

**The challenges faced by female teachers in assuming
leadership roles in schools : A study of two schools in
Pietermaritzburg and two schools in a small town just outside
Pietermaritzburg.**

Yvonne Jane Govinden

Student number : 202520956

A dissertation submitted in fulfilment of the requirements for
the degree of

MASTER OF EDUCATION
in the

**School of Post Graduate Studies in the Faculty of
Education,**

**University of Kwazulu-Natal.
2008**

ABSTRACT

Prior to the first democratic elections in South Africa , the education system was structured around a hierarchical and bureaucratic style of management. This meant that the control of schools and the decision-making in schools was centralized, and leadership was understood in terms of “position, status and authority”(Grant, 2006).

This study intended to look at how this understanding of leadership could have contributed to creating a situation in the education system where female teachers were, and are still not being given the same opportunities to assume leadership positions as their male counterparts.

Using semi-structured interviews and questionnaires, two female teachers occupying different post levels, in each of the four schools who had, in their teaching career, expressed an interest to take on leadership roles and who have/have not succeeded and who have experienced/are experiencing challenges in this regard, were asked to volunteer for this study.

The interviews were tape-recorded and transcription of the interviews for analysis was done both quantitatively and qualitatively, making use of tables to illustrate numbers and percentages in different aspects in the study, as well as thematic content analysis using the tool of zones and roles as outlined in Grant (2008).

Being female they have also experienced a number of challenges in their careers as well as in the areas of being mothers and spouses, and it would seem that these female teachers are still feeling the strain of what is socially expected of them as mothers and spouses and their desires to advance their careers in what appears still to be a male-dominated and patriarchal society, especially when it comes to taking on leadership and management positions in school.

The findings in this study have led to the conclusion that for some of these female teachers, teaching was not their career of choice, but are now committed to this profession and are very aware of the gender inequalities in education and the challenges they face as female teachers, and have expressed sincere wishes that this be addressed.

List of Abbreviations

DoE	Department of Education
SASA	South African Schools Act
HOA	House of Assembly
HOR	House of Representatives
HOD	House of Delegates
DET	Department of Education and Training
DEC	Department of Education and Culture
CGE	Commission for Gender Equality
OSW	Office on the Status of Women
UN	United Nations
GETT	Government Education Task Team
CEDAW	Convention on the Elimination of all forms of Discrimination Against Women
BPFA	Beijing Platform for Action
B ED	Bachelor of Education
KZN	Kwa-Zulu Natal
HRM	Human Resource Management
USA	United States of America
POWA	People Opposed To Women Abuse
UKZN	University of Kwa-Zulu Natal
SMT	School Management Team
IQMS	Integrated Quality Management System
RNCS	Revised National Curriculum Statement
LSEN	Learners with Special Education Needs
BSC	Bachelor of Science

HOD	Head of Department
SA	South Africa
REQV	Required Education Qualification Value
PCB	Pietermaritzburg Chamber of Business

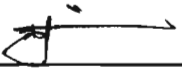
ACKNOWLEDGEMENTS

I wish to express my heartfelt gratitude to the following people for their contribution to the success of this study:

- ◆ To GOD Almighty for His grace and mercy everyday, which has made this study nothing short of a miracle.
- ◆ All the lecturers and tutors on the M.Ed programme at the University of Kwa-Zulu Natal, without whose contribution this study would not have been possible.
- ◆ Mr P.Jugmohan, my supervisor, for his consistent guidance, support and belief in my ability to accomplish this research study.
- ◆ The female teachers who so willingly gave of their time and sharing of their experiences with me.
- ◆ The principals at the four schools in this study who went out of their way to accommodate me and make the daunting task of eliciting volunteers and collecting the data necessary to realize the aims of this study an easier one.
- ◆ My family as a whole, especially my son for being there and helping me to be both mother and student.

DECLARATION

I declare that this dissertation is my own work, except where otherwise indicated.

Signed :  _____

Yvonne Jane Govinden

TABLE OF CONTENTS

	Page Numbers
ABSTRACT	(i)
LIST OF ABBREVIATIONS	(ii)
AKNOWLEDGEMENTS	(iii)
DECLARATION OF ORIGINALITY	(iv)

CHAPTER ONE: Background to the research problem

1.1 Introduction	1-2
1.2 Historical background of female teachers in S.A.	2-3
1.3 The research problem	3
1.4 Focus and purpose of study	4
1.5 Theoretical and conceptual framework	4-6
1.6 Significance of the study	6-7
1.7 Limitations of study	7-8
1.8 Definition of concepts	9
1.8.1 Historical Phraseology	9
1.8.1.1 Racial groupings	9
1.8.1.2 Education Departments	9
1.8.1.2.1 Department of Education Training + Culture	9
1.8.1.2.2 House of Delegates	9
1.8.1.2.3 House of Representatives	9
1.8.1.2.4 House of Assembly	10
1.8.2 Teacher leadership	10
1.8.3 Learning Organizations	10

CHAPTER TWO: Literature Review

2.1 Introduction	11-12
2.2 Creating Equal Opportunities	12-19
2.3 The Advantages of “teacher leaders’	20-22
2.4 The Challenges of being a “teacher leader”	22-25
2.5 Women as leaders in education	25-31
2.6 Conclusion	31-32

CHAPTER THREE: Research design and methodology

3.1 Introduction	33
3.2 Research Sites	33-36
3.3 Population and Sample of the Research	36-37
3.4 Negotiating Access	38-40
3.5 Research Technique	40

3.5.1 Interviews	40-42
3.5.2 Questionnaires	42-46
3.6 Limitations of Methodology	46
3.6.1 Limitations of questionnaires	46
3.6.2 Limitations of interview techniques	46-47
3.7 Research Tools	47
3.7.1 Interview Schedule	47-49
3.7.2 Advantages and Disadvantages of using a tape-recorder	49
3.8 Field Notes	49-50
3.9 Data Collection Procedures	50
3.9.1 Negotiating Access	50-51
3.9.2 Interviewing	51-52
3.9.3 Validity	53-54
3.10 Data Analysis	54

CHAPTER FOUR: Results and Analysis of Data

4.1 Introduction	55-58
4.2 Teachers Personal Background Details	58
4.2.1 Family Background	58
4.2.1.1 Distribution of participants with regards to the type of area they lived in and Grew up	58
4.2.1.2 Father's occupation at the time participants were growing up	59
4.2.1.3 Mother's occupation at the time participants were growing up	59
4.2.1.4 Distribution of participants according to relatives, besides parents, who are, or have been teachers	60
4.2.1.5 Distribution of participants according to the main reason for choosing teaching as a career	61
4.2.2 Ages of Participants	62
4.2.2.1 Distribution of participants according to numbers within certain age Groupings	62
4.2.2.2 Distribution of participants according to the number of years in the Profession	63
4.2.3 Marital Status and Size of Family	64
4.2.3.1 Distribution of participants according to marital status	64
4.2.3.2 Distribution of participants according to number of children and their ages	64-65
4.3 Academic and Professional Qualifications	65

4.3.1	Initial Teacher Training	65
4.3.1.1	Distribution of participants according to years of initial teacher training	65
4.3.1.2	Distribution of participants according to age group of children they were trained to teach	66
4.3.2	Subsequent training and further study	67
4.3.2.1	Distribution of participants according to whether they have studied/were studying further for a further qualification relevant to their career	67-68
4.3.2.2	Distribution of participants REQV and their current post level	68
4.3.3	Subject /Phase Specialization	69
4.3.3.1	Distribution of participants with regard to subject/ phase specialization and subjects /phase currently teaching	69
4.4	Factors and views relating to:	70
4.4.1	teachers and the teaching profession	70
4.4.1.1	is teaching a man's /woman's job?	70-72
4.4.1.2	The influence and impact of role models and/or mentors	73-78
4.4.1.3	The status of teachers /teaching profession	78-79
4.4.2	promotion in teaching	80
4.4.2.1	criteria for promotion	80-81
4.4.2.2	reasons for participants own promotion	81-84
4.4.2.3	challenges on wanting to be/ being promoted	84-89
4.4.3	towards a better understanding of teacher leadership in S.A.	90
4.5	Analysis: Zones of Implementation	
4.5.1	Zone one: teacher leadership in the classroom	91-92
4.5.2	Zone two: teacher leadership through working with other teachers	92-93
4.5.3	Zone three: teacher leadership and whole school development	93-94
4.5.4	Zone four: teacher leadership between neighbouring schools	94-95
4.6	Other Noteworthy Findings	95-96
4.7	Conclusion	96-97

Chapter five: Interpretation and discussion of findings

5.1	Introduction	98
5.2	Participants backgrounds and their influences on career choices of participants	98
5.2.1	influence of socio-economic status	98-99
5.2.2	parental and/or close relatives influence(occupational inheritance)	99-100
5.2.3	influences of the status of teachers and the teaching profession while growing up	100-102
5.3	Gender Imbalances and the Teaching Profession	102
5.3.1	gender bias and the teaching profession	102-104
5.3.2	gender imbalances and the teaching profession	105-106
5.4	Female Teachers Perceptions and beliefs of challenges	107-110

5.5 Female Teachers Perceptions of ‘teacher leadership’	110-112
5.6 Conclusion and Recommendations	112
5.6.1 What female teachers need to be doing	113-114
5.6.2 What school leaders and managers need to be doing	114-115
5.6.3 What the DoE needs to do	115
5.7 Further Research	115-116
5.8 Conclusion	116-117

REFERENCES	118-127
------------	---------

APPENDICES:

- A. Interview Guideline (Female Teacher in Management)
- B. Interview Guideline (Female Teacher at Level 1)
- C. Research Questionnaire on Female Teachers in / not in Management
- D. Letters to schools seeking permission (D1-4).
- E. Reply from Principals (E1-4).
- F. Ethical Clearance.

CHAPTER ONE: BACKGROUND TO THE RESEARCH PROBLEM

1.1 INTRODUCTION

Prior to the first democratic elections in 1994 in South Africa (SA), the education system was structured around a hierarchical and bureaucratic style of management. This meant that the control of schools and the decision-making in schools was centralized and leadership was understood in terms of “position, status and authority” (Grant, 2005: 511-532).

This understanding of leadership, in particular, has relevance for this study. This is because I believe that this understanding of leadership could have contributed to creating a situation in schools where female teachers, in particular, are not being given the same opportunities to assume leadership roles and positions as their male counterparts.

Grant (2005) attributes this to “the structural, cultural and social consequences of patriarchal power in our South African society” together with the myths that leadership is “a male domain”, and a leader being perceived as a “strong man”. According to Acker (1989), the result of this kind of thinking and practice has resulted in women being proportionally under represented in the majority of South African schools even though women numerically dominate the profession. Research evidence also shows that the numbers of women occupying, for example, principal positions and above were very low. Further, the majority of women in promotion posts occupied the bottom end of management hierarchies (Greyvenstein, 1990).

The research evidence quoted above clearly shows some of the gender imbalances that existed in the appointment to managerial and supervisory posts i.e. according to Greyvenstein (1990), and more recently according to Grant (2005). Further, according to the Department of Education (DoE) (2002), gender inequalities are still prevalent in the education system, even after the 1994 elections and the government’s commitment to transform the education system. According to the DoE, women make up 66 % of Heads

of Departments and, while it can be argued that this is good progress in terms of addressing gender equality in the management of schools, this is not the situation higher up on the promotion ladder. In fact, according to the DoE, women deputy principals and principals only comprise 41 %. Further, this is only in the primary schools and not in high schools and men, although occupying 37% of the teaching profession, represent 59% of the positions of school principals.

The introduction of a vast number of policies, for example, the Constitution of the Republic of South Africa 1996, Act No. 76 of 1996, the Employment of Educators Act 1998, No. 76 of 1998 and the Employment Equity Act 1998, Act No. 55 of 1998 were intended to address gender inequalities, but it is evident from the statistics given above that the goal of gender equity in South African schools still remains a challenge. As a result the well known phenomenon of gender inequality is still clearly evident in the education system, especially in the appointment to positions of leadership.

This study therefore seeks to investigate in the four schools chosen what are some of the challenges that female teachers have to contend with when taking up leadership roles in their schools, the extent to which these challenges hinder female leadership potential, and how female teacher leadership can help transform and assist some South African schools into becoming learning organizations.

1.2. HISTORICAL BACKGROUND OF FEMALE TEACHERS IN SOUTH AFRICA

From a South African perspective, prior to 1994, the structure of the education system was along traditional bureaucratic, hierarchical and racial lines. This, particularly, for black teachers, had huge consequences because it entrenched a system in which those teachers were forced into teaching, not because they so desired, but because it was one of the few occupations available to them. Further, legislation at the time forced black female teachers into the primary sector where only a Junior Certificate of education was required

(Pandor in Lessing, 1994). In addition, because of the conditions of service such as the loss of permanent position upon marriage and having to meet certain expectations before being granted study leave, many of these teachers never had the opportunity to upgrade their qualifications. As a result, many black female teachers were unable to enjoy better conditions of service, hereby granting male teachers more opportunities, not only to advance to higher positions, but to qualify for higher salaries as well.

1.3. THE RESEARCH PROBLEM

In order to address the research problem of some of the challenges facing female teachers in the assumption of leadership roles and positions in their schools, the following questions need to be addressed:

- ◆ What opportunities are available for female teachers to engage in leadership roles?
- ◆ What are some of the practices and cultures in these schools which prove to be challenging to female teachers when undertaking leadership roles?
- ◆ How do challenges limit the contributions that female teachers could make in transforming these schools into learning organizations?

In order to produce data that would sufficiently answer the questions listed above, the use of semi-structured interviews will be employed as an instrument. In addition to this, all the participants will be requested to answer a questionnaire before the scheduled interviews. The questions in both the interview schedules and questionnaire will revolve around the main issue in the topic, i.e. of the challenges female teachers have faced/are facing in the assumption of leadership roles and positions in their schools.

1.4. FOCUS AND PURPOSE OF STUDY

The rationale for undertaking this research is based on the following:

Firstly, the literature search has revealed that the concept of “teacher leadership” is an emerging concept in South African education. In addition to this, teacher leadership is an important part of the process to transform South African schools into becoming “learning organizations”(Grant, 2005:44). However, little research has been conducted on how this concept is being realized in South African schools, in particular with respect to female teachers and leadership. The lack of literature on these issues underpins the importance of this study and therefore defines its focus.

Secondly, I have been teaching for almost fifteen years and feel strongly that if female teachers are given opportunities to take on leadership roles, it will help increase their self-confidence and make them feel valued, respected and motivated because they are being recognized as an integral part of the leadership teams in their schools. With this, I believe that female teachers can make a significant contribution to the process of transforming our schools into the learning organizations that researchers like Grant (2005/2006) speak of, and which is supported by the new dispensation and the South African Schools Act (SASA) of 1996.

Thus, the purpose of this research study is to gain insight into female leadership and the challenges female teachers face in assuming or in desiring to assume leadership roles. This will be attempted by looking at the two secondary schools in Pietermaritzburg and the two schools just outside Pietermaritzburg, mentioned earlier. The study, therefore to a large extent will be an exploratory one.

1.5. Theoretical and conceptual framework

There are many theoretical frameworks which may have relevance as a basis for this study, in particular, in the area of female teachers and the challenges experienced by them

in desiring or in taking up leadership roles and positions. However, for this study, I have chosen leadership as the main framework, to look particularly at teacher leadership, women teacher leaders and distributed leadership within the schools chosen for this study.

Within the framework of leadership, it is hoped that one would be able to determine the extent of how the ideals articulated in the policies introduced to address gender inequalities in education (mentioned earlier) are being realized in practice. It is also hoped that this framework will help determine, if any, the extent of the change in leadership and leadership styles in the schools chosen for this study after the advent of democracy. As part of the democratization process both the government and the Department of Education committed to transforming the education system from the bureaucratic and hierarchical style of management and leadership that was so prevalent in the education system in South Africa into more democratic organizations.

Further to this is the understanding that leadership has indeed moved away from the thinking that it was only about position, status and authority (Grant, 2006), and where women, despite being in the majority “were under-represented in positions of power and authority according to Collard (2003a).

The definition of leadership as articulated by Gronn (1999: 4-5) will be used. I believe it is an appropriate definition because Gronn sees leadership as a “quality that does not automatically come with status, and this is in keeping with not only the stance taken in this study, but also in the growing interest and support being given by stakeholders in education for the idea of leadership to be distributed and shared amongst all members in an organization(Harris, 2002).

Gronn (2003: 35) also makes reference to leadership being “stretched” over the school and all its members. In other words, he is implying a shift in thinking that leadership in schools has to be the sole responsibility of one person viz. the person who has the status of principal.

In addition, for the purposes of this study, the leadership framework as developed by Leithwood et al (1999, pp 7-17) that focuses on management and leadership will also be used alongside the framework of distributed leadership. The motivation for this is because it shares a similar view as regards leadership and distributed leadership mentioned earlier. Although this framework was derived out of a review of articles from 1988-1999, and is representative of thinking in the Western World, I believe it has relevance in a South African context. This is because of the underlying principles of democracy, which like in South Africa, also underpins this framework. For the purposes of this study, I have chosen three out of six broad categories of styles of leadership from this framework.

Firstly, “moral leadership”, where values in leadership is of utmost importance, together with actions that are morally sound being exercised within democratic schools. Secondly, “participative leadership”, where the focus is on everyone being involved in making decisions within the institution. In this way leadership is distributed amongst all the members, in this way lending itself more to democracy. Thirdly “contingent leadership”, where it is important for leaders to be flexible and willing to change especially when situations demand it, like here in South Africa after the 1994 elections and where democracy in all aspects of life was an important, if not essential cornerstone of the new South Africa. The aim here then, will be to increase the capacity of the organization by responding in this way.

1.6. SIGNIFICANCE OF THE STUDY

I believe that the outcomes of this research will be useful in contributing to the literature on teacher leadership and gender equity in the workplace with regards to creating the space for female teachers to showcase their talent. It could also lead to a better understanding of the challenges female teachers are faced with in wanting to assume and in actually assuming leadership positions in their schools. By knowing and understanding

these challenges, female teachers will be better equipped to overcome these when the need arises, and more importantly, become significant contributors to transforming schools into professional learning organizations.

I also believe that, by improving the opportunities for females to occupy leadership positions, this could improve the quality of their work experience. Hence teaching as a career will become more attractive to be in, especially for females. Studies such as these can contribute towards achieving this situation in the teaching profession.

1.7 LIMITATIONS OF STUDY

During this research study, limitations were encountered that could have affected the process of data production, and thereby the conclusions that were reached. The following limitations were noted:

- ❖ This research study was limited to female teachers in two schools in Pietermaritzburg, and in two schools just outside Pietermaritzburg. As this qualified as a relatively small sample of female teachers, any findings must not be generalized to all female teachers in all schools, especially because of different contexts that tend to affect, shape and influence people in significantly different ways.
- ❖ Further to this, this study was limited to female teachers occupying different post levels in their schools. Therefore, the views, beliefs and perceptions of male teachers could not be gauged on the research topic. It would have been interesting to find out the views of some of the male teachers on the issue under investigation in this study.

- ❖ This study was conducted with huge time constraints. Given more time, a larger and therefore more representative sample of female teachers would have been used.

- ❖ As a result of possible structures, policies and initiatives being put into place to further address gender equity in education, there could be important progress being made in this respect by the time the results of this study are made available.

1.8 DEFINITION OF CONCEPTS

The purpose of this section is to provide operational definitions for the concepts that will be used in this study. The purpose of this is to prevent any confusion and misconception regarding the clarity of the concepts used in this study. It is further hoped that the definitions provided will contribute to a deeper meaning and understanding of the issue of some of the challenges female teachers have to overcome if they want to occupy leadership positions in their schools.

• 1.8.1 Historical Phraseology

These are phrases that were much used in South Africa before the first democratic elections in 1994.

1.8.1.1 Racial groupings

The Population Registration Act which was passed in 1950 made provision for people to be defined according to physical characteristics. In this study, reference is made to the following race groups: Black, Indian, White and Coloured. The use of these terms is in no way intended to be derogatory, but their use facilitates identification, in line with how people were classified in education racially in South Africa prior to 1994.

1.8.1.2 Education Departments (i. e during the apartheid era and prior to the first Democratic elections in 1994).

1.8.1.2.1 Department of Education and Training (DET) and Department of Education and Culture (DEC).

These were the departments which were responsible for the education of Black children.

1.8.1.2.2 House of Delegates (HOD)

This department was responsible for the education of Indian children.

1.8.1.2.3 House of Representatives (HOR)

This department was responsible for the education of Coloured children.

1.8.1.2.4 House of Assembly (HOA)

This department was responsible for the education of white children.

1.8.2 Teacher Leadership

For the purposes of this study, the definition of this concept as defined by Katzenmeyer and Moller (2001: 17) as “teachers who are leaders, lead within and beyond the classroom, identify with and contribute to a community of teachers and leaders and influence others towards improved educational practice” will be used as a framework for this study.

1.8.3 Learning Organizations

The definition of a learning organization as suggested by Senge (1990) will be used for the purposes of this study. According to Senge a learning organization “is an organization that is continually expanding its capacity to create its future.” This definition, I believe, is in line with the new dispensation and the South African Schools Act of 1996 which clearly proposes changing the hierarchical and bureaucratically controlled structures of the past into more democratic and decentralized learning organizations for the future. The SASA of 1996 supports this by having as one of its central features “ the creating of a single school system, and which includes improving quality and placing school governance in the hands of people with a direct interest in education and promoting equity”(SASA, 1996).

Chapter Two

Literature Review

2.1 Introduction

The review of literature in this study will attempt to show how female leadership, in particular, is being challenged within the education system. But, it must be borne in mind that the understanding of leadership, beyond understanding it as “headship” (Grant, 2006:511-532), or as leadership occupying a formal position, is a fairly recent concept in South African education. In addition to this gender issues within the education system remain relatively unexplored and under-researched. Therefore, the literature will extend beyond the South African context in an attempt to gain insight, information, and an understanding around this issue and, more so if one is going to attempt to understand this phenomenon from a global perspective, it is imperative to source literature from abroad. This is also in order to highlight that it is not only in South Africa that female teachers’ are faced with challenges when assuming leadership roles and positions, but in other countries as well.

According to Grant (2005) the marginalization of women can be attributed to the consequences of particular power relations in our South African society. As a result leadership not only “became to be understood as a male domain but also the prerogative of an individual in a formal position.”(Grant 2005). This sentiment is supported by organizational theorist Kanter,(1997) who also points out that the cultures of the workplace can discriminate and marginalize women from advancing professionally, while at the same time male networks that are in operation, will benefit males. However, with the advent of democracy after the 1994 elections, the government was committed to transforming the education system. This involved changing the old bureaucratic structures of the past into more democratic organizations and redressing the imbalances of the apartheid era.

The literature review will also attempt to track female teachers in the South African education system to establish how successful attempts to address gender inequalities in the education system have proven to be. This is because the newly elected democratic governments (i.e. post 1994) realized that education could be a key vehicle for transforming the unequal relationships that existed in the education system and society at large. Hence the government together with the Department of Education made a commitment to transform the South African education system, and, amongst other proposed changes, to address the serious phenomenon of gender inequality that exists in the leadership and management of schools in South Africa. This commitment was backed by the 1996 constitution of the Republic of South Africa which establishes amongst others, the right to gender equity.

This research study will also focus on similar questions asked in other research studies around the issue of gender inequalities in the South African education system. For example, how far has South Africa come in realizing the goals concerning gender inequalities in the South African education system, to what extent is this a global phenomenon, and how the South African experience relates and compares to that of other countries contexts, and to what degree the appointment of individuals to positions of leadership and management in schools favors males over females in other countries as well.

