EXPERIENCES OF FEMALE PRINCIPALS AS PRIMARY SCHOOL LEADERS IN LESOTHO

By

Marethabile Catherine Maime

A dissertation submitted in partial fulfillment of requirements for the degree

Master of Education

Educational Leadership, Management and Policy

Faculty of Education

University of KwaZulu- Natal

Durban

December 2011

SUPERVISOR'S STATEMENT

This dissertation has been submitted with / without my approval

………………………………   …………………………..

Mr. Sibusiso. D. Bayeni   Date

DELARATION

I Marethabile Catherine Maime, declare that this dissertation entitled "Experiences of female principals as primary school leaders in Lesotho" is my own work and has not submitted before for any degree or examination in any other University. All the sources I have used or quoted have been indicated and acknowledged by means of complete references.

Signed**:……………………………**   Date:……………………

       Marethabile Catherine Maime

       209530179

Supervisor: ………………………………   Date……………………..

       Mr. Sibusiso Douglas Bayeni

       December 2011

ACKNOWLEDGEMENTS

DEDICATION

I dedicate this piece of work to the memory of the following people:

To my late father, Ntate Lephatsoe Mokuoane who has always been my cheer leader, his vision for me has finally realized, wish he was here

To my late husband Tseliso Maime and aunt Mapuleng, I wish they were here to see my dreams come true

To my colleague the late Malebohang Setai whom we could have completed our dissertations together

May their souls rest in peace! Amen

LIST OF ACRONYMS AND ABBREVIATIONS

ACL – Anglican Church of Lesotho

ACP – Association of College of Preceptors

AMEC – African Methodist Episcopal Church

ASC – Advisory School Committee

DEO – District Education Officer

DoE – Department of Education

DPE – Diploma in Primary Education

EDRPRS – Economic Development Poverty Reduction Strategy

FPE – Free Primary Education

HoD - Head of Department

LAUSDGEA – Lesotho African Union Solemn Declaration

LEC – Lesotho Evangelical Church

LVS – Lesotho Vision 2020 Strategy

MoET – Ministry of Education and Training

NCES – National Centre for Education Statistics

NUL – National University of Lesotho

PTC – Primary Teacher Certificate

RCC – Roman Catholic Church

SACMEQ – South African Consortium for Monitoring Education Quality

SMB – School Management Board

SMC – School Management Committee

SEO – Senior Education Officer

TSC – Teaching Service Commission

FIGURES AND TABLES

Description		**page**
Figure 2.1	Relationship of educational leadership and management	15
Table 3.1	Female principals' profile	43
Table 3.2	Deputy Principals' profile	44

ABSTRACT

In Lesotho, as in any other country, women face many challenges stemming from the difficulty of simultaneously transcending and accommodating to gender stereotypes, prejudices and cultural beliefs perpetuating women submissiveness. Although, the government of Lesotho has made attempts through the implementation of policy documents of gender equity, the challenges and barriers that women experience in educational leadership and management positions are still prevalent today. The study aims to explore the experiences of female principals who are already in educational leadership positions.

The study adopted the qualitative approach which based on an interpretive paradigm. The qualitative methods of data production were used to get a deeper understanding of the female principals' experiences. Individual semi-structured interviews, with open-ended questions were used to collect data. Field notes were also used to capture the cues which the tape recorder could not show or in case the tape malfunctions. The study employed the contribution of feminist theories as a guide to the study in order to liberate women from practices and structures that perpetuate their unequal status. The purposive sampling was used for selection of the participants and the sites. Five primary school female principals and four deputy principals were selected in the Leribe district of Lesotho. Responses of female principals and their deputies were based on three key questions: What are the female principals' experiences as school leaders when they assume the leadership positions in Lesotho primary schools? How do female principals' experiences affect their leadership roles? How do female principals deal with the challenges and experiences as they carry out their responsibilities? Data was subjected to content analysis.

The findings reveal that organizational factors and teachers' negative attitudes towards female primary school leaders are some of the factors that hold up the effective school administration. The findings also reveal that women principals in primary schools are competent and do possess the necessary skills to manage the schools effectively. Furthermore, with the necessary support of leadership and management styles they use, women can become successful in transform schools into institution of learning.

TABLE OF CONTENTS

TITLE   **PAGE NUMBER**

CONTENTS

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

CHAPTER FIVE

CONCUSION AND RECOMMENDATIONS

CHAPTER ONE

INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 Introduction and background

The study sought to investigate the experiences of female principals in their leadership position in primary schools in Lesotho. The aim of this chapter is to introduce and provide the background to the study. The chapter also discusses some related topics such as the rationale, significance of the study, research questions and the structure of the dissertation.

The issue of women in leadership and management positions has been a matter of concern worldwide. This is because it had a negative impact on female capabilities with regards to their leadership and management in schools. In many countries including Lesotho, women were regarded as people who cannot lead and manage schools as men can do (Blount, 1998; Mosetse, 2006; Kiamba, 2008). That is, leadership role was basically associated with males, while, women were only considered fit to do mainly the actual teaching duties in the classrooms. Leadership and management responsibilities were associated with intelligence and power which, some people thought, are found in men rather than in women. However, in the context of Lesotho, there are well known barriers which have exacerbated an already existing situation that keeps women out of management positions, and they are still continuing.

Consequently, among the factors that contributed to the gender gap, are education and culture in the sense that formal education, which was taught to women, limited their access to, and achievement of management positions. For example, women were exposed to subjects like home-economics and business studies which were just preparing them to become good mothers as well as good teachers (Task Force Report, 1982; Eprech, 1992; Molapo, 2005). Secondly, Lesotho, being a patriarchal country, promotes patriarchal patterns and gender discrimination which marginalises women from leadership positions. Their practices and beliefs that were passed on to elders were also passed on in the professional institutions like schools (Lesotho African Union Solemn Declaration on Gender Equality in Africa [LAUSDGEA], 2006).

In the past, prior to 1966 in Lesotho, education was provided by the missionaries. Employment and payment of teachers' salaries as well as, the provision of school facilities were their responsibilities. During those times, only males were considered to be principals of both primary and secondary schools. There has never been a formal entry qualification for principalship.

Principals were appointed on the basis of their successful record as teachers (Bush & Oduro, 2006). But due to patterns of male dominance which influences unequal power relations that exists between men and women, male principals were appointed instead of female candidates who qualified. Women were not given equal opportunity to employment and promotion into leadership position. Hence they were employed in terms and conditions of temporary job and they were non-pensionable because of their reproductive roles (Kimane, Ntimo-Makara & Mapetla, 1992).

Recently, education in Lesotho has chiefly been provided under the strong partnership between the government and the proprietors (church owned). Eighty six percent of high schools and primary schools are owned by the church and they fall into four categories namely, Roman Catholic Church (RCC), Anglican Church of Lesotho (ACL), Lesotho Evangelical Church (LEC) and African Methodist Episcopal Church (AMEC) the South African Consortium for Monitoring Educational Quality [hereafter, SACMEQ], (2005). The SACMEQ (2005) states that the *Education Act 10 of 1995,* legally bound the Ministry of Education and the churches to collaborate in education service delivery. It also called for the establishment of the Advisory School Committee (ASC) and School Management Committee (SMC) in church governed primary schools. The SACMEQ (2005) state that in church governed schools, power is concentrated in the SMC. A group of up to eight schools is managed by one SMC which normally works through the church educational secretariat in dealing with the Ministry of Education. The SMC's functions are to recommend teacher appointments, promotion, discipline and transfer of the teachers to the Teaching Service Commission (TSC). The hiring of teachers is based on local hiring where the SMC are the ones who recommend the appointment of teachers to the TSC. I have observed that the selection of the school principal is based on the lines of religious denomination. This becomes more evident when there is an advertised post. The SMC recommends the appointment of the local teacher in preference of an outsider. Further, they recommend the appointment of a teacher of the religious denomination of their choice.

In addition, there are more serious problems that are identified in relation to the appointment of female principals. As I have mentioned earlier, the SMC are given authority to appoint teachers and principals as long as they meet the minimum qualifications. In church schools, the proprietors do not adhere to that, instead, they employ according to the *Act No.2037 of 2003*, which stipulates that the employment of teachers in schools with a religious character must be

based on the tenets of the religious denomination of that school or the teacher must attend religious worship in accordance with those tenets. When it comes to the appointment of the principals, the practice is more visible and serious. In most cases males are the ones to be given the first priority to hold such leadership positions. Then that female are given the second chance, but provided they belong to the same denomination.

The government of Lesotho has now taken an initiative to build more schools to cater for the learners who travel long distances to and from schools and also to address the challenge of increasing enrolment due to the Free Primary Education (FPE) policy which was introduced in 2000. I have observed that in most schools principals are male.

However, the government of Lesotho is committed to encouraging research on gender equity in three areas, which are education, employment and political decision making. Therefore, this commitment has been incorporated into constitution of the Lesotho Vision 2020 Strategy (LVS), the Economic Development and Poverty Reduction Strategy (EDPRS), and Women's Empowerment and they are national concern (Ministry of Education and Training [hereafter, MOET], 2005). Although, these policies have been promulgated in order to address gender equality in leadership in all sectors including education, and that women should be given equal opportunities in management positions, however, the appointment of principals is still biased against women.

Even though, about 70% of teachers in schools are female, only a small percentage of these are school principals in secondary schools in Lesotho compared to their male counterparts (Muzvidziwa & Seotsanyana, 2002). This shows that, in Lesotho women occupy few positions in educational leadership and management as it is reflected to the number of women teachers in the country. Concurring with this view, Theko (2006), specifies that, men dominate in senior positions in Lesotho and that is not only in government structures and ministries but also in non-governmental organisations as well as in education.

While existing social mores change as time passes, an underlying social tendency to marginalise women has remained (Horany, 2002). Despite the progress women have made towards equal opportunities in management positions, the bias in favour of men has not been done away with. Therefore, more research is needed in order to find out and understand why such problems surrounding women marginalisation when it comes to management positions, persist.

The purpose of this study is to explore the leadership and management work life experiences of five selected female principals in Lesotho primary schools in the Leribe district. Their different experiences in leadership position in education, will assist to shed some light on this phenomenon and probably give guidance to other female principals who face similar situations. This study will also be important for aspiring female principals to see how others may have resolved their dilemmas and problems they encounter in the leadership position (Harris, Ballenger, Hicks-Townes, Carr & Alford, 2004).

1.2 Statement of the problem

Despite the efforts that are made to ensure the female representation at all levels of governance, women are still underrepresented in organisations particularly in leadership positions (De la Rey, 2005). One of the reasons for this is that the field has been historically occupied by males (Tallerico & Blount, 2004). However, the main factors that contributed to this occupational sex segregation emanate from the culture and social attitudes towards what comprises a male or female job and gender equality in education and training. Therefore, this resulted in both sexes being streamed into different professions. In Lesotho, occupational sex-segregation in professional jobs still prevails, particularly in educational leadership and management positions. Men still dominate these positions and this is encouraged by employers who still categorise jobs as being more suitable for women or men respectively.

In the primary schools, where the School Management Committee (SMC) has the authority to recommend principal appointments to the Teaching Service Commission (TSC), the process is not always transparent. The SMC prefers male principals to female principals even though the latter may be more qualified than the men for the post. Although, women are discriminated in leadership and management positions in Lesotho, it is not all the women who experience that. There are some women who do get in to the position of principalship. That situation provides an opportunity for women to be appointed instead of males from different denominations because the SMC's appointment of principal is based on statutory *Act No. 2037 of 2003*. This is also done even in high schools where the School Governing Body (SGB) traditionally appointed principals on the bases of them being local, and usually ignored outsiders. The SMC and the SGB do not adhere to the government regulations which stipulate that anybody who meets the

minimum qualifications can be employed for the principalship positions. They employ according to the statutory *Act No. 2037 of 2003.*

This sex-segregation in professional jobs is creating a problem; women's self-esteem drops in response to this systematic message that instils in them the notion that they are second class citizen. Again, the identities ascribed to them which specify who they are and how the society thinks they should be, also seem to undermine their efforts in relation to leadership and management. In Lesotho, the practice of unequal treatment of females and males when the appointment of principals are made, needs to be investigated in order to find factors that encourage and or promote them. Such an investigations has the potential to empower men and women to confront head-on the cultural basis and stereotypes that flaunt undemocratic values and principles.

In Lesotho, like any other countries, there are more women in the teaching profession, but their participation in school leadership and management is low (Mosetse, 2006). Of significance to more girls and boys attending school, is the expectation that there should be more female principals in schools' leadership and management positions in order for the girls to have role models. However, while women are ascending into leadership positions, progress is slow and uneven and this is something that needs to be addressed to rectify the situation. In fact, it is important to understand how women are discouraged or what the factors are, that discourage them from getting into leadership positions. This is a perennial problem and something has to be done. Therefore, this study is going to find out from these women who are in positions of leadership with regards to the problems they encountered when they assumed those leadership positions, the main reasons for the difficulties these women managers faced, and that prevent them from getting into those positions. This study is going to investigate why these kinds of problems occurred and the causes thereof. The study also seeks to investigate what positive and negative challenges female principals face in leadership positions, and the extent to how such challenges may be addressed.

