GENDER-RELATED EXPERIENCES OF FEMALE SCHOOL PRINCIPALS: A QUALITATIVE STUDY OF FOUR SCHOOLS IN UMLAZI NORTH CIRCUIT

By

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This dissertation has been submitted with /without my approval.

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DECLARATION OF ORIGINALITY

I, **Lindiwe Makhaye,** hereby declare that this dissertation is my work and does not contain any materials, which have been submitted before for any degree in my institution. Use of any published material has been duly acknowledged.

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DEDICATION

This piece of work is dedicated to my late parents Mr. and Mrs. Sokhela (Nzuza, Mshazi) who taught me valuable lessons about God and also my husband Mr. B.A. Makhaye, who is also with the Lord.

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ABSTRACT

The study sought to explore four female school principals' management experiences and challenges that these females encounter in their management duties. It adopted a qualitative approach inquiry, and used semi-structured interviews and observations as its methods of data collection. The objective was to examine and unveil the challenges that these principals encountered when applying for promotion into school management; some gender-based dynamics related to executing their duties and responsibilities as female school managers; the management strategies that the female principals used to cope with their management responsibilities, as well as the support they required in order to enhance their effective management in the schools.

The findings reveal that female principals have, indeed encountered challenges at schools owing to their gender as females. These range from the very long period of time it took for them to be promoted into management positions to the dynamics related to managing staff meetings, which included female principals being regarded as tokens by some teachers and not being taken seriously, thereby undermining the female principals' authority as school managers. Mainly based on the societal expectations on females to perform domestic chores, female principals in these schools have to struggle with a heavy workload of their school work which runs concurrently with their familial responsibilities (domestic chores) at home. The negative attitudes of staff and the community, which cast doubt on females' capacity to become managers, are shown to have far-reaching adverse consequences, which affect the female principals' ability to effectively manage the schools.

However, the female principals in this study innovatively employ various management strategies to mitigate the effects of these challenges on their ability to manage the schools. These include adopting collegial (and democratic) management strategies that enable them to raise above the tide, thus challenging the stereotypic conceptions that females do not have the capacity to become effective school managers. Based on the female principals' views and experiences, the study suggested some strategies that could be employed to support and enhance female principals' abilities for effective school management.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

The purpose of this study is to investigate gender-related challenges that female principals experience in schools. The study uses a qualitative approach to investigate the challenges that female principals experience in four schools in Umlazi, Durban. It focuses on their management experiences as female leaders and examines different ways which female principals use to interpret their identities as female managers. The aim is to understand the challenges that female principals face and the ways in which female principals could be supported to carry out their roles as school managers more effectively. The study uses observations and semi-structured interviews as its methods of collecting data.

This chapter provides the background of the study, and an overview of the South African education system as well as South African education policies related to gender, women's empowerment and equality. It also provides the rationale for the study, the objectives and key research questions. An outline of the structure of the entire dissertation concludes this chapter.

1.2 BACKGROUND OF THE STUDY

Historically, South African women, especially black women, were disadvantaged in many ways. They did not get the same opportunity to be well educated and become leaders of the community and schools as their male counterparts. Instead they were expected to get married at an early age and look after the children. As a result they were expected to be mothers, wives, caregivers and nurturers. Task Team (Department of Education, 1996) argue that in South Africa, there are serious gender distortions in educational management which place women at a significant disadvantage. Management has traditionally been male dominated in the senior levels of decision-making.

Phendla (2004) argues that black women school leaders are compelled to learn to find their way across the tensions created by culture, language and customary law. She adds that it is essential to understand black women's position as a complex environment of domination that requires peeling off the multiple oppression layers to reveal their (black women's) lived experiences. Before 1994 South Africa was under the apartheid government, which did not provide opportunities for black women to become managers of schools. As a result female principals today are facing challenges in schools which result from the apartheid government as well as cultural beliefs and gender perceptions within the society (Ngcobo, 2010). It is against this backdrop that this study undertakes to explore gender-related challenges facing female school principals.

1.3 THE SOCIAL AND POLICY CONTEXT OF THE STUDY

Before 1994 in South Africa, there were different education departments which were established on the basis of policies of inequality amongst different gender and racial groups. These policies functioned in part to disadvantage women, who were appointed to lower positions. The relegation of females to lower positions within the education system has resulted in female principals not being accepted by both males and females. This lack of acceptance has drawn on historical (and of course, present dominant) discourses of gender in society, which continue to associate females with subservient roles such as child rearing and domestic chores, who are thus not suited for school management positions. These constructions of females have, as Kotecha (1994) argues, resulted in Black South African women being historically disadvantaged in the sense that they have never had equal opportunities of education with their male counterparts. The history of racial inequality in South Africa, which was supported by the apartheid government, ensured that black and other women of colour bore the brunt of social inequality – on account of both their skin colour and gender.

A new, democratic South Africa was born in 1994 and that was the end of the apartheid government. Preece (2000) stated that this new South Africa represented a fundamental shift from the social, political and geographical landscape of the past. The South African education system was also born under a new government. The most important purpose for this was to rebuild the South African education system, and redress the imbalances of the apartheid era. The new democratic government has introduced many policies (including policies aimed at

addressing gender inequalities) in order to remove imbalances and inequalities that existed in the educational sector.

The South African government focused on the construction of its country into a non-discriminative society by formulating policies to redress the imbalances of the apartheid era. This shift brought transformation in the South African Education System. The South African White Paper (1995) proposes greater numbers of women in management positions. The Employment Equity Act (1998) promotes equal opportunity and prohibits unfair discrimination. The Gender Task Team redressed issues relating to gender inequalities in education. The Constitution of South Africa (1996) promises equality for all citizens. The specific policies related to this legislation are briefly discussed below.

1.3.1   The White Paper on Education (1995)

The White Paper (1995) addresses gender inequality in education and stresses gender equity. It is also the affirmation of women in employment positions. It asserts that there is a need for affirmative action strategies to increase the representation of women in professional leadership and management position and also to increase the influence and authority of women teachers. The White Paper also stresses equal access to education for all, whereby men and women would be equitably equipped with knowledge and skills in preparation for management positions. The policy addresses the creation of better conditions for women in the workplace. The policy also states that the values and gender role pattern of South African women had much to do with South Africa's values of patriarchal dominance which it wishes to address.

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1.3.2   The Employment Equity Act (1998)

The main aim of the Act was to promote equal opportunity and prohibit unfair discrimination in the workplace. It also aimed at implementing positive measures to ensure equitable representation of people in all occupational categories and levels in the workplace.

The South African Government committed itself to gender equality; as a result a Gender Equity Task Team (GETT) was appointed by the Department of Education to redress issues relating to gender inequalities in education, Wolpe, Quinlan and Martinez (1997). The GETT was appointed mainly to focus on formulating guidelines to establish a Gender Equity Unit (GEU) in the National Department of Education. The GETT Report mentioned a number of complaints with regard to sexism. According to Wolpe, *et al.,* (1997) the proposed structure for gender equity in education drew on local and international experience of institutionalising gender policy, planning and implementation. What is clear here is the South African government's commitment to address gender inequalities and promote female participation, especially as leaders and managers in the education sector.

1.3.3 The Constitution of South Africa Act No. 108 of 1996

The Constitution ensures equal benefit to all from the law and states that "Everyone is equal before the law and has right to equal protection and benefit of the law." The Constitution assures equality for all the citizens, regardless of race, sex and religion, and forbids other discriminatory

practices. The Constitution has the Bill of Rights which is a cornerstone of democracy in South Africa. It makes sure that everybody in South Africa has equal rights. This would thus entail that women have the right to participate as leaders and managers within school settings. The South African Schools Act, No 84 of 1996, created a new approach to the governing of public schools, with the primary purpose being to promote (equal) participation by all the stakeholders, including the right for women to participate as school leaders.

1.4 STATEMENT OF THE PROBLEM

In spite of all the above policies Moorosi (2006) argues that, for women in management, the policy shifted only symbolically by mandating employers to allow them to access management posts, but failed to effectively monitor implementation and compliance with these requirements. Shakeshaft (1987) also mentions that women in management positions are still experiencing a number of challenges as compared to their male counterparts. Greyvenstein (2000) argues that there are serious gender distortions in educational management, which place women managers at a significant disadvantage. The limited number of women in senior management positions shows that there is still gender discrimination in the education system and also suggests that women are not fit to hold senior positions in the education system (Greyvenstein, 2000).

Women in leadership are still experiencing gender-related challenges in South African schools. Gender issues in schools are caused by culture and traditions which propagate stereotypical discourses about women, thus making it difficult for female school principals to manager effectively due to lack of support. Further research is needed to understand the situation female

principals are working under, and also the challenges that they experience in schools. Such research should pay attention to how female principals could be assisted to manage schools effectively without being undermined by teachers and the society. This study is meant to address some of these issues.

1.5 RATIONALE AND OBJECTIVES OF THE STUDY

1.5.1   Rationale for the Study

As a Head of Department female educator, I have noticed that females who are promoted to leadership positions are experiencing challenges in schools. Female principals are faced with difficulties and they are criticized and not taken seriously by educators and the society. In order for them to be accepted by their colleagues, they should stop caring and nurturing but act like their male counterparts to manage the schools.

As a female in a male dominated environment, I have seen the female principal being undermined by male educators. In this school, the principal is a female and two deputy principals are males. There are four Heads of Department, two of which are males and two females. Whenever the School Management Team has a meeting, male educators exercise their power over a female principal by dictating to the principal what and what not should be done. They mostly draw on the dominant discourses of gender in society which positions females (including the female principal in the school) as minors.

