research. A letter of permission from the Department was also given to the respondents.

3.10 SUMMARY

This chapter dealt with research design and methodology. In this field project there was a mixed methods that were used, the qualitative and quantitative methods. An open-ended survey questionnaire and open-ended interviews schedule were used. Sample was described and the purposive sampling method was used. The steps that are followed of qualitative data analysis were outlined. The ethical issues were considered. The next chapter will be about interview questions and analysis of answers given by respondents. Recommendation for further studies on a similar subject will be made.

	Response	Frequency	Percentage
1	Male	17	56,7%
2	Female	13	43,3%
	TOTAL	30	100%

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The previous chapter presented the research design and the subsequent methodologies that the researcher intends following and which indicate the structure and the procedures that were followed to answer the researcher study questions. It has been revealed that the study was conducted in mixed methodologies where quantitative and qualitative research methodology was used and in this chapter data is presented, analysed and interpreted. The following sections focused on reporting the empirical investigation by providing answers to the perceptions and understanding of the challenges facing Department of Education on the appointment of women in leadership positions.

4.2 ANALYSES OF DATA COLLECTED THROUGH QUESTIONNAIRE

In this section, the researchers analyze the responses collected by the questionnaire and the information is presented graphically in tabular form and is followed by a brief synthesis of the findings for the item.

4.2.1 Section A: Biographical Details

In this section the researcher presents the biographical details of the respondents. The information are presented in graphical and tabular forms and followed by a synthesis of the findings and the detailed findings are discussed in chapter 5.

Table 4.1 Gender of respondents

	Response	Frequencies	Percentage
1	Male	17	56,7%
2	Female	13	43,3%
	TOTAL	30	100%

Table 4.1 Working experience of Respondents

Table 4.1 presents the biographical details of the respondents in terms of gender. A total of 30 respondents took part in this study, of the 30 respondents, 17 (56,7%) were males whereas 13 (43,3%) were females. All targeted 30 respondents managed to return the questionnaires, and all the questionnaires were analysed.

Table 4.2 Age of respondents

	Response	Frequencies	Percentage
1	Less than 30 years	01	3,3%
2	31 – 40 years	04	13,3%
3	41 – 50 years	11	36,7%
4	51 – 60 years	12	40,0%
5	61 years and older	02	6,7%
	TOTAL	30	100%

Most of the respondents, 11 (36,7%) who took part in this study were aged between 41 and 50 years. 04 (13,3%) of the respondents were aged between 31 and 40, and 12 (40,0%) were between 51 and 60. Few respondent at 01 (3,3%) were youth aged at less than 30 years and the least at 02 (6,7%) were older than 61 years of age. It can therefore be concluded that in this study, there has been a relatively better representation of the population in terms of age distribution of respondents.

Table 4.3 Working experience of Respondents

	Response	Frequencies	Percentage
1	0 – 10 Years	04	13,3%
2	11 – 20 Years	07	23,3%
3	21 – 30 Years	10	33,3%
4	31 – 40 Years	08	26,7%
5	41 – 50 Years	01	3,3%
6	51 Years and above	0	0,0%
	TOTAL	30	100%

Ten (33,3%) respondents in the study were having 21 to 30 years of working experience. While 08 (26,7%) of the respondents were having 31 to 40 years, seven respondents (23,3%) were having 11 to 20 years working experience. Few respondents at 04 (13,3%) were between 0 to 10 years whereas 1 (3,3%) were having 41 to 50 years working experience and for this study there was no respondents who have 51 years and above working experience. The figures indicate that majority of the respondents who took part in the study were between 23 to 30 years working experience.

Table 4.4 Educational Qualifications of Respondents

	Response	Frequencies	Percentage
1	Any teachers' Diploma	07	23,3%
2	First Degree	04	13,3%
3	Honours Degree	13	43,3%
4	Masters Degree	06	20,0%
5	Doctoral Degree	0	0,0%
	TOTAL	30	100%

Majority of the respondents at 13 (43,3%) who took part in this study were having honours degree. Seven (23,3%) of the respondents were having any teachers' diploma, and 06 (20,0%) were having masters degree. Few respondent at 04 (13,3%) were having first degree and from all the respondents who took part in the study, there was no one with a doctoral degree. It can therefore be concluded that in this study, there is a still need for the respondents to further their studies.