1.3 Rationale

There is and has been a gender gap in terms of access to educational leadership and management in Lesotho schools for a very long time. Lesotho is significantly influenced by religion and patriarchal ideological frameworks that reign in the Basotho cultures. The notion of the gender

stereotypes that relate to the understanding of the leader as someone who is physically strong is but one example. Also the perception that women are less able than men (Grant, 2005; Mosetse, 2006) and therefore they are not fit to carry out leadership roles was also carried into to schools. This contributed to the slow rate of women participation in leadership and management positions. This view and observation is shared by Bush (2006) who stresses that females are greatly underrepresented in senior positions in education as in many occupations.

In Lesotho, there is a chronic problem which relates to the appointment of female principals. My own perception as a researcher is that the appointment of the principals in schools, favour males more than females. There is a belief that, a principal has to be a male. I have already mentioned that the evidence of this view can be seen when posts of leadership positions are advertised. Even if a woman qualifies for that position, as soon as a male applicant is found, the School Management Committee (SMC), the application of that woman who qualifies for appointment will be ignored. However, if that male belongs to a different denomination, his application may also be ignored. . Usually, it is only then that women can be appointed, but on conditions that she is also of the same denomination. This situation is more prevalent in church schools. This shows that they employ according to the statutory *Act No. 2037 of 3003.*

Even though in Lesotho 92.9% of female adults are literate, and 71% of men are literate, but women are a marginalised group as their knowledge and expertise is often ignored by policy makers (Mosetse, 2006). Furthermore, Mosetse (2006) indicates that the misconception exists that women in Lesotho lack reasoning skills and are therefore, unable to have sufficient mental powers to make logical decisions, while men do. Despite their level of literacy, women in Lesotho occupy limited employment participation in top positions in the field of education. That is their permissible status which relegate them to the position of subordinate has not changed in accordance with their achievements in education and other fields (Ntimo-Makara, 1990). Due to the fact that Lesotho operates under different sets of laws, employment also is based on statutory and customary laws (United Nations Development Programme [UNDP], 2001). When the SMCs appoint school leaders, they also base the appointment on such laws. For example, the *Act No.2037 of 2003*, stipulates that the employment of teachers in schools with a religious character must be based in accordance with the tenets of the religious denomination of that school or the teacher must attend religious worship in accordance with those tenets. In addition, Mosetse (2006) posits that, under the Customary Law of Lesotho, a woman is under the guardianship of her father. Upon marriage the guardianship is transferred to her husband until his death. Mosetse

(2006) further claims that, under the Customary Law, a woman is a legal minor as a result, she cannot own property or enter into any legal contract without her husband's consent. It is clear that, the laws are based on the belief that women are weaker sex and therefore they are not fit to hold leadership positions.

This situation has resulted in the males dominating the educational leadership and management positions in schools. Thus, the lack of visibility of women in management positions has led to a negative impact towards female capabilities.

However, the motive for undertaking this study is entrenched in my own experience as a professional teacher, in a position of assistant teacher who has taught for twenty three years. My experience of working with women teachers and head teachers in recent years on career development and management development has offered opportunities to observe how women themselves perceive and experience management work in schools. I understand that there are problems that female principals face when they get into leadership positions. But, more importantly, problems continue to occur even when they have become practicing principals or managers. Consequently, the leadership position becomes frustrating for the female managers occupying the principalship.

Though there is literature available on female principals' experiences, more studies are conducted on secondary school managers for now. Examples of the studies done in secondary schools are conducted by (Thakathi, 2002; Wrushen & Sherman, 2008; Moorosi, 2010). To my knowledge, little has been done to research on primary school female managers and their experiences. Therefore, there is a gap which already exists in the research done on the topic. That is why I want to close that gap by doing this kind of investigation on „experiences of female principals as primary school leaders in Lesotho'. The study aims to explore the experiences of females who are already in leadership and management positions.

1.4 Significance of the study

This study explored female principal's experiences as school leaders in five primary schools in Lesotho. Moreover, primary school principals' experiences are important because the understanding gained from this study may increase awareness about positive and negative challenges, barriers and problems that female principals experience. The study will contribute to

the new knowledge. Knowledge may be used by the Department of Education (DOE) in Lesotho and the policy makers to inform their decisions. This knowledge may provide insights and practices of the participating schools. Furthermore, awareness may provide women with the opportunity to evaluate the female principals' experiences and compare them to females that are presently in leadership roles. Thus, the study is hoped to be useful to other female principals who are in leadership and management positions. It will also benefit female teachers who are inspired to become principals.

The findings of this study may help female principals and the deputy principals with information about issues of experiences. It may also help them to deal with challenges in schools as well as to help female principals to invent ways in which to approach teachers.

1.5 Methods and methodology

In this study the researcher used qualitative research design as it enables the researcher to gain a deeper understanding of the female principals' experiences. The study was located within interpretive paradigm as it is concerned with human behaviour, and therefore, the researcher would have an opportunity of getting an in-depth understanding of the realities that go on in different principals' social context. To collect data, semi-structured interviews were used with five primary school female principals and their deputies. Female principals and their deputies were selected purposively from different backgrounds so as to contribute to the development a richer picture regarding individual experiences. In addition to interviews, field notes were taken to capture information in case the tape recorder malfunctioned and also to capture the cues which the tape could not show, such as facial expression. Interviews were used because in interviews there is a greater flexibility and freedom as compared to questionnaires (White, 2003). In addition, interviews allow the interviewer to probe, and probing assists interviewers to clear up misunderstandings and go into more depth (Cohen, Manion & Morrison, 2007). Data was analysed using content analysis. This will be explored further in chapter three which is the methodology part of the research.

1.6 Research questions

The study aims to explore the following key research questions:

1. What are the female principals' experiences as school leaders since they assumed leadership position in Lesotho primary schools?

2. How do female principals' experiences affect their leadership roles?

3. How do female principals deal with the challenges and experiences as they carry out their responsibilities?

1.7 Structure of questions

There is a question that was asked to investigate the aspect of leadership approaches used by the participants. The question may have been a problematic for the participants as „demanding' either positive or negative experiences. Looking at key research question 3, the word „deal' was used with the aim of arriving at an understanding of how female principals' address or handle the daily challenges. Furthermore, „deal' was included in the question in order to assist in understanding how female principals execute their responsibilities in roles that were viewed to be preserve of men.

1.8 The structure of the dissertation

Chapter One has highlighted the introduction and background to the study. The statement of the problem, purpose of the study, rationale, methods and methodology have been briefly outlined too, the research questions and limitations of the study are also been outlined. Then, the structure of the dissertation has been presented.

In Chapter Two the review of the literature for the study is discussed based on broad debate about the experiences that female principals' encounter in leadership position in schools. The review of literature is done in order to gain an understanding of general experiences of female principals in educational leadership context.

In Chapter Three the methods and methodology used in this study is explained in detail. In Chapter Four, the findings on the experiences of female principals as reported by them in five

selected primary school are presented. Lastly, in Chapter Five the conclusions and the recommendations of the study are outlined.

1.9 Conclusion

To sum up, the chapter presented the background of the study, statement of the problem, rationale and the significance of the study to indicate who will benefit out of this study. The methods and methodology used in this study were briefly discussed. Key research questions were stated and the structure of the questions were also discussed with the aim of clarifying the word „deal' used in question three. Finally the structure of a dissertation was presented as to show what is entailed in each chapter.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter reviews the literature from local and international perspectives on the issue of experiences of female in leadership and management positions. In the context of Lesotho, where the study is located and elsewhere, women have been under-represented in leadership and management positions. Although there is a move towards employment of more women in leadership and management positions, women who occupy these positions encounter barriers and challenges that seem to slow down their progress. The international literature reviewed here is drawn from countries such as the United Kingdom (UK) and China. From the international literature, lessons can be drawn that can shed more light on the experiences of female school principals in the context of this study.

This chapter builds towards the theoretical framework explained in detail towards the end of this chapter. By so doing, the chapter locates the study by drawing briefly on some concepts of feminist theories underpinning to the choice of literature of the research. The theories are used in an attempt to close the gender gap in the positions of leadership and management of schools.

This chapter commences with an explanation of key concepts such as school leadership, management and experiences. The remaining part of the chapter reviews the relevant literature that covers several aspects on experiences that female principal's encounter in their position of school leadership. Lastly, the theoretical framework that informs the study is also discussed.

2.2 Definition of key concepts

Key concepts that drive this study are educational leadership, educational management and experience, and are therefore discussed. The distinction and relationship between educational leadership and management are discussed.

2.2.1 Educational leadership

The first concept that requires clarity is educational leadership. Yukl (2006, p. 8) argues that "leadership is the process of influencing others to understand and agree about what needs to done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives". This means that leaders persuade others to work towards the expected goals of an organisation. In support of this view, Davidoff and Lazarus (2002, p.36) say that "leadership is the art of facilitating a school to do the right thing at the right time". This implies that leaders follow their own intuition that may in turn benefit the school. Leadership relates vision, mission, direction and aspiration of the school and inspires staff, students and parents to follow that vision. Therefore, effective leadership is the one that is able to clearly identify issues related to the culture of the school, adapt to the changes, as change is one aspect of culture (Horner, 2003). In addition, effective leadership is seen as one holding the problems that appear to be facing the school (Riley & Macbeath, 2003).

2.2.2 Educational Management

The second concept that warrants definition is educational management. Chuck (2005) points out that, management is the process of planning, organising, motivating and guiding. Davidoff and Lazarus (2002) see management as the discipline that is required to ensure that the school is operating effectively. It also refers to the structures that are in place to support forward movement. In other words management is about doing things right. This shows that management is about doing things according to rules and regulations of the school. They are expected to follow policies. Management includes skills that hold the school, maintain the well being of the school and ensure that the systems that are set in a place are functioning well (Davidoff & Lazarus, 2002). For example, school management team works more closely with parents, principal and teachers. School management looks at the demands of the school, employs teachers and decides on the financial and the maintenance of the school. This shows that, effective management requires skills, positive attitudes and knowledge in order to cope with a wide range of challenges and demands. These demands and challenges include gender bias, lack of support, stereotyping which is brought about by a combination of social and cultural practices.

2.2.2.1 The distinction between educational management and leadership

Some authors explain the concepts of educational leadership and management by highlighting the differences between them. Kotter (1990) indicates that educational management and leadership are different in terms of their core process and intended outcomes. He states that, in the area of management there are people who are called managers and they do things right by setting goals. Management is about organising, providing staff, allocating resources, monitoring the results and solving problems. While, leadership produces organisational changes by developing vision as well as moving the organisation forward (Early & Weindling, 2004). In the leadership process, leaders motivate and inspire people to achieve the objectives. Grant (2003) also states that leadership and management differ in terms of their primary functions. But this does not mean that management is never associated with changes and never keeps order. Strong leadership can perform duties of management in the school situation. Leadership can be said to refer to doing the right things. Furthermore, the distinction is also mentioned by Bush and Glover (2003, p. 10) when they state that management is the "implementation of policies and the efficient and effective maintenance of school's current activities". They go further to contrast management with leadership which they define as "a process of influencing, leading to the achievement of desired purpose. It involves inspiring and supporting others towards the achievement of a vision for the school that is based on clear personal and professional values". Whereas, management in the school focuses on providing order and consistency of the organisation, leadership, on the other hand, can be regarded as a process of influencing others; it is fundamentally about the leader (principal) who is seen to provide direction to his or her followers (subordinates).

Leader also persuades his or her subordinates to work towards the achievement of the tasks and desired school's goals without coercing them. Leader shows clear vision, motivates and creates a climate for learning, as well as looking to it that the school is an effective learning organisation. Leadership plays a vital role in school effectiveness by showing that it is strongly connected with teaching and learning. Bush, Bell and Middlewood (2010) also indicate that other leadership functions and roles are connected with creating the culture that fosters learning through excellent teaching. This implies that through direct influence of leadership, learning across school, can be effective when embedded within the social interaction and the support of teachers from their leadership in the school. But despite some differences, similarities exists

which make management and leadership very similar as the success of the leadership depends on the efficiency and effectiveness of management.

2.2.2.2 The relationship of educational leadership and management

There is a close relationship between leadership and management. For example, Davidoff and Lazarus (2002, p.36) point out that "leadership is the art of facilitating a school to do the right thing at the right time". That is, leadership refers to doing the right things. Leadership creates new ideas while management puts the ideas into practice. Leadership also builds up visions and bring this vision to life in the school, inspiring people, setting the goals and seeing to it that the goals are achieved (Bush & Middlewood, 1997; Sterling & Davidoff, 2000). Leadership is associated with movement and direction. That is, leadership is about having a sense of direction in order to ensure that the school is moving forward; it does not get stuck in a rut or become unconsidered (Davidoff & Lazarus, 2002). In essence, leadership is more of a process of encouraging and influencing people to co-operate in achieving goals identified (Squelch & Lemmer, 1994).

Davidoff and Lazarus (2002, p.36) state that management "is the discipline required to ensure that the school „does things right', or functions well". They further indicate that leadership directs a school, while management is seen as holding the school, maintaining the well being of the school and ensuring that the systems set in a place are working well. This means that management is about making sure that the school as a whole is functioning effectively and achieving its vision. This shows that management can also be viewed as a system of control. Management is also about the implementation of school policies and effective maintenance of the school's activities (Bush & Glover, 2003).