This motivated me to undertake a study which is designed to understand the challenges that female principals experience in schools as managers and how they innovatively deal with the challenges in order to effectively manage the school.

1.5.2   Objectives of the Study

The objectives of this study are to investigate gender-related challenges facing female school principals in four schools in Umlazi North Circuit, the cause of these gender-related challenges and the ways in which these gender-related challenges affect the female principals' effective management of the schools. The study also aims to understand how the female principals cope with these challenges, and the support that they require in order to enhance their role as effective school managers. The questions below are intended to address the main topic namely: Gender-related challenges that affect female principals in schools.

This study was guided by the following key research questions:

1. What gender-related challenges do female principals experience in four Umlazi schools?
2. What causes these gender-related challenges?
3. How do female principals cope with these gender-related challenges?

Semi-structured interviews with four female school principals, and observations, were used to investigate these questions.

1.6 STRUCTURE OF DISSERTATION

This dissertation is divided into five chapters. In this section a brief summary of each chapter is provided. Chapter One is an introduction to the study. Chapter Two reviews literature, specifically theories of management and gender. Chapter Three discusses the research design and methodology of the study. It reports on the semi-structured interviews and observations used for data collection. Chapter Four presents and discusses the study findings. Chapter Five summarizes and concludes the study and makes recommendations on how to support female principals for effective school management

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The purpose for this chapter is to review relevant literature on the gender-related challenges that female principals experience in schools. Focusing on this topic, it thus verges on the borderlines between gender and education management. In order to attend to this inter-disciplinarily, the chapter is organised in a way that allows for the discussion of both gender and education management approaches, and also shows the intersections between these two seemingly separate, yet interrelated disciplines. As such, the chapter begins with a discussion focusing on the gendering processes within society and in schools that make gender-related challenges a specific issue, particularly for female principals in schooling contexts. Secondly, the chapter discusses some factors affecting female principals in educational contexts and some strategies are suggested on how female principals could be supported for effective school management. Thirdly, the chapter discusses various approaches to school management, and an attempt is made to identify relationships between various approaches to education management and the dynamics of femininities and masculinities. This mainly draws on various feminist intellectual traditions, for instance, radical feminism, socialist feminism and liberal feminism.

2.2 THE CONCEPT OF GENDER-RELATED CHALLENGES

Gender-based challenges are the main aspects that agitate female principals in their leadership role, particularly given their identities as females. As a result female principals are wrongly assumed to be failures in managing schools, as such is one of the dominant discourses of gender (Bhana, 2009; Morojele, 2011) within the schools and communities. In trying to define what gender-based challenges are, this section will highlight a few examples related to the causes of gender-based challenges. It discusses the gendered dimensions of the socialisation of girls and boys, sex-role stereotypes that pervade schools and communities, and the resulting negative perceptions of female principals, which presents one of the major gender-based challenge facing female principals in schools.

2.2.1 Socialisation

Girls are normally socialised to believe that they are minor in the society and that they should serve men (or boys). This takes from what Harro (2000) calls the cycle of socialisation, where particular devaluing stereotypes are constructed about girls' attributes and abilities, and affirming stereotypes are constructed about boys' attributes and abilities. Girls and boys learn about these stereotypes at home – from close friends and family members – and the same messages are reinforced at school and in the broader society. So this has an impact on girls; society tends not to recognize them as people who can be leaders or can take on what it perceives to be male chores or responsibilities when they reach adulthood. For instance, Shakeshaft (1987) argues that a leadership role is anathema for the female because her socialisation does not make her

administratively inclined. This is supported by Maphaha (1996) who also claims that the influence of socialisation has negative impact on anything females do or do not do. Stead (1978) here also states that it is the perpetuation of these myths that gives rise to the attitude of undermining and not appreciating female leaders. As a result it is difficult for female principals to earn respect from males in general (Mertz, Grossnickle and Tutcher, 1980).

As a result, female principals face the challenge of not being recognized by the teachers, parents and sometimes the learners, because of the socialisation that females cannot lead, as they are mostly associated with domestic and house chores, which include raising up children (Anderson, 2006). Even the female principals too have been socialised to look down upon their abilities and believe that females (including themselves) do not have good qualities of leadership. This ensures that even female teachers, female parents and so forth are likely to pose as challenges to female principals, as the dominant view is that females are not good leaders. The tendency is to associate qualities of masculinities and femininities (normally constructed to be tied to men and women respectively) with the responsibilities that men and women can perform in society (Morrell, 2001). For instance, Maphaha (1996) cites Shakeshaft (1987) as support for the view that the society has been made to believe that qualities that are needed to manage a school are antithetical to those qualities frequently associated with females.

The socialisation of female principals has an impact on their leadership because they are not taken seriously by the members of the society as well as by the people the female principal is working with. As a result, female principals are experiencing challenges in schools. These challenges are gendered because female principals experience some challenges which their male

counterparts may not experience, because of the ways in which the leadership role of school principal resonates with the assumptions related to men in schools and communities.

2.2.2 Sex-Role Stereotypes

Sex-role stereotypes are that males and females operate differently and their roles are not equal. Sex-role stereotypes do not allow females to become leaders; instead they dictate that female must serve men and do household chores. According to sex-role stereotypes, if a female is appointed to a principalship position, she is doing the work that is not meant for her because leadership is meant for males. As a result her leadership potential is undermined because of her gender, which predisposes her to particular experiences and socialisation, incompatible with her becoming a leader such as a school principal.

This occurrence of sex-role stereotypes, and the resultant constant pressure and surveillance that female principals are placed under, have the potential to pose a major gender-based challenge to female principals, which might make female principals believe that they are not good enough to be school principals.

2.2.3 Implications for Female School Principals

As a result of the above factors, members of the society (especially males) do not want schools to be headed by females; instead they prefer males. They still apply gender-stereotypes against women. They have a negative impression of female principals, who as a result experience gender

challenges in schools. Society does not want to accept that female principals can manage schools effectively. Ngcobo (2010) indicates that the society has low expectations of women leaders. According to Mandraj (1994) community attitudes impact negatively on female principals' daily experiences. There is a pervasive notion in society that women are unstable workers, a generalization that usually results in female managers' loss of confidence, which then manifests in a series of mistakes (de Witt, 2002).

Female principals may find themselves in a situation where they fail to balance work and family life. This is indicated by Van Nostrand (1993) who states that it is indeed a problem for the female principal to perform the act of balancing work and family responsibilities. Phendla (2004) indicates that women are expected to be caring, be the mothers of other people's children and at the same time deal with efficiency and responsibility the numerous difficulties (bureaucratic and other) of managing a school. While generally females are socialised to play a leading role in doing all the house chores and also being wife and a mother at the same time, female principals are expected to perform well at school as well as at home.

2.3 DYNAMICS OF GENDER- RELATED CHALLENGES IN SCHOOLS

2.3.1 Being a Female School Principal

The literature claims that female principals encounter gender-related challenges in schools. Female principals are not recognized by staff members and also by members of the community. Teachers, especially males, do things that they would not do to male principals. As a result the

situation of female principals as school managers is very different from that of their male counterparts. Mannheim (1993) and Bossert *et al.* (1982) claim that female school leaders exhibit different leadership styles as a result of those problems. Black women school leaders are compelled to learn how to navigate across the tensions created by culture, language and customary laws. Hence their source of domination is neither race nor gender, but a complex of many factors interlocking simultaneously to create their existence (Phendla, 2004). Erickson (1985) indicates that female leaders do not react to specific situations but they instead react to cultural demands of feminine behaviour. Our culture as Africans links up with the gender stereotypes. In our culture, females are not supposed to become leaders, because that is a man's role. As a result male teachers do not want to be headed by female principals. Shakeshaft (1987) found that male teachers have a tendency of wanting to dominate a female principal. They resent a strong leader and would plot against her and sabotage the school's progress merely to prove that a female cannot make it (Msane, 2007).

2.3.2 Staff Meetings

The literature indicates that female principals find it difficult to work with teachers, in particular in managing staff meetings, because teachers (especially males) do not want to work under a female leader. According to Pillay (2005) male teachers are uncomfortable to take instructions from a female leader because they feel threatened by a female who is strong, and they think she is challenging their hegemony. Some women resist the leadership of other women when they take management positions (Chisholm, 2001). Both male and female teachers undermine the

ability of the female leader. Ngcobo (2010) argues that patriarchal views, based upon the belief that men are superior to women, still exist and expose women to all forms of challenges.

2.3.3 Discipline

According to Oplatka and Atias (2009) there is no universally agreed definition of what school discipline is. On the research they have done, Oplatka and Atias (2009) found that for both men and women principals, school discipline refers to pupils' ability to obey, or follow the rules and desired behaviours according. These researchers do not mention teacher discipline; in reality female principals are also dealing with teacher discipline.

Maphaha (1996) indicates that the influence of socialisation has negative impact on anything the female principal does or does not do. As a result they have problems in managing teacher and learner discipline because they are not respected by both teachers and learners. Shakeshaft (1987) states that male teachers have a tendency of wanting to dominate a female principal, for instance, by not obeying their instructions Ngcobo (1996) and Burton (1993) state that men and women are generally not prepared to work under a woman because they feel that the moment a woman becomes a manager she has lost her femininity. Learners also cause problems to female principals. The researchers found that when learners come to school drunk and they don't respect female principals. Wyalt et al. (1992) found that black female principals find it tough to work with male students in particular because they threaten and intimidate the female principal.

This study shows how the above dynamics play out and pose as both challenges and possibilities for female school principals in the schools under study.