Table 4.5 Position of Respondents

	Response	Frequencies	Percentage
1	Chairperson of SGB	09	30,0%
2	Member of SMT	14	46,7%
3	Deputy Principal	02	6,7%
4	Principal	05	16,6%
5	Circuit Manager	01	3,3%
	TOTAL	30	100%

Table 4.5 indicate that majority of the respondents at 14 (46,7%) who took part in this study were members of the school management team. Nine (30,0%) of the respondents were chairperson of the school governing body, and 05 (16,6%) were school principals. Few respondent at 02 (6,7%) were deputy principals and there was 01 (3,3%) circuit manager who took part in the study. It can therefore be concluded that majority of the respondents who took part in the study were the members of the school management team.

4.2.2 Section B: Appointment of women in leadership position in the Department of Education

In this section, data is analysed using graphical statistics which is further divided into three themes which arose from the survey questionnaire respondents. The three themes are challenges facing the Department of Education in the appointment of

women in leadership position; how women are affected by the process of appointment into leadership positions at secondary schools; and the strategies that can be used to overcome the challenges facing the Department of Education in the appointment of women in leadership positions.

4.2.2.1 Challenges facing the Department of Education in the appointment of women in leadership position

This sub-section presents data regarding the challenges facing the Department of Education in the appointment of women in leadership position. The data is presented in the form of tables followed by brief interpretation.

Table 4.6 Women are sexually harassed for appointment in leadership position

	Response	Frequencies	Percentage
1	Strongly agree	07	23,3%
2	Agree	11	36,7%
3	Not sure	06	20,0%
4	Disagree	06	20,0%
5	Strongly disagree	0	0,0%
	TOTAL	30	100%

Eleven (36,7%) of the respondents agreed with the idea that women are still harassed sexually for appointment into leadership positions, 07 (23,3%) respondents strongly agreed. On the other hand, 06 (20,0%) disagreed and there was no respondent who strongly disagreed women are still harassed sexually for appointment into leadership positions. Six (20,0%) respondents were not sure whether women are still harassed sexually for appointment into leadership positions or not. The statistics shows that to a greater extent majority of the respondents were aware that women are still harassed sexually for appointment into leadership positions.

Table 4.7 Demanding schedule discourage women in leadership position

	Response	Frequencies	Percentage
1	Strongly agree	02	6,7%
2	Agree	12	40,0%
3	Not Sure	06	20,0%
4	Disagree	08	26,6
5	Strongly disagree	02	6,7%
	TOTAL	30	100%

Six (20,0%) respondents in the study were not sure whether the demanding schedule discourages women into leadership positions or not. While 02 (6,07%) of the respondents strongly agreed, twelve respondents (40,0%) just agreed that schedule discourages women into leadership positions. On the other hand, few respondents at 02 (6,7%) strongly disagreed that the demanding schedule discourages women into leadership positions whereas 08 (26,6%) disagreed. The figures indicate that the demanding schedule discourages women into leadership positions.

Table 4.8 Stereotype by SGB are factors against women appointment

	Response	Frequencies	Percentage
1	Strongly agree	07	23,3%
2	Agree	15	50,0%
3	Not Sure	04	13,3%
4	Disagree	01	3,3%
5	Strongly disagree	03	10,0%
	TOTAL	30	100%

Most respondents at 15 (50,0%) agreed that stereotyped by school governing body (SGB) are factors against women appointment into leadership positions, on the other hand, 01

(3,3%) respondents disagreed with the idea that stereotype by SGB are factors against women appointment into leadership positions. Seven (23,3%) respondents strongly agreed that stereotype by SGB are factors against women appointment into leadership positions, whereas only 03 (10,0%) strongly disagreed. Four (13,3%) were not sure whether stereotype by SGB are factors against women appointment into leadership positions or not. Such a statistics indicate that stereotype by SGB are factors which are against women appointment into leadership positions.

Table 4.9 Women lack management courses to qualify in leadership position

	Response	Frequencies	Percentage
1	Strongly agree	02	6,7%
2	Agree	06	20,0%
3	Not Sure	03	10,0%
4	Disagree	10	33,3%
5	Strongly disagree	09	30,0%
	TOTAL	30	100%

Three (10,0%) respondents were not sure whether women lack management courses for them to qualify for appointment to leadership positions or not. Two (6,7%) strongly agreed with the idea, whereas majority of the respondents at 10 (33,3%) merely disagreed with the idea that women lack management courses for them to qualify for appointment to leadership positions. On the other hand, 06 (20,0%) respondents agreed while 09 (30,0) strongly disagreed that women lack management courses for them to qualify for appointment to leadership positions. The largest number of the respondents revealed that women do have management courses for them to qualify for appointment to leadership positions.