Since leadership is about providing the direction and moving the school forward, leadership requires someone who is capable of leading the school accordingly. Any kind of leadership that is provided or any kind of direction or change initiated by a leader is likely to be faced with some challenges. Therefore, these challenges are important to be managed, they need special management skills. In this regard the skills of leadership and management are equally important and they must be used parallel to each other, and therefore they complement each other. Leadership is important to carry out responsibilities in the school. For leadership to be effective, it must be coupled with management in order to deal with various challenges. In fact, leadership

and management must be seen as sister concepts that support and reinforce each other. For example, Sterling and Davidoff (2000, p.13) indicate that "leadership and management make decisions together, delegate and solve conflict that arise within the school together". This shows that of leadership and management functions are located in the same area. Therefore the two concepts leadership and management are closely related. This relationship is shown using the diagram below. What is illustrated in this diagram is that leadership and management overlap, therefore they are both essential and need to be practised together.

There are elements in leadership which are also shared by management. There are also elements in management which are found in leadership. In real life situation, these two need to be practised together. The figure below illustrates this strong relationship.

Figure 2.1: Relationship between management and leadership
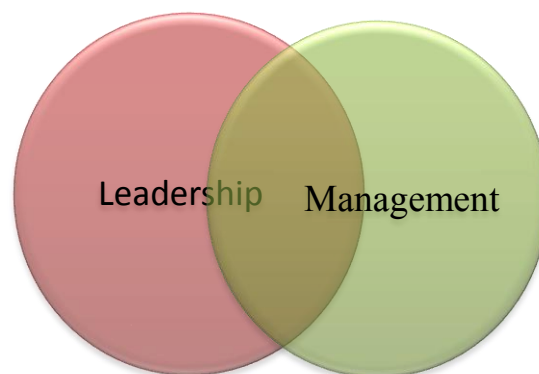
Source: **Squelch &Lemmer (1994, p.11)**

Squelch and Lemmer (1994) used the diagram to illustrate the strong relationship between leadership and management. Based on the previous argument, it is clear that there is no leadership without management. Leadership and management are so related that one cannot divorce one from another. They are intertwined and interdependent but they are not synonymous. For the school to be successful both leadership and management need to be practised at the same time. For example, the principal as a leader in a school is supposed to both lead and manage.

In Lesotho and South Africa, principals are expected to work with other stakeholders like teachers, parents, learners and members of the community. People in positions of management within the school belong to a structure called School Management Team (SMT). In Lesotho, school management team is composed of eight members:

- Two members representing the proprietor – one acting as a chairperson of this structure.
- A principal – acting as a secretary.
- Three representatives of parents – one acting as a vice chairperson.
- One teacher representative.
- A representative of the local chief.

Source: (South African Consortium for Monitoring Education Quality, 2005).

Out of the eight members, the two representatives of the proprietor, three parents and the local village chief are not school employees and they only come to school in the event of crisis. Sometimes they are expected to come to school when their skills are urgently needed, for example, to do some management activities in collaboration with the principal. This shows that for the effective management of the school, both leadership and management skills are crucial as they both decide what is to be done in the school.

2.2.3 Experiences

Neill (2004) posits that experience is the nature of events someone or something has undergone. Experience is what is happening to people as long as they exist. Neill (2004) further argues that experience is the knowledge gained from what one has observed; the feelings that one has undergone or encountered.

In addition, people's experiences are influenced and continue to be influenced, not only by their own family backgrounds, but also by the society and the country which they live in; a specific professions they choose to practice, as well as the views and the expectations related to the history and culture of their society and the profession in which they work (Neill, 2004). I believe that different experiences highlighted in the literature on experiences that women encounter in leadership and management positions may have effects on women principals in Lesotho. Having discussed the concepts that are used in this text, I now focus on the literature review on how these concepts are used and applied.

2.3 Women into leadership positions

This study explores women's experiences. It also investigates various barriers that serve as an obstruction for women principals to perform leadership and management responsibilities. The barriers may be based on socialization, cultural and work-related constraints. Literature to be discussed later in the text provides a detailed account of this.

In many private and public sectors, women have suffered from a number of different kinds of resistance when they enter into leadership and management positions (Kiamba, 2008). That is, women have faced many challenges related to the combination of social and cultural stereotyping as well as their innate female tendencies. Generally, the frustrations begin when they are already in leadership positions. These frustrations come from different angles. They can come from teachers, the community, learners or even the Education Officers. Drawing on the literature published in the last ten years in education system, teaching and management were considered to be separate professions (Lisa, 2000). She also indicates that in the 1800s teaching had become feminised. This means that the teaching profession was regarded as being suitable for women while men were expected to lead and manage, and this notion spread widely and was applied to many countries (Blount, 1998). This means that, leadership was basically associated with males not females. It is clear therefore that the actual teachings in the classroom was mainly meant to be done by the females while management positions in the schools were conceived to be the positions reserved for men.

The wrong perception was that men are intelligent and powerful to hold leadership and management positions as compared to women (Celikten, 2005; Sadani, 2005; Kunin, 2008). In response to this, women all over the world held conferences in Nairobi and Beijing respectively in 1985 and 1995 respectively to discuss how women were to deal with these biases. Out of these meetings they came out with the new constitution that challenged the cultural, political and social beliefs and practices. Nair (2004, p. 30) notes that women "activism" had been successful and women are now able to attain leadership and managerial positions.

As women continue to become advanced through education, their numbers increased in leadership and management positions in a variety of fields including education (Byers-Pevitts, 2006).Women employers encouraged females to apply for leadership and management positions which were typically regarded as male positions. Women served as role models to inspire other women to follow in their professional wake (Smith & Hale, 2002).This was an indication that

women have great opportunities to succeed in global knowledge economy in any field they choose.

Even though, significant gains have been made in women's leadership as a result of global advocacy and their education, women appear to have a negative impact on many variables relating to leadership. Byers-Pevitts (2006) claims that, women experienced some outdated beliefs and traditional cultural values that sometimes stifle their progress in leadership not only in developing countries, but in developed countries as well. Although, globalisation has dramatically changed the conditions under which the struggle for gender equality is practised, "women face tough barriers stemming from the difficulty of simultaneously transcending and accommodating to gender stereotypes" (Lips, 2009, p.4). This shows that, the extent to which female principals' experience some negative or positive challenges and the barrier in their educational leadership position, is still prevalent today (Smulyan, 2000; Boris-Schacter& Langer, 2006; Shakeshaft, Brown, Irby, Grogan, & Ballenger, 2007). Following is the discussion of various challenges that are faced by women principals in the field of leadership and management in schools which might sometimes interrupt their effectiveness.

2.4 Challenges that women principals face

There are different challenges that women face in the position of leadership and management in schools the challenges are discussed in detail below.

2.4.1 Gender inequality

Globally, researchers claim that there is still gender inequality in the appointment of female principals. Bell and Nkomo, (2001) perceive gender as not only a biological categorisation, but they define it as a set of assumptions and beliefs at both individual and societal level that affect the thoughts, feelings, behaviours, resources and treatment of women and men. In this study gender is based on the experiences of female principals. Sanchez and Thornton (2010) claim that even the developed countries are still behind appointing women in positions of educational leadership, as there were more women in education system but their representation in educational leadership was very low. So, gender inequalities currently exist in educational leadership, and that is the issue which cannot be ignored. Holloway (2000) also states that

gender inequality is identified in the appointment of women whereby fewer female managers were employed in the position of educational leadership as compared to males. Kennedy (2011) also claims that, in the United States, there was a most shocking gender gap in educational leadership positions which seemed to be unique to the field.

Due to the belief that women are considered inferior and treated as such when compared to men in leadership and management position, women leaders are surrounded with social structures that invalidate and debase their attempts to be effective and powerful (Lips, 2009). People also respond differently to women from men who are leaders. This could be associated with the historical roles assigned between men and women where education had a tradition of viewing women as teachers and men as leaders and managers (Greyvenstein & Van Der Westhuizen, 1992)

National Centre for Education Statistic (NCES) (2006) found that in the United States 75% of teachers were female, but their percentages in leadership were not proportionate to their percentage in the teaching force. Hence, it shows that there are barriers existing to gender equity in the field of educational leadership and management positions. It is found that in the United Kingdom and the United States, gender inequality still exists. This was shown by Sanchez and Thornton (2010, p.3) when they observed that:

> *Discrimination still exists in terms ... recruitment, hiring, and promotion. Furthermore, women principals tend to be hired more frequently at the elementary level, and women are relegate to less desirable districts that are either small or rural or urban troubled.*

This pattern of male dominance resulted in women being considered less important. It also led to the allocation of women's taking leadership responsibilities in small schools where the conditions were uncomfortable.

In this regard, it shows that these prejudices were based on sex discrimination where women confront problems of unequal opportunity which their male counterparts never confront. In line with these practices, it shows that women and men do not enjoy equal rights. Since they are both human beings they have to work in an environment where they can both maximise their potential equally (Mathipa, 2000).

Moreover, Moreau, Osgood and Halsall (2007) indicate that, the different positioning of women and men in the work place is the result of their different positioning in the home which influences their career development where they face disadvantages on the basis of their sex. I

argue here that senior leadership and management in schools need to be based on appropriate qualification.

The social practices inherent in organisations tend to privilege men and disadvantage women by supporting men's experiences and associated management work as part of men. Consequently, the historical roles that men and women played in the society, led to few female role models in leadership and management positions for women to look up to and become interested to pursue educational leadership positions. Though, traditional gender roles have shifted dramatically, as women are seen to climb the same ladder of leadership and management positions with their male counterparts, women still face many challenges and barriers which include cultural expectations (Kiamba, 2008). Furthermore, Kiamba (2008) states that belief that men make better leaders than women and their leadership styles, are regarded as the more acceptable forms of leadership is still prevalent today. Even though, more women recently are gradually taking positions in leadership positions, their numbers are still small compared to men. In spite of this, Aladejana (2000) specified that gender has been found to play a significant role in determining the sequence of job positions occupied through life. That is, there is still gender disparity between male and female in leadership positions which place women managers at a significant disadvantage (Sanchez & Thornton, 2010).

Oplatka (2006) studied women in educational administration within developing countries. The focus of his study was to explore the female leadership in educational systems within developing countries. The findings revealed that there are particular barriers that female faced in educational leadership within the different developing countries. Oplatka (2006) further stipulated that in the developing countries a major obstacle in women's access to leadership positions in schools was promoted by the cultural and social structure that divided the society into male and female arenas. Such obstacles act as barriers to women's advancement to leadership positions in schools. For example, in Pakistan even though gender equality and the empowerment of women are the main aim of education but female principals' lack power (Kirk, 2004).

In many developing countries, leadership positions belong to male members of the society (Su & Miniberg, 2000; Celikten, 2005; Sadani, 2005). Although women and men had the same educational qualifications, they reached different levels of occupational status. Men are preferred to hold the leadership and managerial positions while women are discouraged instead.

It has been noted that in Norwegian and Dutch contexts, as well as in Australia, women were not exposed to equal opportunities as men were (Benschop & Brouns, 2003).This means that women are the victims of discrimination. Such discrimination also exists in tertiary institutions where academic "women are employed at the base level but men dominate the above base level" (Kloot, 2004, p.407). The fact that women academics are evaluated at lower level than men yet they are not different at leadership, led women to be judged differently and have different experiences of organisations from those of their male peers (Deem, 2003). According to Bailyn (2003) women received lower salaries even though their performance outcomes and qualifications were identical to those of men. This suggests that gender issues continue to trouble women after they have succeeded in gaining management positions. Gender issues become even more visible as women are gain power. Generally, even though women are seen in leadership and management positions, they still experience barriers to career advancement in the developing and developed countries.

In African countries, it is also found that gender disparity is still a problem in education management. For example, Moorosi (2010) reports that, in South Africa there are injustices which are enormously enforced on women particularly in leadership and management positions. Moorosi (2010, p.547) indicates that "the Bill of Rights of 1996, guarantees equal treatment while the Employment Equity Act (No.55 of 1998) guarantees equal opportunity to employment and promotion". But, in spite of all the stipulated rights and policy, women still faced with barriers that negatively impinge on their performance in leadership positions even after occupying the positions.

Similarly, in 2007 Diko conducted the study on gender in South African education. Diko (2007, p.108) shows that:

> *The conceptual and practical understanding of gender equality has not matured, in that gender equity continues to be interpreted as nothing more than mere inclusion of women in public institutions. Close scrutiny of the situation shows that not all government institutions have seriously begun implementing the gender equity policy. Conditions for women's employment have not changed. Fewer South African women than men hold top administrative positions in education many female administrators hold positions still considered feminine (Mabokela & Mawila, 2004; Walker, 1997), and women in positions considered masculine are being pushed out of those positions*

Based on this quotation, it shows that gender equality is far from being achieved in South Africa when it comes to educational leadership and management positions. Furthermore, the ideology

of looking down upon African women in South Africa, with respect to their leadership skills, is still prevalent.