2.4   THE CONCEPT OF SCHOOL MANAGEMENT

The concept of school management does not actually have a better definition. As much as there is no general and single definition of school management, but there are approaches that assist female principals to exercise control in schools. These approaches are discussed as follows: the bureaucratic approach, the collegial approach and the political approach.

2.4.1   Bureaucratic/ Formal Approach

In this approach the significance of the school management team lies in its recognition by the members of the school. Zulu (2002) indicates that bureaucratic models emphasize the official structure of the organisation, with recognized and accepted relationships between members. Bush (1995) in Ngcobo (2010) indicates that the main features of the bureaucratic models are hierarchical authority structures, with formal chains between the different positions in hierarchy. In the school context there should be rules and regulations to follow a protocol. For example, according to this approach, the child cannot report her/his matter to the principal. But he/she should start down from the teacher, and then to the HOD; if the matter is not yet solved, then the deputy principal, and thereafter the principal would be the last person to intervene.

Zulu (2002) indicates that the bureaucratic model has explicit goals which guide decisions taken in an institution. She continues by saying that the authority of the leaders is vested in them by virtue of their position and they are accountable for their formal superiority. This means that the bureaucratic approach gives power to management, just like the autocratic approach to management, which applies top down method. Hay (1973) states that in schools where hierarchical authority prevails it seems likely that decision-making will be at the hands of the few, namely those in management. The Task Team Report (1996) indicates that principals and teachers have been at the receiving end of top-down management structures. On the other hand the South African Schools Act of 1996 encourages school managers to share powers and involve all stake-holders who have an interest in education, including educators in the decision-making process in an attempt to make school management less bureaucratic (Ngcobo, 2010).

This approach is not good enough to be applied by a female principal in schools because it discourages educators who are creative and also who are willing to work independently. It does not encourage female principals to develop and empower other staff members since it is associated with masculinity core values which promote control and domination. Female principals work best in a situation that are geared towards co-operation rather than control, and that this approach is unlikely to work for them..

2.4.2 Collegial Approach

According to Zulu (2002) the collegial model includes all those theories which emphasize that power and decision-making should be shared among some or all members of the organisation.

Bush (1995) indicates that these approaches range from a "restricted" collegiality, where the leader shares power with a limited number of senior colleagues, to "pure" collegiality where all members have an equal voice in determining policy. This shows that a leader cannot take decisions on her own but needs everyone in school to take part in decision-making. The collegial model keeps all the members of the school together so that they can work collaboratively and understand each other for the good of the school. Collegiality is a unifying thread that holds everyone together, coordinating their efforts, increasing understanding and supporting the school spirit (Cunning and Gresso, 1993).

Collegiality occurs especially when each member feels acceptable in a group and is encouraged to participate, more especially when members feel that they have contributed in influencing the group. Bush (1995) indicates that collegial models assume that professionals have a right to share in the wider decision-making process and need to collaborate for effective teaching. Cunning and Gresso (1993) believe that successful educators spend considerable time developing an effective school culture, since nothing can be accomplished if the culture works against needed reform. In this study of gender-related challenges, female principals in schools use the collegial approach which helps them to create a democratic influence for the smooth running of the school.

The weakness of the collegial approach is that it cannot deal with the problem of conflicts that preclude consensus (Ngcobo, 2010), and is highly dependent on the attitudes of the managers. Bush (1995) argues that this approach leads to those in management being underestimated and

regarded as weak. Ngcobo (2010) states that the effectiveness of this approach depends primarily on the attitudes of the principals who have to cede power to empower colleagues.

2.4.3 Political Approach

The most important aspects of a political model is that it focuses on group activities rather than on the school as a whole. The emphasis on groups in schools is not a good idea for female principals because they would not be able to manage groups and this would cause the school to be unmanageable. This approach emphasises the personal, professional and political interests of groups. Political models also acknowledge and emphasize the existence of conflict within schools, and the capability of individuals to accuse one another. Daft (1999) also indicates that political approaches are strongly interested in individuals and group power and conflict in organisation. They are based on the assumption that the aims of the organisation are not clear (Ngcobo, 2010).

The political approach is not an adequate idea for female principals since it promotes power. The collegial approach emphasizes that power and decision-making should be shared among people or all members of the organisation (Zulu, 2002), whilst the political approach does not emphasize decision-making; instead it promotes power for managers. Therefore the political approach can cause conflict in schools because female principals might impose duties and change policies without involving other members of the staff. This approach has limitations which, according to Zulu (2002), are these: their focus is on the formulation of policy rather than

implementation; too much prominence is accorded to interest groups rather than to the institution, and lastly too much emphasis is placed on conflict and too little on collaboration.

2.5   FEMININE AND MASCULINE THEORIES OF MANAGEMENT

2.5.1 Femininities and Theories of Management

In this section I have used different feminist theorists to understand how they view gender issues. The feminist theories are radical, social and liberal. These theories are used to explore how different feminist theories can assist to comprehend the historical, social and cultural practices which relate to the debates of my study – which explores gender-related challenges female principals experience in schools.

Gender is a relational concept, meaning that its variables like femininities only make sense when they are contrasted with masculinities. So, feminine and masculine theories of management were used in this study to highlight the relational aspects of female principals' experiences of school management**.**

Radical feminism argues that women's grievances are a response to social structure in which women are intentionally dominated, exploited and oppressed (Hartmann, 1997). Radical feminists consider masculine power and privilege as the root cause of all forms of inequality. This theory sees patriarchy as a tool for domination over women. Msane (2007) argues that the fact that women are seen as biologically weak, as compared to men, makes them seen as 'other'.

She continues by saying that radical feminists argue for the condition that recognizes both the uniqueness and separateness of women and recognition of their worth as being equal to that of men. As much as female principals are managing schools, they are experiencing challenges because they are viewed as weak and not competent. Female principals are seen as dominated by males that are working with and also by those from the society, and this might affect their effectiveness as school leaders.

The second theory is socialist feminism. This approach is based on the issues of social class and gender inequality. The society expects female principals to feel sorry for female teachers if they are absent since female teachers are mothers and female principal are mothers too. This theory recommends widespread cultural and economic measures to undermine both capitalism and patriarchy. Such theorists consider equal chances for both men and women workers, and recommend policies to increase childcare and family leave programmes, and men's involvement in domestic work. According to Nandraj (2003) socialist feminism proclaims the following: capitalism and patriarchy result in women's subordination; a sexist organisational culture prevails where men and women do different jobs; people should strive for a social order where gender, class, race and ethnicity are irrelevant variables. This could ensure that the question of gender is not used to position female principals in a subordinate position, which might undermine their authority in carrying out their leadership responsibilities.

The third theory is liberal feminism. According to Nandraj (2003) the liberal feminist perspective points primarily at the inequalities between men and women in the workplace. Inequality is caused by the lack of organisational opportunities for females due to the fact of sex-role

stereotypes, the socialisation of girls and the negative perception of men against female principals. Liberal feminists fight for equal opportunities and aim also to improve the position of females, including female school principals. Liberal feminists ignore the structural and social barriers that hinder female principals' effectiveness and that support gender inequalities between males and females; instead they encourage females to compete for outstanding school management even though they are not equal to their male counterparts. Liberal feminists fight for equal right for all females and also argue against sex-role stereotypes and discrimination against women. The equal opportunities orientation of this view is that the schooling context may not take into account female principals' experiences and the value they might bring to school management and leadership.

The radical feminists view women as biologically not as strong as men. In socialist feminism, they consider equal chances for both men and women. Surely liberal feminism 'considers equal chances for both men and women' just as much as socialist feminism. Ngcobo (2010) cited Delamont (1996) says that the place of a woman in education should be that of equality, but that can only be achieved when a man's place in the house is of equality by examining men's role more broadly.

2.5.2 Masculinities and Theories on Management

Connell (1995) argues that masculinities are socially constructed as something men achieve rather than are born with; they embody a set of beliefs that men possess in terms of gender identity. Gilbert and Gilbert (1998) indicate that masculinity is not a bundle of character traits or

social roles which are learned during childhood and adolescence, and which are fixed. Instead, masculinity is fluid and changing. Connell (1995) mentions that there are four main categories in which western men construct their masculinities, namely, hegemonic, subordinate, complicit and marginalised. But this study will discuss hegemonic masculinity.

Hegemony is a cultural dynamic whereby a group demands and holds up a leading position in social life. According to Connell (1995) hegemonic masculinity guarantees the dominant position of men and the subordination of women. Connell (1995) argues that if one is able to stack masculinities in ranking order, hegemonic masculinity would be considered the dominant form within any given grouping of men. As a result they are exercising the power which is a dominant form of masculinity. Mac an-Ghail (1994) indicates that dominant forms of masculinity include power, authority, aggression and intellect. Whitehead (2009) argues that one site where men have been and continue to be at the centre is education management, a centrality that is marked both by men's numerical dominance and a particular masculinity organisational hegemony. Men believe that they should be leaders and that is why they fail to submit to a female leader. As a result female principals are experiencing challenges to work with such males because they (female principals) find themselves not being respected and appreciated by male teachers. Male teachers do not want to work under a female leader, since they claim that they should have a leading position in social life.

2.6 CONCLUSION

The literature reviewed indicates that female principals are experiencing gender-related challenges in schools. They encounter problems the moment they apply for this position and also when they become managers. The literature has also identified a number of problems that are encountered by female principals, solely due to their gender identities. The gender-related challenges that they experience in schools are in respect of the society, teachers, learners and parents as well as the structural and social organisation of the schooling context, which tend to affirm male principal over female principals.