2.2 Creating Equal Opportunities

Gender equity in education has to do with promoting equal opportunities and the fair treatment of all citizens on a personal, social, cultural, political and economic level. Post 1994 elections saw the South African government pass a number of laws designed to create an environment that would help achieve gender equality and at the same time, help to eradicate the legacy of South African's iniquitous past, and move towards a future built on social justice and equality.

The newly elected democratic government was seriously committed to addressing, amongst others, the issue of gender equity in education, and for the purposes of this study, the gender inequalities evident in the appointment to leadership and management positions in schools. This is evident in structures that were put into place and reforms initiated by the government and the Department of Education to do just that.

The Constitution of the Republic of South Africa defines South Africa as “being a sovereign, non-racial, non-sexist state”, and which establishes, amongst others, the right to gender equity, this is provided for in the Bill of Rights as well as in Section 187.

The structures put into place by the South African government were to specifically promote gender equality and empowerment in South Africa. The first structure being the Commission for Gender Equality (CGE), which under the Constitution of South Africa, Act 108 of 1996 is mandated “to strengthen constitutional democracy by promoting and protecting gender equality in the pursuit of social justice and democracy.” The CGE was tasked with monitoring the compliance of the principle of gender equality, educating and informing the public about gender equality and processing gender complaints from the public.

The second structure put into place by the government was the Office on the Status of Women (OSW) which was located in the Executive Deputy-President’s office. Among the OSW’s key functions were the advancement of national women’s empowerment and the development of a national gender equality policy framework. The OSW was additionally tasked with undertaking research, advising the Presidency on gender related matters, and interacting with international organizations such as the United Nations (UN).

In addition to these government structures, the following documents on Gender Mainstreaming and Education were also drawn up.

- ◆ Gender Equity for All : An Educators Handbook on Mainstreaming in South Africa
- ◆ Gender Equity Task Team Report :(GETT)

- ◆ Opening Our Eyes: Addressing Gender-Based Violence in South African schools- a module for Educators.
- ◆ Exploring Mainstreaming in the South African Context
- ◆ Issues on Gender In Schools- an introduction for teachers
- ◆ The South African National Policy Framework for the Empowerment of Women and Gender Equality.

From the structure mentioned earlier, the GETT, in particular was appointed by the Department of Education (DoE) to address the many challenges that still persisted due to racial, class and cultural practices that reinforced gender inequality even after the 1994 elections.

The GETT comprised of individuals who were specifically chosen to promote and support an agenda of change and transformation in gender relations” The GETT ’s main task was to advise the Department on the merits of setting up a Gender Equity Unit in the DoE and on the form and composition of this unit.

In its report in 1997, the GETT provided a comprehensive and searching analysis of the status quo in education, and in particular, for the purposes of my study, the role that education in South Africa has played and can play in addressing inequalities on the basis of gender.

One of the key areas highlighted in the GETT’s report was the recognition that in order to fully address the issue of equity, meant going beyond merely providing the same access to education faculties for black women who were previously marginalized through affirmative action.

According to the Task Team Report (Wolpe, Quinlan & Martinez, 1997) gender equality is defined as:

Meeting women's, men's, girls and boys needs in order for them to compete in the formal and informal labour market, to participate fully in civil society and to fulfill their familiar roles adequately without being discriminated against because of their gender. (p13).

From this definition it is clear that gender equality is being understood in terms of both male and female, but for the purpose of this study, the focus will be specifically on females and addressing how the gender imbalances in the South African education are biased towards males.

Therefore, a recommendation coming out of this report, on how women representation in the management and administration of education could be improved has particular significance for this research study. According to the GETT, this can only be achieved when there is legal backing and a strong movement committed to gender equity which will then ensure that such recommendations are introduced and sustained.

In a similar vein, Truscott (1992) and Chisholm (2003) both strongly argue that researchers, practitioners and campaigners need to come together and form networks that will address issues of gender and help to come up with sustainable initiatives so that the goals then can be realized. In this way the possibility of progress in achieving goals of gender equity will not be hampered in any way.

Not only did the South African government make a national commitment, but also committed itself on an international level to gender equality by endorsing the following international agreements on Gender:

- ◆ Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), adopted in 1979 by the United Nations General Assembly. CEDAW is underpinned by a statement of the minimum standards that government must comply with to make sure that discrimination against women is

brought to an end and gender equality is promoted. In addition to this the CEDAW also echoes the aspiration of the UN, which are “to reaffirm faith in fundamental human rights, in the dignity and worth of the person, and in equal rights of women and men”.

- ◆ Beijing Platform for Action (BPFA) (1995) which is a broad-based agenda for promoting and protecting women’s human rights worldwide and which establishes the principle of shared power and responsibility between women and men in all arenas. The BPFA is essentially a plan of action which is aimed at enhancing the social, economic and political empowerment of women. It is also premised “on the need for the sharing of power and responsibility in the home, workplace and in wider society.” The BPFA calls upon governments “to commit to creating national gender machinery for the advancement of women”. The BPFA also outlines certain critical areas of concern which it considers to represent the main hurdles to women’s empowerment, and which can only be dealt with through concrete action by governments and civil society. For the purposes of this research study, I believe the following areas are pertinent :

- ◆ Education and Training of women
- ◆ Women and the Economy
- ◆ Women in Power and Decision Making
- ◆ Institutional Mechanisms for the Advancement of Women.

In addition to these structures, the government also initiated educational reforms which targeted curriculum development, teaching methodologies governance and management, as well as professionalism of teaching (Ndlovu, et al 1999). In line with this, institutions of higher learning, for example, the then university of Natal, Pietermaritzburg, responded to this need for upgrading teacher’s qualifications and introducing them to the new policies and expectations of the present system. The university in 1997 introduced a Bachelor of Education (B.Ed) degree and for the first time this degree became available to educators with a minimum four-year-teaching diploma i.e. the m+4.

Statistics from the university (Moorosi:2000) show that the majority of the students were black female teacher, who had to travel long distances and who had many household and family responsibilities to deal with as well. From this it is clear that women teachers were making the effort and were in the majority when it came to upgrading their qualifications. One would then expect that such efforts would help in improving women teachers' positions and working conditions in education. Further that the gender imbalances that exist in leadership roles and positions should now begin to be addressed. This was done, at least in principle, as evidenced in the introduction of the policies mentioned earlier and as pointed out by Linde (in Lessing, 1994) in claims being made about achieving parity in salaries in 1992. However, the truth as claimed by Linde (in Lessing, 1994) is that women teachers salaries were still lower than their male counterparts. Linde, goes further and states that for black female teachers, more than teachers of other races, the disadvantages are greater, seeing that the option of just leaving the profession is not an easy one because, amongst other factors, many of them have bigger family responsibilities and commitments.

From the information provided above it is quite evident that the newly elected government in 1994 did put a considerable amount of effort and measures in place on a policy level, at least to transform post-apartheid South African education into a place of equal opportunity for women. However, the question remains as to how far the ideals put forward in policy documents have translated into practice, and whether gender equity in South African education is still an elusive goal. These questions are particularly relevant, especially in the light of recent statistics released by the KZN DOE in HRM Circular No.62 of 2008. According to the circular, the number of males of all races occupying the top two levels i.e. levels eleven and twelve, make up 77% respectively, while females of all races make up 23% in each of these top two levels in education.

It is also clear from the circular that the males, and particularly for black males, the discrepancy is the largest, and where they are still earning far higher salaries than their female counterparts i.e. 60% of males at levels eleven and twelve as compared to 18%

and 19% respectively for black females at the same levels. What is also evident is that females of all races still numerically dominate the teaching profession in this province i.e. a total of 58489 or 69% as opposed to males of all races making up 26503 or 31% of the educator workforce.

So while theoretically it can be argued that both male and female teachers enjoy equal opportunities (Measor and Sikes, 1992), male teachers are still earning more than female teachers and this is because they occupy a higher percentage of the senior positions in schools as evident in the recent statistics given by the KZN education department. These statistics are vital in that it shows that in the fourteen years since our democracy, very little has changed in the quest for gender equality in education in so far as the KZN education department is concerned. This has relevance for this study as the focus is on the possible challenges that female teachers face in this regard.

A further consequence of more males occupying senior positions in schools is that it increases men's chances over females of moving into the higher echelons of education administration in key personnel positions. But, more importantly, the possible far reaching consequences for female teachers, since they lack formal power and recognition as a result of being under-represented in the top positions in the schooling system, could mean that they will be overlooked and not asked to make contributions at educational conferences or via features in educational literature. If this were to happen, then these female teachers' voices will not be heard, and more importantly because females lack formal influence in our education system, they will also be denied any monetary rewards that may be attached to such influence.

This view is also supported by researcher Diko (2007) who asks whether education offers women the opportunity to experience lives unrestricted by gender oppression. "In a journal article Diko contends that "gender equity in South African education remains elusive, that there are far less women than men holding top administrative positions in education, that many female administrators fill positions still considered feminine, and

women in positions still considered masculine are being pushed out and that “patriarchal attitudes in education thrive.”(p109).

Enslin (2000) supports the thinking of Diko and states that the continuing role of culture can justify and legitimize social practices that entrench inequalities. In other words, having legislation passed that renders women, especially in rural areas “into patriarchal relation in that they can neither inherit nor enjoy equal rights with men” is totally discriminatory (p 113).

In a key study note speech delivered at the Professional Women’s League of KwaZulu-Natal in August, 1999, on Gender Inequality and the Economy, the speaker reported that women do not enjoy the same access as the men in their social groups to the country’s resources. It was further stated that the extent of male domination and female subordination in society, how this is manifested and how it affects women’s experiences and the quality of their lives differ sharply according to whether one was White, African, Coloured or Indian. And, seeing that African women make up the majority of these suffering the experiences of being poor, it is rural African women who make up the majority of the poorest of the poor.

Hence the argument here is that over and above the formulation of policy to address social justice and equality, the resources and capacity constraints that exist, have to be addressed so that the goals for the upliftment of our society can be realized. This is why, as argued in the keynote address, mentioned above, that the empowerment of women be seen as an issue of priority because by advancing “social justice through gender equality has an economic spin off. It accelerates social and economic development.”

2.3 The Advantages of “teacher leaders”

Part of the education reform initiated by the government, mentioned earlier, also involved governance and management, and in line with this Grant (2005) strongly believes that in order to help transform the education system into learning organizations, in her article titled: “Teacher Leadership: Gendered Responses and Interpretations” she argues for teacher leadership to be recognized and developed in South African Schools. By teacher leadership Grant is referring to “teachers taking up informal and formal leader roles in the classroom and beyond into areas of whole school development and community involvement.”(p46). This is also so that learning organizations as referred to by Senge (1990) and supported by the Department of Education can begin to be developed. This is where there is collaboration and participation of all stakeholders in decision-making and management processes .In this way leadership in schools will no longer be equated with headship, but rather that now the opportunities for more than one person to be involved in the leadership and management of schools is made possible. In other words, leadership within schools becomes distributed amongst all stakeholders, and particularly amongst teachers.

This idea of distributing leadership in an organization is also supported by Coleman (2005) who highlighted the need to make a move away from the thinking that leadership must be identified with one person. Instead, Coleman argues that by adopting the practice of “distributed leadership”, teachers embracing leadership roles will be able to make a positive difference in their learner’s performance and help contribute to school’s effectiveness and improvement.

Hence, teacher leadership which Grant(2005) states is also “fundamentally about change” guided by a collective vision which could then also be recognized and become part of the new education system .And because the education system itself has been committed to change by the government and the education department, this will go a long way towards creating “learning organizations” which researchers like Grant believe is an important

part of the transformation of the South African schools and the South African education system as a whole.

The thinking here is that learning organizations are seen as a shift away from the centralized and authoritarian control and decision making of the past into organizations where management is not seen as the task of the few but “ seen as an activity in which all members of educational organizations engage” (Department of Education , 1995 :27).

Over and above arguing for teacher leadership to be identified and promoted within educational institutions, Grant (2005) in her article, urges women teachers especially “to challenge the existing status quo and take up their rightful roles, both formal and informal, in a move to a more distributed, shared and collective form of leadership.” This would be in line with both the commitment made by the government and the DoE to address gender equity in leadership and management positions in the education arena. In this way the opportunities and space for more than one person to be involved in the leadership and management of schools will be made possible. Further, seeing that the teaching profession is numerically dominated by females, if teacher leadership becomes part of the education system, then more females will be able to be developed as leaders and gain the capacity needed to take on formal leadership roles when the opportunities present themselves.

This increases the chances that more females than males will be appointed as leaders. Or, at the least, this could result in helping develop and nurture the capacity within female teachers to lead, and when opportunities do arise to assume leadership positions female teachers will be adequately prepared. And, in the meantime, female teachers as well will be “working together to improve classroom practice and therefore pupil outcomes” (Harris, 2003), because of distributed and collective leadership.

Holden (2002) and Morrissey (2000) both argue for organizations to “foster and nurture professional learning communities of practice.” The advantage is that not only does this

commit teachers to shared learning and responsibility, but helps generate a culture within the whole school which encourages teachers to be leaders.

Harris and Lambert (2003) define a professional learning community as “a community where teachers participate in leadership activities and decision-making, have a shared sense of purpose, engage in collaborative work and accept joint responsibility for the outcomes of their work.”

This undoubtedly presents a compelling argument on the merits of building professional learning communities in schools. Hargreaves (2002: 3) also strongly supports this when he states that “...professional learning communities lead to strong and measurable improvements in students learning.” Instead of bringing about “quick fixes” or change that is superficial, Hargreaves maintains that this will “help create and support sustainable improvements that last over time.” This is because professional skills and the capacity to keep the school progressing.

But, in order for this to become a reality and for the rewards mentioned to be reaped by all in the education system, Cronin (2002:333) cited in Grant (2005) proposes that “the time has come for some substantial research into teacher leadership that will inform emerging policy and practice.” Grant argues further that in the face of more empirical evidence on the merits of teacher leadership, policymakers, researchers and practitioners will be convinced of this concept and the goal of transforming education through building professional learning communities within schools will cease to be as an elusive goal as it now appears to be.

2.4 The Challenges of being a “teacher leader”

As mentioned earlier, this is an emerging concept, especially within the South African context. Therefore one can expect that there will be some teething problems until this concept has been given support, acceptance and understanding to develop. Speaking of teething problems, in studies conducted in the United States of America (USA) by Boles

and Troen (1994) it was found that the female teachers who did engage in leadership were ostracized and isolated from their colleagues.

These findings are also corroborated by the findings of a study conducted by Little (2000), also in the USA, on the acceptance of leadership in schools by colleagues. The study was conducted among 282 male and female teachers in six schools. Little found that while the acceptance was not hostile, it was hesitant. In addition to this Little found that while colleagues readily acknowledged the skills displayed by a master teacher, they were not supportive when this teacher displayed truly assertive behaviour towards colleagues. And, while from a South African perspective, research on gender issues still remains relatively limited, the findings mentioned above must be given due consideration, so that the advocates for teacher leaders we have in South Africa are aware, informed and can prepare for some of the challenges that come with this endeavor.

Another challenge when it comes to gender is that within the context of styles of leadership there exists a binary distinction between masculine and feminine styles of leadership. According to Schein (1994) stereotypes exist about how men and women in management and leadership operate. This stereotyping is also extended by the belief and thinking that women be more confined to the field of primary education, and in particular with children between three (3) and eight (8) years of age (Bryne, 1978). Bryne also suggests that the teaching of children has been seen as women's work for so long that it is seen as a natural occupation for them, and women have "acquired an aura of in-born gifts and external maternity that seems ineradicable" (Bryne 1978 :213). From this it would be justifiable to assume that the number of women working in this field is closely linked.

According to Kelly (1996: 178) women are "thought to be caring, tolerant, emotional intuitive, gentle and predisposed towards collaboration, empowerment and teamwork and on the other hand, men are supposed to be aggressive, assertive, analytical, decisive and more inclined to act independently." Therefore, Kelly states that males are at an

advantage when it comes to, for example, waged labour which as theory has it, “with wages come power, authority and autonomy”.

So, as a result, although females dominate the teaching profession numerically, males are still the ones to exercise authority (Acker, 1994). According to Delamont and Coffey (in Biddle et al 1997), this clearly shows that there exists a “classic hierarchy in the teaching profession”. In other words, while females far outweigh their male counterparts numerically, the number of females in senior teaching posts remains “disproportionately low” (1997:211).

In a journal article, Collard (2003a) using an Australian perspective, has stated that recent decades have shown “a growing awareness of gender as a key and frequently overlooked dimension of leadership”. In addition to this, historical and qualitative accounts have pointed out “that there are fundamental differences in the leadership beliefs and practices of male and female leaders” (Eisler, 1995, Helgeson, 1991, Hemphill, 1961, Shakeshaft, 1987, 1995).

Expressing similar sentiments Schien (1994), Adler et al (1993), Ferguson (1984), Gray (1989), Hall (1996), Hearn (1993), Hemphill (1961), Limerick and Anderson (1999), Ozga (1993), Shakeshaft (1987,1989), Tracey (1997) claim that men are more directive and bureaucratic leaders and women more collaborative and rational. But this is disputed by Kanter (1993) who maintains that there is an overstatement of sex-related differences in organizational literature. Kanter, therefore argues this in the face of the limited empirical evidence to support the popular stereotypes that abound about males and females in leadership. In other words, there is a need for more tightly focused qualitative studies to generate broader empirical data to supplement the current insights that exist on gender differences.

Also, in The United States Of America (USA), United Kingdom, Canada, Australia and New Zealand from 1988 onwards, educational administration and the nature of educational work have been subject to “widespread and systemic reform”. This is clearly

articulated in an article by Tanya Fitzgerald (2006) titled “Walking between Two Worlds-Indigenous Women and Educational Leadership.” According to Fitzgerald, theory and research, specifically in educational leadership and management, has grown quite a bit. Using the argument put forward by researchers Blackmore (2002), Coleman (2001) and Shakeshaft (1987) on current research and theory questioning “the absence of gender in social debates and the under-representation of women in school leadership”, it is clear that this is now being emphasized .

According to Gronn (2003) cited in Fitzgerald, besides the “need to re-conceptualize education as a market commodity, there was also a concurrent focus on leadership as one of the critical elements in the drive to improve standards.” This was to counteract what Theobald (1996) referred to when he stated that leadership has become the “technology of the masculine” as a result of the historical and complex schooling system funded and controlled by the state. This then helped create the presumption that “women were particularly suited to teaching in the nation’s classroom and men were naturally suited to management.” Strachan (1999) argues despite legislation being introduced to specifically address gender imbalances in the marketplace, women still remain under-represented in leadership and management positions. This further strengthened the thinking that gender did play a significant role in limiting access and opportunity of women to occupy positions of leadership.

2.5 Women as leaders in education

In the article, “Staffroom sexism. How much progress have women principals made?” which appeared in *The Natal Witness*, July 16, 2008, Pontso Moorosi, argues for more support to be given to women so that more women become principals and are retained as such in our schools. Moorosi, a lecturer in the Faculty of Education at the University of KwaZulu- Natal also holds a PhD on Gender in Education Management.

In this article Moorosi’s argument is based on findings from a study conducted in 2005 on the experiences of female principals in secondary schools in KwaZulu-Natal. The study revealed that, while the number of women in management positions has increased

this is still at the lower levels of management. This is in agreement with what the Department of Education (2005) has on record that 66% of Heads of Department are indeed occupied by women. While it can be argued that this is good progress in terms of addressing gender equality in the management of schools the study reveals that this is not so high up the promotion ladder. According to the study's findings, women deputy principals and principals only make up 41% and this is in the primary schools, and men although occupying only 31% of the provincial teaching profession, are far more highly represented at 59% in management positions.

In trying to answer the question as to just how complex the situation of being a principal is for women and what makes it so bad that many want to leave, the study also revealed the following:

- ◆ Female participants in this study were appointed as principals by default rather than by design.
- ◆ Although there exists a high level of awareness around policy, in advocating the need to appoint more female principals, many disabling factors still abound.
- ◆ There is the misconception that once females are appointed as principals, “they have chiseled through the glass ceiling and their troubles are over and are no longer victims of ‘subtle and sinister prejudicial treatment’.”
- ◆ Based on these findings ,the study came up with the following reasons why this situation prevails in the education system for females in particular:
 - a lack of professional support from the education department
 - female principals having to work much harder than their male counterparts to get respect and support from colleagues. This is due to serious cultural issues and social practices that hinder policy and legal reforms from being realized.

This was the situation three years ago as reported by the study and while things may have changed, and the situation improved for females in education leadership, Moorosi, in her article highlights that there still exist many unresolved issues around gender especially in the appointment to principalships .One of these being that, while large numbers of women are entering management positions, traditional attitudes and mindsets about leadership being a male domain still persist.

A review of Women's Day articles appearing in local newspapers.

On August 9, South Africa celebrates Women's Day, and I believe that one of the real benefits in having such days to celebrate is that, for a while the important issue of gender can be highlighted. And ,for many gender activists ,this brings with it the hope that the issue of gender, and in particular, gender inequalities present in our society will receive attention ,and hopefully be able to effect some positive moves towards eradicating the gender imbalances that exist in our society.

Therefore writers in various newspapers and periodicals have grabbed this opportunity to once again address this issue and to champion the cause of equality for South African women in different sectors of our society. For the purposes of this study I have chosen to review articles written around women in education especially in celebration of Women's Day. In the review of these articles it is also hoped that a more recent account of what the current situation is around the issue of gender in education can be obtained.

**Article one: “Opportunities need to be provided for a gender equal market place”
by Andrew Layman.**

In this article Layman who is the Chief Executive Officer of Pietermaritzburg Chamber of Business, points out that much has been written about the slow progress that women have made in advancing into top executive positions. He illustrates this by pointing out that although women numerically dominate in the education arena, males still dominate senior management positions in the Department. It would appear that what Layman is saying here, links up with what researcher has also stated concerning the under-representation of females in senior management positions despite the teaching profession being numerically in favour of females. This, Layman believes is also as a result of an attitude towards women borne out of years of discrimination and which has subsequently discouraged women from aspiring to senior positions within education.

In the article Layman also quotes anecdotal evidence where a female was specifically recruited as an Acting-Superintendent Education Manager because of her success as a primary school headmistress. However she did not last very long in the post and in her words it was because “she could not take the absolute disregard that her male colleagues had for anything she said or did.” This Layman says shows, albeit on a small scale, that despite legislation put into place by the government to advance the rights of women and promote equality, in reality, women are still being made to feel inferior to their male counterparts especially when it comes to leadership and management roles.

Layman further argues that females are reluctant to apply for senior positions as this impacts on their family responsibilities because it may entail relocation. According to Layman, because men tend to be “far more mobile in their career movements, both laterally and vertically” far fewer women are therefore considered for senior positions. This Layman feels is going to be a set back for women empowerment and advancement and more so if women themselves “also see a so-called glass ceiling beyond which they cannot expect to rise.”

The situation is compounded by the years of chauvinism which have further eroded female confidence that they indeed have the capacity to successfully occupy senior management positions in their chosen careers.

Article two: “Gender Rights, Equal Rights” by Katherine Graham.

Similar sentiments are also expressed in this article, written by Katherine Graham in the Umsobomvu Youth Magazine. In this article, Graham poses the question of whether we in South Africa have really achieved equality, or whether there still remain battles we need to fight. To help answer this question, Graham interviewed three women. Of the three women, one a CEO of a group of companies felt strongly that women are more hesitant when it comes to career opportunities than men. The other, a technical consultant for yeast-making company felt that one of the biggest challenges in the fight for gender equality is not so much the necessary legislation and the attitudes of males, but a lot is owing to women and the “pull her down syndrome” that seems to be a sad reality amongst women. Graham believes that this stands in the way of women moving forward and achieving goals that otherwise would seem too hard or too high. In other words, what she is advocating is that women need to stand as a collective, and like the twenty thousand women who in 1956, under the banner of the Federation of South African Women, collectively got a government to acknowledge the rights of freedom, justice, and security for women.