Table 4.10 There are few women in leadership position in secondary schools

	Response	Frequencies	Percentage
1	Strongly agree	10	33,3%
2	Agree	14	46,7%
3	Not Sure	01	3,3%
4	Disagree	05	16,7%
5	Strongly disagree	0	0,0%
	TOTAL	30	100%

More respondents at 14 (46,7%) agreed with the idea that women are few in leadership positions at secondary schools who act as role models, and 10 (33,3%) strongly agreed. On the other hand, 05 (16,7%) disagreed that women are few in leadership positions at secondary schools who act as role models, whereas there was no respondents who strongly disagreed and 01 (3,3%) were not sure. From the above statistics, a conclusion can be drawn that women are few in leadership positions at secondary schools which act as role models.

4.2.2.2 How women are affected by the process of appointment into leadership positions at secondary schools

This portion presents how women are affected by the process of appointment into leadership positions at secondary schools. The information in this section are presented in graphical and tabular forms and followed by a discussion of the findings.

Table 4.11 Gender culture impact the appointment of women

	Response	Frequencies	Percentage
1	Strongly agree	08	26,6%
2	Agree	14	46,7%
3	Not Sure	02	6,7%
4	Disagree	06	20,0%
5	Strongly disagree	0	0,0%
	TOTAL	30	100%

Majority of respondents at 14 (46,7%) agreed that gendered cultural factors impact substantially on the appointment of women as interviewing panels are dominated by males, 08 (26,6%) strongly agreed. On the other hand, 06 (20,0%) disagreed and there was no respondent who strongly disagreed with the idea that gendered cultural factors impact substantially on the appointment of women as interviewing panels are dominated by males. Only 02 (6,7%) revealed that they were not sure whether gendered cultural factors impact substantially on the appointment of women as interviewing panels are dominated by males or not. Just above, the statistics were in favour that gender culture impact the appointment of women in leadership position. Twenty-two at (73,3%) respondents for example, responded that gendered cultural factors impact substantially on the appointment of women as interviewing panels are dominated by males.

Table 4.12 Few women qualify to be in an interview panel

	Response	Frequencies	Percentage
1	Strongly agree	05	16,7%
2	Agree	13	43,3%
3	Not Sure	03	10,0%
4	Disagree	09	30,0%
5	Strongly disagree	0	0,0%
	TOTAL	30	100%

With regard to few women qualify to interview the appointment of leadership as compared to men hence this impact negatively to women appointment, 13 (43,3%) of the respondents agreed, while 05 (16,3%) strongly agreed with the idea that few women qualify to interview the appointment of leadership as compared to men hence this impact negatively to women appointment. Only 09 (30,0%) disagreed and there was no respondent who strongly disagree that there are few women who qualify to interview the appointment of leadership as compared to men hence this impact negatively to women appointment, and 03 (10,0%) were not sure in that regard. Looking at the statistics above, a conclusion can be drawn that there are few women qualify to interview the appointment of leadership as compared to men hence this impact negatively to women appointment.

Table 4.13 Women are good leaders but unable to express themselves in the interviews than men

	Response	Frequencies	Percentage
1	Strongly agree	06	20,0%
2	Agree	11	36,7%
3	Not Sure	0	0,0%
4	Disagree	09	30,0%
5	Strongly disagree	04	13,3%
	TOTAL	30	100%

Women are good leaders but they are unable to express themselves more than men in the interview, 11 at 36,7% of the respondents agreed, on the other hand, 09 (30,0%) disagreed that women are good leaders but they are unable to express themselves more than men in the interview. Six (20,0%) strongly agreed that women are good leaders but they are unable to express themselves more than men in the interview. On the other hand, 04 (13,3%) strongly disagreed that Women are good leaders but they are unable to express themselves more than men in the interview. Though most of the respondents revealed that women are good leaders but they are unable to express themselves more than men in the interview, there are still some who disagreed.

Table 4.14 The notion of leadership as a male arena, dominate the mentalities of those who hire school principals

	Response	Frequencies	Percentage
1	Strongly agree	06	20,0%
2	Agree	13	43,3%
3	Not Sure	05	16,7%
4	Disagree	05	16,7%
5	Strongly disagree	01	3,3%
	TOTAL	30	100%

People who hire school principals must also value gender equality, 13 (43, 3%) of the respondents agreed that the notion of leadership as a male arena, dominate the mentalities of those responsible for hiring school principals, and only 06 (20, 0%) strongly agreed to the statement. A total of 05 (16, 7%) alluded that the notion of leadership as a male arena, does not dominate the mentalities of those responsible for hiring school principals, whereas, one at 3, 3% strongly disagreed with the statement. Five (16, 7%) revealed that they were not sure whether the notion of leadership as a male arena, dominate the mentalities of those responsible for hiring school principals or not. It can be concluded that the mentalities of those responsible for hiring school principals are dominated by the notion of leadership as a male arena.