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The literature also indicates that female principals work in an environment that is known as a 'male terrain' and that this poses as a threat which has the potential to affect female principals' confidence and effectiveness in carrying out their management duties. Female school principals are also experiencing problems which are caused by the society that supports a male dominated system which result in undermining the leadership of females. Debates on different feminist intellectual traditions, namely, radical feminism, socialist feminism and liberal feminism, indicate that some issues within society and institutions need to be addressed in order to allow female principals to be affirmed. This would ensure that female principals do not have to experience problems in schools which their male counterparts do not experience. In so doing, ensuring equality of school and management experiences for both females and males is a basis for the effective running of schools.

The research design and methodology for this study will be discussed in the next chapter.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The main purpose of this study is to investigate gender-related challenges that female principals experience in four schools in the Umlazi Circuit. This chapter provides the research design, sampling and methods used to collect data, namely, semi-structured interviews and observations. The chapter continues to discuss the procedures used to obtain access in schools under the Umlazi North Circuit. Lastly I discuss the validity and trustworthiness of the study and the procedures followed to analyse the data collected in this study. The chapter begins with a discussion of the context and the research participants of this study.

3.2 CONTEXT OF THE STUDY AND PARTICIPANTS

This study was conducted in four schools in Umlazi North Circuit. The schools are located in a community where cultural demands link up with the question of gender stereotypes. The African culture causes women to feel inferior because of the dominant discourses in these communities which depict females as minors who should serve under the authority of men. Men are taken as the heads of the families and more power is accorded them at the expense of denigrating women and associated aspects of femininities (Morojele, 2011). The influence of socialisation has a major impact on females because they are expected to be housewives and also to raise children.

Men are expected to take responsibility for the home, that is, to be responsible for children and their wives and to be leaders of the community. Therefore females find themselves in a position where they have to fight for their rights of becoming managers of schools. The four female principals who participated in this study were married, with children who placed additional domestic responsibilities on them. After school they were mothers and wives having to carry out all the gender roles, such as household chores and so forth.

3.3 RESEARCH DESIGN

This study is positioned in the interpretive research paradigm. Interpretive research paradigm is used because it is suitable for this study. Interpretive approach as suggested by Bertram (2004) is set in a way that the truth is momentary, depending on a particular setting at a particular time and located in a particular context, situation and time.

In this study a qualitative research design was adopted in order to get an in-depth understanding of the challenges that female principals experience and how they cope with these challenges. Qualitative research is flexible to both the researcher and participant. Creswell (1998) argues that qualitative process is defined as an 'inquiry' process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem, in a way that locates the problem to its local context.

Qualitative research design is usually used when the object of the study is in some form of social process or meaning or experience which needs to be understood and explained in a rounded way

(Cohen et al, 2007). A qualitative approach provides the qualities and considers the process of social interaction in natural settings and, in the case of this study, within the school setting. As described by de Vos (1998) qualitative research is designed to help researchers to understand people in the social and cultural context in which they live. A natural setting relates to normal and everyday life experiences as they occur. Through a qualitative approach I was able to understand my participants from their own perspectives. Qualitative research asserts that reality is constructed by the individuals involved in the research situation (Creswell, 1994) and therefore privileges the unpacking of this reality as a valid means of knowledge production in research. Reality is dependent on the individuals' point of view as being experienced by my participants, namely the female principals of high schools and senior primary schools in Umlazi North Circuit.

A qualitative research approach, as described by Fraenkel (2008), is important because it includes a thick description, enabling member checking and opening multiple realities. This approach concentrates on portraying the everyday experiences of people using observations and interviews, which enabled me to engage in an in-depth study of gender-related experiences of female principals. Creswell (1998) argues that a qualitative approach is an interpretive and naturalistic approach that explains social and human problems. Qualitative research encompasses a wide range of techniques (Denzin and Lincoln, 1994). These authors also claim that a qualitative approach is largely dependent on the manner in which the researcher presents solid descriptive data to ensure that the reader understands the meaning of the phenomenon being studied in context.

3.4 SAMPLE AND SAMPLING PROCEDURES

Participants in this study were purposively selected from four schools in Umlazi Circuit. Umlazi North Circuit was chosen because as a researcher, I am working in this Circuit, and it was convenient for me to collect data from the participants as the interviews were done in their schools. The participants were four female principals, of which two were from high schools and two were from senior primary schools. The two high schools and two senior primary schools were chosen because I wanted to know whether the female principals in these schools were experiencing the same difficulties. The participants were purposively selected because they had data relevant to this study. I used purposive sampling (Cohen et al., 2007) because I had the privilege to acquire the richest possible source of information to answer the research questions (Maree, 2007); they have the in-depth knowledge about their experiences as female principals. My participants were invited through letters and telephone calls to participate in my study. I negotiated the time and places to conduct the interviews with them. The four female principals were interviewed at their schools as per arrangement.

3.5 METHODS OF DATA COLLECTION

In this study, two methods of data collection were used as to collect the relevant information about my study. It is for this reason that I decided to use interviews and observations. Bertram (2004) has noted that data is the evidence that a researcher collects in order to shed light on the particular question he or she is asking. The two methods used are discussed below.

3.5.1 Interviews

The main purpose in conducting interviews for this study was to collect different ideas from female principals regarding their challenges and experiences as female leaders. I also wanted to know how they cope with the gender-related challenges they face in schools. According to Silverman (1997) interviewing provides a way of generating empirical data about the social world by asking people to talk about their lives. I used semi-structured interviews with four female principals. Semi-structured interviews were applied to get in-depth information, guided by the prepared interview schedule. De Vos (2002) notes that the semi-structured interview is the most adequate tool to obtain in-depth information in a research project. Ngcobo (2010) states that semi-structured interviews are sometimes referred to as guided interviews; the guides allow the researcher to develop the 'area of inquiry' during the interview. The semi-structured interviews provide direct indication of leadership as articulated by these female principals and permitted me to probe the responses.

Participants were interviewed in their schools. The interviews were conducted for about an hour each and they were all face-to-face interviews. All interviews were recorded and transcribed. Different times were allocated to give each participant enough time to discuss her personal experiences. The participants were encouraged by the researcher to express themselves freely since they were promised confidentiality. During interviews I was able to observe their emotions and also their body gesture which assisted me to understand how they feel.

3.5.2 Observations

Observation was the second data collection method that I used in this study. Observation includes both visual and oral data. I used observation in this study because I wanted to acquire data on real life setting; as Cohen et al. (2007) argue observation offers an investigator the opportunity to gather 'live' data from naturally occurring social situations. Cohen et al (2000) suggest that observation enables the researcher to enter and understand the situation that is being described.

Observation enabled me to observe female principals in their schools without knowing that they were being observed, of course with their prior consent, allowing me to observe their management activities in the schools. Strydom et al, (1998) argue that observation allows the researcher to observe the actual behaviour of individuals in their natural settings, and that one may gain a much deeper and richer understanding of such behaviour. In my school I got the opportunity to look at what was taking place during SMT meetings and I was able to observe how the setting was socially constructed in terms of power (Maree, 2007) and also gender domination.

In this study I used participant observation. As I have mentioned above, I attended School Management Team (SMT) meetings. Msane (2007) argues that participant observation is viewed by qualitative researchers as the most important data collection method. Participant observation was appropriate for this study because it enabled me to gather data on the physical setting, for example, the physical environment and its organisation, the human setting, interactional setting

and programme setting (Cohen et al. 2000). As a School Management Team (SMT) member I was able to observe what was taking place during SMT meetings for research purposes in my school.

3.6 ETHICAL CONSIDERATIONS

The University of KwaZulu-Natal granted me permission to conduct this research study (see Appendix C for details). A letter was written to the Department of Education to request permission to conduct research in four schools in Umlazi Circuit. The four female principals received letters requesting their consent to become the participants in this study; the letter explained the objectives and aim of the study. All the female principals who participated in this study signed a letter of informed consent which, among other things, indicated their freedom to withdraw from the study at any time without any punitive consequences. A meeting with the four participants was arranged in their respective schools where explanations were made regarding this study and their participation thereof, as well as to address any questions they might have regarding this study. Days and times of the interviews were arranged and agreed upon.

Participants were requested to allow the researcher to use a tape-recorder during the interviews. Issues of confidentiality and anonymity were promised and observed as pseudonyms have been used to protect their identities and those of the schools throughout this dissertation. Participants were made aware of their voluntary participation in the study and also about the fact that there were direct benefits they would get from their participation. Cohen et al. (2008) indicate that the

research participant has the right to refuse to take part or to withdraw once the research has begun.

3.7 VALIDITY AND TRUSTWORTHINESS

The researcher used a tape-recorder to make sure that the transcripts were accurate. I used interviews to understand their challenges and experiences. According to Cohen et al. (2007) one way of controlling reliability is to have a highly structured interview, with the same format and sequence of words and questions for each participant. In my study I used a semi-structured approach, which was guided by the prepared schedule for my interviews. I used two methods of data collection (triangulation) to make sure that the information I got from semi-structured interviews could be corroborated by means of participants' observations in order to bolster the trustworthiness of the study findings. Denzin and Lincoln (1994) argue that triangulation allows for evidence from different sources to be examined and in this study, this served as a means to validate the data collected.

3.8 DATA ANALYSIS

In this study the analysis of data was guided by the methods used to collect data, namely, interviews and observations. The answers received form interviews were put in a logical way as participants responded to research questions. The information that was collected through observations was in correspondence with what was said during interviews. A thematic analysis, which involved coding and categorizing the data into theoretically informed themes (Cohen et al.