Equally, women in Lesotho are faced with gender inequality when it comes to employment of leadership and management in education field. Mosetse (2006) in her study indicates that there was little attention paid to women's participation in educational leadership roles. In Lesotho, like in many African countries, discrimination of women in the field of leadership positions is more manifested in the society. Mosetse (2006) also claims that in Lesotho the percentage of literate women outnumbered their male counterparts, but positions of educational leadership and management are still dominated by men. This is caused by patriarchy and discrimination against women. So this picture indicates the sex roles determined by traditional beliefs based on particular assumptions that women are weak, they are viewed as inferior and not fit to hold leadership positions. Consequently, in an attempt to redress the problem of gender inequalities, the Lesotho government drafted a gender policy in 2003 (Mosetse, 2006). Lesotho African Union Solemn Declaration on Equality in Africa (2006, p.13) reports that the Government and Development Policy (2003) seeks to "ensure that gender sensitive laws exist and are enforced and to ensure equal opportunities and participation of women and men in the development process in order to promote better standard of living".

Irechukwu (2010, p.180), states that although "global data demonstrate that gender inequality persists in many countries and regions of the world, but Rwanda stands out among other nations in spearheading gender equality and women empowerment". This shows that gender disparity does not exist in all countries. There are exceptional countries that fully empower women in leadership and management position. For an example Irechukwu (2010) states that in Rwanda the government demonstrates its willpower to give women the trust and responsibility of rebuilding the nation by appointing them to all positions of leadership. Irechukwu (2010) further posits that Rwanda stands up firmly and constantly for women's rights and equality, and the progress is identified in reaching equality in three areas that is in education, employment and political decision-making. Since, all the professions are open to both men and women equally; no barriers are raised on the grounds of gender. Hence, the presence of women in educational leadership, parliament cabinet and all spheres of life serve as role models and also helped women to develop confidence as they are specifically supported in leadership and management position which maintain that females have essential qualities of management. For that reason,

equal opportunities should be given to both sexes in order to unleash their talents and abilities for societal progress.

2.4.2 Women can be role models

Besides various forms of gender and oppressions that women encountered when attaining management positions in education, Addi-Raccah (2006) shows how the inclusion of women in leadership and management positions have contributed to the submissive roles played by women in education. The study conducted by Addi-Raccah (2006) focused on gender inequality in holding different positions in school under the leadership of men and women. The main focus of the study was to examine whether the similarity between principal's gender and the gender of teachers holding internal leadership positions is context bound. The study explored gender inequality in holding internal leadership positions at schools directed by women and compared it with schools directed by men. The comparison was done in three Israel education systems namely, Jewish secular public schools, Jewish religious public schools, and Arab schools. Then, Addi-Raccah (2006) argues that once women achieved the principalship, they become symbol and role model for other women. They may act as social agents promoting gender equality and changing the structure of gender power relations in school. Addi-Raccah (2006, p.297) further demonstrates that:

> *Once women reach a critical mass in school administration, they have the power*
> *to make unique contribution to educational administration and to challenge the*
> *dominant culture of school leadership by showing concern for gender issues and*
> *adopting practices that might reduce inequality.*

The above quotation is in line with Irby and Brown's (2002) suggestion when they argued that women achieve gender equity through the practices that are linked with the way they lead such as "vision, caring, collaboration, intuition, power and information caring". This indicates that feminine leadership styles like the empowerment of others and less hierarchical relations, and caring, considered show that women in school principal positions are found to empower women teachers more than men who are in similar positions (Shakeshaft, 1987; Regan & Brooks, 1995; Brunner, 2000).In view of that, it is clear that women demonstrate a more democratic participatory style that encourages inclusiveness and involve themselves more with staff and students.

According to Addi-Raccah (2006), there are some general indication that, when authoritative positions are held by women, some women benefit from working under their supervision and the chances of other women being promoted to higher ranking positions within the organisation increases. Reihl and Byrd (1997) advocated that women, who have worked with female principals, are more likely to become school administrators. Addi-Raccah (2006, p. 297) further stated that, once women reach the level of school management and leadership "they have power to challenge the dominant culture of school leadership by showing concern for gender issues and adopting practices that might reduce inequality". That is, women have ability to exert power influence in changing the nature of the school and the social structure in which the school operates. However, having those characteristics of influence more women teachers were found to hold leadership positions within schools under the leadership of women more than under the leadership of men. So, the findings revealed that in all three systems, women hold administrative positions under the leadership of women more than under the leadership of men. From these experiences, we may learn that in spite of the various hurdles that women face, women in school leadership positions serve as role models (Coleman, 2002).

Nevertheless, this is not common to all women. Addi-Raccah (2006) posits that women leaders have also been found unsuccessful to help other women to progress into the leadership positions. According to Addi-Raccah (2006, p. 294), such women leaders are found to hold or implement male cultural and managerial style of behaviour which do not match their personal traits, values and experiences.

2.4.3 The internal pressures and external pressures

In work situation, female principals are faced with internal and external pressures that they have to deal with in order to lead successfully. In schools, principals might work with female teachers who are vicious and backstabbing (Jean Marie & Martinez, 2007). Therefore, such characters are very dangerous and influential in causing problems in the schools. However, such situations are challenging and therefore women have to work hard in order to prove that they can actually do what men do (Grant, 2005).

2.4.4 Stereotype

Another issue related to women holding this position of leadership and management is related to stereotype. Despite the changes that have taken place over the years, when education opportunities and leadership positions opened to females, women principals faced another challenge of sex stereotyping (Stuff & Coyne, 2009).Gender stereotypes play an active role in prejudice and discrimination against women. Sanal (2008) claims that, according to traditional gender roles men are seen as dominant, independent and capable of leading, while women are seen as submissive, dependent, less competent than men and not suitable for leadership. Against the constraint of social and cultural structure women are seen not strong enough to adapt to the hard working conditions of managerial life. For example, working long hours and integrating child care and family responsibilities may conflict (Soyuturk, 2001).

This is also declared by Lopez-Claros and Zahidi (2005), who express that no matter how advanced the country is, the reality is that no country has achieved the true gender equality. Unfairness against women is still observed especially when women are appointed into leadership positions some cultural practices often influence the preference of men over women when there is a vacant of leadership positions at schools.

Lips (2009) indicates that, because of incongruity between the requirements of feminity and those of leadership, women are expected to combine leadership with kindness. That is, women are required to soften their leadership styles in order to gain approval of their citizen. However there is a different view on this matter. Akkas (2001) claims that in order for the women to be accepted and successful, they have to adopt a tough and aggressive personality rather than retain their feminine qualities. When women display competence within an explicitly masculine arena such like applying „harder' leadership styles, they are disliked and belittled. These indicate that there is a gender bias in the expectations for leadership and management roles claim (Rusch & Marshall, 2006). However, the conditions show that women do not get fair treatment and the barriers towards them get stricter as they reach higher positions (Sanal, 2008). Apart from that, it shows that in the world of leadership, male stereotypes have predominated and have influenced the structure, processes and policies within organisations. In other words, it shows that the gender stereotype which is deeply cultivated in people's minds will take time to be washed out.

2.4.5 Lack of self-confidence and low self esteem

Due to the status quo which does not appear to favour women in educational leadership, the gender role stereotypes was found to be evident in the form of low self-esteem and lack of self confidence among women (Chabaya, Rembe & Wadesango, 2009). Dorsey (1989) also argues that problems that females faced in leadership positions were partially rooted in the sample of socialisation and the belief systems. That is, because of how females were viewed by the society and men, they were reluctant to apply for the school leadership. Additionally, Chabaya, Rembe and Wadesango (2009) also assert that when it comes to occupation of leadership's roles; women think that being a woman means one is unable to lead. This shows that women are not courageous enough to accept big roles. Furthermore, because of social influences that stereotyped females, women felt that leadership and management are men's positions and they should be lower than their husbands and play supportive roles. However, in an attempt to describe how this type of attitudes develops in women, Smulyan (2000) indicates that some women tend to find it difficult to make independent decisions related to their advancement so much that at times they are even "pushed" by others into principalship. In addition, when women are in leadership and management positions, they also lack confidence because of their experiences of being in a male's world. Resulting from these, they end up feeling insecure to such an extent that their feelings of insecurity make them very inquiring of situation and they do not make impulsive decisions.

In other words, the socialisation of women into stereotypes, because of such situations, most women are reluctant to apply for leadership positions even when their qualifications are quite good for the post. In addition, Chabaya, Rembe and Wadesango (2009) state that women's lack of self confidence occurs because they place limitations on their abilities. Since women say the leadership and management post is challenging and has so many problems (Chabaya, Rembe and Wadesango, 2009), they saw themselves as the ones not fit in the men's position. In as far as promotion is concerned, women at times ignored to apply because of internal barriers within them as they put forward their gender and fear of failure which they think could interrupt their career development and limited mobility (Acker & Feuverger, 1996; Limerick & Anderson, 1999). This shows that women saw themselves as their worst enemy in as far as promotion is concerned.

But apart from prejudice and discrimination against women, women themselves develop low self confidence and low self-esteem that may hold back their achievement motive. Literature

indicates that some women sometimes question their own capabilities of being educational leaders because of lack of confidence (Coleman, 2001 & 2005; Kruger, 2008; Wrushen & Sherman, 2008). Women at times lack necessary aspiration and lack of self-confidence that they will succeed in the positions (Acker, 1995; Cubillo & Brown, 2003). Wrushen and Sherman (2008) state that when women are in leadership positions, some of them feel uncomfortable describing themselves as powerful hence they tend to undervalue themselves due to the ways they were socialised in the process. These however, are perceived to be negative encouragement for women's desire to pursue career progress.

My point is that, the expectations for female leaders to portray masculinity characteristics and corresponding styles which are normally different for females, serve as a major barrier for female leaders. Furthermore, if female principals fail to posses those characteristics, they are considered as the ones not required being in management positions. Additional contributors to the female principals' low self esteem could be negative attitude towards them.

2.4.6 Attitudes displayed by teachers

Smith and Hale (2002) state that one of their participants (female principal) described a situation in which she was challenged by an older female teacher when she was first appointed a principal. She points out that the frustrated teacher just lashed out at her and said, *"Who do you think you are? We've never had to work with a woman as boss before" (Smith & Hale, 2002, p.2).*This indicates the resistance of teachers against working under the leadership of female principals. Furthermore, Sanal (2008, p. 308), also shows that in the past men ignored women in leadership positions and questioned their leadership because leadership and managerial skills were seen as appropriate for men only. In spite of social development and changes that have taken place, women still experience some obstacle of being ignored by their male colleagues when they are in administrative positions.

Mthembu (2007, p.4) states that "male teachers and some members of the School Management Team are sometimes antagonistic towards female leaders." She further notes that men are even reluctant to cooperate with female leaders. Some female teachers feel uncomfortable working with female principals and make female principal's job difficult by not accepting their authority or delegation. In the same way, Makura (2009) argues that female principals get problems from all teachers irrespective of their gender. Makura (2009) put forward that teachers display

negative attitudes by being non-cooperative towards female leaders. Other teachers also verbally abuse the female principals. Besides that, old teachers who are experienced but with lesser qualifications envy leadership positions, as a consequence, they apply all sorts of plans to frustrate the efforts of the devoted and modest female principals (Makura, 2009). This is an indication that both men and women are not comfortable with female leadership and they are reluctant to work under female leadership (Coombs, 2004; Grant, 2005). In line with the previous statement, Funk (2004) posits that female principals are often not supported and are even sabotaged by other women who work with them. So, the attitudes imposed to the female principals may sometimes enforce them to become inactive or aggressive at work.

2.4.7 Lack of acceptance

There is evidence that some staff members do not accept their female colleagues when appointed in the positions of leadership. These are barriers that female principals can experience (Boris-Schacter & Langer, 2006). Chisholm (2001, p. 389), advocates that women experience lack of acceptance by colleagues at work. Teachers under female principals might not take orders from the female principals. They may also be looked down upon by their teachers, learners and the society. Therefore, this kind of situation creates challenges and problems for women leadership. The circumstances may further lead to lack of community support. Due to the fact that the managerial position was viewed as belonging to male and the characteristics required for success were seen as being more commonly held by men than by women, and that led to the community not to support women's promotion. Instead, the community viewed the women's promotion with suspicion and questioned the moral uprightness of women (Chabaya, Rembe & Wadesango, 2009).

Furthermore, Sherman (2000) also indicates that the culture which says "this is not a job for women' (p. 135), has been around for a long time. So the community could not just speak straightforwardly to the female principal and tell them that they think that the female principal cannot do the job. They can even display negative attitudes through non-cooperation with the principal in official activities, such as not paying school fees and refusing to attend school meetings. These show that the community also had its own ways of showing lack of acceptance towards female principals. Therefore, in this kind of situations Herlterbran and Reig (2004), posit that, in order to be a successful principal, female principals need to exhibit more male like

qualities to prove that they can do. However, family support can play a crucial role to help women cope with the demands of their work as school principals.