**Article three: “Women Supporting Women In The March Towards Gender Equity”
By Tiny Moloko**

Sentiments expressed in the article mentioned above link up with similar sentiments expressed by Tiny Moloko who is part of the organization “People Opposed To Women Abuse (POWA)” in this article, which appeared in The Natal Witness, August the fourteenth. In this article Moloko urges government, the corporate sector and, especially

women who are in leadership to get involved in as many initiatives as possible so as to alleviate some of the challenges women face in gaining complete access to their rights.

Moloko urges these women leaders to focus on creating opportunities for other women, and to move away from what she refers to as “pull her down attitude” which she believes is sadly evident among women, and move towards working together and supporting each other.

These sentiments are also echoed by Gabi Gumbi-Masilela, the administrative head of the KwaZulu-Natal Department of Local Government and Traditional Affairs, who says that there exists the unwritten expectation in being a female leader “the responsibility to champion the cause of women in the workplace.” She adds that while women have come a long way, women all over need to stay focused and consolidate all that has been gained in the bid to empower women and use existing female leaders as role models. This she believes will go a long way towards granting women the opportunities to occupy leading positions in society and thus claim the emancipation for all women in society.

However there still exists the dominant view that leadership must be equated with headship. This, in spite of evidence from many studies of effective leadership pointing to the fact that authority to lead need not be located in the person of the leader but can be dispersed within the school between and among people ,Day et al, (2000 cited in Mujis and Harris). In other words, as also argued by Coleman, (2005), leadership is not just about one person, her role and her studies, but “is primarily concerned with the relationship and the connections among individuals within a school.” And, while this concept of teacher leadership is relatively new in South Africa, like in the United Kingdom (Grant 2005), recent research in the USA and Canada has shown that this idea of collective and teacher leadership has become well established.

In fact as reported by Smylie, (1995) the idea of “singular” leadership as practiced by the principal or head is being challenged in the face of the merits of teacher leadership and which has since led to a number of programmes and initiatives being developed around

this concept. Hence, Muijs and Harris (2003) argue likewise that here in South Africa, key role players in education like researchers, policymakers and practitioners need to be convinced of the merits of teacher leadership and distributed leadership. Only then will this be translated into action and help to create the opportunities to develop the capacity and exact the full potential of teacher leaders in our schools and make way for more than one person to be responsible for the leadership and management in schools.

This will also help to close the gap between the ideals put forward in policy and what happens in practice. In the light of what has been discussed, the argument then is for female teachers to enjoy a position of equality in the education arena. However, there needs to be change in mindsets about gender and leadership and stereotypical definitions about male and female leadership to a situation where both males and females see themselves as managing in ways that are “nurturing, caring and collaborative” (Coleman, 2002). If this does not happen or attempts be made to change this”, the stereotypes that identify men with leadership in the public sphere and females within the confines of the home” (Coleman, 2002) will continue to bog down our education system.

Arising from this we need to take note that female teachers will continue to be under-represented in senior leadership and management posts in our schools. Therefore this research study will attempt to show how, by identifying the challenges female teachers face in assuming leadership positions, they can be empowered and capacitated to realize their full leadership potential and help transform South African schools into learning organizations critically essential for the future of South African education.

2.6 Conclusion

While we need to both honour and appreciate the progress that South Africa has made in addressing gender inequality, because there is evidence of many women occupying influential positions in many sectors of our country, including in education there still remains a lot to be done. This was the strong message that the Honourable (Hon.) Ms. Zanele Hlatswayo, the mayor of Pietermaritzburg, had in her Women’s’ Day address

which appeared in The Natal Witness on the eighth of August 2008. The Hon., Ms. Hlatswayo, pointed out that “this is only the beginning ,and that until equality between men and women in all areas of life is achieved, until there is an end to domination and until there is the building of mutual respect and self-respect ,the struggle continues. Alua continua!”(p.12).

CHAPTER THREE

3.1 INTRODUCTION

The chapter deals with the particulars of the research design, the particular instrument used, together with the general and specific advantages and challenges of the instrument used. The chapter also deals with the manner in which data was produced and analysed.

Prior to embarking on this research, I was particularly concerned about the low representivity of female teachers in leadership roles and positions in schools. My concern was also with the reasons behind this low representation and whether this had to do with female teachers priorities and aspirations in the profession or if it was perhaps the education system that was responsible for this low representation of female teachers in leadership and management roles and positions.

3.2 RESEARCH SITES

In this section, a broad overview is provided of the areas and schools in which the teachers who were involved in the study. The interviews were conducted at the schools where the teachers teach. This was so that the teachers would feel comfortable and relaxed in familiar surroundings. This also gave the researcher the opportunity to obtain a first hand experience of the ethos and culture of teaching and learning at the chosen schools which could have an impact on the teachers' personal experiences and perceptions.

The research study was reliant on female volunteers from two urban schools in Pietermaritzburg, one a primary school and the other a secondary school and from the two semi-urban schools just outside Pietermaritzburg, one school is a primary school and the other a secondary school. The volunteers comprised of two female teachers in each of the schools chosen and who occupied different post levels at their schools.

SCHOOLS IN PIETERMARITZBURG.

The two schools chosen in Pietermaritzburg are situated in what used to be categorized as an “Indian” area, between five and ten kilometers from the city centre. Prior to 1994 both these schools were under the now defunct House of Delegates (HOD).The two schools chosen from outside Pietermaritzburg are situated in what was previously referred to as an “Indian” and “Coloured” area with the Coloured school previously having been under the House of Representatives.

**Approximate Distribution of learners with respect to race (%) in the four schools.
(Also see spreadsheet below)**

The number of learners in the secondary school in Pietermaritzburg is 1150 of which 93% is made up of African learners, and the remaining 7% being made up of both Indian and Coloured learners and with a staff complement of 43 of which 91% is Indian and 9% being African teachers.

In the primary school in Pietermaritzburg the number of learners is 530 of which, 60% is made up of Indian learners, just under 40 % of African learners and less than one percent (i.e. 2 learners) being Coloured learners. The school has a staff complement of 24, of which more than 99% is Indian and less than one percent (i.e. one teacher) being African.

Approximate Distribution of learners with respect to race(%) in the four schools

School	Roll	Black		Indian		Coloured		White	
		No	%	No	%	No	%	No	%
School -1	626	376	60	187	29	62	10	1	0.15
School -2	399	339	85	4	1	56	14	0	0
School -3	1150	1070	93	46	4	34	3	0	0
School -4	530	318	60	207	39	5	1	0	0

As a result of schools becoming racially integrated after the 1994 elections, there is a higher percentage of learners previously categorized as “Black” in the secondary school mentioned above, but the staff complement in both of the schools in Pietermaritzburg remained with a higher percentage of Indian members like it would have been prior to 1994 and under the HOD.

It also must be mentioned that in both of these schools, the staff reflecting a higher percentage of Indian teachers, both male and female could be attributed to the racial segregation of areas during the apartheid regime.

Both of these schools had basic facilities like electricity, running water, proper sanitation, telephones and fax facilities. The secondary school was also equipped with a computer room with internet access, a media centre and a fully fledged library. Likewise the primary school was also well resourced with computers, a library and media centre.

SCHOOLS JUST OUTSIDE PIETERMARITZBURG.

Of the two semi-urban schools chosen for this study, the secondary school was similar in description and resources to the two urban schools described earlier. The learner roll in this school is 626 of which 60% is made up of African learners, 29% Indian, 10% are Coloured and the remaining 1% being made up of one white. The staff complement is made up of 83% Indian and 17% African teachers, which also shows like in the two schools mentioned above a retention of a similar teacher workforce profile as would have been evident prior to 1994.

The only difference being that it was situated in a semi-urban area approximately twenty-five kilometers from the Pietermaritzburg city centre and the only school out of all the schools in this study to have learners from all four of the race classifications as determined in the previous dispensation in South Africa.

The second semi-urban school i.e. the primary school has a learner population of 399 of which 85% is African, 14% is Coloured and 1% is Indian, and with a staff complement of 11, of which 64% is African, 27% was Coloured and 9% being Indian.

This school was different from all the other schools in this study. This was besides it being the only school that had been run by the HOR. Presently there is a marked difference in, not only the learner profile as it would have reflected the pre-1994 scenario, but also a significant change in the staff profile. There is now a significant drop in terms of numbers of Coloured learners and teachers. It is also the only school which is not as well resourced as the other three schools in the study. For example, there not enough classrooms to accommodate the number of learners at the school and the school does not have a staffroom for the teachers. However, the school does have the basic facilities like proper sanitation, running water, telephone, fax and computer facilities.

From the information given above about the four schools used in this study, it can be seen that the general sample of schools chosen are functioning reasonably well in terms of the fact that the necessary basic infrastructure and teaching staff are adequate. This is important to this research study as it is believed that the conditions of services and circumstances in a school may impact on teachers experiences and practices in the classroom which does form part of this study.

3.3 POPULATION AND SAMPLE OF THE RESEARCH

The females chosen were asked to volunteer to be part of this study, especially teachers who have in their teaching career exercised an interest to take on leadership roles and who have/have not succeeded, and what, if any, are the challenges they experienced/are experiencing. The rationale behind choosing female teachers is so that the voices of female teachers will be heard. This is important because in this study the “precise tone and feelings of the teachers can come across” (Goodson, 1992). More importantly, for the purposes of this study, the teachers directly involved in what the study aims to investigate, are being used as the source for information.

The reason for choosing the schools mentioned above is that beside these schools being easily accessible and convenient for me to be able to conduct the interviews and generate the data needed for this study, it also allows for the possibility of producing data from different contexts. The reason for this the two schools chosen in Pietermaritzburg are located in a so-called “urban” area, and the two schools chosen just outside Pietermaritzburg are located in a so-called “semi-urban” area.

Therefore, this creates the opportunity of being able to examine the two sets of data and to look for possible similarities and differences because of the differing contexts and to also check to see whether this has /has not influenced female teachers’ experiences of challenges in desiring to or in assuming leadership positions.

The schools chosen for the study may also lend themselves to the possibility of examining the varying context based on the different histories. This is because three of the schools were once under the now defunct HOD administration, and the fourth school was under what was the House of Representatives (HOR) and keeping in mind South Africa’s apartheid past, this may reveal relevant information as regards leadership in this context as opposed to the other three schools. Therefore, the unit of analysis will be the female teachers and their experiences of challenges, but the schools and their respective contexts will also be analyzed, as I believe this could have an impact on the teachers and their experiences.

Although this is a small sample I believe that it engages the key role players for this particular study and appear to be most suited to achieve the goal of wanting to investigate what some of the challenges are facing female teachers in assuming or in wanting to assume leadership positions in their schools. Added to this these are teachers who are directly involved in a system which has supported and advantaged males much more than females when it came to the appointment to leadership and management positions. This is evidenced in the facts provided by the DoE circular mentioned earlier about more males than females occupying higher post and salary levels in the workforce in the KZN province.

3.4 NEGOTIATING ACCESS

Letters were written both to the Department of Education to obtain permission to go into the schools and to the respective principals of each school to inform them about the intended research, and to seek volunteers from staff. However it must be noted that the fourth school initially chosen for this study i.e. the school that used to be under the House of Assembly (HOA) chose not to be part of this study. Staff members did not volunteer owing to prior school commitments. Therefore a fourth school which is a primary school in the same area was selected instead.

Subsequent to the letters being sent, a meeting was arranged with the volunteers at each school to inform the female teachers about the research and its intended aims. It was also to inform them that their commitment would be to an interview of approximately forty-five minutes together with a questionnaire that they would fill in before the interview around the same topic. The thinking here is that this study relating to female teachers and their experiences and challenges they face/have faced in the teaching profession with respect to assuming /wanting to assume leadership roles and positions in their schools.

The teachers who did volunteer to be part of the study also had to fill in consent forms acknowledging that they were volunteers and that they had the option of withdrawing from the study at any time if they so desired.

This study relied on female teachers volunteering to be part of this study. One of the reasons for doing this is because, according to Borg (1981) most educational research places a high demand on the subjects, so getting the subjects' full co-operation is sometimes extremely difficult. Another reason for having volunteers is that the in-depth interviewing that was planned would be further demanding in terms of time, so the teachers had to be made aware and prepare themselves for such demands.

Since this study involved human subject, Borg (1981) states that there are ethical constraints which the researcher must be aware of. To this end, informed consent had to be obtained from the female teacher volunteers.

Another consideration to be taken into account was that because the subjects in this study were volunteers, this could result in creating bias in the research ,and may be viewed as a limitation of this study .According to Rosenthal and Rosnow (in Borg 1981), although volunteer subjects often are of a higher social class and are usually more intelligent than non-volunteers, there is inherent bias. In addition to this, the sample cannot be said to be representative of the larger population from which it was drawn Borg and Gall (1979) further point out that in using volunteers in research, the interpretation of the research results is greatly complicated and thereby affects the generalisability of the findings to the larger population.

However, despite these challenges and limitations, the use of informed volunteers could not have been avoided seeing that the study involved human subjects who had to agree to be part of the study. In addition to this, given the fact that this study involved a very small percentage of female teachers, and further that the study was also biased towards females, generalizing the results was not planned and would have been naïve to do so. With this in mind, Field and Morse (1994) believe that this would undermine the credibility of this study research.

The final sample of female teachers was made up of one level one teacher and one, a head of department (HOD) female in the first school in Pietermaritzburg. In the second school in Pietermaritzburg, one female teacher was a deputy principal, and the other was an HOD.

In the schools chosen just outside Pietermaritzburg, the first sample was made up of one deputy principal and one level one teacher. In the second school, the sample was made up of one female HOD and one level one teacher.

This sample was thought to be sufficient for the requirements for this particular research study especially since in-depth interviewing was to be used as the primary technique for producing data.

3.5 RESEARCH TECHNIQUE

3.5.1 INTERVIEWS

For the purposes of this particular research study, the semi-structured interviews on female teachers' experiences of the challenges they experience /have experienced in desiring to assume /in assuming leadership roles and positions ,was the primary method of data production. The main reason for choosing this method was so that there would be, according to Dunne (1995), direct oral interaction and this was what this study was aiming at obtaining.

And, according to Sapsford and Jupp (1996:96), the ideal in the naturalistic or unstructured interview (as was partly the case in this study), is to approximate the "feeling of the unforced conversations of everyday life." Sapsford and Jupp continue by saying that "the conversation appears less artificial, more natural and more resembles a conversation between equal participants." This would help tremendously in creating a comfortable atmosphere and rapport, which I believe would be helpful in gaining the kind of information needed for this study.

The following advantages of using the interview technique was congruent with the aim of this research and which I found extremely useful:

- ◆ Cohen and Manion (1989:307) make the statement that the researcher is "free to modify the sequence of questions, change the wording, explain them or add to them."
- ◆ Further, they state that interviewing has the advantage of allowing for greater depth with respect to data collection compared to other methods of data collection (ibid).
- ◆ The contact between the researcher and interviewee takes place in an interpersonal environment.

- ◆ The knowledge and information that the researcher is looking for is articulated in normal language without using statistics .The added advantage of this is that it accommodated any emotional displays and for the “voices” (Denzin and Lincoln, 1998:172) of the teachers’ to be heard.
- ◆ As the life-world of the interviewee is being studied they are the “experts” (Walker 1985 in Chundra ,1997:64).This view is supported by Kvale (1996:1) :

If you want to know how people understand their world and their life,
why not talk to them?

Kvale (1996:30-31) discusses the following features of the interview method that I also found advantageous and pertinent to this study:

- ◆ Deliberate Naiveté. This allows the interviewer a degree of openness to new and unexpected phenomena, instead of having ready-made categories and themes of interpretation As a result, any preconceived notions were often challenged
- ◆ The interview can give insights for both the interviewer and interviewee which can result in change and possibly new awareness for the interviewee. According to Denzin and Lincoln (1998), qualitative research in itself has in the past proven to have the capacity to effect social change.
- ◆ Positive Experience. When a research interview is well planned and executed ,it can prove to be an enriching experience for the interviewee and can help give new insights into his or her life situation and circumstances.

With an interview as stated by Turkem (in Cohen & Manion, 1989) it allows the interviewer to get inside a person’s head. It makes it possible to measure what a person knows (knowledge or information),what a person likes or dislikes (values and preference),and what a person thinks (attitudes and beliefs).These advantages far outweigh the challenging aspects of interviewing ,which are articulated below as regards this particular research study.

Face to face interviews are enormously time-consuming. Further to this the actual time spent interviewing is the least of it ,and the time –cost factor is emphasized ,especially if one is a novice researcher and makes the mistake of under-estimating this and the reality of the true costs only dawning after one is irretrievably committed. The extra costs arise out of:

- ◆ Having to develop and pilot the interview
- ◆ Having to set up and travel to and from the interview locations
- ◆ Having to transcribe the interview which in itself can prove to be a tedious and time-consuming exercise
- ◆ Having to analyse the interviews which involves quite a bit of to-ing and fro-ing between transcripts in an attempt to catergorize the responses to identify emerging themes.

In an attempt to cut costs, the following techniques were used:

With regard to sampling, the number of interviews was kept to a minimum, but enough for adequate representivity. In addition to this, the length of the interviews was kept as far as possible to within the time allocated i.e. between thirty and forty-five minutes. This helped to restrict the length of the interview and to keep the interview focused on the topic.

3.5.2 QUESTIONNAIRES

A questionnaire with similar questions as in the interview schedule was also used as a second method for data production. And, although the questions also revolved around the same topic, these questions were straightforward and factual which made using the questionnaire format appropriate. Using this second method to produce data also helped with triangulation of the data produced.

The questionnaires were hand delivered to the participants during a pre-interview meeting, so that the participants' could complete them in their own time, and be able to hand them over when the researcher returned to do the interview a few days later. By

handling the questionnaires in this way, a lot of time was saved and the response rate was raised due to the personal contact and the fact that the researcher could distribute the questionnaires and did not have to bother the participants at an inconvenient time.

The participants' were also able to clarify any difficulties experienced with the questionnaire when the researcher returned for the interview.

The questionnaire was accompanied by a simple and straightforward covering letter. The reason for this, as advised by McMurty (1993:279) is that "a straightforward, easy to read cover letter may improve return rates and response accuracy more than any other single factor, while a vague or highly technical letter can have the opposite effect." The letter provided the name, address and telephone number of the researcher. In addition to this, a short description of the purposes of the study was given in order to help motivate the participation of the participants in this study. The covering letter also indicated the significance of this study, including for who it is of special importance.

The questionnaire was divided into Section A-Biographical Data and this section was further divided into A1-Personal Details and A2-Employment History/History of school. Section B of the questionnaire was an opinion survey with a 1 to 5 rating with 1 representing a strongly agree opinion and 5 representing an unsure opinion. All the statements in this section revolved around the issue of female teachers and leadership.

The questionnaire concluded with a declaration form which participants had to fill in acknowledging their willingness to participate in this study. In addition to this, the declaration also served to inform participants that they could exercise the option of withdrawing from the project if they so desired.

In this study, the focus was limited to the two female teachers' in each of the four schools chosen. The purpose was to investigate and explain the challenges female teachers' experience in the arena of leadership roles and positions in their schools. The research aimed at using this sample of female teachers' and being guided by the influence and

perspective of the theories of women teacher leaders, teacher leadership and distributed leadership.

This was a leadership study with womens' experiences of challenges in the leadership arenas at their schools, as viewed through a leadership lens, thus the study made use of a predominantly qualitative paradigm. This would allow the female teachers' perceptions and experiences of the challenges mentioned to be the main focus.

Biklen (1992) argues for a qualitative approach to be used as there is a point where there is a strong common link between feminism and qualitative research. Biklen contends that this is helpful to the researcher to make sense and understood their world as in the teaching profession.

As a result of the semi-structured interview, the researcher was able to collect in-depth information through the use of open-ended questions. This gave the data a qualitative bias because the female teachers' were at liberty to answer the questions based on their personal perceptions and experiences .In this way also their own voice was able to come through and be heard.

Biklen (1992), further argues that when in-depth interviewing is used as a qualitative research method ,respondents personal understandings ,emotions and actions ,as they perceive them are made clear and are therefore not clouded in any way by any predefined categories that may exist that may attempt to explain womens 'experiences.

Further to this the questions which pertained to the biographical and historical aspect of the interview schedule went a long towards allowing the researcher to obtain a fairly good understanding of each participant. This was complemented by a questionnaire given to participants that also contained similar questions.

To this end, Thomas (1995), stresses that, in this part of the interview schedule "experience" and "self" must be key constructs. Biklen (1992) feels that the "self" is key

as a construct of symbolic interaction because it also focuses on human interaction between female teachers' and those they come into contact with. This is in line with this research study because the study also aimed at establishing whether females were attracted to the teaching profession based on the thinking that teaching appears to be more in line with feminine roles.

These roles are often characterized by how female teachers interact with their learners, their colleagues and their family members. It was hoped that this study could, by using the theoretical framework mentioned earlier, be able to expose some of the sexist assumptions that abound in teaching as a result of those interactions mentioned above. Therefore the method of interviewing seemed to be appropriate as the researcher would be given the capacity to use probes to seek information pertinent to this. And arising from the interactive nature of interviews, the production of descriptive and qualitative data is almost guaranteed.

Using interviews as a qualitative research method grants females the opportunity to recount their life stories and experiences which then helps them to engage in a reflective process whereby they can enhance the knowledge they have about who they are. Here Thomas (1995) supports this argument by quoting Bateson and says that for women, especially, it is important to be part of a process that assists them in making sense of their experiences. This process will help to unearth and give credence to the women's achievements that were "hidden" and perhaps forgotten. Further to this, as outlined by Jessop (1997), the researcher is given further insight into the respondents' lives. Using the information produced the researcher will be able to draw conclusions about the respondents' experiences and what these experiences mean to them.

By using the semi-structured interview approach to examine the lives of these teachers', the researcher was able to gain useful insights into and a degree of understanding of the reasons why these teachers chose to be in the teaching profession, this would include the possible influences on their choice of career, what values and beliefs influenced their

teaching practice and how they have responded and dealt with the changes and challenges in the teaching profession.

By allowing the teachers' to speak, Goodson (1992) states that then the "exact tone and feelings" of the teachers' can come, through which was imperative here. It was only in this way that the researcher could obtain what Nelson (1992:168) refers to as "personal testimony" or a full understanding of the teachers' experiences. Hence, the use of interviewing with open-ended questions was used to produce the qualitative data.

3.6 LIMITATIONS OF METHODOLOGY

3.6.1 Limitations of questionnaires

Questionnaires have their limitations since participants may answer the questions with responses that they think might please the researcher and may not be entirely honest about how they truly felt. There is also the fact that the researcher would not feel part of the process, as this would take place somewhere else, and also it would be impossible to judge how the participants' felt while they filled in the questionnaire. In order to circumvent some of these limitations, it was hoped that with the assurance of anonymity where their names and the names of the schools would not be mentioned, the participants' would feel free when answering the questionnaires.

3.6.2 Limitations of interview technique

One-to-one interviews involve a personal interaction between the researcher and the researched, and therefore cooperation is vital. However, participants may not be willing to share and the researcher may ask questions that do not evoke the desired responses from participants. In addition to this, participants may misconstrue responses or worse, be untruthful. However, in this study, it was hoped that together with the assurances of anonymity that a trust relationship was developed and helped prevent this from occurring.

Another disadvantage as outlined by Field and Morse in Cohen and Manion (1989) is the possibility of interruptions while the process was in progress. This did occur during some of the interviews.