Table 4.15 The notion of the ‘son of the soil’ affect the appointment of women

	Response	Frequencies	Percentage
1	Strongly agree	08	26,7%
2	Agree	12	40,0%
3	Not Sure	03	10,0%
4	Disagree	01	3,3%
5	Strongly disagree	06	20,0%
	TOTAL	30	100%

Only a total of 20 (66, 7%) of the respondents agreed that the notion of “son of the soil” affects the appointment of women and implementation of anti-discrimination, 7 (23, 3%) disagreed and 3 (10, 0%) were not sure whether the notion of “son of the soil” affects the appointment of women and implementation of anti-discrimination or not. The statistics above revealed that when appointing the candidates there is the notion of “son of the soil” affects the appointment of women and implementation of anti-discrimination.

4.2.2.3 The strategies that can be used to overcome the challenges facing the Department of Education in the appointment of women in leadership positions

This section provide a description of the strategies that can be used to overcome the challenges facing the Department of Education in the appointment of women in leadership positions, and the information in this section are presented in graphical and tabular forms and followed by discussions.

3	Not Sure	04	13,3%
4	Disagree	04	13,3%
5	Strongly disagree	0	0,0%
	TOTAL	30	100%

Table 4.16 The Department must train SGB to consider Gender Equity Act

	Response	Frequencies	Percentage
1	Strongly agree	09	30,0%
2	Agree	19	63,3%
3	Not Sure	0	0,0%
4	Disagree	01	3,3%
5	Strongly disagree	02	6,7%
	TOTAL	30	100%

The majority of respondents at 19 (63,3%) agreed with the idea that the Department of Education need to train the school governing bodies (SGBs) to consider Gender Equity Act (GEA) and anti-discrimination policies when appointing leaders, 09 (30,0%) strongly agreed with the statement. On the other hand, 01 (3,73%) disagreed and just 02 (6,7%) strongly disagreed with the idea the Department of Education need to train the SGBs to consider GEA and anti-discrimination policies when appointing leaders. There was no respondents who revealed that they were not sure. Such statistics revealed that the Department of Education needs to train the school governing bodies (SGBs) to consider Gender Equity Act and anti-discrimination policies when appointing leaders.

Table 4.17 Department of Education must inspire women leadership

	Response	Frequencies	Percentage
1	Strongly agree	04	13,3%
2	Agree	18	60,0%
3	Not Sure	04	13,3%
4	Disagree	04	13,3%
5	Strongly disagree	0	0,0%
	TOTAL	30	100%

Regarding the fact that Department of Education must inspire women to occupy leadership positions, a total of 18 (60,0%) of the respondents agreed with the statement that the Department of Education facilitates the connections between aspiring women leaders (role models) and people key to their advancement, while a total of 04 (13,3%) strongly agreed with the statement. On the other hand, four respondents constituting (13,3%) disagreed with the statement, meaning that to them, there is no need for the department of Education to inspire women leadership and people key to their advancement, while there was no one who strongly disagreed. Four (13,3%) respondents revealed that they were not sure whether the Department of Education facilitates the connections between aspiring women leaders (role models) and people key to their advancement or not. The Department of Education should facilitate the connections between aspiring women leaders (role models) and people key to their advancement.

Table 4.18 Educated community members should be encouraged to be Members of School Governing Bodies (SGBs)

	Response	Frequencies	Percentage
1	Strongly agree	12	40,0%
2	Agree	13	43,3%
3	Not Sure	02	6,7%
4	Disagree	01	3,3%
5	Strongly disagree	02	6,7%
	TOTAL	30	100%

Table 4.18 indicate that majority of respondents at 13 (43,3%) of the respondents agreed with the idea that the Department of Education must encourage educated community members to be members of the school governing bodies (SGB), only 12 (40,0%) strongly agreed with the statement. On the other hand, 01 (3, 3%) of the respondents disagreed, while 02 (6, 7%) strongly disagreed meaning that a total of 10,

0% of the respondents revealed that the Department of Education must not encourage educated community members to be members of the SGB. Only 02 (6, 7%) indicated that they were not sure about this idea. The majority of the respondents revealed that the Department of Education must encourage educated community members to be members of the School Governing Bodies (SGB)

Table 4.19 The Department of Education must monitors its employees

	Response	Frequencies	Percentage
1	Strongly agree	09	30,0%
2	Agree	14	46,7%
3	Not Sure	06	20,0%
4	Disagree	0	0,0%
5	Strongly disagree	01	3,3%
	TOTAL	30	100%

A total of 01 (3, 3%) respondents were of the idea that monitoring offered by the Department of Education to both male and female managers in the organisation do not assist employees, while 06 (20, 0%) were not sure, and there was no respondents who disagreed with the statement. Monitoring offered by the Department of Education to both male and female managers in the organisation results in assisting twenty-three (76, 7%) of the respondents. However, there is a need to ensure that the Department of Education does monitor both male and female managers in the organisation to assist employees.