2.4.8 Family member support

The lack of family member's support is another barrier that female principals experience after their appointment. It even adds to their multiple stresses to that one of school. Moorosi-Mokolatsie (2006) declares that, the lack of understanding on the part of the husbands seemed to be persistent, as some women principals especially who are married, complained about lack of support from their spouses. It is found that, their husbands do not accept or consider the domestic helpers. They find that combining the responsibilities carried by the principalship positions and that of the home stressful, because they experience to fight a constant battle against discrimination at two levels namely, organisational level and the social level (Moorosi-Mokolatsie, 2006). This points out clearly that, support from home, especially from husbands as partners, is important because it helps women to cope with the demands of their work. Moorosi-Mokolatsie (2006) also asserts that without husband's support, women find it difficult to strike a balance between managerial work in addition to home, and perhaps the demands become higher on them to accomplish better as principals, while they also feel pressurised to perform well as wives and mothers. At this point, it is clear that the spouse's support and that of the family at large is crucial for female principals in order to carry out their leadership work effectively.

Conrad and Conrad (2007) affirm that, the support from the family, that is, from husbands, parents, children, friends and relatives is an important factor which helps female principals to perform their leadership roles well. That is to say, family support female principals with advices, encouragement, sharing of household duties which allow women to work until late or long hours at their schools. So, family support drives female principals to become strong and succeed in their work. Other researchers also state that support has continued to be an important factor for women into leadership and management positions (Enomoto, Gardiner & Grogan, 2000; Smulyan, 2000; Young & McLeod, 2001). They also posit that family endorsement and mentoring make a difference in encouraging women into principalship. Support also acts as a vehicle for the growth of women at initial leadership career stages as well as in top level positions (Shakeshaft, Brown, Irby, Grogan & Ballenger, 2007). Furthermore, in the Western countries, the mother support and father encouragement in the developing countries were found

to help women to succeed in principalship and to overcome the kinds of barriers they face in leadership and management positions (Coleman, 2002; Cubillo & Brown, 2003). This shows that family support is decisive for women achievement.

2.5 Do the challenges affect female principals' leadership roles?

Leadership role of female principals can be affected by their experiences and the barriers they encounter in the leadership position. This may be because the role of the female principals is more complex and cuddles more responsibilities. It becomes more difficult for female principals to prioritise their responsibilities as managers and decisive leaders of schools if there are problems associated with gender stereotype, lack of support from the teachers, students and the community. For example, one of the principals' roles is to delegate work to the subordinates in school. Smith and Hale (2002, p. 3) assert that:

> *Delegation is an important skill for all administrators, especially women. Women school administrators who distribute responsibility for many different assignments in a school accomplish three purposes. Firstly, the work load is shared. Deadlines are met and products are better when people, instead of one individual, contribute to the final product. Secondly, teachers and support employees ask to help with special assignments have a chance to understand other viewpoints and to experience difficulties involved in completing special assignments first hand. Finally, criticisms are minimised when more people feel ownership and are involved in decision-making groups of a school.*

In line with what Smith and Hale (2002) indicate above, it is clear that delegation is a crucial function that female principals have to perform for the success and the effectiveness of the school. As the leader alone cannot lead the school to the effectiveness, hence it is the responsibility of everybody to contribute to the success of the school. But if female principals continue to struggle with social biases and different expectations from those they work with, that may suppress their professional growth and may impact on the effective executing of the duties (Smith & Hale, 2002). Over and above there are some techniques that women can use to overcome the challenges and obstacles they experience in positions.

2.6 How do female principals deal with challenges they experience in their leadership position?

Although women have been discriminated against in terms of educational leadership and management positions, today women are becoming aware of the important role they can play in transforming primary schools into institutions of excellence and effective learning. Since there are different leadership styles that are used by principals, some are commonly used and applied to different situations. Literature has shown that leadership styles complement each other. But for the benefit of this study distributive leadership style is confined to be "utopian" leadership style that female principals make use of in schools to overcome the obstacles that they experience in leadership positions (Bunnell, 2008). For example, women's leadership involves collaboration, interactive, participatory and democratic and pays more attention to individualism, rules and duty. While men's leadership is in the way of command and control, it involves compulsory power (Shakeshaft, 1987; Agezo, 2010).

Furthermore, Shakeshaft (1987) argues that in the distributive leadership the leaders emphasise power with, rather than power over others. That is women use power to empower others. They based this on the notion that power is not finite but rather expands as it is shared (Cornner, 1992). Steyn and Van Neikerk (2005) maintain that empowerment is the fundamental voluntary transfer of authority which educational leaders can use to achieve organisational goals. Therefore, empowerment is important because when power and authority are vested in teachers they feel valuable and proud about what they are doing. According to Bush (2003), collegiality is the way in which teachers share the expertise and benefit from support of colleagues. This means that principals share responsibilities with some members of the staff who are thought to have an understanding of the aims of the school. Consequently if the job is shared there will be fewer obstructions, the level of tension encountered decreases (Lacey, 2011).

It is recognised that the problems facing women are complex, and as a result, no single strategy or initiative can adequately help women to address the problem or remedy the situation. Hence, along with the leadership style discussed above, network is another approach that women can use to deal with their problems. In the follow-up world conference that was held in Paris from the 5th to 9th October 1998 on „women and management in higher education'. Singh (2002), reports that it was argued that "women" network can help women to overcome some of their problems of isolation and lack of support from their fellow colleagues. By being part of the network, which is designed specifically to enable women easy access to information, the

networks will assist women to acquire the skills and knowledge required to perform more effectively in their careers. They also promote an active sharing of information and critical support. Singh (2002) further posits that the networks provide an opportunity for seeking and providing advices, solutions and good counsel on problems encountered by women in their leadership positions. Consequently in their efforts to achieve equal opportunities, women themselves must provide considerable support for each other.

2.7 Theoretical framework

In exploring the phenomenon of women principals' experiences of leadership and management, this study draws from a few concepts, and these are feminist theories as feminism focuses on limiting or eradicating gender inequality and promote women's rights interests, and issues in the society (Rosser, 2005). Furthermore, there are several reasons why I employed feminist perspective in my study. One of the contributions of feminists is that they put issues of gender on the map for people to study. Enns and Sinacore, (2005) indicate that the theorists have helped people to see the way in which they make sense of gender socially, historically, psychologically and biologically. In addition, feminist theory has contributed greatly to the ways in which people understand human beings and how issues of marginalisation affect people. In other words, feminism brings an understanding on how women have been denied access to full participation in leadership and management positions as a result of their belonging to specific social group.

I have indicated in this chapter how women have been denied access to participate in leadership and management positions. It is believed that this social exclusion affects female principals in multiple ways. So, feminists are concerned with the understanding of why inequalities between men and women exist and with the ways of changing women's positions in society for better. Feminists' concern is also to liberate women from practices and structures that perpetuated their unequal status (Moorosi, 2006). Furthermore, Measor and Sikes, (1992) posit that the initial position of feminism is that women are not treated fairly, and so its primary focus is the commitment to develop strategies of change to create full rights and opportunities for women in leadership and management positions.

In this regard, a feminist framework was found relevant for this study because it brings about an awareness of the injustices women suffer because of their sex, and attempts to suggest ways to improve women's lives. Feminism provides people with wonderful tools for evaluating beliefs,

ideas and perspectives in ways women were often overlooked (Enns & Sinacore, 2005). So, feminism believes that men and women are equal and should be equally valued, and should enjoy equal rights (Basow, 1992). It also guides an understanding of gender inequality and acts as a way of giving directions as to how the inequality can be eradicated, and that is the objective of feminism to constitute itself as social and political movement to undo the dominance of patriarchy.

For a long time, educational leadership was dominated by males. Leaders have displayed masculine qualities and that has led to under-representation of females in leadership positions. Currently, women are seen in administrative positions throughout the world. It seems that there has been a shift from hierarchical pyramid of male model of principal leadership (Boone, 2004). But, still women are experiencing gender differences in managerial and leadership positions. Women are still experiencing problems in their leadership job especially in education (Kiamba, 2008). It is against this background that the study used feminist theory.

There are different types of feminist theories and each type of feminism has its own unique and useful way to explore the world. Feminists vary with respect to their understanding of marginalisation and ways of changing it (Enns & Sinacore, 2005). In this study, the two feminist theories, namely, the radical and liberal feminism have been identified because of their concern with and focus on issues affecting women (Weiner, 1994). This theoretical framework is based on the premise that gender inequality which is deeply rooted in our cultural patterns and passed to organisations like schools can be addressed by changes that destroy the deeply embedded roots of discrimination driven by both men and women. Thus, in feminist theory, all feminists converge in their concern about women's oppression in the society and strive to improve their lives and relations between men and women by putting forward strategies for women deliverance. Their target is to benefit both groups by creating the world where gender is not an issue. Furthermore, Rosser (2005) posits that the focus of these feminist is to promote the same rights, interests and issues in societies regardless of gender considerations. The two feminist theories liberal and radical feminism theories are to be discussed.

2.7.1 Liberal feminism

Liberal feminism regards all people as being equal; it indicates that there should be equality for all in our social process. Acker (2004) posits that liberal feminists' vision includes the

redistribution of opportunities in order to give women access to power and traditional opportunities of men. Rosser (2005) argues that, liberal feminist, believes that women and men are all human beings. Therefore, they must be given special privileges and receive equal considerations without any discrimination on the basis of sex. This shows that, liberal feminists seek to remove the barriers that prevent women into higher positions. Liberal feminist seek to eradicate the ideology of sexism that has been sustained and taken for granted. The beliefs of biological differences between men and women that restricted and confined females from childhood to adulthood, that female are weak and dependent beings and therefore they are not fit for leadership positions, is challenged. Liberal feminist seeks to remove that mind set. In concurrence, Brookes (2008) and Rockler-Gladen (2008) posit that, liberal feminist believe that all women as human beings like men are capable of being responsible for their own actions and choices. So the unfair laws which were put into practice to discriminate against women have to be changed and opportunities have to be opened up to allow women to become equals in society. In other words, women should be given opportunities to occupy leadership and management positions and be considered as people who can also perform managerial responsibilities like men in order to remedy the injustice done to them.

In general, liberal feminists believe that all people in social systems such as education, employment, professional and economic are valuable and all the people should have equal access to them (Enns & Sinacore, 2005). Many studies have found that when women are taking leadership positions, they experience many challenges as experienced differently by men. So, liberal feminist look at what steps can be taken to address this gender gap to make equal access available (Enns & Sinacore, 2005; Rosser, 2005). Liberal feminists do not want to change the overall way in which people live, but rather hope to make the resources more accessible to people who have not historically had access to them. That is for liberal feminism to achieve equality; it is possible for change to happen without altering the structure of society but to make sure that laws are in place for equality.

Weiner (1994) states that liberal feminism assumes that the equality for women's potential can be achieved by democratic reform, without the need for revolutionary changes in economic or cultural life. That is through personal interactions of men and women, as the starting grounds from which to transform society into a more gender- equity place, life can change.

2.7.2 Radical feminism

Measor and Sikes (1992) claim that patriarchy is the fundamental form of women's oppression, which Abbott and Wallace (1997) describe as a trans-historical system of male dominance over women passed through all aspects of cultural and social life. That is, in patriarchy, men had power over women regardless of culture and race. However, this ideology of patriarchy which supports the belief that men are superior to women and women are a property of men and they are under their control, led women to be invisible in educational leadership and management positions. In this case, radical feminists see the oppression of women as fundamental and most basic form of oppression stems from male dominance (Rockler-Gladen, 2008). Therefore, in order to abolish class gender inequality especially in education, that has been concentrated mainly on the male monopolisation of knowledge and culture, need to change. Radical feminism puts women and girls' concerns first. Rockler-Gladen (2008) claims that, radical feminism emphasises that; there is a need for dramatic change in societies in order to achieve genuine equality for women. This means that, radical feminism is trying to eradicate the practices of patriarchy which takes the form of discrimination against women. Radical feminist believe that society is extremely patriarchal, and until patriarchy is transformed at all levels the system, society will remain the unjust (Rocler-Gladen, 2008).

Finally, I link the study to feminist theory because it addresses women's experiences with regard to their lack of participation in educational leadership and management. In addition, what these feminists have in common is their agreement that women are under-valued in the social world, their voices and perspectives are not viewed as important as men's. Furthermore, because men are not a monolithic group with similar characteristics and access to cultural resources, they are also too affected by the same phenomenon as others. But men are not affected in the same ways as women. One significant difference is the overall disparity of power that men carry in comparison to women (Enns & Sinacore, 2005).

2.8 Theories of leadership and management related to feminist theories

2.8.1 Distributive leadership theory

Drawing from feminist theories, the practice is rooted from gender where men were given priority. In this study radical feminist shows that practices of patriarchal systems must be transformed. In order to transform schools, literature claims that women have their own way of leading which is different from men. Bunnell (2008) indicate that women make use of distributive leadership style to overcome the obstacles that they experience in leadership positions. Distributed leadership theory is the leadership that is dispersed or shared among the people in an organization. Coleman and Early (2005) state that distributive leadership refers to leadership practice being „stretched' over the school. Meaning that in school the talents and the expertise of teachers are different therefore, to improve the learners' outcomes, teachers have to be empowered according to their interests and relevant expertise. Distributed leadership is then about increasing density of leadership so that everyone has an access to facilitate leadership. These can help them articulate and analyze their professional experiences and improve the quality of teaching and learning. This theory states clearly that leadership does not only apply to one person (principal), but to everybody in a school for the betterment and good performance of the school.