3.7 RESEARCH TOOLS

3.7.1 Interview Schedule

Two interview schedules were used for this study. The schedule for female teachers already in management and leadership positions and the second for female teachers, desiring to be in leadership and management in schools.

The rationale behind using two schedules was to obtain a different perspective from the participants' with regards to the challenges experienced by female teachers desiring to assume leadership positions, and those female teachers already in leadership and management positions. It was also to establish to what extent these two perspectives were similar or different.

The interview schedules helped provide the researcher with a set of predetermined questions that was used to engage the participants. Having prepared the schedule beforehand, forced the researcher to think explicitly about what needed to be covered in the interview. It also allowed the researcher the opportunity to think of any difficulties that might arise, for example, in terms of the wording of questions or possible sensitive areas that could arise during the interview.

After having determined that the overall issue to be addressed in the interviews was the issue of the challenges experienced by female teachers' in desiring to assume or in assuming leadership roles and positions in schools, it helped identify the range of themes or question areas to be covered in the interview. The themes or question areas were thus arranged in the following sequence which seemed most appropriate in this study.

For those female teachers 'expressing a desire to assume leadership and management positions, the interview guideline was divided into the following sections.

Section A concentrated on obtaining background information from each participant .It also included questions on the possible reason influences and experiences for each participant regarding teaching as a career choice.

Section B contained questions about each participant's beliefs about teaching with special emphasis on whether they viewed it along gender lines.

In **section C** the questions concentrated on the practice of teaching, with emphasis on how each participant defined herself in this regard using these questions, the researcher wanted to establish if the participants' saw themselves as leaders and managers within the confines of their daily classroom activities, and to what extent this was conscience awareness.

In **section D**, the questions revolved around the issue of the challenges these teachers' have experienced/is experiencing in teaching, and she deals with these challenges.

For those teachers already in leadership and management positions, the interview schedule was divided into the following sections.

In **section A** in the first interview schedule, the questions here also concentrated on obtaining background information from each participant, as well as the possible reasons, influences and experiences of each participant regarding teaching.

Section B's questions concentrated on obtaining factual information regarding each participant's professional and academic qualifications and the post level she was currently occupying.

In **section C**, the questions concentrated on gaining educational information. The focus here was of participants' experiences of teaching so far, the mentoring support that she did/did not receive during her career, first promotion and the reasons why she thinks she was promoted and the challenges that she and other female teachers' have experienced before and after assuming leadership and management positions in their schools.

In **section D** the questions were around the issue of gender equity and their views on how and whether this was being addressed, accepted and challenged within their schools, by school selection committees and the Education Department.

3.7.2 Advantages and disadvantages of using a tape –recorder

On obtaining the permission from participants, using a tape-recorder allows “for a fuller record than notes taken during the interview” (Dunne, 1995 pp.18-19). Using the tape recorder, also helped the researcher to concentrate on how the interview was proceeding and what direction to follow.

Tape recording also has its disadvantages. Some participants' may feel uneasy about being taped, and this could result in them withdrawing from the study. However, in this study, participants' were not unnerved by the presence of the tape –recorder, and thankfully did not exercise their option of withdrawing from the study. Another disadvantage in using the tape-recorder was that non-verbal data such as body language and facial expressions could not be recorded.

3.8 FIELD NOTES

Field notes were also taken down by the researcher, especially during the interviews. These notes helped the researcher to remember and explore the process of the interview because there was a written account of what the researcher observed, heard, experienced and thought about during the course of interviewing. Field notes were also used to take

note of body language and facial expressions of the participants during interviewing which could not be captured by the tape-recorder.

3.9 DATA COLLECTION PROCEDURE

This section outlines the procedures that needed to be followed so that the necessary data could be obtained.

3.9.1 Negotiating Access

Gaining entrance to the schools mentioned had to be negotiated at two levels. Firstly, the researcher had to obtain written permission from the Department of Education and Culture to conduct this study at the schools mentioned. Secondly, permission had to be sought from the respective principals of each school for me to approach female teachers to volunteer to be part of this study.

The access into the two schools in Pietermaritzburg was hugely assisted by fellow colleagues also on the M.Ed. programme at UKZN. This assistance went a long way to speedily sort out logistical challenges, for example, the time and opportunity to conduct interviews especially as it was in the last week of the school term that the interviews were scheduled to take place. A further challenge was that teachers' were also under a lot of pressure to complete wrap –up procedures for the term.

Access into the two schools just outside Pietermaritzburg entailed a personal visit by the researcher to request permission from the principal to enlist volunteers for the study .In the first school, the principal agreed to put the request to staff and promised to inform the researcher via telephone of the response. However, due to school commitments and engagements regarding sport and the upcoming matric ball, teachers' at this school felt that they could not afford the time to answer the questionnaire, nor sit for a forty-five minute interview.

Hence, the challenge was to find another school, preferably in the same area to be part of the study. Fortunately this was accomplished quite quickly by means of a few telephonic conversations to the principal of a nearby primary school. After being told about the study and its aims, the principal promised to ask female teachers' to volunteer to be part of this study.

Likewise, in the second school in this area, via a few telephone calls, the deputy principal in the absence of the principal who was on sick leave, made the necessary arrangements and approached two members of staff who agreed to be part of this study. However, on arrival at this school to conduct the interviews a few days later, it was to find that one of the two volunteers was too busy and decided to withdraw. This was due to end-of-term deadlines and requirements they had to meet. Fortunately, the deputy principal, who was already au fait with the study via the telephone calls made earlier, agreed to be the second volunteer.

Although it was an exhausting task traveling to and from the different schools and having to make a number of telephone calls to enlist volunteers and set up the interviews, it was nevertheless a valuable experience. It gave me the opportunity to meet teachers from these schools on a different level, and also allowed me the opportunity to discuss this study and its aims with other interested male teachers and principals at some of the schools. Many of them were very impressed and supportive of what I was attempting with this study, and this helped my endeavor to generate the data I needed for this study much easier and less stressful.

3.9.2 INTERVIEWING

In the one school in Pietermaritzburg, the teachers', during the initial meeting, requested a copy of the interview schedule beforehand. They wanted an idea of what questions would be asked, and also wanted to have some time to think about their responses. This request was acceded to and the interview schedule was faxed to these two participants.

However, due to time constraints and work pressures, both on the part of the researcher and the participants, this request was not made by any of the other participants.

Therefore, the participants in the other three schools were not privy to the interview schedule before the interviews took place.

All the interviews, except one, were conducted at the schools where the teachers teach. The one was conducted at the participants' home because of being on sick leave at the time scheduled for the interview.

The researcher traveled to all four schools to meet with the participants. The scheduled interviews, while taking place at the schools, did not interfere with the teachers' lesson time, as arrangements were made to schedule the interviews during non-teaching time. Being the last week before schools closed for the third term also helped in that children were involved in end of term tests and examinations and teachers were therefore not following the usual full school day timetable.

At the beginning of each interview, the participants' were made aware of the purpose of the interview and were also thanked for volunteering to assist the researcher in generating the data needed.

Each interview was allocated a maximum of forty-five minutes, but many of the interviews went beyond this ,and it was allowed so as not to interrupt a natural flow of interaction and, more importantly, so as not to miss the opportunity of gaining more useful data around the topic.

All the interviews were tape recorded and this resulted in approximately seven hours of tape recordings. The interviews that were conducted together with field notes taken during each interview were then transcribed.

3.9.3 VALIDITY

“Validity in the qualitative paradigm is a texts call to authority and truth
And as such is epistemological” (Janesick 1998).

In this study I used two methods to produce data which increased the validity of my findings .Triangulation, which is an integrated approach, was also used. This means that different methods of producing data were combined in order to better understand the complex nature of the data that was produced. It also allowed the researcher to double check the findings from two vantage points (Fitzpatrick, Secrist & Wright 1998).In this study the findings from the data produced in the questionnaires could be compared with the findings generated by data produced in the interviews.

Fraenkel and Wallen (1993:139) make the suggestion that “validity refers to the degree to which evidence supports any inferences a researcher makes based on the data she collects using a particular instrument.” The inferences made must be appropriate, meaningful and useful and validation of the instruments involves collecting evidence to support the inferences made. Since the questions in the questionnaires were to a large extent close-ended, participants were helped to keep focused on the subject at hand. In addition to this, in the opinion survey, statements were put both in the positive and negative form and this helped to avoid bias. Care and time was taken to formulate questions, both in the questionnaire and in the interview schedules, and having teachers’ as subjects, the assumption was that the questions would be handled quite easily and effectively.

Furthermore, participants were asked to volunteer to be part of this study and at every step of the process, participants had to give their consent. This helped to give this study credibility. In addition to this, participants were assured of anonymity and confidentiality which helped to secure a relationship based on mutual trust and respect.

Furthermore, after the interviews were transcribed, audio –tapes were reviewed together with the transcripts to enhance the accuracy of the data that had been transcribed. The participants were also given the option of reviewing the transcripts to ensure that the data transcribed was accurate and that there was no distortion of any data.

3.10 DATA ANALYSIS

In order to really study the content of the interviews, it has to be in written form, and this involved having to write down everything, including the main questions as well as the prompts and probes used. This did help to make complete sense of what was said during the interview.

The data produced was analyzed using thematic content analysis. This involves identifying common themes that emerge out of the data. Therefore the Model of Zones and Roles as outlined by Grant (2008) will be used as it will help in articulating what these themes are and in the interpretation thereof.

For the purposes of this study, the main questions were used as sub-headings which helped to sectionalize the interview for the purposes of content-analysis. Content analysis is a task that requires a great deal of concentration. I learnt that in keeping the following key points in mind, this would help make me concentrate on the task at hand:

- ◆ By not putting too many words on a page which meant double-spacing with margins which were used for making notes or coding references.
- ◆ Using a different typeface together with different coloured highlighter pens for questions /interjections so that what the interviewee said, stood out clearly.
- ◆ By clearly identifying each transcript by name.

CHAPTER FOUR

RESULTS AND ANALYSIS OF DATA

4.1. Introduction

This study aimed at investigating the challenges faced by female teachers when they aspire to assume and when they do assume leadership roles and positions in schools. This chapter will address the female teachers' beliefs and perceptions of these challenges. The teachers' personal background, academic and professional qualifications and the factors which they believe promotion in teaching should be based on, will also be examined.

This chapter aims to analyse the results obtained in this study in order to answer the questions which I posed, regarding:

What are the challenges in the teaching profession for females ?

Who and what are creating these challenges ?

How these challenges are being handled by female teachers ?

The concepts of teacher leadership, as perceived by these teachers, will also be explored.

The first part of the data pertains to teachers' personal backgrounds and their academic and professional qualifications. The intention here was to obtain an overall picture of where each participant grew up, their family setup and the community they lived in, the type of school they attended, the institutions they trained at, and who and what influenced their decision to pursue teaching as a career. Further to this, data was produced regarding their present family situation with respect to their marital status, spouse's occupation, the number of children and their views on the teaching profession and whether they saw teaching as a woman's or a man's job. This data will be tabulated and analyzed statistically, i.e. analysis within the quantitative paradigm.

The second part of the data produced, regarding factors and views related to promotion in teaching as perceived by the participants and the challenges faced by female teachers, will be done thematically, as mentioned earlier, i.e. analysis with the qualitative paradigm. It must also be noted that owing to the need to let the participants “voices” be heard in this study, the presentation of data will contain a fair amount of verbatim responses from the participants regarding issues pertinent to this study. The rationale behind working within the qualitative as well as the quantitative paradigm as regards the analysis of data is that while qualitative research lends itself quite effectively to exploring individual traits and settings, these cannot be described numerically, unlike quantitative data from which numerical data can be obtained.

Quantitative methods have been hugely criticized by feminist researchers especially in the field of Social Sciences because they have the tendency to distort the experiences of women and do not give them a voice due to the lack of conversation with the researcher. Often qualitative methods are then chosen because they allow women to fully express their experiences in the way they want to (Hollard et. al. 1995:221). But, qualitative methods as well have their shortcomings according to Fanow and Cook (1991) cited in Hollard et. al (1995), in their “unscientific nature.”

The decision to use both these methods therefore is that the weaknesses of the one method can be offset by the strengths of the other. This decision is supported by Parlette and Hamilton (1972) who commented that having qualitative research without the benefit of a quantitative rigour may be impotent, and that quantitative research devoid of any qualitative creativity may be sterile. Therefore, using both the quantitative and qualitative research traditions makes provision for the strengths and weaknesses of the two different methods to be combined to reveal more in-depth and insightful evidence. For the purpose of this study it is believed that the combination of numerical data and the narrative would lend itself to a greater understanding of the topic under discussion.

The various themes emerging from this data and which will be discussed in this chapter, were chosen because of the frequency of their emergence in the data produced.

Data produced that was contradictory to the general, common patterns that emerged was also included, and data that was given “off the record” and which the participants requested not to be quoted on, was not included, as was data which did not have a bearing to this research study.

Please take note that italics will be used for verbatim quotations. In addition to this, in the tables used to display quantitative data, participants are numbered from number one to number eight. This numbering is according to the order in which participants were interviewed in the four schools in this study. For example participant one – whenever referred to – will always be the first participant interviewed in this study, participant two, the second participant interviewed, and so on.

To aid a more focused presentation and a more effective understanding of the data produced, the chapter is divided into four main sections viz.:

- 4.2. Personal background details
- 4.3. Academic and professional qualifications
- 4.4. Factors and views relating to:
 - 4.4.1 Teachers and the teaching profession
 - 4.4.2 Promotion in teaching
 - 4.4.3 Teacher leadership
- 4.5. Challenges faced by female teachers in desiring to assume leadership and management positions in schools.

The format that will be followed in most cases is that the data relating to individual female teachers in the study will be reflected on the tables mentioned earlier for the first part of the data, i.e. teachers’ personal background details and teachers’ academic and professional qualifications.

For the second part of the data produced, i.e. regarding factors and views related to promotion in teaching and the challenges faced by female teachers, with respect to assuming or desiring to assume leadership and management positions, data will be

reported under the emerging themes, together with the participants directly responsible for producing that data.

4.2. Teachers' Personal Details

4.2.1. Family background

Table 4.2.1.1. Distribution of participants with regard to the type of area they lived and grew up in.

Participant	Type of area:
1	Urban
2	Urban
3	Urban
4	Rural
5	Urban
6	Urban
7	Urban
8	Urban

NOTE:

As table 4.2.1.1. indicates, only one of the eight participants lived and grew up in a rural area or farm. The remaining seven participants spent their childhood years growing up in an urban area.

Table 4.2.1.2. Father's occupation at the time participants were growing up

Participant	Occupation
1	Self-employed
2	Teacher
3	Miner
4	Truck driver
5	Self-employed
6	Factory worker
7	Factory worker
8	Self-employed

Table 4.2.1.3. Mother's occupation at the time participants were growing up

Participant	Occupation
1	Self-employed
2	Housewife
3	Housewife
4	Housewife
5	Housewife
6	Housewife
7	Housewife
8	Housewife

Table 4.2.1.4. Distribution of participants according to relatives, besides parents, who are, or have been teachers.

Participant	Relative
1	-
2	-
3	Aunt, cousin
4	-
5	-
6	Aunts/uncles/cousins
7	Brother
8	Uncle

The social class background of the participants at the time they themselves were at school and growing up was examined. An interesting and noteworthy pattern emerges in (Tables ; 4.2.1.2. and 4.2.1.3. and 4.2.1.4.). Except one of the participant's mother who was self-employed, the rest did not work as in the formal sense. This could imply that these mothers were more involved and responsible for the upkeep of the family home and taking care of the children. However, when one looks at the occupations of the fathers it is the opposite. Firstly, in the fact that all of them worked and secondly, that there is 100% diversity with regards to their occupations/ work they were involved in.

From the biographical data, it was also clear that only four out of eight participants, which amounts to 50% in this study, either had a parent or a close relative who was/is a teacher. (Table 4.2.1.4.)

Table 4.2.1.5 Distribution of participants according to the main reason for choosing teaching as a career

Participant	Reason
1.	Financial constraints within the family.
2.	Over-qualified as an Indian female with a Bsc degree.
3.	Wanting to make a difference in lives of children.
4.	Financial constraints within family
5.	Love, patience and understanding for children
6.	Financial constraints within family.
7.	Financial constraints within family.
8.	Love, patience and understanding for children.

Table 4.2.1.5 clearly shows that for fifty percent of the participants (i.e. 4 out of the 8) in this study, teaching was chosen due to financial constraints within the family. This does tie in with the provision of a study bursary for teachers from the different Education departments at the time, which made teaching an option for candidates such as the four participants in this study.

4.2.2 Ages of Participants

Table 4.2.2.1. Distribution of participants according to numbers within certain age groupings.

Age Group (yrs)	Number of participants	%
25 and under	0	-
26 – 34	1	12,5
35 – 44	2	25
45 – 54	4	50
55 – 59	1	12,5
60 and over	0	-
TOTAL	8	100

As indicated in Table 4.2.1.6., four out of the eight participants, which translates into fifty percent of the participants in this study belonged to the age group 45 yrs – 54 yrs, two out of the eight participants, i.e. 25% belonged to the age group 25yrs – 44yrs, and one out of the eight participants, i.e. 12,5% belonged to the age group 25yrs – 34 yrs, and the remaining one participant, i.e. also reflecting 12,5% belonging to the age group 55yrs – 59yrs.

From the information reflected in the table above, it can be noted that, there is a fair variation around the aspect of age of the participants in this study.

Table 4.2.2.2 Distribution of participants according to the number of years in the profession.

Participant	Number of years in profession
1	6 – 10
2	20
3	20
4	16 – 20
5	20
6	11 – 15
7	20
8	20

As table 4.2.1.6 shows 50% of the participants (i.e. 4 out of the eight participants in this study) have been in the profession for longer than 20 years, and the rest of the participants ranging between 6 years and 20 years in the profession.

4.2.3 Marital status and size of Family

Table 4.2.3.1. Distribution of participants according to marital status

MARITAL STATUS	NUMBER OF PARTICIPANTS
Single (never married)	0
Divorced/separated	0
Widowed	0
Married (Legally)	7
Other: Specify (according to religious rites)	1
TOTAL	8

Table 4.2.3.2. Distribution of participants according to number of children each has and their ages.

PARTICIPANTS	AGES OF CHILDREN (YRS)			
	5YRS +	6 – 12	13 – 18	OVER 18
1	2	1		
2			1	1
3				5
4		1	1	
5	-	-	-	-
6			1	1
7		1		1
8				2

From table 4.2.3.1. presented above, it is clear that all of the participants in this study are married, ie. 7 out of the eight are married legally and remaining one by religious rites. In terms of fertility rates (Table 4.2.3.2.), 75% of (i.e. 6 of the eight) participants had 3 or fewer off-spring, 12,5% (i.e. one of the eight participants) did not have any offspring and the remaining 12,5% (i.e. one out of the eight participants) had the most off-spring, i.e. 5. It is important to take note, therefore that, barring the one participant, the rest of the participants are spouses as well as mothers.

4.3. ACADEMIC AND PROFESSIONAL QUALIFICATIONS

4.3.1. Initial Teacher Training.

Table 4.3.1.1. Distribution of respondents according to years of Initial Teacher Training.

YEARS OF TRAINING	NUMBER OF PARTICIPANTS	%
1 year trained	-	
2 years trained	-	
3 years trained	5	62,5
4 years trained	3	37,5
Untrained	-	
Other	-	

Table 4.3.1.2. Distribution of participants according to age group of children they were trained to teach.

AGE GROUP	Number of participants	%
Kindergarten	1	12,5
Primary (Junior phase)	1	12,5
Secondary (Senior phase)	3	37,5
Primary/Secondary	2	25
No specific age range		
Education need (LSEN)	1	12,5
Visually impaired)		

As indicated in table 4.3.1.1. regarding the length of the Initial Teacher Training for each of the participants, the following was revealed: 62,5% (i.e. five out of the eight participants) were three year trained teachers, 37,5% (i.e. the remaining three) were four year trained teachers.

Commenting from table 4.3.1.1., all the participants were trained to teach a specific age group of children, whether it be kindergarten (12,5%) i.e. one out of the eight participants; primary (12,5%) i.e. one out of the eight participants; secondary (37,5%) i.e. three out of the eight participants, or both primary and secondary (25%) i.e. two out of the eight participants. Only 12,5% i.e. one out of the eight participants was trained to teach Learners with Special Educational Needs (LSEN).

3.2. Subsequent training and further study

Table 4.3.2.1. Distribution of participants according to, whether they have studied/were studying further for a further qualification relevant to the career.

ITEM	Number of participants	%
Not studying further	-	-
Bachelor's Degree – (B Ed) Hons	4	50
Master's Degree	1	12,5
Doctorate	-	-
Matriculation – Part Degree	2	25
Other qualification (education leadership)	1	12,5

All the participants had studied or were currently studying for a further qualification relevant to their career. 12,5 % (i.e. one out of eight participants) was studying for a Master's Degree in Education, 50 % (i.e. four out of the eight participants) had already obtained a Bachelor of Education Degree (Hons.), 25 % (i.e. two of the eight participants) had gone further to read for a Bachelor of Education Degree, which is currently, incomplete, and the remaining 12,5 % (i.e. the one remaining participant is currently studying a course in education management).

Graduate/Non-graduate status

For the purpose of this study a graduate is defined as being a person who has obtained a degree from a University or Technikon of advanced education, while a non-graduate is a person whose highest and only academic and/or professional qualification is a diploma or certificate from a University or College of Education.

Half (50%) of the participants (i.e. four of the eight participants) had a degree from a University or College of advanced education (table 4.3.2.1.), while 25% (i.e. two of the eight participants) were in possession of a part degree.

From this it is evident that participants in all teaching phases have exercised their option of upgrading their qualifications, especially for teachers in the kindergarten and primary phase.

Table 4.3.2.2. Distribution of participants Required Education Qualification Value (REQV) and their current post level occupied.

PARTICIPANT	REQV	POST LEVEL
1	14	1
2	15	3
3	14	1
4	14	2
5	14	1
6	15	2
7	14	2
8	16	3

It is interesting to note that all, i.e. 100% of the participants in this study, who were occupying promotion posts, either had read for a degree (i.e. 2 out of the eight participants or 25%) or had gone further to obtain a post-graduate qualification, i.e. 37,5% or three out of the eight participants.

4.3.3. Subject/Phase Specialisation

Table 4.3.3.1. Distribution of participants with regard to subject/phase specialization and subjects/phase currently teaching

PARTICIPANT	SUBJECT/PHASE SPECIALISATION	SUBJECT/PHASE TEACHING
1	Geography, Business Studies, Computer Application	English
2	Science, Mathematics	Mathematics
3	Kindergarten (Foundation Phase) Arts and Physical education	Kindergarten/Foundation phase (all learning areas)
4	Junior Primary	Social Sciences and History (GET & FET phase)
5	Senior Primary (all subjects)	Home Economics (Consumer Studies)
6	Home Economics	Senior Primary
7	Senior Primary	Senior Primary (English)
8	Senior Primary	Senior Primary (Afrikaans)

The subject/phase specialization and the current subject/phase being taught are reflected above in table 4.3.3.1. What is notable here is that the evidence, although on a small scale, i.e. 25% (i.e. two of the eight participants), reflected a discrepancy between what subject/phase participants had specialized in, and the subject/phase these participants are now teaching. In this regard, if we take participant one who initially trained and specialized in Geography, Business Studies and Computer Application, but who is now teaching English. Likewise for participant five who initially trained and specialized in the Senior Primary Phase, is now teaching Social Science and History in the GET and FET phases. For the remaining 75%, or six out of the eight participants, there seems to be quite a close link with the subjects/phase specialization and the subject/phase they are currently teaching. (see table 3.3.1).