2011), was used to derive the findings of this study, as reflected and discussed in the following chapter. Based on the responses of the participants in my study, there were several themes that emerged. Those themes are: Gender-related experiences of female principals: exploring the dynamic; Becoming a female school principal- some promotion related dynamics; Experiences related to staff meetings and the SMT; Experiences related to the SGB and parents; Experiences related to dual motherhood and principalship.

3.9 SUMMARY

In this chapter the research design, sample and sampling, methods of data collection and validity and trustworthiness were discussed. A qualitative approach was adopted in this study. Both the schools and research participants were purposively sampled and the study used semi-structured interviews and participant observations. These two methods of data collection served as a means to triangulate the data collected, which increased the validity and trustworthiness of the findings of this study. As a result this provided the study with a clear picture of what these four female principals experience in schools, and the support they required for the effective management of the school. The procedures used to access the schools and the participants followed the standard ethical requirements of the University of KwaZulu-Natal, and permission to this effect was procured from all the relevant stakeholders. The next chapter discusses the data gathered and provides the findings of the study in four schools in Umlazi Township.

CHAPTER FOUR

FINDINGS OF THE STUDY

4.1 INTRODUCTION

This chapter seeks to analyse and interpret the data collected to explore the gender-related experiences of four female school principals. The aim of this chapter is to present the findings of the study. The chapter begins with the gender-based experiences of the female principals' experiences, as well as of the female principals' management strategies in coping with these experiences. Female principals suggested some ways through which they could be supported in their management responsibilities for effective running of the schools, and these are discussed before the summary of the study findings.

4.2 GENDER-RELATED EXPERIENCES OF FEMALE PRINCIPALS: EXPLORING THE DYNAMICS

In this section I discuss the challenges of female principals that participated in this study. The challenges discussed are related to these themes: promotion dynamics; meeting with staff and School Management Teams; School Governing Body and parents; dual roles of motherhood and principalship; managing learner and teacher discipline and the implementation of school policies.

4.2.1 Becoming a Female School Principal: Some Promotion Related Dynamics

Although many women are now appointed into management positions, they are still experiencing some various forms of discrimination (Mthembu, 2007). There are cultural practices which often influence the preference of men over women when management positions are vacant at schools; even when women are appointed into leadership positions, prejudice against them are still prevalent (Baron, 2000). One of these cultural practices is stereotyping.

Female principals are not acknowledged as leaders through the prevailing cultural stereotype. As a result they find themselves taking a long period of time to be promoted into leadership positions.

From the interviews I did with the four female principals, I found that they went through different routes of promotion. I noticed that their teaching experiences range from four years to nine years before they were promoted to Head of Department. One can see that they waited for a long time before they were promoted. In our conversation I asked them to take me through their promotion route and this is what I got from them:

> I started teaching in 1989 in one of the schools in Umlazi. In 1998 I got the position of an HOD. In 2001 I got a position of Deputy Principalship. In 2002 I got the principalship in the same school (Mrs Khumalo).

I started teaching in 1996 at Buhlebuyeza in Umlazi. I never applied for an HOD post. In 2005 I saw a bulletin with vacancies and I said to myself let me apply for Deputy post. I couldn't believe when I received an interview letter. In 2007 I acted as a principal and in 2009 I became the principal of the school (Mrs Mzizi).

I started teaching in 1994. I taught at Nonsila Primary School for 9 years. In the first 4 years I was a post level one educator, and I applied for an HOD position in the same school. In 2004 I applied for Deputy Principalship post at another school, fortunately I got that post. When I arrived at that school the principal was very sick so I found myself doing my job and the principal's job, the principal died in 2006 and I acted for one year and then I got the position in 2007 (Mrs Mkhize).

I started teaching in 1982, in one of the secondary schools in Port Shepstone. I taught at that school for 4 years. In 1986, I got a transfer to Umlazi. In 1990 I became a vice principal. Then in 1994 my principal retired and I became the principal of the school (Mrs Mvuzo).

In the conversation I did with one of the principals before the interview, she mentioned that she applied for several times for a principal post and she didn't get that position. She became a principal after 13 years of teaching experience. One can notice that even though these four women are in leadership positions they waited for a long time before they were appointed. I asked Mrs Khumalo that how many times she applied for a promotional post. This is what she said "*More than I can remember.*" Marshall (1985) argues that because women choose a career

post viewed by society as a male domain (in principalship) they tend to introduce deviant pertain in that role since it is viewed as a challenge to sex role stereotypes. Stemming from the negative societal perceptions, leadership is perceived and portrayed as a masculine construct based on masculine values (Manwa, 2002 and Schein, 1994).

The analysis of data on the role of the female principal indicates that the participants think teachers do things that they would not have done if they (participants) had been males. They feel that teachers do not appreciate and respect them. The following are the responses from the participants:

> Sometimes you see that educators would not have done something that is negative if I was a male but they do it because I am a female (Mrs Mzizi).

> Sometimes when I send instructions, teachers would not respond (Mrs Mkhize).
> Being an old female principal among young male teachers is the most challenge (Mrs Mvuzo).

The above data show that female principals in this context have challenges in their field of work. This is caused by the way girls are socialised. The society believes that qualities that are needed to manage a school are antithetical to those qualities frequently associated with females (Shakeshaft, 1987). As a result, for a female principal to discharge her duties is problematic. She must choose to be either competent, in this case behaving like a male, or risk her femininity or to be incompetent and retain that femininity. Therefore female principals feel that they are not appreciated by their colleagues.

Female principals encounter challenges from both males and females teachers. The following point was highlighted from one speech.

> But then mostly I have a problem also with male educators. Sometimes they feel that they are the ones who are supposed to have the higher position. So they feel they should take over. There is that male and female problem of males not like to take something you say as a female principal (Mrs Mzizi).

From the above excerpt one can see that some male teachers undermine the ability of the female principal. Mandraj (1994) found that female principals have to work much harder in order to get the male teachers to hear them. The negative attitude that males have is caused by the myths that they hold against females. It is the perpetuation of these myths that gives rise to the attitude of undermining and not appreciating female leaders (Stead, 1978). As a result it is difficult for female principals to earn respect from males in general (Mertz, Grossnickle and Tutcher, 1980).

The problem of working with male teachers for the female principal is not her only plight; female teachers as well do not cooperate because they think that the female principal is powerless.

> They don't want to do their work. They absent themselves and they don't want to be disciplined (Mrs Mvuzo).

The above data shows that female teachers undermine a leader of their own because of their socialisation. Female teachers believe that a female principal is not capable of doing her work well.

> When I was an acting principal, I experienced a lot of problems. Teachers were resisting and they did not want me to manage them. They held meetings and said they don't want me to be their principal (Mrs Mkhize).

Mrs Mkhize's statement also shows that the staff lack confidence in female principals and believe in male superiority. This seems to show that the society has low expectations that women will be good leaders (Ngcobo 2010). Studies by Coleman (2001), Ayman (1993), Chisholm (2001) and a report by Ord (2002) in (Pillay 2005) are quoted in the following analysis of culture and leadership perception to highlight the difficulties women in leadership positions experience as a result of the masculine character that permeates organisations. Female principals experience difficulties as they are obstructed in whatever they do and their leadership styles, abilities and values are being questioned. I think the socialisation of girls does not recognize their leadership potential, and it does not envisage that one day as they reach adulthood, they would be required to assume leadership positions.

4.2.2 Experiences Related to Staff Meetings and the SMT

> Female principals I interviewed indicated that they encounter problems in managing staff meetings. There are people who want to be the head. They feel that their word is final but it should not be like that in the meeting (Mrs Mzizi).

The above statement shows that other members of the staff undermine the female principal and she is seen as a person who is not competent to exercise authority. Shakeshaft (1987) found out that male teachers have a tendency of wanting to dominate a female principal. Literature indicates that female principals find it difficult to work with teachers especially male teachers. In the interview I did with Mrs Mvuzo, this is what she said:

> There are two male teachers who do not want to be managed by a female. They act funny sometimes (Mrs Mvuzo).

According to Pillay (2005), male teachers are said to be uncomfortable to take instructions from a female leader because they feel threatened by a female who is strong, and they think she is challenging their hegemony.

Working with teachers is one of the most challenging experiences the female principals face. When I interviewed Mrs Mkhize about how she manages staff meetings, this is what she says:

> If I delegate duties to the staff, they would say that I am dumping my work on them and they will refuse to do it (Mrs Mkhize).

The above statement shows that what the female principal says to teachers is often interpreted differently by teachers. Shakeshaft (1989) indicates that gender expectations have a bearing on how the female principal interacts with those she supervises.

Another challenge that female principals encounter when holding meetings with their staff, is that the staff do not recognize and respect them. As a result they come late to meetings.

I usually write a letter to let them know that on such a day there would be a meeting so that they would prepare themselves for that meeting. But they don't keep time. They also don't respect me in such a way that they would bring children's work with them and would be busy marking while the meeting is on (Mrs Mvuzo).

Wyatt et al. (1992), in a survey on problems that black female school leaders experience in various parts of South Africa, found that female teachers resent working under a female principal. The survey found that female teachers are also responsible for the perpetuation of the negative perception of female principals. As a result of their socialisation, they undermine a leader who is of their own. Male teachers undermine the ability of the female leader, and so it is the same with female teachers. It is precisely because of their negative conduct towards her that she in turn acts differently towards them. According to Mandraj (1994) for a new female principal, working with male teachers means that she must go through a number of image transformation stages because of the rejection.