2.8.2 Collegiality management theory:

Collegiality theory is a management theory which provides the participation of teachers particularly in the decisions that affect their working lives Bush (2003). In collegiality people work with colleagues in team as the success depend on the degree of shared ethos. In collegiality the principal is the leader not an instructor, principal depends on the support of his staff towards the achievement of the school goals. Power is shared among the members of the school who thought to have a mutual understanding about the aims of the school. The power shared provides the feeling of belonging which leads to participation of the teachers particularly in the decisions that affect their lives at work. Furthermore, Bush and Coleman (2003) state that collegiality may be expressed through similar concepts such as democracy, participation, empowerment, and collaboration. They have different emphases but all express a preference for teachers and stakeholders involvement in school management. This means that involvement of the staff within the school lead to understanding and caring of one another resulting to comfort and trust

of each member of a group as they share the successes and failures together. So these theories can be used to link with feminist theories in order to inform and change the current practices and also to contribute to the resolution of practical problems and to avoid conflicts in schools.

2.9 Conclusion

This chapter, has shown that when women attain principalship they experience obstacles that are primarily associated with gender stereotyping, followed by the lack of acceptance from the subordinates both male and females, the community and the students. Hence those barriers contribute to the women's lack of self confidence. Moreover, this study examines the differences between gender-specific leadership styles, and there are lessons that can be learned from different leadership styles. For example, it can be learnt that through the distributive style of leadership, women can challenge gendered behaviour in society and bring harmony between men and women. Certainly in collaborative style partnership strengthens, responsibilities are shared among the community, teachers and students. That involvement makes each individual to feel that he or she is part of the organisation. Although barriers still exist in this leadership style, but many of the barriers are accessible to the female principals. Role model is very important because having female leaders and managers under their principalship more women teachers are found to hold leadership positions within schools. We have seen that through networking women are able to handle the barriers they experience within the schools as they get advices from other principals. The theoretical framework that underpins the study has been discussed. Lastly, the theories of leadership and management that link with feminist theories are also discussed.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter reviewed literature on the experiences of female principals as school leaders in principalship positions. It highlighted that female principals are faced with a number of challenges and barriers when they get appointed to the leadership and management positions. The study sought to investigate the experiences of female principals and challenges they encountered in their leadership positions, in the five selected primary schools in Lesotho.

This chapter sets out to explain the design as well as, the methodology that was used to conduct the investigation. The study used qualitative methods in collecting the data. Issues of sampling methods, data collection, the descriptions of participating schools, trustworthiness measures, as well as ethical issues are also discussed in a detailed manner.

3.2 Research Paradigm

The study is located within the interpretive paradigm. Nieuwenhuis (2007), states that the paradigm is a set of assumptions or beliefs about the fundamental assumptions taken to faith about the nature of reality. Commenting on the nature and utility of paradigms, Nieuwenhuis (2007, p.48), states that a "Paradigm serves as a lens through which [the] reality is interpreted". Nieuwenhuis (2007) further notes that, interpretive paradigms are concerned with human behaviour. On the same issue, Denzin and Lincoln (2000) argue that an interpretive paradigm is used to collect a variety of personal experiences, life stories, and non detailed, non-participant observations in their natural setting, with the purpose of understanding the social interactions within that context. Therefore, in this study, the interpretive paradigm was used to conduct the inquiry with the intention of understanding the social meaningful experiences that female principals' encountered in leadership position. The intention was also to understand how they overcome the barriers they faced in their day-to-day working environment, from the standpoint of their unique context and background. Besides that, Henning, Van Rensburg and Smit (2004) contend that interpretive paradigm pointed to the use of qualitative methods, both in collecting and analysing data and the researcher has to be an „insider'. This means that the researcher must not be separated from what is being investigated.

Neuman (2006), and Nieuwenhuis (2007) state that interpretive researchers seeks to understand the in-depth how people make sense of the context in which they live and work. It also focuses on people's subjective experiences on how people „construct' the social world by sharing meaning. Moreover, Healy and Perry (2000); Nieuwenhuis (2007) also assert that in the interpretive perspective, there are multiple realities of phenomena that differ across time and place. So, interpretive paradigm is important because female principals' world is complex, and consists of multiple realities that are based on their different contexts. That is, interpretive orientation allowed the researcher to understand person specific reality as it manifest in different places and in different times. Hence, I found it more appropriate to this study. Therefore, through direct detailed interviews, the researcher was able to gain a rich understanding of the perception of the female principals' experiences as influenced by their unique circumstances. That gave the researcher an opportunity of getting the in-depth understanding of the realities that goes on in different principals' social context.

3.3 Research design and methodology

The research design that was adopted in this study is a qualitative research design. The researcher has acknowledged qualitative methodology as an appropriate approach for this study because it is a tool that is used to understand and describe the world of human experiences (Meyers, 2002). The researcher believes that human actions are strongly influenced by the setting in which they occur. Qualitative approach is defined as an inquiry process of understanding a social human problem and is conducted on a natural setting and prefer to study people, things and events in their natural settings (Patton, 2002; Punch, 2005). So, I perceived qualitative approach to be the most appropriate as this study was conducted at schools as natural setting where the female principals and their deputies' experiences had occurred. Patton (1990), reiterate the above view by stating that qualitative research takes place in a natural setting, it is descriptive, and that the data collected is in the form of words rather than numbers. Therefore, I found qualitative approach to be an increasingly important mode of inquiry that is relevant to this study. Because, I was able to engage in a dialogue, through interacting with these female principals and their deputies, I was able to seek and achieve a deeper truth and understanding of their feelings, the force of their experiences in their lives as female school principals. I was also able to get the data consists of words in the form of rich verbal description. Cohen, Manion and Morrison (2000) posit that qualitative approach is used when the depth is required. While,

Vanderstoep and Johnston (2009) note that qualitative approach taps in to people's interpretation of their experiences and its goal is to understand the in-depth, the view point of a research participant. They further state that, in qualitative approach the knowledge is constructed or created by different people who have different interpretations of their own experiences. So the five female principals from five primary schools in Leribe and their deputies were able to reveal challenges and experiences encountered in leadership positions and how they overcome such challenges. Furthermore, the open-ended conversational interviews I had with female principals and their deputies, allowed them to have more open-ended way of providing their negative and positive challenges encountered at work as well as how they cope with those challenges as they carry out their responsibilities.

Vanderstoep and Johnston (2009) also posit that, the focus of qualitative research is to give voice to people who are marginalised by culture and underrepresented in leadership positions and management. In this research, I found qualitative approach more appropriate because it can reveal more in-depth and insightful evidence of female principals' experiences as leaders of schools, who are in positions that were once preserved for men, and therefore, qualitative is chosen as to highlight their experiences in terms of their subjectivities based on their cultural and social influences as women. Qualitative approach will also equip me with the research tools to explore the experiences of female principals as the leaders of schools in considerable depth within their real life context.

Within the qualitative approach, the study adopts multiple-case study method. It used the cases of five primary schools. A multiple-case study is defined by Lisl (2006) as a proven tool that researchers use for achieving a deep understanding of a specific phenomenon. That is, multiple-case study will enable the researcher to gain a deeper understanding of experiences of female principals that they encounter as leaders of schools. However, Yin (1994) posits that multiple-case study follow replication strategy which is carried in two stages, literal replication strategy and theoretical stage. Lisl (2006) further notes that, in multiple-case study there are no rigid rules about how many cases are required to satisfy the requirement of the study. Instead, sample size is determined by the number of cases required to reach saturation. This means the data can be collected until no significance of new results are revealed. Consequently, in this study, five female principals of primary schools in Lesotho and their deputies were selected. The reason for five case studies was the five female principals have different experiences due to their individualities as posit by some researchers (Olesen, 1994; Trujillo-Ball, 2003). They can also

reveal more adequate findings than single case study. The multiple-case study enabled me to understand the experiences of female principals in their real situations in different settings which they happened. In addition, they will allow for replicating the findings to increase validity of the study.

3.4 Purposive sampling

This study adopted purposive sampling. In purposive sampling the selection of the sample is based on personal knowledge and expertise about the population. Therefore, in this research five female principals from five different primary schools and their deputies in Hlotse region which is located in the Leribe district, in Lesotho, were chosen. The female principals were chosen because of certain characteristics. I identified them through casual and informal conversations with other teachers that they had gone through serious frustrations when they assumed principal positions from the irrespective schools. The schools were purposefully selected because of a variety of settings such as urban, semi-urban, rural and semi-rural. In addition, the schools were selected because of their location such that they were easily accessible to the researcher, in terms of travelling costs.

Punch (2005) claims that, purposive sampling is the term often used; it means sampling in a deliberate way, with some purpose or focus in mind. This means that the researcher cannot just select whoever is available, but the researcher must make judgement to select the sample that is believed to provide the data needed. Furthermore, since in qualitative approach the main concern is to acquire in-depth and to get the rich understanding of the phenomenon, therefore, the researcher made specific choices about which people to include in the sample. By choosing just five female principals and their deputies, the researcher wanted to get a deeper understanding of the female principals' experiences. Cohen, Manion and Morrison (2007) posit that purposive sampling is used in order to access „knowledgeable people' who have in-depth knowledge about the particular issue. Denzi and Lincoln (2000) also state that, purposive sampling allows us to choose participants who illustrate some features in which we are interested in. So the researcher identified the following features from the participants.

Female principals were selected because of the commonality in experiences in leadership identity such as; they are women who are already in leadership positions as principals. Furthermore, the selection was also based on the fact that they were principals of varying

number of years in the profession, and in my view, that varying mix would create an interesting picture of research participants. To add to that, female principals in this study started their careers with teaching, as it is the case with all principals in Lesotho and they had less than ten years in the position of leadership in their respective primary schools.

The deputy principals were included as participants in this study because of the following reasons: they are included in order for me to get an objective or balanced view from other people who were closely related and worked hand in hand with the principals. The assumption is that, they could have observed the experiences played out as female principals assume leadership positions. Therefore, it is important to include one deputy principal from each school. This was also used as a triangulation of resources where more than one person can provide some information about the same issue. They were selected because they are also women and they are concerned about the leadership and management of the schools. In Lesotho, the policy indicates that in the absence of principal the deputies are in place for the fully running of the school. They take over all the responsibilities, thus, they were believed to have relevant knowledge to this study.

The criteria I chose allowed me to focus on people I thought would be most likely to have knowledge into the research topic. The assumption was they will provide with relevant information about their experiences as leaders of schools. The study also used the following criteria, all female principals, three of them were appointed after female principals. The other one was appointed after a male principal. One was appointed when the school was opened with five years in principalship position. The following tables provide the information about female principals' profile and the deputy principals' profile who participated in this study.

Table 3.1: Female principals' profile

Principals and School name	Total years as principal	School type and location	Total number of students	profession
Principal 1 of school- A	6 years	Private school Urban area	530	Diploma in Primary Education
Principal 2 of school- B	2 years	Church school Semi-rural area	521	Diploma in Primary Education
Principal 3 of school- C	5 years	Government school Semi-Urban area	479	Bed degree in Primary Education
Principal 4 of school- D	8 years	Church school Rural area	1079	Diploma in Primary Education
Principal 5 of school -E	6 years	Church school Urban area	219	Bed Honours in Primary Education

Table 3.2: Deputy Principals' profile

Deputy principals and schools	Total number of years as a deputy	Experience in the current school	Geographical location of the school and school type	Qualifications	Gender
Deputy principal 1 of school- A	2 years	21 years	Private school Urban area	Primary Teacher Certificate (PTC)	Female
Deputy principal 2 of school- B	2 years	16 years	Church school Semi-rural area	Association of College of Preceptors (ACP)	Female
Deputy principal 3 of school- C	5 years	5 years	Government school Semi- urban area	Diploma in Primary Education (DPE)	Female
Deputy principal 4 of school- D	8 years	28 years	Church school Rural area	Primary Teacher Certificate	Female
Deputy principal 5 of school- E	_	_	Church school Urban area	_	_

3.5 Procedures taken in gaining access to conduct a research project

To gain access to the schools, the letter that requested permission to conduct a research in schools was written to the Senior Education Officer (SEO) of Leribe. This is where the schools that I had identified for possible participation in the study were located. In response to my permission letter, the SEO granted me permission for me to conduct research in the five identified schools. In addition, I requested the SEO not to write the names of the schools, and they complied with my request. This was done in order to maintain anonymity of those schools.

After being given a permission letter to conduct the study, I went to the chosen schools to meet the respective potential participants. On my arrival to the schools, I met the principals and I requested permission to conduct my research in their schools. Each principal was given a copy of a letter from SEO. I explained to them the purpose of the study and discussed other pertinent issues. Arrangements were also made to request permission from their deputies as I have indicated in my letter that they were also included in the study and their information was needed. Then they were given the declaration forms to sign. On completion of signing consent forms, negotiations and agreements in terms of time, dates and the taped recording of the interviews were made.