4.4. FACTORS AND VIEWS RELATING TO:

- 4.4.1. Teachers and the Teaching Profession.
- 4.4.2. Promotion in teaching
- 4.4.3. Teacher leadership

The data used to address the above areas will be the data produced via the questionnaires as well as the data produced during the interviews held with each participant. Further to this, all the data produced and views expressed under the three headings above, are particular to some of the participants in this study and not all of them. Hence percentages and numbers are used whenever necessary to clarify this under the relevant headings.

4.4.1. Teachers and the Teaching Profession

Teachers and the teaching profession is a rather complicated topic to address as one unit. Therefore, to add clarity to and arrive at a better understanding of this topic within the parameters of this research study, the topic will be further divided into the following:

4.4.1.1. Is teaching a man's/woman's job?

4.4.1.2. The influence and impact of role models and mentors.

4.4.1.3. The status of teachers/teaching profession

4.4.1.1. Is teaching a man's or woman's job?

Three out of the eight participants felt strongly that teaching is neither a man's nor a woman's job. This is despite the fact that, in reality, there is the perception that it is more a woman's job. This is evidenced in the comment of participant four.

"I think it more because of the statistical evidence available which supports this and the fact that more women than men chose teaching as a career and because women can better emphasize values for children because men are more tough."

The following view of participant two is in support of the one above.

“children at school need both, so that there is a balance and learners can have the opportunity to relate to, interact and experience both genders”

It would appear that for many learners, their home circumstances are such that there is the absence of either a male and or female role models. Hence, this gap could well be filled by male and female teachers at school. This is vital to children’s development as having either too many/too little or none of either male or female role models which could lead to a disassociation and inability to develop a connection and understanding with either male or female which could become problematic in a child’s development.

These sentiments are also expressed by participant six who believes that:

“teaching is a job for both men and women as we serve as role models to our charges”.

Three out of the eight participants felt that teaching was a woman’s job, although participant seven felt more strongly about it for the junior primary phase especially because *“being in junior primary phase, it is very demanding and I think because women are more patient and they understood from a mother’s point of view, it is that bonding”.*

According to participant one teaching is a woman’s job because *“women make better teachers because they have the ability to be more patient, understanding and caring towards children”.*

On the other hand, *“men tend to be all about discipline when it comes to handling learners and men misunderstand women’s patience and caring and see it as women being weak”.*

Likewise, participant eight also felt strongly *“that it is definitely a woman’s job, especially with the children and teenagers growing up. I feel I can better interact, understand and communicate with them”.*

This participant also felt that teaching is a job that *“needs a woman’s touch – need to be able to listen to their stories”*. This, according to participant eight is what the woman are able to do, unlike men, who *“don’t have the time, and I believe that they would not be able to sit down and listen and to understand where they’re coming from, and men have a problem understanding what is causing problems and are more clinical about the way they deal with children”*.

According to participant eight, this attitude that males tend to display is as a result of expectations in society, especially evident where you get very few males training to be Junior Primary teachers because it is usually regarded as the domain of females. To support this statement, the participant quotes evidence from the school where she is at, where of all the junior primary teachers, only one is male.

She adds further that in her opinion *“is that males do not want their emotional side to be shown, have a kind of rough way or macho image when dealing with children which again is rooted in societal expectations about males and how they ought to behave..”*

Finally she concludes *“that women are powerful, can do it, need women in these professions because we are dealing with young minds. Women are caring and understanding and sensitive and are excellent role models for children.”*

Participant three and participant four felt slightly different from the rest of the participants. This is because both these participants felt that teaching depends on the “expertise” of a person and that teaching should not be viewed along gender lines. However these participants also acknowledged that their personal experiences and contexts have shaped their views. They felt that being in a primary school where female teachers were always in the majority, female teachers *“had to perform many tasks that then and maybe even now is categorized as males only”*.

Here participant three quotes the example of having to, for many years, *“to do handcraft and physical education with both male and female learners, not only because females*

were in the majority but also because it was expected of one, especially in the primary school, and beyond this. There was also the expectation that female teachers would perform these tasks “without question, insecurity or misgivings”.

Participant five was of the view that teaching “should not be sex-related, but it is how you view the job and what you want to get out of it and what you want to achieve as a person in and from your job”.

4.4.1.2. The influence and impact of role models and mentors.

From the data produced, it was clear that while the majority of participants (i.e. seven out of the eight) did quote teachers as being their role models while growing up, teaching was “not the first career choice” for four out of the eight participants in this study.

Participant one wanted a career as an occupational therapist, participant two wanted to work in the field of science, participant four wanted to be a nurse and participant six wanted to be a dietician. However, teaching was chosen as a career path for three of these four participants. For them the provision of a bursary by the different government departments was largely the reason for them opting for teaching. The fourth participant chose teaching as a second option, not because of the bursary, but because, on completing a Bachelor of Science (B.Sc) degree at the university, she could not find employment in the science field owing to being “overqualified” as an Indian female.

From the remaining four participants, teaching for two participants was purely out of choice and not because of the bursaries that were offered to prospective teachers, and the remaining two participants also chose teaching but also welcomed the aid of the bursaries due to financial constraints experienced by their families.

Factors that influenced their choice. (also see table 4.2.1.5)

I will now look at the four participants who chose teaching as a career, and especially the three who quoted people in the profession as their role models and the impact that these individuals had on them and on their practice as teachers themselves.

Firstly, participant three having attended a Catholic convent school, believes that the nuns were very good role models. She is quoted as saying that they (nuns) *“were very upright, strict, disciplined and placed a lot of emphasis on English and reading”*. As a result, this has impacted and influenced her own teaching, *“I see a lot of this when I started teaching”*.

Mentorship, according to this participant took on a more informal than formal approach. Teaching in the same school for almost thirty- five years, according to her, has come with many changes in Education Management and Leadership and in Curriculum, but according to this participant, principals past and especially present, *“have always been supportive, open, and prepared to see progress in the teaching fraternity, especially being in a primary school where there were always more females than males, and us females having to do all the tasks irrespective of what it was”*

Secondly, participant seven who quoted a male lecturer as a role model felt that she had learnt good lessons under his tutorage which lasted three years. He, being strict, had taught her *“to be organized, to do things properly, to stick to due dates and deadlines, to take her studies seriously and always to do work according to how it is required.”* Further, this had helped to instill in her a good work ethic, and which has manifested itself in her day to day job as a teacher.

On the issue of mentorship, this participant also expressed similar sentiments as participants four and six, where this was not formally evident in schools they were at. For participant seven, the experience was that at school *“everyone was isolated, so I learnt by trial and error, by reflection and changing my teaching methods and practices as I went along. So, it was a case of finding people along the way who would offer support, help and assistance, for the most part as we went along.”*

Thirdly, participant eight who quoted her university professor as a role model, felt strongly that he *“was very motivational – spoke often of his own difficult circumstances and how he studied under a street lamp and how he overcame many difficulties in his life in order to succeed.”*

This participant eight believes, instilled within her a drive to succeed and always to do and give of her best, and this has manifested itself in, for example, her approach to her furthering her studies, and in applying for promotion and the standard of work that she aspires to achieve at all times.

Further, this participant identified her first principal, a male as her mentor, and where the mentor process was very formal. The principal was personally responsible for the mentoring of all first year teachers. The principal would take note of each new teachers' strengths and weaknesses, would do daily classroom visits in the beginning pointing out small, simple and mundane details that needed attention and which he believed you could improve on.

As a result of this mentoring process which was *“thorough, consistent, supportive, patient and progressive”*, the participant felt that this was instrumental in changing her from someone who was shy, had a low self-esteem, into someone who became confident and started believing that she could achieve much more than she initially thought possible.

In addition to this, it has taught her *“to be passionate about my job, to be meticulous, and have goals and values and honest work ethic as a principal and this inspired me to pursue goals.”* Further to this since he believed in the holistic development of the teacher, opportunities were provided for networking with teachers from other schools. This, according to the participant, not only provided mutual learning experiences which benefited many teachers in the school and in many other schools, but also allowed teachers to take part in recreation activities and sport as well.

Participant five, who chose teaching as a career, did not identify someone in the profession as a role model or mentor as being instrumental in her choice of career. The choice of teaching as a career for her was based on having spent her childhood, not having only to take care of teaching her younger, mentally challenged brother, whom teachers could not “*handle*”. In addition to this, having spent quite a long time at home as a mother, gave her the added confidence, belief and desire to become a teacher.

Participant five went further to state that upon entering the profession, mentoring was not specific, but rather a case of being in a certain environment with individuals who “*can motivate and support you and make you feel like you belong, and when one is given autonomy it helps to build and empower you, like my first principal who was female, she was very kind and supportive.*”

We now look at the four participants who, despite not choosing teaching as a first option, are however, in the profession and this is mainly due to the impact and influence that role models and mentors they identified, have had on them.

Participant one identified two role models, one being a teacher at high school and the other, the female principal at the same school who helped her get through her parents divorce, which happened at a critical time in her life (she being in matric at the time). With the help and counsel provided from these two females in the profession, the participant decided to take the advice and went into teaching. This participant also strongly believes that her principal in high school, having identified in her leadership potential and providing lots of opportunities for her to be in charge of activities and events, has played a significant part in her becoming a teacher and to be confident.

Participant two, who is currently in a management post, identified her mathematics Head of Department (HOD) not only as her role model, but also as the one who mentored her, and in the participants words, the person who “*took me under her wing and groomed me*”. This was, according to the participant, the person who provided the guidance and

support that she needed when she first began teaching. This was also the person she watched, listened to and took note of how she did things, more especially how she taught, and as a result, *“many things rubbed off on me and I learnt a lot from her.”*

According to the participant, this relationship with her mathematics (HOD) impacted not only in providing valuable lessons on teaching practice, but being the only female in management at the time, it helped in that the *“seeds of aspirations to be in management were sown at this time during my interaction and mentorship with my mathematics HOD.”*

Participant four identified a male teacher at high school as her role model, and the one who motivated her, and although she did not want to choose teaching as a vocation, he believed that she would make a good teacher. It was years later, while in the profession, she remembers him and how he believed in her.

Participant six identified no-one specifically as a role model or mentor while at school or later on. However, on entering the profession, this participant experienced very little in terms of mentorship, and as articulated by her, *“one had to find a kind soul who would assist, especially in administrative matters.”*

It was also clear from the findings that, while participants have acknowledged the presence of role models and mentoring, whether done formally or informally, there was strong consensus amongst participants that especially mentoring, is lacking in schools today. All the participants felt that this is an area that needs serious attention especially in the light of all the changes, demands and pressures facing all teachers. Participants felt strongly that structures must be put into place to mentor and support teachers already in the profession and those entering.

4.4.1.3. Status of teacher and the teaching profession

Participants were asked to describe and or explain their overall perceptions and beliefs about the status of teachers and the teaching profession.

All the participants felt that teaching was a very important part of their lives and although, teaching was not the first career choice for some of them. All felt good about being in the profession. And, although, as articulated by participant six, it is *“a vocation which earns me my bread and butter”*, all participants agreed that it is a profession that requires *“passion, dedication, commitment, and above all, a love for children, to see them grow, develop and become the best that they can as individuals.”*

However, participants also pointed out that the teaching profession has somewhat lost the noble status that it once enjoyed, as can be witnessed in the words articulated by the following participants :

“before teaching had a high status, not anymore, twenty to thirty years ago, teaching was the profession, everyone looked up to you, not anymore” (participant two).

“most people are looking down on us although we are doing a tremendous job. If they can look and understand what is happening and the school and what we are doing” (participant four)

The following reasons were given by two of the participants as to why teachers and the teaching profession are being viewed in this way:

“ teachers are no longer treated with respect and one can see this in the learners’ themselves – are different, louder, rude, lack of respect, lack of parenting.” (participant 2)

“education is not the same, today is a lack of cultural values, basic values that are taught at home, many lack this, parents do not have time and expect this to be done at school.” (participant 5)

The data from the opinion survey in the questionnaires also revealed the following about whether the participants in this study felt that the roles and responsibilities in teaching are gender based.

Of the participants 62,5% (i.e. 5/8) strongly agreed that women teachers often find that they have to perform tasks within the confines of their gender, while 25% (i.e. 2/8) of the participants disagreed on this point, and the remaining 12,5% (that is 1/8) of the participants expressed uncertainty in this respect.

Further to this, in another statement linked to the one above concerning whether female educators find it convenient that men take charge of professional situations, of the 62.5% (5/8), only 12,5% (i.e. 1/8) participants disagreed with the statement that female educators find it convenient that men take charge of professional situations, which would seem consistent with the opinion expressed earlier. However, 37,5% (i.e. 3 of the 5) educators who agreed with the first statement, display an inconsistency by being of the opinion that female educators do find it convenient that men take charge of professional situations.

4.4.2. Promotion in teaching

The data produced around the issue of promotion in teaching has been divided into the following sub-sections, in order to separate the different aspects around this issue of and to assist in getting a clearer understanding.

4.4.2.1 Criteria for promotion

4.4.2.2 Reasons for participants' own promotions

4.4.2.3 Challenges on wanting to be/being promoted

4.4.2.1 Criteria for promotions

- Data produced regarding the criteria for promotion from participants via the opinion survey section of the questionnaire revealed that the fundamental basis for promotion should be on skill and expertise, not as a result of tokenism: - 100% i.e. 8/8 of the participants strongly agreed with this.

Linked to the response of this statement, was the response to another statement regarding whether participants felt that women educators have received adequate training to become skilled in management tasks. The results are worth noting because 37,5%(i.e. 3/8 of participants), who strongly agreed with the first statement, likewise strongly disagreed with the second statement mentioned. What is interesting is that these teachers disagreeing are teachers who have all been in the profession for more than 20 years and were in School Management positions. 50%(i.e. 4/8 of the participants) who also agreed with the first statement also agreed with the second statement and although one was occupying a promotion post (i.e. of HOD) the other three were Post Level 1 teachers, who have been teaching for between 6 and 20 years.

With regards to the criteria for promotion, the following views were expressed :

“merit, which means that the best person for the job, whether male or female, as gender should not be the criterion irrespective of all. The talk about gender equity

– best person for the job should get the job.” (Participant 2)

“two things – being confident and being well educated, must not be gender and it must not be different for males and females – is just looking at the qualifications and how proud you are.” (Participant 4)

“ability and experience – should be the same for both males and females.” (Participant 7)

“ability and a persons aptitude – not gender – who is best suited for the job and also context – person must be able to fit into that context because this differs in schools and periods of time.” (participant 8)

4.4.2.2. Reasons for participants seeking promotion and their beliefs as to why they were promoted.

It is clear from the interviews conducted that the desire to gain promotion was quite evident, although participants were not motivated for the same reasons. This was driven by a sense of confidence within them that they had the capacity to move into leadership and management positions as they and people close to them believed that they could do a good job at a higher level in the profession. This is evidenced in the following quotes from some of these participants.

Participant eight: *“ had aspirations to be in management – believed I’d reached a level where I wanted to be in management – felt that I was ready to take on a management position”*

Participant six: *“was encouraged by a family member who had remarked – ‘you have been teaching for so long, why don’t you apply, we need*

people like you in school management.”

Participant four: *“was my desire – and applied because I knew I could do it – had the confidence, was positive and secure.”*

Participant six : *“for the wish to move to a higher post level so as to earn a higher salary was motivation for this participant. She is quoted as saying : ‘ for upward mobility, new scale – for early retirement ‘*

“

For participant two, promotion was seen as the next step in order to help reach the goals she had set for herself when she first decided to enter the teaching profession. For this participant, promotion meant the impact she could have on the profession rather than for the monetary rewards.

She was quoted as saying that *“...to be in management – not only in terms of advancing positionally but more importantly in terms of what I would like to see, levels to which the schools can be taken – to influence others”*.

From all that has been said by the participants above, it is clear that they are confident, believe in their abilities and that they have the capacity to handle leadership roles and responsibilities.

This could be attributed to the ethos and culture prevalent in their school environment. In the majority of schools, participants attested to a culture of support, empowerment, and team work among all members of staff. They believed that this was as a result of:

“good working relations, support between colleagues especially between female principal and staff members and between female colleagues”

(Participant seven)

“a sense of comradeship/teamwork – everybody important part of a team”

(Participant three)

“a supportive atmosphere – want us to be on top all the time – whenever there is something, call us in and discuss” (Participant four)

“the provision of opportunities for everyone to take on leadership roles – younger leadership and management are embracing gender equality and granting females equal opportunities with respect to tasks and responsibilities”

(Participant five)

“the support at school from principal/HOD’s and colleagues – willing to help and share.” (Participant one)

The thinking here is that for these teachers, their getting maximum satisfaction from their job as teachers, and getting more females into leadership and management posts, was the main motivation. The teachers that were interviewed felt that this could be achieved by them always doing the best they can in the classroom. This would include empowering themselves as individual teachers and as women, not only academically but also looking for opportunities to develop their learners holistically. These teachers also felt strongly that, if and when they are in management or leadership positions in schools, it will allow them to increase and exert their influence within their particular school and finally adding value to teaching and learning.

From the eight interviews conducted, it would appear that the most important motivation factors for these teachers seeking promotion were:

- A wish to thereby encourage more teachers and especially female teachers to aspire to leadership and management roles and responsibilities with a view to increasing the representation of women in leadership positions.

- A desire to be able to alleviate some of the gender related challenges that female teachers are faced with when aspiring to seek promotion or when in leadership and management positions.
- A urgency to increase female influence and power within schools and the education system with a view to improving working conditions for females in the profession and maximizing job satisfaction for teachers.

4.4.2.3. Challenges on wanting to be/being in promotion positions

Data used to reveal the nature and cause of the above mentioned challenges as identified by the participants in management comes, firstly via the opinion survey done in the questionnaires which were given to each of these participants. It revealed the following:

- A lack of females in mentor and role model positions: 100% (8/8) of participants either agreed or strongly agreed.
- That Schools Selection Committees lack knowledge regarding gender equity initiatives, that they are mainly comprised of males and who believe that female teachers lack the capacity to handle learner indiscipline: - 50% i.e. 4/8 participants strongly agreed, while 37,5% i.e. 3/8 participants agreed with the second and third statements and the remaining 12,5% i.e. 1/8 participants, expressed disagreement with all three statements.
- Traditional patriarchal views pervading the education system: 75% (i.e. 6/8) participants agreed with this while 12,5% i.e. 1/8 participants disagreed and the remaining 12,5% i.e. 1/8 of the participants, was unsure.
- Conflict between traditional role of wife and mother and career role:- 87,5% (i.e 7/8) of participants agreed while the remaining 12,5% (1/8) of participants disagreed. However, it must be noted that only 25% (i.e.2/8) of the participants displayed consistency in their opinions to a statement linked to this one which is regarding whether they believed femininity was

not in keeping with typical requirements of a manager and where these 2 participants indicated a strong agreement.

- Of the 8 participants, 5 agreed that women aspiring towards promotion have to cope with the demands of being in leadership. All participants strongly disagreed that female educators believe femininity is not in keeping with typical requirements of a manager
- Of the remaining 25%, 12,5% (i.e. 1/8) of participants, although agreeing that females do experience conflict between traditional role of wife and mother and career roles, the participant was unsure about whether female teachers believe that femininity is not in keeping with typical requirements of a manager.
- The remaining 12,5% (i.e. 1/8) of the participants who disagreed that female teachers experience conflict between traditional roles of wife and mother and career roles, was also unsure about whether female teachers believed femininity is not in keeping with typical requirements of a manager.

Also, from the interviews conducted the five participants who were occupying promotion posts articulated the following as being the challenges they have experienced/ are experiencing firstly, on a personal level and secondly, on a work/professional level and some of the strategies they have used/are using to deal with these challenges.

The views expressed by the participants were common in that most of the participants felt that the demands now in the profession, because of all the recent changes, are responsible for many of the challenges they have to deal with.

Participant eight commented that *“it is very challenging to have to motivate teachers who are not positive and happy and willing to accept all the changes, and having to encourage them to take on opportunities to empower themselves, but at the same time*

being careful not to overwhelm teachers with demands, pressures and new development, but to get them to buy into whatever, to understand, to accept”.

Participant two, a deputy- principal, also articulated similar sentiments and stated that there is the expectation *“that management must solve all the problems, and there is a lack of interaction between management of the school and the other members of staff to work together as a team to solve problems arising in school.”*

From participant six and participant seven, the data showed that there is a reluctance on the part of male teachers to accept a female above them and take instruction. This is aggravated by the patriarchal thinking that still exists, that males are the leaders and the recent common trend where females are accepting and holding leadership positions where previously this was “taboo.”

In the data collected from participant four, it showed that from an African perspective the huge challenge of a woman giving instructions to a man and the unspoken and yet powerful resistance that is felt to this kind of situation which is made clear by the following comment by this participant:

“Umfaaz – I can’t work with her, look at her, thinks she’s clever”

The data revealed the following as being some of the challenges faced by participants on a more personal level.

- The challenge of having to find and keep a balance between being a teacher in a promotion post and the amount of work one takes home.
- The challenge of having to remain a bit aloof and distant from colleagues because of one’s position and the work responsibility that comes with it.

- The dual role of being caregivers as well and the responsibility that it comes with and finding strategies to deal with these.

The challenges, as identified by teachers who were currently aspiring to be in leadership positions, will now be looked at. In this study this refers specifically to the three remaining participants who are not in a promotion post, but will also include views expressed by the other participants as well.

The data revealed that one of the biggest challenges facing teachers aspiring to leadership positions are school management teams and school selection teams being dominated by males and many of whom still hold strong traditional views that see *“males as the head and the leader, and the women as soft and therefore not having the power to hold management positions”* (Participant 7)

A similar view in this regard is *“many of the School Management Team members (SMT’S) and school selection committees are not very knowledgeable about gender equity initiatives and which then interferes with the selection process for promotion posts”* (participant one).

The data also points to the fact that participants feel that there is *“a lack of understanding by males of how females work”* (participant one). As a result of this, a stereotypical mindset exists when it comes to women and tasks, for example, as pointed out by participant one *that female teachers are incapable of working with computers and that females do not understand how “timetabling” works, it is too complicated”*.

However, what was also interesting to note in the data was that female teachers themselves are standing in the way of other females being promoted. This is often referred to as the “pull her down syndrome.” This is quite strongly by the participants already in promotion posts and those not yet in promotion posts.

For example, the data showed that:

- *Female teachers are put off by the workload of promotion holders, and lack the belief that they can cope. (Participant six)*
- *Female teachers believe that they are still the primary care givers in the home, which they believe will conflict with the job description if they are promoted, and lead to feelings of guilt with the demands and pressures associated with being in management. (Participant two).*
- *Females are not assertive enough, that they lack interest, confidence, motivation and the belief that they have it in them to be in management positions. (Participant four)*
- *Female teachers are afraid that they will not be able to live up to what is expected of them and would then rather remain where they are, out of fear of being a disappointment and failure. (Participant two)*

In the light of the challenges highlighted above, participants employed the following coping mechanisms :

- *Doing a course on school management, with the focus on skills to deal with challenges of being in management position (participant two – deputy- principal)*
- *By getting to know the teachers which helps to understand them better (participant four – HOD)*
- *Approaching SMT's – getting advice and support*

(participant four - HOD)

- *Getting spouses and family members involved in work – helps them better understand pressures and demands (participant two, four, six and eight.)*

4.4.3. Teacher leadership

This study also attempted to explore the concept of teacher leadership using the distributed theory as a framework. This was strategically chosen so as to examine whether the leadership in the schools in this study was being shared among “all stakeholders in a collegial and creative way so as to seek out the untapped leadership potential of people and develop this potential in a supportive environment for the betterment of the school” (Grant,2008:85-86).