Table 4.20 The Department provide training to develop women as managers

	Response	Frequencies	Percentage
1	Strongly agree	08	26,7%
2	Agree	13	43,3%
3	Not Sure	06	20,0%
4	Disagree	03	10,0%
5	Strongly disagree	0	0,0%
	TOTAL	30	100%

With regard to the provision of management training for women managers, 13 (43,3%) respondents showed that the Department of Education do provide the management training for developing women as managers, 08 (26,7%) strongly agreed with the idea. On the other hand, a total of 03 respondents constituting 10,0% disagreed with the statement, meaning that to them the Department of Education did not provide the management training for developing women as managers. Six respondents at 20,0% were not sure whether the Department of Education do provide the management training for developing women as managers or not. A conclusion can be drawn from the above statistics that the Department of Education do provide the management training for developing women as managers.

4.3 ANALYSIS OF DATA COLLECTED THROUGH INTERVIEW

In this section, the responses collected by the interview schedule are presented in a narrative form and the detailed findings are discussed in chapter 5.

Question 1: What are the major challenges faced by the Department of Education in the appointment of women in leadership positions?

Most of the respondents when ask this questions, they alluded that most of women are not ready to apply for leadership positions, having fear of unknown and fewer women who apply for leadership post. Some of the respondents revealed that women lack the

courage to apply managerial positions. One of the respondents stated that sometimes women who are in leadership position do not want to uplift other women. From the responses provided by the participants, a conclusion can be drawn that the Department of Education must consider gender equality and affirmative action when appointing interviewing candidate and also encourage women to apply managerial positions.

Question 2: How women are affected by the process of appointment into the Leadership positions at secondary schools?

All of the participants in the study revealed that, the process of appointment into leadership positions is affecting women negatively, because women of nowadays are very competent in such a way that they can be able to hold a managerial positions and that most of the women in the department of Education are skilled and having the capacity to lead as well as having post graduate qualifications added by experience. From the information provided, it reveals that the women in the Department of Education are affected negatively and having a sense of not given an opportunity to lead in the secondary schools.

Question 3: What are the strategies that can be used by the Department of Education in appointing women in leadership positions?

One of the participant revealed that one of the strategy that the Department of Education can use when appointing women in leadership positions is the issue of merit rating where, qualifications and experience must be taken into account in the upward ladder, for example, "An educator should first be a Head of Department (HoD), therefore Deputy Principal and later on a principal, and from principalship to a circuit manager of schools and not visa versa as it is done. Three participants in the study alluded that there should be women empowerment through workshops to encourage women to apply managerial positions. The last participant of the five contended that the Department of education should appoint only competent candidates regardless of their political or union affiliation. A conclusion can be drawn from the responses

provided that the Department of Education still need to oversee the appointment of candidates in the institutions is being appointed with regard to merit rating.

4.4 CONCLUSION

In this chapter, data obtained from the respondents through questionnaire was presented, analysed and interpreted in tabular, frequencies and percentage form on challenges faced by the department of education in the appointment of women in leadership positions. Also the data collected through interview schedule was presented in a narrative form. The data obtained indicate that there is still a need for the Department of education to monitor in the selection of candidates to be appointed in the institutions. The next chapter presents discussions of major findings, recommendations for further research studies and recommendations for the department similar to that of Education to engage fully in the appointment of women in managerial positions.

The objectives of the study were:

- To describe the challenges facing the Department of Education in the appointment of women to leadership positions.
- To investigate how the success of appointments affect women from being appointed into leadership positions in secondary schools.
- To explore the strategies that can be used to overcome the challenges facing the Department of Education in the appointment of women in leadership positions.

5.2 MAJOR FINDINGS OF THE STUDY

The major findings of the research are summarized below. The intention is to give the reader a synopsis of the main focus of the research. It is on the basis of this focus that conclusions are drawn and recommendations made.

CHAPTER 5

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter an overview of the study is documented focusing on the research questions, aims of the study and research methods applied to resolve the research problem. A synthesized summary of findings is also presented followed by recommendations for both the context of the study and for future research study on a similar research domain. A prime purpose of this study was to obtain suggestions on the challenges facing the Department of education in the appointment of women into leadership positions. A literature survey was conducted in order to get different perspectives on the subject. Interviews were conducted with Principals and the Circuit Manager. The questionnaires were used to collect data and both qualitative and quantitative research design employed.