3.6 Data production techniques

Cohen, Manion and Morrison (2007); Silverman (2005) define methods as techniques and procedures that are used in the data gathering. Mitchel and Jolley (2004) describe data collection methods as sources of information. They further indicate that, data collection methods can be used to collect primary or secondary data. Therefore, in this study, interviews and field notes were used to collect primary data which were qualitative in nature. According to Cormack (2000) an interview is a purposeful interaction between two or more people who communicate, converse, negotiate for specific aim associated with some agreed subject matter. Therefore, an interview is a means of collecting data direct from first-hand informants. It is regarded as a main data collection tool in qualitative research and it is a very good way of accessing people's perceptions, meanings, definitions of situations and constructions of reality (Punch, 2005). Data was collected through the use of the two instruments namely, semi-structured interviews and field notes. Each of these instruments is justified and described below.

3.7 Instruments

The research instruments used in the production of data for this study were semi-structured interviews and field notes.

3.7.1 Semi-structured interviews

The research used semi-structured interviews with five female principals and their deputies. Nieuwenhuis (2007) states that semi-structured interview is the kind of interview which allow for the probing and the clarification of answers. Nieuwenhuis (2007) further notes that, in the process of conducting semi-structured interviews, the interviewee can be easily sidetracked by trivial aspects that are unrelated to the study. But, since it allows probing, that can help the researcher to guide the interviewee back to the focus. Furthermore, semi-structured interviews are appropriate for feminist research in that they offer women a chance to speak out on issues that concern them. It also enables interviewees to construct an agenda on matters of central importance rather than the researcher imposing their own views on them (Mahlase, 1997). Therefore, semi-structured interviews allowed the participating female principals to speak out their experiences as leaders of schools. More insights can be gained through this type interviews which may not be gained through survey questionnaire for example. This means that it offers sufficient flexibility to approach different participants while still covering the same area of data collection.

I used semi-structured interviews because they allowed for probing. Through the questions such as why or how and which were asked for clarity, I managed to obtain in-depth and accurate information. Similarly, the use of probes encouraged the interviewee to elaborate on their answers, and, it also gave them the opportunity to respond in their own words rather than forcing them to choose from fixed response. This is in line with what Cohen, Manion and Morrison (2000) claim when they posit that semi-structured interviews provide a desirable combination of activity and depth and often provide valuable data that could never be obtained by any other means, for example, through survey questionnaires. Furthermore, semi-structured interviews enabled me to get closer to the participants as I wanted to know and to understand the challenges that female principals meet and how they overcome those challenges. Finally, I was able to engage with the participants according to their individual personalities and styles.

46

In this study, although I allowed female principals to narrate their experiences in their own words, I maintained a minimal control in terms of guiding the participants back to the focus of the phenomenon being studied and enabled them to talk about their experiences without feeling inhibited. The issue of control therefore becomes central in shaping the production of data for interpretation (Nieuwenhuis, 2007).

3.7.2 Field notes

The field notes were also important determinants of a qualitative analysis. As it was not everything to be recorded during interviews. To validate data obtained through semi-structured interviews, the researcher also engaged in taking field notes. According to Patton (2002) field notes contain descriptions of what has been observed, and they should contain everything that the observer believes is worth noting. For example, field notes can contain what people say, and these can take the form of direct quotations that should be captured during recording. They could also include responses that were gathered during interviews, and these could be both formal and conversational. In this study, field notes were used to capture the cues which the tape recorder could not capture. These include facial expression, showing surprise, excitement or even anger. In addition to interviews, notes were taken to capture information in case the tape recorder malfunctioned. Notes were also taken in order to help to spot and phrase more questions to be probed further. Note taking helped me to review the answers and to ask additional questions at the end of the interview (Nieuwenhuis, 2007).

3.8 Interview processes

Before conducting the interviews, a brief explanation concerning the study was given. I then conducted the interviews with five female principals and four deputy principals. They were interviewed individually at different places and at different times, but within their school premises. To make the interviewees feel comfortable and at ease, before I embarked to the interviews, an attempt was made in re-assurance them of anonymity and the confidentiality of the information provided. Immediately after that, I asked the participants to fill in the profile of two pages (See Appendices G and H). A set of prepared interview questions were given to the interviewees to scan and reflect for a while. That served to establish rapport between the

researcher and the participants. This was in line with what Johnson, (2002) maintains should happen when conducting qualitative research. Establishing rapport is a critical element in the research process (Johnson, 2002). Following this, initial semi-structured interviews with all five female principals and their deputies proceeded. A copy of interview instruments is given in Appendix I and Appendix J.

Tape recorder is suggested to be the most appropriate way of recording data during interviews (Cohen, Manion & Morrison, 2007). Therefore, the interviews were tape-recorded to secure an accurate account of the conversations. Each taped cassette was numbered and labelled with the name of interviewee in order to avoid any mix-up of cassettes during the transcription stage.

3.9 Individual interview with female principals and the deputy principals

The focus of the interviews was on the experiences of female principals in primary schools. The study focused on female principals who were already in leadership position for less than ten years. Below is the description of the schools led by the five female principals.

3.9.1 Description of sites:

Before the brief description of the five schools, I want to look at the socio-economic status of the families and communities around the five selected schools. I believe that it is important to understand the socio-economic status within which education occurs.

In Lesotho, the economy has been supported by the migrant labour of Basotho men who work in the South African mines. In 1993 when most Basotho men were retrenched from these mines, most families were negatively affected. Due to the retrenchment of mine workers, many households were unable to survive the poverty and assistance from poor relatives declined (Hall & Wason, 2002). Most people, particularly in rural areas, depended on live stock and agriculture. The crop production which used to be the mainstay of the people's economy dropped dramatically as people could not afford to buy fertilisers and chemicals for their fields due to high unemployment rates of the time. People also experienced serious stock theft and most families became poor. Women moved to the lowland towns like Maputsoe industrial area in Leribe and Thetsane in Maseru where clothing factories were still operational. However, the

wages they were getting could not meet basic family needs and education provision also suffered as a result. Although the government of Lesotho is trying to rectify the imbalances in education, the schools had been divided into two major groups based on the family income. In its efforts to focus the poorest of the poor, the government started two programmes, namely FPE whereby primary schools have been declared no-fee schools. The other programme is known as the National School Nutrition programme, through which all the children attending primary schools are provided a meal on daily basis. This is only practiced in church schools and in the government schools all over the country because they are the schools where the FPE is practised.

3.9.2 Ethical considerations

To hide the identity of all the participating schools, School-A up to School-E were used, and the discussion of these schools follow below.

3.9.3 School-A

School-A is a private school. It is in the urban area and it is the only English medium school in the town. It caters for children of different faiths and races. There are 530 learners, and 14 teachers, 3 males and 7 females including the principal. The principal has 5 years experience in the principal position and has Diploma in Primary Education (DPE) qualification. The deputy principal is also a female. Educators (all of whom are qualified) come from different nationalities, that is, two are from Ghana and the rest from Lesotho. All teachers live outside in different villages. It is a combination as there is a high school in the same yard and it is a well resourced school. There are 16 classrooms and two classrooms are used by the pre-scholars. All the classrooms are well cared for and they all have electricity.

There is an administration block; in it there is high school principal office who is also a board member of both primary and a high school. There is also her secretary's office that is in charge for incomes and the expenditures of both schools. There is also another office with two secretaries' one in charge for pre-school and primary school fees paying, while the other is responsible for high school fees paying. There are telephones in all the offices to allow smooth communication. The building has burglar bars on the windows and the door.

Next to administration block is a kitchen and 4 women are cooking for both primary and high school learners they all eat the same food. There is also the staffroom block for high school teachers, the computer room but they are only used for high school learners, and the well equipped laboratory they are well secured by burglar bars. Towards the main gate there is a very big hall which was built by the parents. When it is parents meetings all the learners and their parents are accommodated in that hall. Security is good. There is alarm system in administration block and the devils fork fence with one main gate. The night watchman is there.

Parents pay school fees directly into the school's banking account, and they go to school to give the confirmation slip as a proof. Parents are well of, they are working and some do have their own businesses. The school has not opted for the FPE so it does not receive the utility grant. Hence they raise funds by selling school uniform, like track suits, golf shirts and blazers and girls' uniform with school badge. All the learners are bound to buy such from the school and they are ordered for all learners from primary to high school. Parents also buy stationery for their children. . There is a tuck shop in the school yard during break and lunch time learners buy some snacks, apples and sweets, and teachers are running it, they take turns. Learners are not allowed to bring their own lunch and to go to the shops to buy food during school hours.

There are toilets for all the learners and the teachers. There are also the play grounds but the boys' sports field is just opposite the school and is also used by the village people. It also fenced but there is another fence between the school and that ground learners go through the gate next to the primary classes and it is locked after school hours. While the village people use their own gate separate from that one used by the learners.

Interviews in school A

In school A, I interviewed the principal in her class during lunch time. The principal said that it was only time that she can provide for my interview. Teachers and learners interrupted by knocking at the door asking to talk to the principal. But the moment they got in I stopped them with a hand to show that interview was in progress. That knocking and shutting of the door were distracting. The interview took 45 minutes. I left the letters with the principal on the day of appointment. But on the same day after interviewing the principal when I was about to go and interview the deputy, the principal said she forgot to give the deputy her consent letter.

I took the letter and gave it to the deputy. There was no problem but she ordered me to come after two days when she is not conducting the midterm test. I had to go back the other day for the third time at lunch. The interview took place in her class and lasted for 30 minutes. There was also some disturbance of learners who wanted to come and put their lunch boxes and wanted to talk with their teacher. I also stopped them.

3.9.4 School-B

School B-is also a church school, and is located in a semi-rural area. It caters for children of different faiths. There are 13 teachers all females including the principal who is in her 2nd year in this position. The principal was promoted based on her religious denomination, length of service and academic qualifications. She has Diploma in Primary Education (DPE). Currently, she is enrolled for a part time Bed Degree in the National University of Lesotho (NUL). There is a deputy principal who is also a female. All the teachers live in different villages. It caters for children of different faiths and there are 512 learners. There are 14 classrooms which are well equipped. There is an old hall but still in a good condition; the hall is used as church on Sundays and whenever there is a mass. Sometimes when there are teachers' workshops of that centre the hall is used. The school is fenced with barbed wire.

The school is under FPE, they receive the utility grant which is R8. 00 per child per year and it is not enough for the school's needs on yearly basis. So for fund raising, besides the small plots where they grow some vegetables for selling, there is also a very big plot where they grow sorghum for selling. In the school yard there is a clinic which belongs to the church. The school has allowed a local woman to sell goods like snacks for school children and for people coming for clinic. The lady is paying R15.00 monthly. Apart from that, the school has hired a kitchen and a store room for women who cook for all the classes. They cook food at school. It is not like the previous years where cooks used to prepare food at their individual homes, where there was no guarantee of whether the food was clean or not. Women who use the school's kitchen pay rent every month and that is how the school raises funds in addition to utility grant for the maintaining school's properties.

There is a working borehole in the school, but it breaks every year and has to be fixed on yearly basis. Previously, learners used to fetch some water from the village spring but not anymore.

There are sufficient toilets for both learners and teachers. There are sports field for both boys and girls. Most of the parents are not working; some are self employed as street vendors.

Interviews in school B

The interview with the principal took place in her office. The time scheduled for the interview was between 10:30 and 11:00. There was a delay due to the public transport that the researcher was using. The interview started at 12:00; it was during lunch time but there were no disturbances. The atmosphere was relaxed and the interview went smoothly and lasted for 30 minutes.

After finishing with the principal I interviewed the deputy principal. The interview took place in the principal's office. There was no disturbance and the interview lasted for about 30 minutes.

3.9.5 School-C

School-C is a government school and is located in the semi urban area, not very far from Hlotse town. There are 479 learners and 9 teachers. Two of them are male teachers while 7 are female teachers including the principal. The principal has 5 years in the principal position and she holds a BEd degree. She applied for the position when the school was opened in 2007.

It is a well resourced school. There is an office towards the gate which is combined with one classroom. There are 10 classrooms. The school is under FPE and it also receives the utility grant. There is electricity in all the classrooms and in the office which the principal managed to fix with some contributions from the parents, the donations and that utility grant. There is a borehole and sufficient toilets for learners and for teachers. There are also the pre-scholars in the school yard. The school has taken an initiative of cooking lunch for them, instead of the caterer who was supposed to cook and be paid by the government. The school has hired a local woman who is cooking and the government is pays school which in turn, pays that woman. It is fenced with barbed wire. The school is outside the village but there is a night watch-man who is paid by the government.

Interviews in School C

In this school, the time scheduled for the interview was at 10:00 but the principal phoned and changed the time to 8:30 because she had to attend a memorial service of the other teacher on that region. I interviewed the principal in her office immediately after morning assembly. There were lots of disturbances, teachers knocked at a door as they wanted to talk to the principal and asking for resources. But I had to stop them and used hand sign to show that interview was in progress. The phone ringing also interrupted as I had to wait when the principal answered the phone. The noise from the next class caused a bit of disturbances. The interview lasted for about 1hour 20 minutes.

The same day after the principal I interviewed the deputy principal. The principal gave us chance and I interviewed the deputy in the same office. During interview the principal phone rang and I had to wait as the deputy ran to give the principal phone. From there interview went on and lasted for 35 minutes.