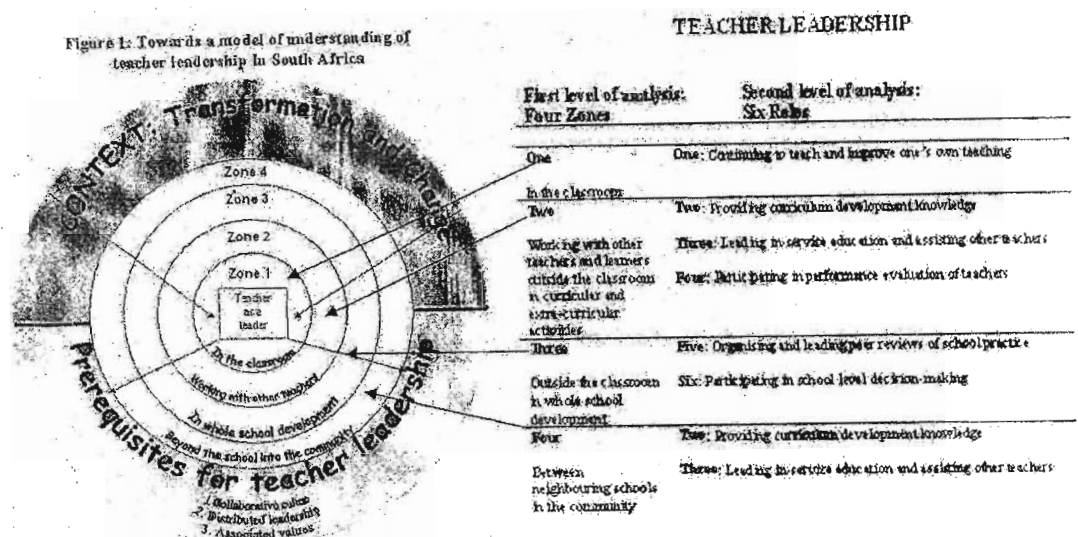
In order to analyse the data produced in this study around this concept of teacher leadership, content analysis will be used. In addition to this, the tool for analysis which will be the first level of analysis will be the idea of “zones” as developed by Grant (2006) which suggests that there are four areas or zones where teacher leadership exists.

According to Grant (2006), this exists firstly within the parameters of the classroom during the teaching and learning process. Secondly, it exists amongst teachers when they get together to discuss issues around curriculum and when they work as a team for the improvement of teaching and learning. Thirdly it exists beyond the limits of the classroom and specific learning areas into, what Grant (2006) refers to as “whole school planning, development and decision-making.” The last zone as identified by Grant goes beyond the individual school, and into the community and the schools nearby.

The second level of analysis involves using the six roles of teacher leadership as first identified by Devaney (1987), cited in Gehrke and remodeled by Grant (2008) because this then enabled the roles to work more effectively with the four zones already formulated.

Towards a better understanding of teacher leadership in South Africa

The following diagram taken from Grant (2008) shows clearly how the levels of the different zones and roles work together in analyzing the data collected from the eight participants in the four schools in this study.



4.5 ANALYSIS: ZONES OF IMPLEMENTATION

In the sections that follow, the data will show that in each of the four schools in this study, the zone of the classroom was where teacher leadership was most strongly identified. There is a fair amount of evidence from the data that teachers are also being leaders outside their classrooms (i.e. zone two) with other teachers when they discussed, for example curriculum changes, new assessment techniques. The majority of the teachers in the study i.e. five out of the eight, were also involved in cluster meetings with teachers from other schools (i.e. zone four) in an attempt to set up a networking forum for specific learning areas. However, from the data produced, it would appear that this practice of leadership by teachers did not, in most cases, extend into the realms of the whole school framework (i.e. into zone three). The vacuum that has been identified here

could suggest that in the majority of the schools in this study, the Leadership and Management was still steeped in the traditional thinking that Leadership be vested in one person, ie the Principal. In other words, leadership is still being equated with “headship” (Muijs and Harris, 2003; Grant, 2006).

The data produced will now be addressed and will be presented according to the zones where teachers lead (Grant, 2008).

4.5.1 Zone one: Teacher leadership in the classroom.

The data produced is that teachers in the four schools were aware that they were leaders within their classrooms and were involved in, for example further study, in reflection exercises, in evaluation processes with the aim of improving their own teaching (Role One). This is evidenced in, for example, participant two who was currently furthering her studies and when probed as to the reasons for this, she answered that *“it was because of technology, I want to keep abreast of change/demands, children today know so much – one needs to be able to interact with them at their level, to be au fait with latest gadgets and techniques”*.

For participant one, it was the fact that she was able to maintain good discipline and classroom management, and be able to be innovative and creative with respect to designing interesting lessons for her learners.

For participant seven, this was seen in the fact that she *“is teaching children, providing a foundation in the classroom”*.

For participant four, her leadership status was in the knowledge that *“as a teacher you are a leader, you are leading people, learners, even in the community.*

From the data above, although on a small scale, it does indicate that teachers, when questioned, are aware that they are leaders within their classroom and are practicing leadership in the day to day activities in their classrooms.

4.5.2 Zone two: Teacher leadership through working with other teachers.

Here again, the data revealed that teachers were working with other teachers and learners outside the classroom in curricular and extra-curricular activities. And, while there were cases where this was done on a formal basis, there were also many instances where this took place on a more informal basis.

An ideal example is where all participants are being compelled to be part of the Department of Education's (DOE Integrated Quality Management System (IQMS), and where the performance of teachers and teaching is evaluated (Role four). As a result of this being compulsory for all members of staff, there were instances where other roles came into play at the same time. For example, participant four, a Head of Department, was also involved in leading in-service education and assisting other teachers (Role three) as is evident in this quotation: *"I'm a leader and need to work to change male's attitudes and bring that into the schools. This will help give females the confidence they need to apply for leadership positions in schools"*.

Participant eight also supported a more formal approach to assisting and supporting teachers, and fully supports the IQMS and the mentoring programme they have at the school. She is of the view that *"it should not just be one person responsible for mentoring a new teacher but that it should be a team effort – everyone doing their bit to help because I believe that each teacher in the team will have a different skill"*.

Working with other teachers and providing curriculum development knowledge (role two) was also clearly evident. For example, participant six who was involved in the field testing of the Revised National Curriculum Statement (RNCS), which is now known as the National Curriculum Statement (NCS) was instrumental in explaining how the RNCS could be used for schools who had Learners with Special Educational Needs (LSEN). In addition to this, as an appointed moderator and examiner in the Consumer Studies learning area, she was able to provide curriculum development knowledge, not only to teachers in her own school (role two) but, through cluster meetings with other schools, share this with other teachers as well (i.e zone four, role two and three).

For participant five, working with other teachers, also extended beyond her own school and then into neighbouring schools in the community (zone four, role three) via the

cluster meetings. The benefits according to her, are that it *“helped me and the others on how to plan lessons for the NCS, the sharing of resources, eg. Books and how to link lessons to current issues, and to teach life long learning skills to learners.”*

The data also revealed, that for some teachers, those working with other teachers took on a more informal, casual approach. This, for example, took place in the staffroom over a cup of tea, or along the corridors where teachers would pass on bits of information, advice and support as evidenced in the quotation from participant seven: *“did find along the way people who would offer help, support and assistance”*.

4.5.3 Zone three: Teacher leadership and whole school development.

The data revealed that only those participants who were in management, i.e. participant two, four, six, seven and eight were in the position to be involved in school development as regards participating in school level decision-making (role six) – but what is evident from the findings is that the data produced did not provide substantial evidence of this taking place. Therefore the findings here are very limited. In addition to this the data fell short of eliciting any information around these participants organizing and leading peer reviews of school practice (role five). This lack could be attributed to the fact that the concept of teacher leadership was not the primary focus in this study. Therefore analysis and comment thereof will be reserved.

In support of participants being part of teacher leadership outside the classroom in school level decision-making, the following quotations from participants will be used to illustrate activities they spearheaded where school level decision-making often takes place.

Participant eight (deputy- principal):

“from a female perspective, somehow you feel that the male teachers on staff do not take you seriously, eg. When you ask them for something, they find it very difficult to listen to a lady especially when convening a meeting – they really don’t play the game”.

Participant two:

“ in staff meetings, I find so many times, females keep silent and hardly make an input.”

4.5.4 Zone four: Teacher leadership among neighbouring schools.

Data produced in respect to zone four is also not as substantial as in zone two and three. The benefit for teachers in networking with other teachers in other schools has been mentioned earlier under zone two. However this was merely for the purposes of continuity as regards the findings specific for zone two. So, additional, findings pertinent to zone four will still be looked at here.

Participant eight pointed out that : *“ needed to check with other schools and used networking with these schools to see how they did things and other schools would come to our school – was a mutual learning experience which benefited all the teachers”* (role three).

Participant four in school two expressed the concern over the lack understanding of the vital function that networking with other schools plays. She added by saying: *“ need to create opportunities for networking with other schools who do not understand this concept and value of networking”*.

The concept of teacher leadership into Whole School Development (zone two) and beyond the school into the community (zone four) was not as evident as in the classroom (zone one) and in working with other teachers (zone two).

The data clearly supports the thinking that teacher leadership is being understood and embraced and practiced more convincingly in zones one and two, with the eight participants in the four schools in this study. This is not to say that there is no commitment, in theory, at least to this concept of teacher leadership in zones three and four, but that there was very little evidence to support it being practiced.

Therefore, attention needs to be given to examining what is standing in the way of teacher leadership being evidenced in these two zones. We need to investigate how to address these barriers, so that teacher leadership can begin to play out as far as possible as is being articulated in literature around this concept so that the full benefits of it can be realized for the betterment of the education system as a whole.

4.6 Other Noteworthy Findings

This section will discuss issues that were not the main focus of this study, but in the interest of research and knowledge building, I have decided that it is worth taking note of information coming from teachers and this therefore is relevant.

- The impact that the apartheid system had on the personal and professional lives of the participants.
- The Group Areas Act being partly responsible for the breakdown of extended family which was the norm. In the Indian community the nuclear family units were a matter of course.
- Participants of certain race groups could not attend certain higher institutions of learning close to where they lived, and thus had to study elsewhere.
- The limited career opportunities such as nursing and teaching for people of colour in the 1970's

“Could not pursue my dream of becoming a dietician as there was no place where I could train, as this course was not offered to us during the apartheid regime” (participant six)

- Having to apply to the then university of Natal in Pietermaritzburg to read for a BSC degree, and on having qualified “ *could not find employment because of race*” (participant two).

4.7 Conclusion

The data presented above is as accurate a reflection as is possible by one single researcher. The data was chosen on the basis of the emerging themes or patterns that had been identified as being pertinent to this research study. While omission of certain data was made, it was done on the basis that it bore little or no reference to the main focus of this study or to education in general, and where it would have compromised the identity of any one of the participants as anonymity had been agreed upon. However, because I made the final selection of the data to be included, the data will be my interpretation thereof.

Chapter five which follows will discuss the findings mentioned – in this chapter within the parameters of the literature discussed in chapter two.

CHAPTER FIVE

INTERPRETATION AND DISCUSSION OF FINDINGS

5.1 Introduction

This chapter aims to examine the findings of this research study within the parameters of both South African and international literature. The discussion will be guided by the theoretical framework of leadership, and in particular, women leaders, teacher leaders and distributed leadership which is put forward in chapters one and two.

The results are compared with the findings of other studies already carried out on different aspects of the background information, status of teaching as a career, challenges

experienced by female teachers with regards to promotion and the influence of gender relations in the teaching profession.

The findings from the participants in this research study tended in general to correlate both with the participants and the schools they were in as well as within the literature specifically reviewed for this study. I will discuss both collaborating and any contradicting evidence as I discuss the findings from Chapter Four.

5.2 Participants backgrounds and their influences on career choice of participants

5.2.1 Influence of socio-economic status

The findings clearly revealed that socio-economic factors were largely responsible for participants choosing teaching as a career. Out of the eight participants, only half of them really wanted to be teachers, while from the remaining four, one wanted a career in occupational therapy, one a career in the science field (other than in teaching), the third participant wanted to be a nurse and the fourth, a dietician. Teaching was however chosen in all four of the instances described above purely on the basis of teacher training being financed by way of bursaries by the different education departments, mentioned earlier.

The findings also revealed a general consensus, especially amongst the four participants who had originally not opted for a career in teaching, that it has now become a career that they are wholly committed to, always giving of their best and striving to look for ways to improve the culture of teaching and learning for themselves and the learners they come into contact with.

What was also very interesting was that the four participants, who did not want to be teachers and only did so because of circumstances, all seemed to have developed a deep love for teaching and a sense of fulfillment on an emotional level especially.

5.2.2 Parental and /or close relatives influence. (Occupational Inheritance)

Family background did prove to have been influential in terms of choosing teaching as a profession, for at least half the number of the participants in this study. This, as stated by Bullough (cited in Biddle, 1992) is a natural phenomenon where beliefs and early experiences of teaching are closely connected. Factors such as a lack of exposure to other occupations, lack of finances and family influences seem to have played a big role in determining teaching as a career path to follow. More so, for most of the participants they did not have the luxury of choosing the careers they really wanted, due to the historical background outlined in the previous chapter and financial constraints in the family.

However, it must be noted here, that the findings did reveal that the occupations of all the participants' mothers were that of being housewives with their fathers being the ones who were responsible for taking care of the family's financial needs. And, if one is going to take the traditional thinking that being a housewife meant 'not working', then parental influence in this study will then refer to the exclusive influences of fathers only and not mothers.

This finding would be contradictory, if we take the view of Edigheji (1999), who on quoting Lemmer, argues that an understanding of women's roles needs to be located within the cultural and social institutions of a particular society. When relating this to a South African context, reference is made to the "conjugal attitudes towards women's role", and where the male is seen as being the head of the home and the one responsible for being the breadwinner in the family, as was the case here in this study. This follows then that the mothers being housewives could have been informed by this understanding, and therefore did not directly influence their daughters' choice of career. However, it could be argued that this indirectly did influence their daughters to go into teaching because by them staying at home they were involved in the care and nurturing of children, which many may argue, is what happens in teaching.

5.2.3 The Influences of the status of teachers and the teaching profession while growing up

Findings also revealed that the status of teachers and the teaching profession at the time participants were growing up and thinking of careers they would like to follow, also had an influence on participants desiring to choose teaching as a career. This was owing to the fact that teaching was regarded as a noble profession and that teachers were held in high esteem by everyone in the community, including the participants who readily agreed that this was once true.

Although the system of apartheid with the Group Areas Act and access being denied to certain individuals from specific institutions of learning, like was the case for some of the participants in this study, there was an urge or desire to be in the profession.

This assertion is supported by examining the ages of most of the participants as well as the number of years in the profession for each participant. Except for one participant, who was under thirty five years of age, all the other participants were older than thirty five, with the oldest being between fifty five and fifty nine years of age. All the participants were in the profession for between ten and twenty years. From the information above and from confirmation given by the participants themselves, it is evident that all the participants did train as teachers during the apartheid era and were thus affected by some of the legislation of the time.

When one looks at the number of years that participants have been in the profession, it can be assumed that there must be fulfillment at some level for participants for them to have remained in the profession for so long. On probing this further, the findings did reveal that most of the participants, including those who initially did not want to be in teaching, admitted that it was the love for children together with the desire to see them reach their potential and excel and learn and develop important life skills, that has kept them in the profession.

This finding strongly supports the notion by researcher Kelly (1996), who asserted that women are more nurturing, caring, intuitive and gentle, especially when it comes to dealing with children.

This also correlates with the study by Jessop (1996) who also found that teaching as a second choice, as was the case in this study for four of the participants, did not necessarily mean second rate. This is evidenced in the teachers' commitment and dedication, not only to the profession, but to the children as well. This is also further supported by the fact that those participants who indicated that they were studying further, were still choosing to do so in the field of education.

In addition to this, the findings also revealed that a large majority of the participants had teachers and /or others in the profession, like university lecturers and professors, both male and female as role models and / or mentors, either while at school or during their initial teacher training. The point that is being made here is that, in addition to the family influence, which was the case for four of the participants, there were also strong influences that came from outside the home, i.e. from individuals in the profession that impacted quite strongly on them. What is also worthy of note here is that, for at least four of the participants, these individuals, whether as role models or as mentors, were females, and all of them were in formal leadership positions in their institutions.

Subsequently, not only were these female role models and mentors influential in the participants choice of career, but, from comments made by the participants, this influence is also linked to participants wanting to excel in the teaching profession in terms of advancing positionally, as well in terms of extending their influence within the education system as women leaders. Further to this, although participants openly acknowledged that women are disproportionately represented in positions of leadership and power in the profession, there did not emerge the belief that women were holding women back from advancing in the profession. Rather, it seemed to be a case of women themselves who were unknowingly hindering their own leadership advancement, because of a lack of self-

belief, self-motivation and confidence in themselves that they can be in leadership positions. This was coupled with the traditional patriarchal attitudes that are still very much part of the daily lives and experiences of women.

5.3 GENDER IMBALANCES AND THE TEACHING PROFESSION

5.3.1 Gender bias and the teaching profession.

What seemed to come through clearly in the study, through the comments made by the participants about their beliefs and perceptions, is that they are not bemoaning the fact that they are women. Rather, that they want to be fully recognized and appreciated for the strengths they have in being female and how these strengths can be fully utilized for the benefit of the teaching profession. And, although they acknowledge that their careers do get interrupted because of taking time off to have children and to take care of them, this should not be seen as a barrier to them being promoted if and when they apply and are deserving of such positions and responsibilities. This is clearly evident in the participants' views on the criteria for promotion. All the participants spoke with one voice because they agreed that the most important criterion should be merit of individuals and not their gender.

To a large extent the female teachers in this study believed that they were better equipped when it came to the guiding, nurturing and teaching of children both in the home and at school. This conviction was strongly communicated through comments made by the participants. All of the participants had a deep sense of assurance within themselves that being female, they were better able to relate to children in ways that males could not, and therefore were better suited to teaching children. However, it was not clear whether participants then believed that teaching should be exclusive to females. In fact, some believed and made it very clear that there is a need for males in the profession, especially in terms of the importance it has for the holistic development of children to have the

opportunity and experience of relating to and interacting with both males and females while growing up.

But, at the same time, we need not perpetuate the thinking that a woman's place should be concentrated in the home and with the family and not out in the public arena. In the light of the findings in this study, it would seem that there is a contradiction, and it would therefore be difficult to articulate clearly on this issue because participants have strong convictions that females make better teachers, and yet at the same time they do not want to say that this means that they must stay at home and be responsible for rearing children only.

Following on this, it would then appear that women and these participants in particular, are caught in a conflict. In other words, what they can do for a child's growth and development in terms of learning being female, but at the same time not to perpetuate their own oppression of then being seen as worthy to be in the classroom and home, but not in positions of power in schools. Therefore, one can argue that the participants in this study see themselves as leaders and being powerful in being teachers, but are disempowered as women because they are seen to be condoning the traditional conception of gendered roles.

This contradiction is extended to the participants' school situation in terms of the workforce profile and in the occupation of formal positions of leadership. In all of the four schools in this study, female teachers outnumbered male teachers, but when it came to the occupying of positions of leadership and management in the schools, males were in the majority in three of the four schools. For example, in the first school, with participant one and two, there is an unequal distribution between males and females, i.e. three males and one female in management; in school two, with participant three and four, there is an equal distribution between males and females i.e. one male and one female HOD. In school three with participants five and six, there was an even greater majority of males in management than in the other schools, with six males and only two females. In the fourth school, with participants seven and eight, there is a marked difference in the management

profile of the school, in that it is the only school, out of the four, which showed strong female leadership by having a female principal and three other females in leadership positions, compared to two males in a leadership position.

Despite our fourteen years of democracy and all the initiatives and structures put in place to address such issues of gender inequality, that at least this issue of gender recognition in respect of females, should be making its way into the history books. This, participants believe, would have been the case if it were not for the fragile male ego and the tenacious grip this still seems to have on the thinking and attitudes of the powers that be, that leadership in any arena is a male domain.

It can be held that, no matter how accommodating current school leadership is, as is evident in the leadership in the four schools in this study by the testimony of the participants themselves, that when it comes to the reality, the statistics speak for themselves. This being that males are still holding the majority of leadership and management positions in the four schools, and probably in more schools nationwide and possibly worldwide.

5.3.2 Gender imbalances and the teaching profession

Looking at the marital status and the number of children of the participants (Tables 4.2.3.1 and 4.2.3.2), one could make the assumption that teaching is very compatible with marriage and womanhood. This view is held because this assertion has received quite a bit of support from the findings mentioned above. All the participants in this study are married, and with the exception of participant six, all the other participants have children. The numbers of children each has, ranges between three and five. And, while this also ties in with the fact that participants are then able to have a strong commitment, dedication, and love for children, it also highlights the fact that this meant that participants had to spend a number of years involved in childbearing and family responsibilities away from their careers. At the same time their male counterparts could have, and in all likelihood did, use those same years to further establish and advance their careers. Therefore, women teachers, in giving priority to family responsibilities, made

sacrifices in their careers. This is clearly articulated in the argument by Ball and Goodson (1985) which is that:

The concept of career in teaching is particularly problematic for women teachers. Women teachers' careers are constructed in both objective and subjective senses, in radically different ways from those of male careers. These deviant constructions often severely disadvantaged the women in the competition for promotion in the schools, (p.22).

- This rings true that, for women, their careers cannot follow a parallel and equal path as males, and the experiences for women as regards their careers will undoubtedly be different.

In Ball and Goodson, (1985) and Acker (1994), this assertion receives further support, where they state that married female students with children will put the demands of a spouse's career ahead of their own because of the expectation that this should take priority. This was clearly evident in the comments made by participant eight, who is currently studying part time, has three children who are studying full time at tertiary institutions and a spouse, an attorney, who has a very demanding work schedule. According to her, when it came down to it, she had to be the one to sacrifice time and energy to attend to family responsibilities while the rest of the family pursued the demands of their own studies and work commitments.

This is a very good example of how a woman perpetuates traditional gender roles. And, although this participant felt that this was unfair, she nevertheless made the necessary sacrifices whenever she was called upon to do so because no-one else would do it, and she also felt that it was her responsibility to do so. And, while this shows that women place a lot of value on their womanhood, it also portrays them in that traditional role of wife and mother. And, it could be thus argued that women are thereby putting themselves

back into a position they are trying to get out of, and perpetuating gender inequality. However, it must be noted here, that there was a strong sense from this participant(8) and other female teachers in this study, of not being happy and comfortable with situations like the one described and the ensuing conflict that surfaced which they experienced in their roles as wives and mothers and in their aspirations for their careers.

One has to guard against the impression that men and women do not share equal roles and responsibilities, and that a woman's place ought to be in the home. This is being challenged, by the mere fact that this is not being unreservedly accepted by some of the women in this study. Therefore change can be effected because women, as shown in this study, are acknowledging their dissatisfaction in this regard.

5.4 Female teachers' perceptions and beliefs of challenges faced.

In chapter one, a very brief outline was given of the plight of black female teachers, which points to problems and challenges faced by these teachers in the profession. However, in this study, the challenges and problems articulated by the participants at first were general in nature. Here participants spoke of the large class sizes, the apathy displayed by learners and parents about educational matters, and their workloads as teachers. It was interesting to note that these were the kinds of challenges articulated by most of the participants, and only after probing, did the challenges and problems articulated shift to gender-related issues. This was despite the fact that in three of the four schools in this study, there was strong male leadership, and it would have been a reasonable expectation that there would be gender-related issues and challenges evident.

However, what was interesting was that discipline was not mentioned as a problem by the four participants in the two primary schools, but by the four participants in the two secondary schools. This could suggest that the four participants in the primary schools were lot more confident in their ability to handle the smaller children. This could also be related to the reason for them joining the profession because of the love for children, as was pointed out by all four of the participants in the two primary schools.