The objectives of the study were:

- To describe the challenges facing the Department of Education in the appointment of women to leadership positions.
- To investigate how the process of appointment affect women from being appointed into leadership positions in Secondary schools.
- To explore the strategies that can be used to overcome the challenges facing the Department of Education in the appointment of women in leadership positions.

5.2 MAJOR FINDINGS OF THE STUDY

The major findings of the research are summarized below. The intention is to give the reader a synopsis of the main focus of the research. It is on the basis of this focus that conclusions are drawn and recommendations made.

5.2.1 Under challenges facing the Department of Education in the appointment of women in leadership positions.

The first object of the study was to describe the challenges facing the Department of Education in the appointment of women to leadership positions and the study found out that most of women are not ready to apply for leadership posts, women lack the courage to apply managerial positions and that women who are in leadership position do not want to uplift other women. From data collected, statistics shows that to a great extent majority of the respondents were aware that women are still harassed sexually for appointment into leadership positions. The figure shows that the demanding schedule discourages women into leadership positions. Most respondents show that the stereotypes by SGB are factors against women appointment into leadership positions. The largest number of respondents revealed that women do have management courses for them to qualify for appointment to leadership positions. There are few women in the leadership positions at secondary schools which act as role models. Department of Education must consider gender equality and affirmative action when appointing interviewing candidates and also encourage women to apply managerial position.

5.2.2 How women are affected by the process of appointment into leadership positions at Secondary schools.

The majority of respondents shows that gendered cultural factors impact substantially on the appointment of women as interviewing panels are dominated by males. From statistics it shows that few women qualify to interview the appointment of leadership as compared to men hence this impact negatively to women appointment. Though most of the respondents revealed that women are good leaders but they are unable to express themselves more than men in the interview, but there are still some who disagreed. The respondents agree that the mentalities of those responsible for hiring school principals are dominated by the notion of leadership as a male arena. The statistics shows that when appointing the candidates, there is the notion of "son of the soil" affects the appointment of women and implementation of anti-discrimination.

Information provided reveals that the women in the Department of Education are affected negatively and having a sense of not given an opportunity to lead in the secondary schools.

5.2.3 The strategies that can be used to overcome the challenges facing the Department of Education in the appointment of women in leadership positions.

Majority of respondents reveal that the Department of Education needs to train the School Governing bodies (SGBs) to consider Gender Equity Act and Anti-discrimination policies when appointing leaders. The Department of Education should facilitate the connections between aspiring women leaders (role models) and people key to their advancement. The majority of the respondents revealed that the Department of Education must encourage educated community members to be members of School Governing Bodies (SGBs). There is a need to ensure that the Department of Education does monitor both male and female managers in the organization to assist employees. Majority of the respondents revealed that the Department of Education does provide management training for developing women as managers. Conclusion is drawn from the responses provided that the Department of Education still need to oversee the appointment of candidates in the institutions is being appointed with regard to merit rating.

5.3 CONCLUSIONS

The study investigated the challenges faced by Department of education in the appointment of women into leadership positions. The objectives were to describe the challenges facing the Department of Education in the appointment of women to leadership positions, to investigate how the process of appointment affects women from being appointed into leadership positions in Secondary schools and to explore the strategies that can be used to overcome the challenges facing the Department of Education in the appointment of women in leadership positions.

The literature review of the related literature was done. The researcher studied the researches made by other researchers on the same topic he is researching. The literature review covered the policy framework for female advancement in the South African Public Service. The process followed of the appointment to leadership positions. Strategies used to overcome the challenges in the appointment of women into leadership positions. This was the empirical

evidence of challenges faced by Department of Education in the appointment of women into leadership positions.

The study made use of both qualitative and quantitative research design and a survey questionnaire and interview schedule was designed. The total sampled population of 35 respondents was used. Data was analyzed by simple tabular presentation percentages and Statistical Package for Social Scientists. Data is interpreted and findings of the study were presented. From the findings of the study it was concluded that there is still a need for the Department of Education to monitor in the selection of candidates to be appointed in the institutions.

5.4 RECOMMENDATIONS OF THE STUDY

The following recommendations are made based on the findings of the study:

- It was shown by respondents that women are still harassed sexually for them to be appointed into leadership positions. It is therefore recommended that the Department of Education must see to it that women are not harassed sexually for them to be appointment into leadership positions.
- It was shown that the demanding schedule discourages women into leadership positions. It is recommended that Department of Education train women to be able to work under pressure.
- It was shown that the stereotypes by SGBs are factors against women appointment into leadership positions. It is recommended that workshops are run for the SGBs to accommodate women into leadership positions.
- It was revealed that women have management courses for them to qualify for appointment to leadership positions. It is recommended that women with management courses be appointment into leadership positions.
- It was shown that women are few in leadership positions in secondary schools. It is recommended that gender sensitivity be recognized in secondary school management positions.