4.2.3 Experiences Related to the SGB and Parents

The four participants mentioned that they encounter problems in managing parents meetings. Some of the parents do not want the school to be headed by a female principal. Here are responses from the female principals:

With parents I noticed that sometimes when they come to the meeting, they don't believe that a woman can do what they believe is a man's job (Mrs Khumalo).

I do have challenges with some of the parents especially males. They don't want to accept me even though I have been the principal for so many years (Mrs Mvuzo).

Some members of the Governing Body started by having no trust and no confidence in me as a female principal in such a way that when we have meetings, they would prefer to listen to my deputy principal because he is a man (Mrs Mkhize).

These statements show that when there is a parents meeting female principals have to absorb a lot of criticism. They are called by names and are undermined by the community. A female principal is not taken seriously by the community members. Evans (1986) noted that the female principal might see herself as someone who is treated as a mere representative of a category of people rather than an individual.

Communities still prefer male principals over the female ones (Wyatt et al.1992) and female principals have noticed that. The statement made by Mrs Khumalo showed that a principal is not taken seriously by the community members. As a result a female principal might see herself as highly visible but without any substantial power. She might think that she is getting unnecessary attention and becoming a subject of gossip and rumour. This feeling accordingly causes undue stress on the job for the female principal.

In my own school, the principal is a female and two deputy principals are males. In parents meetings I observe that usually, parents want to solve problems with deputy principals instead of a female principal. They don't take a female principal seriously as a person who can solve

problems and who is able to manage the school effectively. Parents do not want to accept that a female principal is a manager with authority and power. Ngcobo (2010) argues that patriarchal views based upon the belief that men are superior to women still exist and expose women to all forms of challenges.

4.2.4 Experiences Related to Dual Role of Motherhood and Principalship

The four female principals who participated in this research are married. They said that it is very hard to be a female principal and also a mother because they have to work hard at school and also after a hectic day they have to go home and cook for their families.

> Yes there are some challenges because being a principal is like you have two homes. You have got your own home and the school is your second home. So it is a problem because you work hard at work then you got to go home where you have to look for the young one and also cook. It is really taxing, it is a challenge (Mrs Mzizi).

> I am failing to be a mother and a wife to my husband due to the fact that I am working very hard at work. My kids usually complained about that I don't have enough time with them (Mrs Mkhize).

The above statements show that female principals experience a lot of challenges with family responsibilities and their work demands since they are expected to perform well in both. The socialisation of girls disadvantages them over boys because they are socialised to serve men. Females are also socialised to play a leading role in growing up children and doing all the

housework chores (Ngcobo, 2010). As a result, when a female principal comes home from work, everybody is expecting food from her.

Female principals do experience problems with family responsibilities and their work demands, Pigford et al (1993) have indicated that people often ask how a married female principal copes with enormous tasks at school and at home. Van Nostrand (1993) also confirms that it is indeed a problem for the female principal to perform the act of balancing work and family responsibilities. Mrs Mzizi has mentioned that as soon as she arrives home, she has to look for the young one and also to cook. In my school there are more female educators than males. What I usually observe is that female educators ask to go home to take their children to the doctor or absent themselves because they have to look after their husbands or children who are sick. One can see that a female has a dual role to play.

There are female principals who said they balance both the family and work.

> I told myself that I want to be a wife to my husband and a mother to my children (Mrs Mvuzo).

> I think one has to balance between family and work. So far I have not sacrificed any. I am still able to manage because I can separate work from family. I am able to manage although it is difficult, it requires a very strong character for one to be able to strive that balance (Mrs Khumalo).

The above statements show that even though female principals experience difficulty in balancing home and work, there are those who can manage to balance both.

4.2.5 Experiences Related to Managing Learner and Teacher Discipline

The influence of gender socialisation has negative impact on anything the female principal does or does not do (Maphaha, 1996). As a result the principals have problems in managing teacher discipline because teachers do no respect them. The participants mentioned that teachers come late to school and some of them do not even excuse themselves for being late.

> I can say may be you talk to other educators for late coming and they will agree that they can see that they are being late but then you will see them doing it again until you talk to them several times (Mrs Mzizi).

> When an educator comes late, I expect him/her to come to the office and explain why he/she is late. They don't want to sign the late arrival register (Mrs Mkhize).

> If teachers come late, they know that they have to sign the late arrival register and if they leave early they sign the early departure register (Mrs Mvuzo).

The above statements show that male and female teachers do not respect a female principal. Shakeshaft (1987) found that male teachers have a tendency of wanting to dominate a female principal; the challenge of male teacher domination imposes limits upon her to perform.

Female principals experience problems with learners especially when it comes to discipline. Some of them do not behave well, especially those in high schools. Some of them come to school drunk and they also smoke in school premises. When teachers report them to the principal, they just don't care because they don't respect her. This is what the female principals say about learner discipline:

On learner discipline it is hard to get the parent because learners give us wrong addresses. Some of them are living by themselves (Mrs Khumalo).

If learners do not behave well they are given a warning but if they persist their parents are being asked to come to school (Mrs Mvuzo).

When learners are absent, usually their parents report them but if they come late to school, the teacher on duty with the help of the prefects will attend to those learners (Mrs Mkhize).

We do have a committee which deals with discipline whereby let us say an educator has a problem with a learner in her class, she will try to solve the problem, and if she fails she will send the learner to the HOD (Mrs Mziz**i**).

Learners also pose a problem to a female principal, especially when it comes to discipline. One participant mentioned that learners give them wrong addresses. This statement shows that learners do not respect female principal. Wyalt et al. (1992) found that black female principals

find it tough to work with male students in particular. Male students threaten and intimidate the female principal. Female students also challenge the female principal because they think that she cannot exercise power.

4.2.6 Experiences Related to Policy Implementation

The participants mentioned that some of their experiences relate to policy implementation. They mentioned that there are challenges that they encounter in policy implementation. As much as there are policies, some of them are not easy to be implemented. Let us take the example of corporal punishment; in some schools they are still practising it. Mrs Mzizi mentioned that in our conversation. One can see that the implementation of policies does not happen overnight.

> Well, in most cases we have different committees with different policies. Each and every committee tries to do whatever that policy does. But in most cases the management team tries to see that it goes down to educators. We do have problems with them but there is nothing that we are supposed to do because we have to follow them since they are from the department (Mrs Mzizi).

> We have committees that deal with the implementation of policies (MrsMvuzo).

> That is a difficult task. It is one challenge that one face. We do get together and formulate these policies and trying to implement but people resist but the policy is there but people resist (Mrs Khumalo).

From Mrs Khumalo's statement, one can see that there are female principals who are trying to push hard to implement policies but they encounter problems with the staff members who do not want to do what they are supposed to do. Mrs Khumalo has mentioned that teachers resist implementing policies. As a female principal she tries her best to do what is right but the problem lies with the staff she is leading.

Parents too play a major role in making things hard for teachers to implement some of the policies. Some parents are not part of their children's education. For example, if learners are given a project to do, parents would say that they have never done that during their time of schooling. In other words they don't accept change and the policies that the Department of Education has applied. As a result it is very hard for teachers to implement those policies. Parents and teachers should work hand in hand so that the implementation of policies would not be an issue, but is a joint project for the benefit of the school.

> There is a problem more especially with educators because now the Constitution says we should not inflict pain to our learners but they are still doing it (Mrs Mzizi).

The above statement shows that even though there are policies from the Department of Education to be implemented, such polices are not put into practice because implementation is very hard for both male and female principals.

4.3   COPING STRATEGIES FOR FEMALE PRINCIPALS

In this section I discuss some coping strategies that female principals use in addressing the challenges they encounter in schools. They have used different strategies to overcome the challenges they are faced with. These are related to decision making, collegial management and gender-stereotypes.

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4.3.1   Some Coping Strategies Related to Decision-Making

The participants mentioned that one of the key features to leadership is decision-making. They also indicated that they don't take decisions alone, but they include teachers and parents in decision-making. One participant mentioned that in dealing with late coming for both teachers and learners; they have applied policies that they follow. This shows that the principal does not take decisions by herself but as a team they form policies for guidance.

I went to one of the participant's school to collect data, and it was raining on that day. The female principal asked me to come earlier because she was going to attend a principal's meeting. Before the interviews began, one educator came to report that most of the learners in her class were wet. She suggested that it would be better if they can check with other teachers the number of children that were wet so that those learners would be sent home. The principal asked her to write a letter to all the teachers as to check the number of children who were wet. I noticed that the female principal allows other teachers to bring their opinions and also to propose what should be done for the smooth running of the school.

Pillay (2005) argues that the decision-making process will relate directly to issues of power, control and responsibility and therefore the leader of the organisation. But female principals who were my participants mentioned that they have overcome the stress by sharing power and responsibility; anyone is allowed to talk. For example, in their meetings, a departmental report, where everyone reports their own views, is presented.

The above statement shows that teachers are given the opportunity to report whatever they see and also to make decisions for what think is better for the school.

In one of the participants' schools, I observed that the female principal does not take decisions for teachers. One agent came to school selling books. The agent told the principal about the importance of those books and he insisted that she should take those books. But the principal told him that she was going to meet with the staff first and let them decide whether they need books or not. This also shows that for the smooth running of the school, the principal shares power and lets teachers bring their view in decision-making.

4.3.2 Collegial Management Strategies

Collegiality and working together seem to play a major role in female principals' interaction with their staff members. As mentioned previously, female principals in this study highlighted the importance of working together and of being empathic to the staff and also of making teachers feel comfortable. The example of being empathic is where one participant mentioned that she allows her female teachers to attend their family responsibilities.