However, it must be noted that, in both the primary schools, participants did mention that there was the tendency to allocate male teachers to the senior primary classes. The participants felt confident that they were quiet capable of being in charge of these classes. They agreed that there is the expectation that if there are males on staff, they would be in charge of the senior classes. This, Delamont and Coffey (in Biddel, 1997) quoting Cunnison, clearly illustrates the contradictory position of females in the school setting. This contradiction was seen earlier in the fact that although females numerically dominate the profession, and have power within the classroom, males by dominating positions of leadership and management, are thought of to be more capable of disciplining the older children. To validate this statement, it would have necessitated the production of data from male teachers in the senior primary phase, but owing to the fact that this study was gender-biased, those data could not be produced. .

However, from the responses given by the four participants in the two primary schools, they did feel that they would manage but with the help and support from the school's leadership and management personnel and structures. But, participants here were very clear that if there were emotional issues to be dealt with concerning the children, then they were quite confident that they could address these on their own. Flowing from this, there appears to be a clear distinction between emotional and disciplinary problems and female teachers being confident are able to handle the emotional problems, or performing the pastoral role, on their own.

This was also evident in the secondary schools in this study, where participants also mentioned that when it came to emotional challenges and problems, children of both

sexes preferred to talk to a female teacher about it. Participants attributed this ability and confidence to them being female, and having more patience and being better able to understand what the children were going through. Again, this could be seen as a contradiction in females desiring equality and yet in reality there exist intangible differences.

Another issue brought to light was that, while all eight participants did find fulfillment in teaching, 50% of the participants did not want to be in the profession initially, and the remaining 50% did choose the profession because of their love, care and concern for children. For all four participants it was a deep sense of knowing that they, being female, have the capacity to not only teach children on an academic level but also on an emotional and mental level. Therefore, it can be considered that sometimes it is not only a social understanding and expectation that women are natural caregivers, but it can also be a reality as is shown here by at least half the number of participants.

Findings also reveal that participants did believe that, although there still exists the perception of leadership being equated with the person who has been appointed in that position, distributed leadership, in a sense, was taking place in their schools. This was in terms of all teachers being given opportunities to engage in tasks or to take on responsibilities in the daily functioning of the school. However, the findings also reveal that it was either female teachers in leadership positions or male leadership of a younger generation as pointed out by the participants, who appear to be more progressive and who are more amenable to the acceptance of distributive leadership.

A contrary argument could be that if more females were in senior leadership and management positions, this would undoubtedly assist other females as they would then have more female role models to look up to. This could go further in assisting females because having more women in powerful positions could help other women in gaining access to positions and responsibilities in leadership. This would then go a long way towards eradicating the perpetuation of the view that only men can be leaders, and that knowledge and skill with respect to leadership is associated with males.

Findings also revealed that culture i.e. the ethos, values systems, leadership practices and beliefs that exist in schools do impact on teachers' perceptions and experiences, either positively or negatively.

In examining the logistical data, which assisted to get an understanding of the context of each of the four schools, it revealed that three of the four schools were similar in nature in terms of resources and basic amenities that they had. But, more than that, these three schools were favourably positioned in that they had media centres, computer rooms and fully functional libraries with internet access. This is unlike the fourth school which had very little compared to the other three schools and was seriously lacking in fundamental aspects. This is evidenced in the fact that there is a shortage of classrooms, no formal office for the principal or a staffroom for teachers.

It is interesting to note that the participants seemed to be most upbeat about their teaching and were very happy in their work environment. This was proven by one of the participant's comment:

"I'm very happy in my work place, and not only for the children, but also the leadership here, and you can even ask other teachers here, we don't mind even coming in on a Sunday, it's because we all work together as a team, and the stress and responsibilities is shared."

This is noteworthy, especially seeing that participants in this school, for all intents and purposes, were at a disadvantage if one were to consider the earlier statement about how the context and circumstances in a school can impact on the experiences of teachers.

The two participants in school two, both attributed this to the relaxed, secure, open and participatory approach that the school's management has adopted where everything in the school and what happens there is as a result of team effort and responsibility. Both

participants in this school pointed out that the democratic, inclusive and collective work ethic has made quite an impact on how they see themselves as teachers, and more importantly, as part of a community of practice.

5.5 Female teachers' perceptions on teacher leadership

Looking further into this concept of teacher leadership in the four schools, the findings that emerged were as a result of employing the idea of "zones" of teacher leadership and the six roles of teacher leadership as explained in chapter four.

The findings did reveal that the incidences of teacher leadership was very apparent in **zone one, role one** which refers to teacher leadership in the classroom, with teachers continuing to teach and improve their own teaching. While it may not be acceptable to many, where leadership in the traditional sense is when one is given a title and a specific job description, all the participants in this study when probed, did say that they regarded themselves as leaders in the classroom. In other words, fulfilling the requirements as articulated for zone one and role one, it must be noted here that there is the question of whether, like the participants in this study, an awareness of being a teacher leader is something they are consciously aware of, or if there is a need to have teachers conscientised about this aspect in their teaching.

For **zone two**, involving teacher leadership through working with other teachers, the findings did reveal that here too, there was a high degree of teacher leadership and this was also present in all the roles, i.e **roles two, three, and four**. This was quite evident, and was found to be taking place formally i.e through the Integrated Quality Management System (IQMS) as prescribed by the DoE. Some participants were nominated as national examiners and moderators in certain learning areas and also via the different cluster meetings which are organized by subject advisers from the DoE. This is further confirming proof of leadership opportunities available for teachers.

There were also reported incidences where this phenomenon was taking place on a more informal basis, which although is not documented and prescribed like the IQMS, participants did agree that this becomes an integral part of the culture in an organization. The findings did also reveal that except for those participants who were already in formal leadership and management positions, the other participants had very little, if any, exposure to teacher leadership in zone three. In zone three, teacher leadership entailed leadership in whole school development, and with the roles of organizing and leading peer reviews of school practice (**role five**), and participating in school level decision-making (**role six**).

Evidence from findings on teacher leadership in **zone four**, which involved neighbouring schools in the community revealed that this only extended to **role three** which was leading-in-service education and assisting other teachers, but was not evident in **role two** which involved providing curriculum development knowledge. However, it must be noted that because teachers were involved in **role six** in this zone, this involvement could lend itself to teachers being involved in **role five**, which is providing curriculum development knowledge to other teachers in certain learning areas or phases. But, again it must be stressed that in the event of this taking place, it would be rather informal amongst these teachers and the schools they are in. It would therefore not be a process that would have an impact or influence at a provincial level, i.e. where they are called in to make suggestions and inputs, for example, in policy or curriculum matters.

5.6 CONCLUSION AND RECOMMENDATIONS

This study aimed at looking at the participants' perceptions and beliefs about their chosen career and the challenges they face in the area of promotion to leadership positions in schools. The study also undertook to understand the reasons and motivation behind why these participants chose teaching as a career.

The findings revealed that fifty percent of the participants ended up in the profession because of direct and indirect family influences, as well as their early childhood experiences within the home, at school and their respective communities.

The data collected showed that parents, close relatives and teacher role models served to directly influence the participants' choice of career. This was in addition to apartheid legislation of the time which prevented access to certain institutions and careers together with financial constraints in the family which forced these participants to seize the opportunity of a career that was being financed by the different education departments at that time, even though teaching was not the career of choice. It was made clear, by especially the four participants, that their sincere wish was not directed at teaching, but because of circumstances explained above, they had no choice but to choose teaching.

Participants also revealed that, for them, teaching is now the career they have accepted, and will not, at this stage in their lives, given their ages and experiences, want to start over in another profession. To this end, then the following recommendations were made by the participants, especially in the area of female teachers and the desire to aspire to leadership positions within schools:

5.6.1 What female teachers need to be doing?

There was overwhelming consensus among participants that female teachers occupying different post levels are themselves largely responsible for some of the challenges facing female teachers. And, in order to change this situation and make it easier to address the oftentimes blatant discrimination against females in the appointment to leadership and management positions in schools, I have used the following verbatim responses from some of the participants.

Participant two –a deputy- principal (school one)

"...need to believe that they have it within them to do the job and that it can be done or that the majority of the work can be accomplished within school time and that the envisaged infringes on family time and responsibilities is not as extreme as they might expect"

This appears to be evidence of the belief that women still feel that the majority of home and family responsibilities are theirs, and unwittingly condone the stereotypical perception that a woman's place is in the home.

Participant four –HOD (foundation phase-school two)

Response one

"...change the way we think and behave, eg. have noticed many females will ask to find out first if any males are going to apply for post-if not then they will decide to apply-females to stop feeling intimidated, playing submissive role and thinking that men are cleverer".

Response two

" need to challenge males on the thinking that they should be at the top, with recent changes in education and with time, makes me think that more women should be thinking that if a man can lead, then we also can, but need help to make us believe that we have what it takes, that we have the capacity."

Participant five – level one teacher (school three)

" we as women need to overcome our own fears and have a higher opinion of ourselves, rather than thinking that we can't, we must be positive and say we can"

Participant six – HOD (Consumer studies- school three)

“...should stand up and be counted. Be more assertive, take initiative and lead by Example, be supportive of female colleagues”

From the four quotes above, it becomes clear that women, maybe more so than men, need to make changes, especially with regards to changing and shifting their own mindsets about what they believe they can and want to achieve as individuals.

5.6.2 What school leaders and managers need to do?

Some of the participants made the following comments:

“ that female teachers are encouraged and given opportunities to get involved and to hold meetings and workshops with women already in leadership positions to offer guidance and pass on skills.”

“ That selection committees are made aware of gender equity initiatives and policies relevant to this, and that more females get elected onto selection committees”

“That female teachers, especially in the primary schools are invited to decide on possible criteria to use when considering candidates for leadership roles and responsibilities.”

5.6.3 What the DoE needs to do?

Participants had the following suggestions:

“ Together with the good policies that have been drawn up, to have a system in place to keep checks and balances of what is happening in practice.”

“Make use of the management at schools and teacher unions to ensure that policy and practice are not at odds.”

The suggestions made above indicate that participants believe that the responsibility of education, must include all stakeholders in the educative process. This begins with those involved in policy formulation, and continues to include all those responsible for the implementation of the very same policies.

5.7 Further Research

This study has revealed how the female teachers see themselves in terms of the roles that they take on as female teachers as compared to those of their male counterparts. It was clear that, while the female teachers wanted to be good wives and mothers, all of them felt that they also wanted to be recognized and appreciated as equals in their profession, and more importantly, to be afforded equal opportunities to advance their careers.

However, this seemed to create a contradiction, because, on the one hand, it seemed that they were taking on the majority of the responsibility of the home and the family, but at school they did not want tasks and responsibilities defined along gender lines. Therefore, the following recommendations are made that:

- ◆ Further research is needed in order to determine the extent of the contradiction explained above as regards female teachers.
- ◆ Further research in order to investigate how, if the concept of parenthood as opposed to motherhood and fatherhood begins to be used and how this will impact on the beliefs, perceptions, expectations and behaviour of both males

and females. Further to this, to investigate how this will then translate and manifest in the teaching profession, especially.

- ◆ Further research to determine the views of male teachers in the profession concerning the challenges faced by female teachers in general, and specifically when female teachers aspire to leadership and management positions in schools.

5.8 CONCLUSION

In conclusion therefore, the study proved to be useful in examining each participant's background details and with this in mind come to some understanding as to the motivation behind why participants chose teaching as a career.

The research theoretical framework assisted in providing an appropriate framework within which to examine and understand the female teacher's beliefs, perceptions and challenges they face as teachers and from which conclusions could be drawn about the female teachers in this study.

As the eight participants in the four schools in this study is a small sample, generalizations will not be attempted, but the findings in this study have provided some information and enlightenment around female teachers and the challenges they face, especially around promotion and the availability or lack of leadership opportunities for female teachers especially to showcase their potential. In addition to this, female teachers deserve to be given the necessary space to be recognized and for their voices to be heard in this regard.

The study, in showing that the participants believe that they are leaders, irrespective of the post level, is indicative of their conviction that everyone has the potential to lead, and that factors like age or gender should not be the most important criteria for promotion or for the taking on of leadership roles and responsibilities within schools.

From this it can be seen that participants are well aware that leadership need not be only linked to a specific position, for example being a principal or HOD, but that in creating leadership opportunities and further space in schools to flourish. This would entail willingness to distribute or nurture a climate of collegiality and mutual respect. This can be accomplished in the appointments of deserving individuals to the positions of head/senior/master teachers, phase/learning or area organizers or specialists. In this way individual merit is recognized and acknowledged, and this helps to create an environment conducive to what Senge (1990) refers to as “shared vision” among the individuals in the organization.

However, it must be stressed that such endeavours be undertaken in both primary and secondary schools, so that in the final analysis, with distributed and shared leadership in schools, not only is school management enhanced, but also the culture of teaching and learning for all stakeholders in education can be realized.

This study has also provided opportunities for further research into gender issues in education which is an under-researched area as evidenced in the literature reviewed for this study.

- Acker, S. (1989). *Teachers, Gender and Careers*. New York: Falmer Press.
- Acker, S. (1994). *Gendered Education: Sociological Reflections on Women, Teaching and Feminism*. Buckingham: Open University Press.
- Adler, S., Laney, J. and Packer, M (1993) *Managing Women: Feminism and Power in Educational Management*. Buckingham: Open University Press.
- Ball, S. and Goodson, I., eds (1985) *Teachers' Lives and Careers*. Lewes: Falmer Press.
- Biddle, B. J., Good, T.L., & Goodson, I. F. (eds.). (1997). *International handbook of Teaching*. Volume 1 (pp 1-10). Dordrecht: Kluwer Academic Publishers.
- Biklen, B. (1992). *Qualitative Research: An Introduction to theory and methods*. Boston: Allyn and Bacon.
- Blackmore, J. (2002) "Troubling Women: The Upside and Downsides of Leadership and the New Managerialism" in C. Reynolds (ed.) *Women and School Leadership: International Perspectives*, pp.49-69. Albany, NY: State University of New York Press.
- Boles, K. & Troen, V. (1994). *Teacher leadership in a Professional Development school*. Paper presented at the Annual Meeting of the American Educational research Association, New Orleans, LA.
- Borg, W.R. & Gall, M.D. (1979) *Educational Research: An Introduction*. New York. London.
- Borg, W.R. (1981). *Applying Educational Research: A practical guide for teachers*. New York: Longman.
- Bryne, E.M. (1978). *Women and Education*. London: Tavistock Publications
- Bullough Jr, R.V. (1997). *Becoming a teacher: Self and the Social Location of Teacher Education*, in Biddle, B.J., Good, T.L., & Goodson, I.F. (eds.). (1997). *International Handbook of Teachers and Teaching*. Volume 1 (pp. 79-134). Dordrecht: Kluwer Academic Publishers.
- Chisholm, L. (2003) *South African Educational Policy Review, 1993-2000*. Sandown: Heineman.

Chundra, S. (1997), An explanation of English first language teacher perceptions, conforms and challenges in the desegregated secondary school classroom. University of Natal, Pietermaritzburg.

Cohen, L. & Manion, L.(3rd ed.), (1989),*Interviewing in educational research* .Routledge, London.

Coleman, M.(2001).Achievement Against the Odd: Female Secondary Headteachers in England and Wales, *School Leadership and Management*,21(1):75-100.

Coleman, M.(2002) *Women as Headteachers .Striking the Balance*. Stoke- on-Trent: Trentham.

Coleman, M.(2005)*Gender and Headship in the Twenty First Century*. Nottingham: National Centre for School Leadership.

Collard, J.(2003a) The relationship of gender and context to leadership in Australian schools, in P. Bagley and O. Johansson (eds) *The Ethical Dimensions of school leadership*, pp.181-199. London. Kluwer.

Delamont,S.& Coffey, A. (1997).Feminism and the Teacher's work, in Biddle, B. J. ,Good, T. L., Goodson, I.F.(eds.).*International Handbook of teachers and teaching*. Volume 1(pp 199-236). Dordrecht: Kluwer Academic Publishers.

Denzin, N.K. & Lincoln, Y.S. (Eds.),(1998),*Collecting and interpreting qualitative materials*, Sage Publications, Thousand Oakes, California.

Department of Education. 1995. *South African Schools Act, Number 86*.Pretoria:Government Printers.

Department of Education (1996) *Changing Management to Manage Change in Education*. Report of the Task Team on Education Management Development: Pretoria: Government Printers.

Department of Education and Culture Kwa-Zulu Natal (2002). *Towards effective School Management, Effective School Leadership and Management*. Durban.

Department of Education. (2008). HRM Vacancy Circular No.62 of 2008. School Based Promotion Vacancy List.

- Diko, N. (2007) *Changes and Continuities: Implementation of Gender Equality in a South African High School*. *Africa Today* 54(1):107-116.

Dunne, S. (1995) *Interviewing techniques for writers and researchers*. London: A & C. Black.

Edigheji, S. (1999). *Casualising the teacher*. *Agenda*, No. 41, (pp 38-44).

Education White Paper (1995). Department of Education. Pretoria.

Eisler, R. (1995) "From Domination to Partnership: *The Hidden Subtext for Organization Change, Training and Development* (Feb.):32-9.

Enslin, P. April 2000. Education for active citizenship: a feminist reconsideration. Unpublished seminar paper. Annual Meeting of the Philosophy of Education Society of Great Britain, Oxford.

Field, P.A. and Morse, J.M. (1994) *Nursing research: the application of qualitative approaches*. London: Chapman & Hall.

Fitzpatrick, J. Secrist, J. & Wright, D.J. (1998) *Secrets for Successful Dissertation*. Thousand Oakes, California: Sage Publishers.

Fitzgerald, T. (2003b) "Interrogating Orthodox Voices: Gender, Ethnicity & Educational Leadership", *School Leadership & Management* 23(24):431-44.

Ferguson, K.E.(1984)*The Feminist Case Against Bureaucracy*. Philadelphia: Temple University Press.

Fraenkel, J.R. and Wallen, N.E.(1993). *How to Design and Evaluate Research in Education*. New York: Macgraw-Hill.

Gehrke, N. *Developing teachers' leadership skills*. ERIC Digest ED330691.

Goodson, I.F.(ed.)(1992). *Studying Teacher's Lives*. London: Routledge.

Graham, K. (2008, 9 Aug)."Gender Rights, Equal Rights".*Umsobomvu Youth Magazine*,p6.

Grant, C. (2005) "From a Distance: Tutors as a Community of Practice", *Education*

Grant, C. (2005) "Teacher leadership: gendered responses and interpretations" *Agenda*, 65, pp.44-57.

Grant, C. (2006) "Teacher leadership: some South African voices", *Education Management, Administration and Leadership*, 34(4): pp. 511-532.

Grant, C. (2008) 'We did not put our pieces together' :exploring a professional development initiative through a distributed leadership lens. *Journal of Education*, Volume 44:pp 85-104.

Gray, H.L.(1989) 'Gender Consideration in School Management: Masculine and Feminine Leadership Styles', in C. Riches and C. Morgan (eds) *Human Resource Management in Education*, p.111.Buckingham:Open University Press.

Greyvenstein, L.A. (1990). The development of women for management positions in education. DED thesis: Potchefstroom PU for CHE.

Gronn, P. (1999) "Substituting for Leadership: The Neglected Role of the Leadership Couple."*Leadership Quarterly* 10 (1). 41-62

Gronn, P. (2003). *The new work of educational leaders: changing leadership practice in the era of school reform*. London: Paul Chapman.

Hall, V. (1996) *Dancing on the ceiling :A Study of women managers in Education*. London: Paul Chapman Publishing Ltd.

Hargreaves, A. (2002) "Professional Learning Communities and Performance Training Cults: The Emerging Apartheid of School Improvement" in A. Harris, C. Day, M. Hadfield, D. Hopkins, A. Hargreaves, and Chapman C., (eds) *Effective Leadership for School Improvement*. London: Routledge.

Harris, A. (2002) *School Improvement: What's in it for Schools?* London: Falmer.

Harris, A. and Lambert, L. (2003) *Building Leadership Capacity for School Improvement*. London: Open University Press.

Harris, A. and Muijs, D.(2005). *Improving schools through teacher leadership*.Maidenhead:Open University Press.

Hearn, J.(1993) *Men in The Public Eye: The Construction and Deconstruction of Public Men and Public Patriarchies*. London: Routledge.

Helgeson, S. (1991) *The Female Advantage: Women's Ways of Leadership*. Garden City, NY: Doubleday

Hemphill, J.K. (1961) "Why People Attempt to Lead", in L. Petrulla and B.M. Bass (eds) *Leadership and Interpersonal Behaviour*. New York: Holt, Rinehart & Wilson.

Holden, G.(2002) *Towards a learning Community: The role of Teacher -led Development in School Improvement*. Paper presented at the CELSI Britain Council Leadership in Learning Conference, London.

Hollard et al. (1995). *Feminism in Education. An introduction*. London: Open University Press.

Janesick, V. J. (1998) The dance of qualitative research design: Metaphor, methodology and meaning. In N.K.Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (pp.209-219). Thousand Oakes, CA: Sage.

Jessop, T. (1996). From privileged discourse to public knowledge: An analysis of reporting research in progress. *Journal of Education. (Natal)*. Vol.21. pp. 95-111.

Jessop, T.(1997). *Towards Grounded Theory of Teacher Development: A Study of the Narratives of Rural Primary Teachers in Kwa-Zulu- Natal*. Unpublished PhD thesis, King Alfred's University College & University of Southampton, UK.

Kanter, R.M.(1993) *Men and Women of the Corporation*: New York: Basic Books (1st published 1997).

Katzenmeyer, M. and Moller, G.(2001). *Awakening the sleeping giant. Helping teachers develop as leaders*. 2nd edition . Thousand Oakes, CA: Corwin.

Kanter, R. (1997) *Men and Women of the Corporation*. New York: Basic Books.

Kelly, D. H.(Ed). (1996). *International Feminist Perspectives on Educational Reform*. New York: Garland Publishing, Inc.

Kvale, S. (1996)*Interviews: An Introduction to Qualitative Research Interviewing*. London: Sage.

Layman, A. (2008,9 Aug). "Opportunities need to be provided for a gender equal market place."*Public Eye*. "p2.

Leithwood, K, Jantzi, D. and Steinbach, R. (1999) *Changing Leadership For Changing Times*. Buckingham: Open University Press.

Limerick, B. and Anderson, C. (1999) "Female Administration and School-Based Management", *Educational Management & Administration* 27(24):401-14.

Linde, P.(1994). White women in the teaching profession, in Lessing, M.(ed.).*South African Today*. (pp 107-115). Cape Town: Maskew Miller Longman (Pty) Ltd.

Masilela, G.G.(2008, 9 Aug) "Women Empowerment =Service Delivery."*The Natal Witness*, p18.

McMurtry, S.L.1993. Survey research. In Grinnell, R.M.(Ed.), *Social work research and evaluation*, 4th ed.Itasca, IL:Peacock.

Moloko, T.(2008, 9 Aug) "Women Supporting Women In The March Towards Gender Equity".*The Natal Witness*, p12.

Moorosi, P. (2008, 16 July). "Staffroom Sexism.How much progress have women principals made?"*The Natal Witness*, p8.

Moorosi, P. (2000) *Women Teacher's Stories and Experiences : A Case study of Ex-B.Ed. Women Students at the University of Natal, Pietermaritzburg*. Unpublished N. Ed dissertation University of Natal, Pietermaritzburg

Little, J.W.(2000) "Assessing the Prospects for Teacher Leadership" in *The Jossey-Bass Reader on Educational Leadership*. Chicago :Jossey-Bass.

Measor, L. and Sikes, P.J.(1992).*Gender and School's* .London: Cassell.