- The respondents show that gendered cultural factors impact substantially on the appointment of women as interviewing panels are dominated by males. It is therefore recommended that conditions on the composition of interviewing panels be reviewed as few women or no women are in managerial positions.
- The statistics show few women qualifying to interview the appointment of leadership as compared to men. It is recommended that women be part of interview panels and gender equality be regarded.
- Women are good leaders but fail to express themselves in interviews. The Department of Education is to skill women on how to express themselves in the interviews and be confident.
- It was shown that mentalities of those responsible for hiring school principals are dominated by the notion of leadership as a male arena. It is recommended that the Department of Education run workshops on Affirmative Action policy and Gender Equality & Gender Equity Acts.
- There was a notion of “son of the soil” which affects the appointment of women. It is recommended that the Department should run consultative meetings with leadership of the communities and all interested stakeholders advocacy on the Bill of Rights (The Constitution of South Africa, 1996) and Employment of Educators’ Act, 1998 (Act 55 of 1998).
- The respondents show that most of women are not ready to apply for leadership positions. It is recommended that the Department of Education have meetings with female educators encouraging them to be self-confident and believe in themselves. Those women who are in leadership must mentor other women and act as role-models.

5.5 RECOMMENDATIONS FOR FUTURE STUDY

The study investigated the challenges facing the Department of Education on the appointment of women into leadership positions. This study focused on women to be appointed into leadership positions in secondary schools only. Further research should focus on the proportion of female and male principals in primary schools.

Another area for research is to find out why women do not choose to become secondary school principals.

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the informant, that she might need for her study project. As an institution of higher learning, we believe that the research she is undertaking will yield the results that might also assist your Department. We for this reason encourage your Department to provide her with the necessary information that will be collected through questionnaires and interviews from the various school governing bodies, principals, school management and school governing body members. We believe that necessary information will be provided to her will be widely used in the study. We also undertake that we will also supply you with the results once the study is completed for your own use.

We hope that you find this to be in order and thank you for your assistance.

Mr. E Mabele
Lecturer: School of Management Sciences

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16 September 2013

The District Senior Manager
 Vhembe District

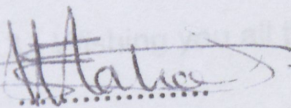
**REQUEST FOR PERMISSION TO COLLECT INFORMATION FOR
 STUDIES OF RAVELE H.I - STUDENT NO: 8300795.**

The above matter refers.

We hereby wish to confirm that Ms. Ravele H.I (Student No.: 8300795) is a registered Master of Public Management student at the University of Venda. She is researching on the following topic: **“Challenges facing the Department of Education in the appointment of women to leadership positions: A case of Vhembe District”**.

In order for her to complete her studies, we request your Department to provide her with the information that she might need for her study project. As an institution of higher learning, we believe that the research she is undertaking will yield the results that might also assist your Department. We for this reason encourage your Department to provide her with the necessary information that will be collected through questionnaires and interviews from the circuit manager, principal, school management team chairperson and school governing body chairperson. We undertake that whatever information will be provided to her will be solely used for this studies. We also undertake that we will also supply you with the results once the study is completed for your own use.

We hope that you find this to be in order and therefore, anticipate your assistance.




Mr. E Mahole
 Lecturer: School of Management Sciences

DISTRICT SENIOR MANAGER



University of Venda

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PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA
DEPARTMENT OF
EDUCATION
VHEMBE DISTRICT

APPENDIX C
P.O. BOX 3550
MAKHADO
0920
02 SEPTEMBER 2013

REF: 12/2/5/4
ENQ: MANENZHE T.A
TEL: 082 868 3499

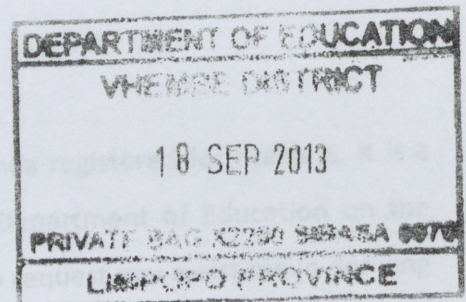
Dear Sir / Madam
RAVELE H.I. (Student No. 8300795)

UNIVERSITY OF VENDA

PRIVATE BAG X5050

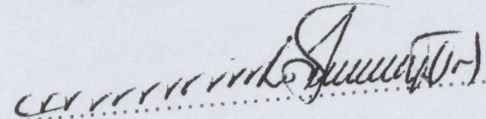
THOHOYANDOU

0950



**REQUEST FOR PERMISSION TO COLLECT INFORMATION FOR STUDIES
(MASTER OF PUBLIC MANAGEMENT) YOURSELF.**

1. Permission is hereby granted to you to collect information for your studies in Vhembe District (Department of Education).
2. We advise you to conduct research with the consent of both the managers and supervisors of the identified divisions and sections of the Department.
3. Wishing you all the best in your studies


.....