In this context collegial management strategies involve delegation. Pillay (2005) emphasizes that delegation is an important mean which principals can utilize to promote democracy and participation in the school as an educational organisation with the aim of promoting cooperation, teamwork and collegiality. The delegation of teachers is also seen from the following statement:

> The deputy principal and I came with a strategy that we should have committees for each and every activity that we have in school. Each committee has a chair person and a secretary (Mrs Mvuzo).

The above statement shows that female principals allow themselves to work in a democratic environment. By delegating work to other members of the staff, female principals lessen the stress and challenges they face. Delegation also helps because teachers work as a team for the smooth running of the school as well as for achieving better results at the end of the day. Ngcobo (2010) argues that contemporary management theories encourage people to work together as a team in order to successfully achieve the aims and goals of their institution, as stated in the Constitution of the Republic of South Africa. She continues by saying that the Constitution (1996) set out to establish a democratic and open society while recognizing the injustice of the suffering in the struggle against the autocratic apartheid government.

Female principals feel that as much as they manage democratically, they need to be firm and strong enough so that teachers would not take advantage of them. Participants are aware that some of the teachers in their schools do not support them fully. This is what Mrs Mvuzo mentioned: some of them would be eating during meetings and they would not participate. But

against all odds female principals are managing the schools effectively. In one of the participants' school I observe how the female principal delegates duties among her staff members. They had entered the cultural competition in five categories. Every teacher was involved in that project, and they won all the categories. This shows that against all odds but female principals can work harmoniously with teachers.

4.3.3 Some Coping Strategies Related to Gender-Stereotype of Being a Female Principal

The participants mentioned that as much as teachers do not take them seriously because of their gender, they managed to overcome challenges by being firm and strong. In some instances during staff-meetings, they have adopted a style whereby they are being autocratic. They said this worked for them to keep the school in to order. This is what one participant says:

> There are people who feel that their word is final but it should not be like that in the meeting. There are challenges like that but we have to put the person into order and make them understand that this is a meeting, our meeting, not his or her meeting (Mrs Mzizi).

From the above statement it shows that female principals stand their ground to prove that they are capable of managing the schools effectively.

As mentioned above, principals have decided to use autocratic management as well as democratic management. These strategies help them because teachers get the opportunity to contribute their views and be part of the meeting, while the principal directs the meeting to

achieve its goals. Kganye (2002) in her study showed that principals who preferred a democratic approach to leadership were perceived to be effective principals, while Pillay (2005) argues that the leader makes an effort to create positive interpersonal relationships, which harmonize the efforts of the group.

When dealing with late coming for teachers and learners, female principals believe in talking to the teachers concerned and getting their views of why they are always late. This is what Mrs Khumalo says:

> We have got policies regarding late coming and absenteeism for teachers and learners. Firstly, we note frequent absenteeism and late coming then we start with an interview. We talk to the person or we talk to the learner. But for learners we end up calling a parent interview letting them know what learners do. But for teachers we just interview them and do some counselling. I remember one case, a frequent late coming; when I interview her, I only discovered that the teacher lives far from the township.

The above statement shows that female principals take care of the smooth running of the school by sitting down with an individual and give guidance where possible.

When dealing with the SGB and parents, female principals mentioned that they told parents that teachers, parents and learners should come together in order to help the child to learn. Participants also mentioned that parents were given the opportunity to come to school at any time to discuss issues concerning their children. As a result parents have started to accept female principals, but there are also those who do not want the schools to be headed by females.

I do have challenges with some of the parents especially males. They don't want me to be the principal of the school (Mrs Mvuzo).

The above statement shows clearly that parents still have a gender stereotype about females. They believe that females should be housewives and that men should lead. But as I have mentioned above, female principals have adopted styles of handling parents so that they will see that female principals are capable of managing the school.

In dealing with the dual role of motherhood and principalship, they mentioned that they are working hand in hand with their management team. They are also delegating some of the work to management and teachers. By so doing they have enough time to do the office work. They also send deputy principals to attend other principals meetings as a result they are coping to balance their school work as well as their domestic chores.

4.4 SUPPORTING FEMALE PRINCIPALS FOR EFFECTIVE SCHOOL MANAGEMENT

Female principals need support from all the stakeholders that is, Department of Education, teachers, learners, SGB, parents and also their families for the smooth running of the school. If the female principal does not get good support, then there would be no effective school management. Pillay (2005) states that an involvement of all role players will augur well for the school since it is a way of empowering people to take control of their lives and develop a sense

of ownership and responsibility for the outcome of the decision taken. Shakeshaft (1987) argues that women as leaders value shared decisions and resort to cooperative strategies in order to reach their goals.

Female principals have a major problem in managing teachers and learners that is why they need a full support to do that Shakeshaft (1989) states that gender expectations have bearing on how she interacts with those she supervises. What she speaks with the teachers is often interpreted differently by the male and female teachers. To support the above statement, this is what I get from one participant:

> If I delegate duties to the staff, they would say that I am dumping my work on them and they will refuse to do whatever I ask them to (Mrs Mkhize).

From the above statement, it is clear that teachers interpret female principals wrongly. The four participants do not get support which is related to managing teachers and learners. They have the wrong impression about female principals. I have noticed that for female principals to be accepted by teachers and learners they need to prove themselves through hard working. One of the participants mentioned that teachers and learners usually arrive late every morning. This female principal had a male deputy principal who does not give much help to support the principal to manage teachers and learners. When I was collecting data at the school of one of my participants, I observed that they don't follow a protocol. A learner just came in and went straight to the principal and reported that a boy took her lunch. The principal asked the learner to report the matter to her class teacher. But the learner said that it was the teacher who sent her to the office to report to the principal because she (the teacher) was very busy. This statement

shows that female principals do not get support from their colleagues to manage the school effectively.

Female principals do not get enough support to manage dual roles of being a mother and a principal. With the lack of support by the family members with family chores, the female principal is faced with an unfair workload as a leader. When she arrives home after school, everybody waits for her to prepare food.

> It is a problem because you work very hard at work then you got to go home and also cook (Mrs Mzizi).

The above statement shows that female principals do not get enough support from their families. One participant mentioned that sometimes she fails to help her children with their homework. She said her child got detention from school because she (the child) did not finish her project. The mother (female principal) had promised the child that she would bring her the material for the project. Unfortunately the female principal had to attend the principals' meeting and she (the female principal) forgot about her child's' project. Mrs Mzizi mentioned that sometimes she arrives home very exhausted but she has to cook and do other home chores because no one will help her. She also said that sometimes she fails to do both (home and school work) effectively. The support from home and school is very important for the female principal so that her management would be a success.

But Mrs Khumalo does get support from her family because she mentioned it when I interviewed her.

The family support is always there but the little support that Department of Education offers does not help (Mrs Khumalo).

If all the female principals can get support from their families, it will make things easier for them to manage the school and home effectively. Van Nostrand (1993) confirms that it is indeed a problem for the female principal to perform the act of balancing school and family responsibilities.

For the policy to be successful, female principals need support from both the teachers and the Department of Education. Female principals would not be able to implement policies on their own without being helped. Policies are being sent to schools one after the other and some of them become a burden to the principal as the head of the school. Participants mentioned that they do not get the support from their staff, except for one participant who mentioned that she does get the support.

But in most cases the management team tries to see to it that it goes down to educators (Mrs Mzizi).

This statement shows that Mrs Mzizi got the support from her management team and they work together with teachers. The participants mentioned that they don't have the full support from their colleagues.

We do get together and formulate these policies and trying to implement but people resist (Mrs Khumalo).

There are those teachers who do not want to do what others are doing (Mrs Mkhize).

From the above statements one can see that some of the female principals do not get enough support from their staff. Chisholm (2001) finds in her research that every woman she interviewed had a problem with colleagues recognizing her authority.

4.5 CONCLUDING REMARKS

In this chapter the data showed that there are different styles of management strategies that female principals used to alleviate challenges that they are faced with. This study found that female principals are not accepted in schools by some of the teachers as well as by some of the parents because of gender-stereotypes. They are expected to act and work like men. However female principals engaged themselves in collegial and democratic strategies that helped them to manage the schools fruitfully. Therefore gender stereotypes are being used negatively against women; female principals who work against all odds have risen above the tide to show their ability that they can manage the schools effectively.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study set out to explore gender-related challenges that affect female principals in four schools at Umlazi North Circuit. The objective of the study was to unveil the challenges that female principals encountered when applying for promotion into school leadership and gender-based school experiences, as well as the management strategies that female principals use to cope with their leadership challenges and responsibilities. The aim of this research was also to understand the implications of the above policy and to identify practices aimed at encouraging and supporting female principals, particularly in view of the dominant gender stereotypes that are biased against females' capacities to become leaders. This chapter provides a summary of the study's findings, limitations, conclusions and recommendations.

The study was guided by the following key research questions:

1. What gender-related challenges do female principals experience in four Umlazi schools?

2. What causes these gender-related challenges?

3. How do female principals cope with these gender-related challenges?

To answer these questions, a qualitative research approach was employed, using semi-structured interviews and observations with four female principals in four schools at Umlazi North Circuit. A thematic analysis was used to analyse the data, and this elicited the findings of the study.

5.2 SUMMARY OF THE STUDY FINDINGS

The study found that female principals have to pass through biased promotional challenges that militate against them in order to assume the leadership position. These difficulties include challenges that female principals encountered when applying for promotion into school leadership for example, the very long period of time it takes for them to be promoted into leadership positions, as opposed to their male counterparts; some gender-based school dynamics are related to staff meetings and parents meetings where female principals find themselves being not taken seriously by parents and teachers. Female principals experienced these challenges before and after they have been promoted to leadership. As a result these challenges hinder them towards their goal for effective leadership.