• Morrissey, M.(2000). Professional Learning Communities: An Ongoing Exploration. Unpublished paper, Southwest Educational Development Laboratory, Auston, TX.

Muijs, D. and Harris, A. (2003) "Teacher Leadership-Improvement through Empowerment? An Overview of the literature. *Educational Management and Administration*, 31(4): pp 437-448.

Nelson, M.K. (1992). Using Oral case histories to reconstruct the experiences of women teachers in Vermont, 1900-50, in Goodson, I.F. (ed.).*Studying Teachers' Lives*. London: Routledge.

Ndhlovu. T., Gutig, J.& Bertram, C.(1989).*Creating People-Centred Schools :School Organization and Change in South Africa*. Cape Town.

Ozga, J. (1993) *Women in Educational Management* .Milton Keynes: Open University Press.

Pandor, N. (1994). The position of Black Women Teachers in South Africa, in Lessing, M.(ed.).*South African Women Today*.(pp 98-106).Cape Town: Maskew Miller Longman Pty. Ltd

Parlette, M. & Hamilton, D. (1972). *Evaluation as illumination: a new approach to the study of innovative programmes*. Centre for research in Educational Sciences, University of Edinburgh.

Sapsford, R. & Jupp, V. (1996), *Data Collection and Analysis*, Sage Publications, Bonhill St .London

Senge, P.(1990) *The Five Disciplines of a Learning Organization* In :The Fifth Discipline. New York. Doubleday Currency.

Schein, V.E. (1994). "Managerial Sex-Typing:A persistent and pervasive barrier to women's opportunities" in Davidson, M.J. and R.J.Burke, eds. *Women in Management:Current Research Issues*. London. Paul Chapman.

Schein,E. (1995) *Organization, Culture and Leadership :A Dynamic View*. San Fransisco. Jossey Bass.

Shakeshaft, C. (1987) *Women in Educational Administration*. Newbury Park, CA: Sage.

Shakeshaft, C. (1989) *The Gender Gap in Research in Educational Administration*

Shakeshaft, C.(1995) "Gendered Leadership Styles in Educational Organizations, in B.J. and B. Lingard (eds) *Gender and Changing Educational Management* Second Yearbook, Australian Council for Educational Administration, pp.12-22.Rydalmer Hodder.

Smylie, M.A.(1995) *New Perspectives on Teacher Leadership*, *The Elementary School Journal* 96 (1):3-7.

Strachan,J. (1999) "Feminist Educational Leadership: Locating the Concepts in Practice", *Gender and Education* 11(3): 309-22. ,

Tacey, D.(1997) *Remaking Men :The Revolution in Masculinity*. Ringwood: Viking-Penguin.

Thomas, D.(1995). *Teachers' Stories*. Buckingham: Open University Press.

Theobald, M. (1996) "*Knowing Women: Origins of Women's Education in Nineteenth Century Australia*. Hong Kong: Cambridge University Press.

Truscott, K. (1992) *Gender in Education*. Johannesburg: University of the Witwaterstrand Education Policy Unit.

Wolpe, A. ,Quinlan, O. & Martinez, L. (1997). *Gender Equality in education. A report by the GETT*. Department of Education. South Africa: Pretoria.

APPENDIX A

INTERVIEW GUIDELINE (female teacher in management)

Dear Participant

In the Constitution of South Africa, provision is made for gender equity. However, in reality it appears that there are considerable gender imbalances when it comes to the leadership and management in schools.

The aim of this study, therefore, is an attempt to identify the challenges experienced by female teachers in assuming leadership roles and positions in their schools. It is hoped that this data collected in this study will help to contribute to the efforts to address the gender imbalances in education leadership.

A. BIOGRAPHICAL DATA

1. Please tell me about your background – where your family lived and where you grew up.

PROMPTS: brothers, sisters/parents – work/at home? Schooling – where?

Marital status – spouse's occupation – no. of children/ages

2. Where did you receive your training as a teacher?

Prompts - What was the nature of your training? subject learning areas /phase specializations

What recollections of useful/significant events/influences do you have? –

Would you change anything about your training? – if so – what/ why?

3. What or who influenced your decision to become a teacher?

PROMPTS – what were your personal dreams/aspirations/goals you hoped to achieve?

How do you view teachers/teaching profession?

What is your opinion on whether it is a woman's/man's job?

B. PROFESSIONAL AND ACADEMIC QUALIFICATIONS

1. What is your relative education qualification valuation? (REQV)?
2. What promotion post are you holding? HOD/DP/Principal?
3. How many HOD's/DP's and Principals in terms of gender are there in your school?
No. of males?
No. of females?

C. EDUCATIONAL INFORMATION

1. Why did you decide to become a teacher?

PROMPTS: family input / guidance – personal goals/dreams – societal influences

How long have you been in the profession?

2. What has teaching been like for you as a career thus far ?

PROMPTS: met with personal expectations? benefits – personal – financial – emotional – growth/maturity : effect of experiences – challenges?

3. When you first started teaching, what mentoring/support did you receive?

PROMPTS: From whom/ how long/ in what form?

4. When did you receive your first promotion?

PROMPTS: reasons for applying – motivation? Beliefs as to how/why you were appointed?

5. What have been some of the challenges you experienced before being promoted?

PROMPTS: before and now – different/same/why/how?

6. How did you deal with those challenges?

PROMPTS: support from mentor/SMT/family/spouse ? Effective – not effective?

7. What do you see as some of the challenges facing female teachers in leadership ?

Prompts : nature of the challenges (own / contextual / gender based)

D. GENDER EQUITY

1. **How do you think female teachers view/see themselves in their professional lives?**

PROMPTS: experience/ show of self confidence? Willingness/reluctance to apply for promotion? – lack of motivation/interest? Lack of women in mentor/role – model positions? seen as barriers for women of aspiring towards promotion posts?

2. **How do men and women define their roles in education?**

PROMPTS: along gender/qualifications/ status lines?

3. **Should female teachers change their attitudes in order to be promoted? If so, how/ why?**

4. **Do you feel that the majority of male teachers are subtly/overtly discriminatory towards female teachers.**

PROMPTS: Why? In what ways?

5. **Do you find that women teachers often have to perform tasks within the confines of their gender? What are some of them? Role as mother/wife/companion ?**

6. **How does this impact on them wanting to assume leadership positions in their schools?**

7. **What do you believe are some of the traditional patriarchal views prevailing in the education system and which makes it difficult for women to get promoted?**

8. **What criteria should be used to promote anyone at school ?**

PROMPTS: Different for males and females?

9. **Describe the composition of the School Selection Committees.**

PROMPTS : How knowledgeable are school selection committees about gender equity initiatives?

How does this impact on women being considered for promotion?

How can school managers change this and help provide equal opportunities for female teachers ?

10. **How can the Department of Education ensure that the gender equity laws and practices are implemented so that promotion positions are equally accessible to women as well ?**

APPENDIX B

INTERVIEW GUIDELINE (female teacher at level one)

Dear Participant

- All information is confidential.
- Your anonymity will be preserved.
- Feel free to answer the questions as you feel you want to.
- You will have the opportunity during a post-interview session to review the transcript of the interview to effect any changes you desire.

A. BIOGRAPHICAL DETAILS

1. Please tell me about your background – where your family lived and where you grew up.

PROMPTS: brothers, sisters/parents – work/at home? Schooling – where?

Marital status – spouse's occupation – no. of children/ages

2. Where did you receive your training as a teacher?

PROMPTS: what was the nature of your training? – subject learning areas/phase specialisation – recollections of useful/significant events/influences do you have? – would you change anything about your training? – if so – why?

3. What or who influenced your decision to become a teacher?

PROMPTS – what were your personal dreams/aspirations/goals you hoped to achieve? – how do you view teachers/teaching profession? – your opinion on whether it is a woman's/man's job?

4. It is often said that teachers usually teach in the manner in which they themselves were taught. What is your opinion on this?

PROMPTS – your schooling – good/bad memories/favourite teachers/ subjects/role models?

View about teachers/status

5. Please describe your teaching career so far.

PROMPTS – how long in this profession – first appointment? Career moves – promotion?

B. BELIEFS ABOUT TEACHING

6. a) **How do you see your role and responsibilities as a teacher?**

PROMPTS: views of yourself at school – relationship with learners. Pastoral care – time and opportunity for this – your views.

- b) **There is the view held that woman's place is in the home. Do you agree? Why/Why not?**

PROMPTS: views on female teachers role in schools/in society. How?/Why? Should it be like this? Why?/Why not?

7. **What is your area of specialisation – subjects/phase ?**

PROMPTS: reason for choice – personal/importance of this/these subjects.
Methods of teaching subject/s – Why? Changes? Why? Role of learners?
Personal yardstick for measuring success of your teaching – why?

C. THE PRACTICE OF TEACHING

I would now like us to focus on the classroom and what goes on in the classroom.

9. **Describe your current classroom practice with regard to:**

Discipline classroom management design of lessons/resources

10. a) **Circumstances sometimes make it difficult for us to teach in the way we would like to. Are some of your beliefs about teaching hampered by the context in which you teach. Explain.**

PROMPTS: attitudes/expectations of learners/parents. Demands of education department. Support – who? Resources – available/lack. Gender issues/pressures – present?-elaborate. Views on belief that woman are unable to hold responsibility – effects of male teachers in relation to authority.

- b) **SACE has as one of it's central factors, gender equality. What are your views on this document regarding the issue of gender equality ?**

PROMPTS: Importance of gender equality – in education? Should it be incorporated – why? Benefits – for whom? If not addressed – consequences? For whom? Why? Support gender equality? How/what measures/strategies to promote in own classroom/school?

D. CHALLENGES IN TEACHING

11. Describe some of the main challenges you experienced so far in your teaching career.

PROMPTS: academic, social, personal life : specific challenges related to gender?

Your role in creating some of these challenges for yourself?

What?/how?/why? could these challenges be avoided? If so, how?

As a level 1 teacher – describe your interaction with the SMT.

12. Personally, how did you cope with or overcome these challenges/difficulties?

PROMPTS: strategies? What? Why? To what extent have these strategies helped/not helped?

13. How do you see your career developing from now on ?

PROMPTS: intentions for further study? Education? If so/if not – why? Aspirations for promotion – what, where, why?

14. Are there any additional comments you'd like to make on the challenges experienced by female teachers in desiring to assume leadership positions/roles or about this interview?

THANK YOU!

APPENDIX C

RESEARCH QUESTIONNAIRE ON FEMALE TEACHERS IN/NOT IN MANAGEMENT

Dear Respondent

Although the Constitution of South Africa makes provision for gender equity, there appears to be a serious disjuncture between policy and practice. This study focuses on the possible challenges experienced by female teachers in desiring to assume/in assuming leadership roles and positions and which has led to a gender imbalance in positions of leadership in schools. The information gathered from this study will be used to contribute to available literature on this issue, and will be used to make recommendations for addressing gender inequality in education, and for informing further research.

Your participation in this study will be most sincerely appreciated.

A. BIOGRAPHICAL DATA

Instruction

- Circle ONE response to each question unless otherwise indicated.

A1. PERSONAL DETAILS

1. Age in years

25 and under	1
26 - 34	2
35 - 44	3
45 - 54	4
55 - 59	5
60 and over	6

2. Population Group

African	1
Indian	2
Coloured	3
White	4
Other. Specify:	5

3. Marital Status

Single (never married)	1
Divorced/separated	2
Widowed	3
Married. Living with partner	4
Other. Specify	5

13	1
14	2
15	3
16	4
17	5

3. What promotion post are you holding? Are you holding a promotion post presently? If so, which of the following do you hold?

H.O.D.	1
D.P.	2
Principal	3

4. How many H.O.Ds, D.Ps and Principals, in terms of gender are there in your school?

No. of males _____
 No. of females _____

A. OPINION SURVEY

Use the key below to complete the grid for Question-1. Place a cross (x) in the appropriate box.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4
Unsure	5

STATEMENT

1	Most female educators regard themselves as dynamic and independent in their professional lives.	1	2	3	4	5
2	Most female educators experience self confidence as professional educators.	1	2	3	4	5
3	Female educators are reluctant to apply for promotion because of lack of motivation.	1	2	3	4	5
4	A lack of women in sponsor, mentor and role model positions is a barrier for women aspiring toward promotion.	1	2	3	4	5
5	Female educators believe that femininity is not in keeping with typical requirements of a manager.	1	2	3	4	5

		1	2	3	4	5
	gender.					
7	Women educators should change their attitudes in order to be promoted.	1	2	3	4	5
8	The majority of men educators practice subtle forms of discrimination against women educators.	1	2	3	4	5
9	Female educators find it convenient that men take charge of professional situations.	1	2	3	4	5
10	Women educators often find that they have to perform tasks within the confines of their gender.	1	2	3	4	5
11	Women aspiring towards promotion have to cope with conflict between traditional role of wife and mother and career role.	1	2	3	4	5
12	Traditional patriarchal views which pervades education makes it difficult for women to get promotion.	1	2	3	4	5
13	School managers show commitment towards providing equal opportunities for women.	1	2	3	4	5
14	School Selection Committees are not knowledgeable about gender equity initiatives.	1	2	3	4	5
15	The composition of School Selection Committees is largely males and this disadvantages women with regard to promotion.	1	2	3	4	5
16	Very often women are overlooked for promotion because School Selection Committees believe that they are unable to deal with complex management issues such as learner indiscipline.	1	2	3	4	5
17	The State should make promotion posts more accessible to women by ensuring the implementation of gender equity laws and policies.	1	2	3	4	5
18	Women educators believe that promotion should be based on skill and expertise and not as a result of tokenism.	1	2	3	4	5
19	Women educators have received adequate training to become skilled in management tasks.	1	2	3	4	5
20	many women educators have contemplated leaving the teaching profession because of lack of career advancement.	1	2	3	4	5

DECLARATION

I _____ (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

APPENDIX D (1)

20 Riley Crescent
Howick North
Howick
3290
4 July 2008

Reference: Mrs Y.J.Govinden
Telephone: (033)3302268
Cell : 0847889729
Fax : (033)3979599

The Principal

Sir,

Master of Education Studies

I am presently researching the topic: **Challenges faced by female teachers in assuming roles/positions in their schools.**

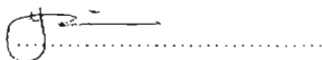
In order to successfully complete this research study, I need to conduct interviews with female teachers occupying level one posts as well as female teachers currently in School Management in the Pietermaritzburg and Howick districts.

To support my application, I wish to supply the following information:

1. I have registered my research topic at the University of KwaZulu – Natal, Pietermaritzburg. My student number is : 202520956
2. The data for this research study will be collected using semi-structured interviews with female teachers. The interviews will not be conducted during lesson time.
3. I am currently employed as an educator with the KZN Department of Education and Culture. My Persal Number is 18408959.

I would appreciate it if your office would grant me permission to conduct my research.

Yours sincerely



Y.J. Govinden (Mrs)

APPENDIX D (2)

20 Riley Crescent
Howick North
Howick
3290
4 July 2008

Reference: Mrs Y.J.Govinden
Telephone: (033)3302268
Cell : 0847889729
Fax : (033)3979599

The Principal

Sir,

Master of Education Studies

I am presently researching the topic: **Challenges faced by female teachers in assuming roles/positions in their schools.**

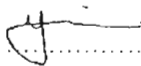
In order to successfully complete this research study, I need to conduct interviews with female teachers occupying level one posts as well as female teachers currently in School Management in the Pietermaritzburg and Howick districts.

To support my application, I wish to supply the following information:

1. I have registered my research topic at the University of KwaZulu – Natal, Pietermaritzburg. My student number is : 202520956
2. The data for this research study will be collected using semi-structured interviews with female teachers. The interviews will not be conducted during lesson time.
3. I am currently employed as an educator with the KZN Department of Education and Culture. My PERSAL Number is 18408959.

I would appreciate it if your office would grant me permission to conduct my research.

Yours sincerely



Y.J. Govinden (Mrs)

APPENDIX D (3)

20 Riley Crescent
Howick North
Howick
3290
4 July 2008

Reference: Mrs Y.J.Govinden
Telephone: (033)3302268
Cell : 0847889729
Fax : (033)3979599

The Principal

Madam,

Master of Education Studies

I am presently researching the topic: **Challenges faced by female teachers in assuming roles/positions in their schools.**

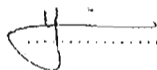
In order to successfully complete this research study, I need to conduct interviews with female teachers occupying level one posts as well as female teachers currently in School Management in the Pietermaritzburg and Howick districts.

To support my application, I wish to supply the following information:

1. I have registered my research topic at the University of KwaZulu -- Natal, Pietermaritzburg
My student number is : 202520956
2. The data for this research study will be collected using semi-structured interviews with female teachers. The interviews will not be conducted during lesson time.
3. I am currently employed as an educator with the KZN Department of Education and Culture. My PERSAL Number is 18408959.

I would appreciate it if your office would grant me permission to conduct my research.

Yours sincerely


.....
Y.J. Govinden (Mrs)

APPENDIX D (4)

20 Riley Crescent
Howick North
Howick
3290
4 July 2008

Reference: Mrs Y.J.Govinden
Telephone: (033)3302268
Cell : 0847889729
Fax : (033)3979599

The Principal

Sir,

Master of Education Studies

I am presently researching the topic: **Challenges faced by female teachers in assuming roles/positions in their schools.**

In order to successfully complete this research study, I need to conduct interviews with female teachers occupying level one posts as well as female teachers currently in School Management in the Pietermaritzburg and Howick districts.

To support my application, I wish to supply the following information:

1. I have registered my research topic at the University of KwaZulu – Natal, Pietermaritzburg. My student number is : 202520956
2. The data for this research study will be collected using semi-structured interviews with female teachers. The interviews will not be conducted during lesson time.
3. I am currently employed as an educator with the KZN Department of Education and Culture. My Personal Number is 18408959.

I would appreciate it if your office would grant me permission to conduct my research.

Yours sincerely



Y.J. Govinden (Mrs)

APPENDIX E (i)

20 Riley Crescent
Howick North
Howick
3290
4 July 2008

Reference: Mrs Y.I. Govinden
Telephone: (033)3302268
Cell : 0847889729
Fax : (033)3979599

The Principal

Sir,
Master of Education Studies

I am presently researching the topic: **Challenges faced by female teachers in assuming roles/positions in their schools.**

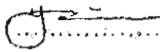
In order to successfully complete this research study, I need to conduct interviews with female teachers occupying level one posts as well as female teachers currently in School Management in the Pietermaritzburg and Howick Districts.


To support my application, I wish to supply the following information:

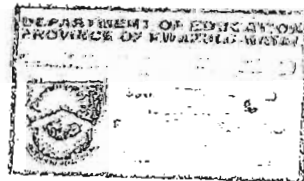
1. I have registered my research topic at the University of KwaZulu – Natal, Pietermaritzburg. My student number is : 202520956.
2. The data for this research study will be collected using semi-structured interviews with female teachers. The interviews will not be conducted during lesson time.
3. I am currently employed as an educator with the KZN Department of Education and Culture. My Personal Number is 18408959.

I would appreciate it if your office would grant me permission to conduct my research.

Yours sincerely


Y.I. Govinden (Mrs)


ACT. PRINCIPAL
2008: 12:03



APPENDIX E (2)

20 Riley Crescent
Howick North
Howick
3290
4 July 2008

Reference: Mrs Y.J. Govinden
Telephone: (033)3302268
Cell : 0847889729
Fax : (033)3979599

The Principal

Sir,

Master of Education Studies

I am presently researching the topic: **Challenges faced by female teachers in assuming roles/positions in their schools.**

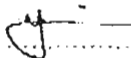
In order to successfully complete this research study, I need to conduct interviews with female teachers occupying level one posts as well as female teachers currently in School Management in the Pietermaritzburg and Howick districts.

To support my application, I wish to supply the following information:

1. I have registered my research topic at the University of KwaZulu – Natal, Pietermaritzburg. My student number is : 202520956
2. The data for this research study will be collected using semi-structured interviews with female teachers. The interviews will not be conducted during lesson time.
3. I am currently employed as an educator with the KZN Department of Education and Culture. My Persal Number is 18408959.

I would appreciate it if your office would grant me permission to conduct my research.

Yours sincerely


.....
Y.J. Govinden (Mrs)





APPENDIX E (3)

20 Riley Crescent
Howick North
Howick
3290
4 July 2008

Reference: Mrs Y.J. Govinden
Telephone: (033)3302268
Cell : 0847889729
Fax : (033)3979599

The Principal

Madam,
Master of Education Studies

I am presently researching the topic: **Challenges faced by female teachers in assuming roles/positions in their schools.**

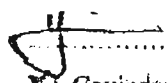
In order to successfully complete this research study, I need to conduct interviews with female teachers occupying level one posts as well as female teachers currently in School Management in the Pietermaritzburg and Howick districts.

To support my application, I wish to supply the following information:

1. I have registered my research topic at the University of KwaZulu Natal, Pietermaritzburg. My student number is : 202520956
2. The data for this research study will be collected using semi-structured interviews with female teachers. The interviews will not be conducted during lesson time.
3. I am currently employed as an educator with the KZN Department of Education and Culture. My Persal Number is 18408959.

I would appreciate it if your office would grant me permission to conduct my research.

Yours sincerely


Y.J. Govinden (Mrs)

Permission Granted

APPENDIX E (4)

PAGE 1

DEC.01.2008 09:34 0321579599

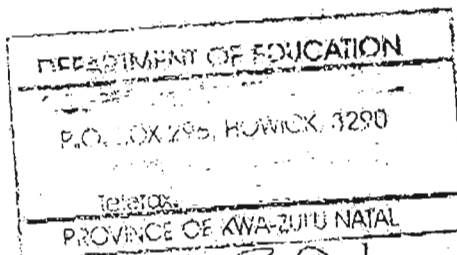
HAYTHORNE SEC SCHOOL

#4045 P.001

20 Riley Crescent
Howick North
Howick
3290
4 July 2008

Reference: Mrs Y.J.Govinden
Telephone: (033)3302268
Cell : 0847889729
Fax : (033)3979599

The Principal



Sir:

Master of Education Studies

I am presently researching the topic: **Challenges faced by female teachers in assuming roles/positions in their schools.**

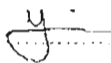
In order to successfully complete this research study, I need to conduct interviews with female teachers occupying level one posts as well as female teachers currently in School Management in the Pietermaritzburg and Howick districts.

To support my application, I wish to supply the following information:

1. I have registered my research topic at the University of KwaZulu - Natal, Pietermaritzburg. My student number is : 202520956
2. The data for this research study will be collected using semi-structured interviews with female teachers. The interviews will not be conducted during lesson time.
3. I am currently employed as an educator with the KZN Department of Education and Culture. My Porsal Number is 18408959.

I would appreciate it if your office would grant me permission to conduct my research.

Yours sincerely


.....
Y.J. Govindea (Mrs)



**UNIVERSITY OF
KWAZULU-NATAL**

Faculty of Education Research Office
Room A126
Edgewood Campus

Office: (031) 260 3524

Fax: (031) 260 7594

Email: Buchler@ukzn.ac.za

09th March 2009

Attention: To whom it may concern:

RE: Ethical Clearance Certificate

This letters serves to confirm that Govinden, Y - 202520956 has applied for Ethical Clearance and has been given clearance. The certificate is on file with the Faculty Office.

Yours truly,

Derek Buchler
Research Officer

cc. Prof Bhana
File

Faculty Research Office – Education

Postal Address: Private Bag X03, Ashwood 3605, South Africa

Telephone: +27 (0)31 260 3524

Facsimile: +27 (0)31 260 7594

Email: education@ukzn.ac.za

Website: www.education.ac.za

Founding Campuses:

■ Edgewood

■ Howard College

■ Medical School

■ Pietermaritzburg

■ Westville