DISTRICT SENIOR MANAGER

2013-09-18
.....

DATE

RESEARCH INSTRUMENT
QUESTIONNAIRE

APPENDIX C

P.O. BOX 3550

MAKHADO

0920

02 SEPTEMBER 2013

For each of the following statements place an X in the box that applies to you.

SECTION A: BIBLIOGRAPHICAL DETAILS

1. Gender

Male	1
Female	2

Dear Sir/ Madam

I, Ravele Humani Irene am a student at the University of Venda registered for Masters. It is a pleasure to recognize you in a study on challenges facing Department of Education on the appointment of women in leadership positions. I would like to request you assist me in deriving and compiling information on this study.

Your answers will be used only for study purposes and you will remain anonymous and any personal information will be confidential.

In anticipation, please accept my sincere appreciation for your willingness to assist me.

Yours sincerely

.....
RAVELE HUMANI IRENE
071 475 9951
STUDENT NUMBER: 8300795

Any Technical Diploma	1
Bachelor's Degree	2
Honours Degree	3
Masters Degree	4
Doctoral Degree	5

**RESEARCH INSTRUMENT
QUESTIONNAIRE**

For each of the following statements place an **X** in the box that applies to you.

SECTION A: BIBLIOGRAPHICAL DETAILS

1. Gender

Male	1
Female	2

2. Age

Less than 30 years	1
31 – 40 years	2
41 – 50 years	3
51 – 60 years	4
61 years and older	5

3. Working Experience

0 – 10 years	1
11 -20 years	2
21 – 30 years	3
31 – 40 years	4
41 – 50 years	5
51 years and above	6

4. Educational Qualification

Any Teachers' Diploma	1
First Degree	2
Honours Degree	3
Masters' Degree	4
Doctoral Degree	5

5. Position of respondents

Chairperson of SGB	1
Member of SMT	2
Deputy Principal	3
Principal	4
Circuit Manager	5

SECTION B: Appointment of women in leadership position in the Department of Education.

	Challenges facing the Department of Education in the appointment of women in leadership positions.	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
6	Women are still harassed sexually for appointment into leadership positions.					
7	The demanding schedule discourages women into leadership positions.					
8	Stereotype by SGB are factors against women appointment into leadership positions.					
9	Women lack management courses for them to qualify for appointment to leadership positions.					
10	Women are few in leadership positions at Secondary schools which act as role models.					

	How women are affected by the process of appointment into leadership positions at Secondary schools.	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
11	Gendered cultural factors impact substantially on the appointment of women as interviewing panels are dominated by males.					
12	Few women qualify to interview to appointment of leadership as compared to men hence this impact negatively to women appointment.					
13	Women are good leaders but unable to express themselves more than men in the interviews.					
14	The notion of leadership as a male arena, dominate the mentalities of those responsible for hiring school principals.					
15	The notion of 'son of the soil' affects the appointment of women and implementation of anti-discrimination.					

	The strategies that can be used to overcome the challenges facing the Department of Education in the appointment of women in leadership positions.	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
16	The Department needs to train the school Governing bodies to consider Gender Equity Act and Anti-discrimination policies when appointing leaders.					
17	The department of Education facilitates connections between aspiring women leaders (role models) and people key to their advancement.					
18	Department of Education encourages educated community members to be members of school governing bodies.					
19	Mentoring offered by Department of Education to both male and female managers in the organization assist employees.					
20	Department provides management training for developing women as managers.					

2. How are the women appointed into leadership positions at Secondary Schools?

THANK YOU FOR YOUR CONTRIBUTION

3. What are the strategies that may be used to solve the challenges faced by the Department of education in the appointment of women in leadership positions?

**RESEARCH INSTRUMENT
INTERVIEW SCHEDULE**

The appointment of women in leadership positions in the Department of education.

1. What are the major challenges faced by the Department of education in the appointment of women in leadership positions?

2. How are the women affected by the process of appointment into leadership positions at Secondary Schools?

3. What are the strategies that may be used to solve the challenges faced by the Department of education in the appointment of women in leadership positions?