Secondly, on the issue of gender-related challenges, the findings revealed that female principals encounter challenges due to gender stereotypes. The society expects females to perform domestic chores and also to raise children because of their socialisation, which associates femininities with menial and subservient chores. As a result female principals find themselves having to simultaneously performing domestic chores and official school work. The study has found that female principals are experiencing different challenges in balancing work and home responsibilities, and in their experiences related to staff, SGB and parents meetings as well as

policy implementation. This places an extra burden on female principals, which their male counterparts do not experience, thereby reinforcing the gender stereotypes that associate femininities with meniality, as some female principals struggle to raise above these demands. Female principals also experience negative attitudes of staff and community because of their gender, owing to the dominant views that relegate femininities to subservience, with the view that they are not suited to performing management roles.

However, female principals have used different managing strategies, namely democratic and collegial strategies, to overcome some of the challenges that they are experiencing. These approaches assist female principals to bring order in their schools. They have managed to deal with teachers, learners and parents in a profound way, for instance if the learner does not behave the teacher should solve that problem. But if the teacher fails then the HOD would take over. Again if the HOD cannot solve the problem then the principal intervenes and the parent would be informed. With educators, female principals suggested a one on one interview. As a result teachers are taking part in decision making and parents are also given an opportunity to come to school at anytime to discuss issues concerning their children. By including teachers in decision making, teachers have changed their attitude towards the female principal because she (female principal) is not imposing anything but including the staff in decision making. Therefore no one can point fingers at the leader.

Gender stereotypes have been proved wrong, since female principals are working against all odds for the smooth running of the school. They have made themselves visible to the community

by working hard and by being active in schools. They have the same leadership qualities that men do, and they are managing schools effectively.

5.3   LIMITATIONS OF THE STUDY

The availability of the participants for interviews limited this study. I interviewed two female principals and I had a problem with the other two since they were sick. As a result I had to wait for two months for them to recover but they did not pitch up. As the time went by I decided to replace them. I phoned other two female principals who accepted my request. But due to the Annual National Assessment which was written in February, I was forced to interview them late in the afternoon and as a result the time I had with them was limited. The interruption of telephone calls also played a role because these female principals had to answer their phones due to the fact that they were busy with assessment. As I have mentioned above I had a limited time with these two female principals. As a result I never had enough time to observe them in their schools. A larger sample would have benefited this research, so that if one or two did not avail themselves, the study would not be affected.

5.4 CONCLUSION

Findings of the study revealed that the challenges that these female principals experience in their schools include gender stereotypes, promotion dynamics, gender-related school dynamics, the dual role of mother and principalship and also the lack of support from school and home.

Gender stereotype also played a major role in female principals' challenges. They are experiencing gender discrimination that tends to hamper their effective functioning. Instead of facing their day to day challenges of their job, they find themselves being faced with questions dealing with who they are in terms of their gender, by the community. They are also expected by the society to perform domestic chores as well as school work. They lack support from their colleagues and families.

But these female principals never became discouraged about how people feel and see them; instead they are trying to be firm and strong for the good of the school. As a result they have management strategies that they have applied to manage their schools effectively.

They describe their management strategy as being democratic. They describe how they include teachers and parents in decision-making in order to promote a good quality of management. According to Pillay (2005) democracy to women principals means involving all stakeholders in participating and sharing the responsibility for the outcomes achieved. The involvement of teachers in decision-making lessens the work load of female principals as they are also expected to balance school work and home responsibilities. According to Ngcobo (2010) female principals show a commitment to sharing power as means for potential growth and development.

Therefore these principals do not allow circumstances and challenges to overrule them. Instead they rise up against all odds and introduce different management strategies for example, collegial and decision-making strategies, which assist them to achieve the goals of managing the schools

effectively. By forming committees for every policy they have also helped to bring order in schools.

5.5 RECOMMENDATIONS

Relying upon the findings of the previous chapter, it is clear that these female principals agreed on working hard and are able to handle problems appropriately and in ways that benefit the school. Female principals used different strategies to manage the schools accordingly. These strategies helped them to identify the following:

- The community members need to be educated through relevant structures to change their perception of female leaders. They should also be made aware that leadership has nothing to do with the sex of the individual. Therefore female principals would be able to show their potential in managing the school.
- The Department of Education has to arrange seminars for female principals where they would be encouraged to discuss challenges that they encounter in schools and also find solutions to solve these challenges.
- Female principals need to network amongst themselves in order to get more information from other female principals as to how to approach and solve challenges that they are faced with in schools.

The Department of Education needs to help female principals by having workshops where they would be able to deal with gender diversity and gender issues in education. Although female principals have strategies that they use to manage schools, they also need workshops

where they would be equipped with required skills to be able to cope with gender-related challenges that they encounter in schools.

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APPENDIX A

Interview Schedule

A. Biographical Data

1. Age ………...

2. Highest qualification ……….

3. Present position held ……..

4. Management experience……..

5. Marital status ……….

6. Own children and ages ………

B. Background Information.

1. What is your position in management?

2. Approximately how many teachers do you manage?

3. How many men and women?

4. For how many years of service have you held the promotional post?

5. How many times did you apply for promotional post before this one?

6. What motivated you to seek for this post?

C. Challenges at work

1. What challenges do you experience regarding your role as a principal?

2. As a manager at your school, how do you manage discipline? (teacher- discipline and learner-discipline).

3. The Department has a lot of policies that need to be implemented.

   (a) How do you manage to implement these policies?

   (b) Do you find any difficulty in policy implementation?

4. As a leader, you hold meetings with your staff, SMT, SGB and parents

   (a) What gender-related challenges do you experience in managing

   staff meetings?

   (b) What challenges do you encounter in managing SMT meetings?

   (c) What gender-related challenges do you experience in managing SGB

   and parents meeting?

D. What cause challenges

1. What can be the cause of the challenges you face in your school when you

   manage:

   (a) discipline

   (b) policy implementation

   (c) staff, SMT, SGB and parents meetings

E. Coping with challenges

1. Do you experience any challenges due to the fact that you are a working woman

   as well as a mother/wife

2. How do you cope with these challenges?

3. How do you address issues related to managing discipline in your school?

4. During staff, SMT and SGB meetings, how do you cope with the challenges you

   face?

5. If teachers do not comply with the policies, how do you address that issue?

6. How do you cope with all the challenges that you face at school?

APPENDIX B

Observation Schedule

To observe and take field notes of management experiences of female principals in four schools. For example, observe the organisation of the school, staff meetings, morning assembly, and actions of educators and parents.

APPENDIX C

53 Ruwenzori

63 St Andrews Street

Durban 4001

28 June 2010

Dear Colleague

RE: Participation in research project

My name is Lindiwe Makhaye. I am a Head of Department educator at Imisebe Primary School and a registered Master of Education Degree student in Gender and Education in the Faculty of Education at the University of KwaZulu-Natal. I am conducting a research project on the gender-related experiences facing female school principals.

I request you to kindly participate in this study. I have chosen you to be one of my participants that I will interview with regard to this particular phenomenon. All information received from you will be treated as confidential. Your name will not be recorded to ensure your anonymity. Your participation would be voluntarily and you

will be free to withdraw at any stage of the interview if you so wish.

The main purpose for this research is to understand how female principals cope with the challenges they face in schools. I promise not to cause any disturbance of the daily activities of

the school. Should you agree to participate we will then arrange time suitable for both of us to do interview. This implies that we will agree on the dates of interview and I will come to your school and collect data. It has been designed to obtain your opinion on what challenges do female principals encounter in management.

I am aware that you are a very busy person as a school principal and I appreciate that you will make time in your tight schedule. Your response will be strictly confidential and will be used for research purposes only. Total anonymity of your participation is also assured; therefore your response should be as honest as possible. My supervisor is Dr. P. Morojele; you are free to contact him in connection with this. His number is: 031 260 4332. Your corporation in this regard will be highly appreciated.

Yours sincerely

_____

Lindiwe Makhaye

If you agree to participate in this study please sign the declaration below
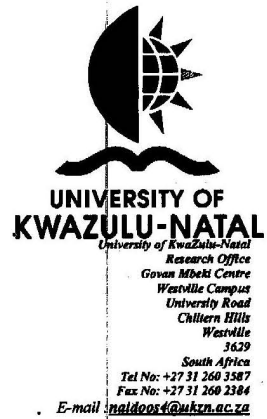
I ……………………………………………….(Full names of the Participant) hereby, confirm that I understand the contents of this document and the nature of the research project, and I consent to participate in the research project.

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

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10 August 2010

Mrs L Makhaye
53 Ruwenzori Flat
63 St Andrews Street
DURBAN
4001

Dear Mrs Makhaye

PROTOCOL: Gender related experiences of female school principals: "A qualitative study of four Schools in Umlazi North
ETHICAL APPROVAL NUMBER: HSS/0885/2010 M: Faculty of Education

In response to your application dated 04 August 2010, Student Number: **205519944** the Humanities & Social Sciences Ethics Committee has considered the abovementioned application and the protocol has been given **FULL APPROVAL.**

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Professor Steve Collings (Chair)
HUMANITIES & SOCIAL SCIENCES ETHICS COMMITTEE

SC/sn

cc: M Pholoho (Supervisor)
cc: Mr. N Memela

Postal Address:

Telephone: **Facsimile:**   **Email:**   Website: www.ukzn.ac.za

Founding Campuses: ▬ Edgewood   ▬ Howard College   ▨▨ Medical School   ▬ Pietermaritzburg   ▬ Westville

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