3.9.6 School-D

School D is also a church school. It is situated in the rural areas. It is a big school with 1079 learners and 31 educators, 8 male teachers and 23 female teachers including the female principal. On her promotion she held Association of College of Preceptors (ACP). She worked in the current school from 1989 as an educator and by 2000 was promoted to deputy principal and was promoted to the position after the death of the former principal who was a male. So she held the principalship from 2003, and she has 8 years in the principal position. She has Diploma in Primary Education (DPE) now.

Some teachers are not qualified. Teachers are staying in different villages. There are 21 classrooms which cannot accommodate all learners and other classes like grade 3 and part of grade 4s use the church hall. Buildings are in good conditions and are well cared for, except some vandalism that is happening in the school. The bore-hole tap is broken, the tank taps are stolen and the barbed wire which fenced the school is stolen only two lines of it left. Learners bring themselves some water from home.

There is an office and the staff room, at the sides in one block there are three classes used by grade sevens. That block has electricity which she fixed with the remaining amount which was

kept in the bank when the learners were still paying school fees. The school caters for children of different faiths. The school is under FPE they also get utility grant which is not enough for the needs of the school. They only get funds when they have done the fun day. On that day children do not wear school uniform so each learner pays R1.00 while teachers pay R5.00; still not all learners pay it due to poverty.

Learners get lunch from school of which to some learners is the only meal they get for the day. Some of the learners are staying by their own they are head of the families and when they come to school they would have left their young sisters or brothers at home. So much that instead of eating their own meal they have to take another share for the others at home. That is the case of about three learners. Others are staying with their grandmother who are poor and depend on R300.00 they get from the government monthly, it is only received by 70 years and above grandmothers and grandfathers. Some learners stay with their relatives because of being complete orphan, no mother, no father. While some have single parent who migrated to the townships to search for work, and some are abundant children. Some learners live near the school while most of live very far from school those who can afford use taxis to come to school while others walk long distance to school. Most parents are not working, some are street vendors while some are farmers and they can support their children with stationery needed at school.

Interviews in school D

In this school, on the day of appointment I found the principal not around. She went to consult a doctor. I had to leave the message with the deputy, I also phoned to confirm for the other day. I went back after a day, and I interviewed the principal in her office on the scheduled time 10:00 am all the learners were in the classes and teachers were busy. The interview went smoothly there was no disturbance and it lasted for 1hour 33 minutes.

After two days I had to go to interview the deputy principal. I interviewed her in the principal's office at 10:30 am. The interview went smoothly as there were no disturbances. The interview lasted for about 35 minutes.

3.9.7 School-E

School E is in the urban area within Hlotse town. It is a church of school. It caters for children of different faiths. There are 10 classrooms which are cared for. There are 8 teachers, one male and seven females including the principal who has 6 years in principal position. All the teachers are qualified and are paid by the government. Teachers are living in the village. There is no deputy principal due to the number of learners. The school has 219 learners. The Ministry of Education has stipulated that if school has the roll under 300 learners, such school is not supposed to have deputy principal. Learners are from different type of families that is from poor, rich and middle.

There is a hall which could be divided into two big classrooms in case the school roll has increased. It was used as a classroom but now it is just there serving the purpose of a hall. In most cases when there are workshops for teachers of that particular centre that hall is used. Learners have toilets and the teachers have theirs separated from the learners. The office is on the other block and next to it is the kitchen both have burglar proofing on the door and on the windows. There is electricity only in the office. The school is under FPE. The school depends on utility grant from the government which is R8 per child per year. There are sports ground for girls and boys. It is fenced with barbed wire. The gate is not locked.

There is no security in the school because the school has to pay the night-watchman by itself using that utility grant which is R8. 00 per year for a child. It is insufficient to afford the cost on yearly bases. Therefore, the two classrooms have been hired and the people are paying rent monthly as another way of raising the school funds and for security purposes. Some of the parents are working while others are the street-vendors. They are paying for water bill used by the learners. They are also trying to help their children with additional stationary needed at school. Next to it is a new government secondary school, it uses the primary school's kitchen for cooking because they do not have theirs and they pay.

Interviews in school E

In school E, I interviewed the principal only as there is no deputy principal because of the learners' roll. Interview took place on time and date agreed upon. The interview was conducted in the principal's office. Although it was during the school hours but it was quite there was no disturbance learners were in their classes. The interview lasted for 50 minutes.

3.10 Validity and reliability/ trustworthiness

In qualitative approach it is hard to achieve validity and reliability because it deals with human behaviour and human behaviour changes in conditions. So there are no possibilities of getting similar results. Therefore to ensure the reliability and validity in qualitative research, the examination of trustworthiness is crucial (Seale, 1999). This means that, the idea of discovering reliability and validity is replaced with trustworthiness. Therefore, the issue of trustworthiness in research study requires attention of credibility, transferability, dependability and confirmability (Lincoln & Guba, 1985). According to Lincoln and Guba (1985) credibility is an evaluation of whether or not the research findings represent the realistic interpretation of original data drawn from the participants. Credibility was addressed by using member checking. Cohen, Manion and Morrison (2000) posit that in an interview credibility can be done by triangulation. That is giving the participants the interview scripts to read. The purpose is to check whether what is written is an accurate reflection of what they said. This was done by a researcher in this study. The tape recorder also was replayed for the participants to listen in order to verify and to make some comments. The researcher installs that in this research to verify the data gathered. Transferability, as one aspect of trustworthiness, is the degree to which the findings can be transfer beyond the limits of the study. The dependability is an assessment of the quality of the integrated process of data collection, analysis and the theory generation. To address that I did not dwell in an interview of one female principal, hence five principals were interviewed as well as their deputies in each school. Lastly, confirmability which is a measure of how well the findings are supported by the data collected. To address dependability and confirmability the researcher relied on the voice recorder to generate the answers to the research questions.

3.11 Triangulation

In qualitative research there is a concept of triangulation which is often used as a qualitative equivalent to validity and reliability. Willis, Jost and Nilakanta (2007, p. 219) indicate that "the idea of triangulation is to find multiple sources of confirmation before the researcher can draw a conclusion of his study". That is researchers can use several types of triangulation such as methodological triangulation which involves the different methods like interviews, observations and life histories. As by combining different methods researchers can achieve the best results. They further assert that, other type of triangulation can be done across sources of information

such as interviewing different types of participants. Therefore, this study adopted the technique of triangulation across sources of information by interviewing female principals and their deputies.

3.12 Ethical issues

Ethical issues are the principles and rules to be considered by the researcher before conducting a research and during the research process (Babbie & Mouton, 2006; Cohen, Manion & Morrison 2007). They further suggest that the researchers have to obtain official permission from the stakeholders to conduct research. In line with this, firstly the University of KwaZulu-Natal granted me the ethical clearance certificate to conduct my research. The ethical clearance number for my study is HSS/0138/011M. Ethical considerations are asserted to be the generic-informed consent and protecting participants' anonymity as well as situation specific (Marshall & Rossman, 2006). They further posit that informed consent is based on principles of individualism and free will that researcher has to make for protection of human subject. Therefore to develop the feeling of trust and rapport, the following were sought out by the researcher. The consent letters requesting the permission to conduct the research were given to the Leribe Senior Education Officer (SEO), then to the female principals and the deputy principals of the targeted schools. They were requested to sign the consent forms. The participants were informed about the purpose of the study and the use of tape recorder during the interview process. Before the interview the researcher asked the permission from the participants to tape record the interview.

The principles such as autonomy, non-maleficence and beneficence were considered by the researcher in this study (Durrhein & Wassenaar, 2002; Cohen, Manion & Morrison, 2007). The participants were guaranteed that their names and the names of their schools will not be mentioned in the research. As I said earlier on, pseudonyms were to be used to ensure and to protect anonymity of five female principals and their deputies (Marshall & Rossman, 2006). The participants were also guaranteed that their identity will not be divulged under any circumstances. The participants were guaranteed that the responses they gave will be treated with strict confidentiality and it will be used for this study only and not for any other purposes. The researcher advised the participants that if they were not comfortable with certain questions they may not answer them, and there is no right or wrong answer. Again if they were no longer

willing to be interviewed they were free to withdraw without negative or undesirable consequences to them.

3.13 Conclusion

This chapter described the research design and methodology as well as the methods that were used conducting this study. It gives an explanation of where the study was carried out and how the sample was selected. It also provides a description of the instruments and strategies used to collect the data and how data was triangulated. Why and how they were used, and steps taken to improve validity of the results obtained using these instruments. The description of research sites is also given in detail. The next chapter presents and describes the data that was gathered.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the research findings about the female principals' experiences in leadership positions. Data were collected using field notes and interviews. Field notes were taken to capture information in case the tape recorder malfunctioned and also to capture the cues which the tape could not show, such as facial expression. Interviews were used because in interviews there is a greater flexibility and freedom as compared to questionnaires (White, 2003). In addition, interviews allow the interviewer to probe, and probing assists interviewers to clear up misunderstandings and go into more depth (Cohen, Manion & Morrison, 2007). The purpose of this study was to explore the experiences of female principals as school leaders at five selected primary schools in Lesotho. Data were collected from three categories of schools with different settings. Schools in Lesotho can be categorised into three types based on their control. A majority of schools belong to different denominations, another section of schools belongs to government and a small section of schools are private. I selected one school from each of the three categories of schools. A total sample of five schools was involved in this study. Those five schools were chosen from three different church denominations, one is a private school and the other one is the government school. The criterion to select schools was that all schools were headed by female principals.

In the first four schools one female principal (from each school) and one deputy principal were interviewed individually. In the fifth school only the principal was interviewed as it did not have a deputy principal. So the total number of participants was nine. For confidential purposes, the schools that participated in this study were coded by allocating a letter from the alphabet (A to E). The principals of the schools were named, Principal-1 to refer to the principal of School-A, Principal-2 to refer to the principal of School-B, Principal-3 to refer to the principal of School-C, Principal-4 to refer to the principal of School-D and Principal-5 to refer to the principal of School E. A similar pattern of coding was used for deputy principals as follows: Deputy Principal-1 referred to the deputy principal of School-A; Deputy Principal-2 referred to the principal of School-B; Deputy Principal-3 referred to the deputy principal of School-C and Deputy Principal-4 referred to the deputy principal of School-D. In School-E there is no deputy principal.

One session of the face-to-face individual semi-structured interviews were conducted with all the participants. The interviews were tape recorded and were then transcribed verbatim. This study being a qualitative case study, data was analysed using content analysis technique (Krippendorp, 2004). Content analysis is widely used qualitative research technique. It is a type of analysis which is used to analyse text including interview transcripts to determine the frequency of specific words or ideas (Krippendorp, 2004). n analysing data I came up with seven themes. (i) Attitudes towards female principals. (ii) How female principals deal with the attitude. (iii) Principals' response towards the negative attitude. (iv) The lack of fitness for the job. (v) Teachers' defiance to the female principals. (vi) Establishment on how the female experiences affect the way they lead. (vii) Measures taken by the female principals to address the daily challenges as they carry out responsibilities.

4.2 Attitudes towards female principals.

In all these schools, the issue of attitudes was at top of the agenda. Five female principals indicated that teachers fell into in two groups. They felt that some teachers had negative attitudes while others had positive attitudes towards them.

4.2.1 *Attitudes of teachers towards female principals*

Findings from participants indicated that teachers displayed particular attitudes towards female principals. Some attitudes were positive while some were negative. When female principals were asked about attitudes of the teachers as they assumed their jobs as principals, all five female principals indicated that some teachers were satisfied when they became their principals and they regarded them as their heads while other teachers were not satisfied. To show that some teachers had positive attitudes, one principal had this to say:

> *Out of 7 teachers, 5 teachers were at least working with me, they were supportive, we worked together and they engaged themselves in school activities. They were working hard and the school results improved* (Principal-5).

Contrary to the above statement, five female principals felt that some teachers also displayed negative attitudes towards them. When the principals were asked how they were received at

schools by the teachers on their appointment as principals of schools, five female principals highlighted negative attitudes. One principal comment that:

> *"I was not well or fine received because of the teachers' expectations. 2 teachers showed negative attitudes, because maybe they were looking for the post"* (Principal-5).

Talking about the same issue of reception by the teaching staff, the principal of School-D reported that:

> *Out of 30 teachers, 5 of them a male and four female teachers showed negative attitudes. Because one of the teachers was expecting to be appointed but things did not happen that way. By the time I was appointed, we both have similar qualification of ACP with that particular teacher. The difference between us was that, I had experiences in leadership as I was a deputy principal of a former principal who was a male. By the time when the former principal was sick, I led the school for two consecutive years. After his death, the School Management Committee (SMC) promoted me. (A female teacher with similar qualification with the principal) influenced other teachers, they made a group and even said they would resign sooner they cannot be led by another woman young as I was that time (she laughed) ...* (Principal-4).

Principal-2 also expressed that:

> *…......the group which was not satisfied, 3 teachers 1 male (who was a deputy,* before the new principal was appointed*) and 2 female even said that the school is going to decrease the roll and the grade seven results will be bad. But if a principal could be a male all the things will be in a right position* (Principal-2).

In line with the previous citation Principal-1 states that she came into her school as an assistant teacher and became a deputy principal after two years. She acted as a principal for six months when the former principal left then the School Management Board (SMB) encouraged her to apply for the principal position. She expressed that:

> *I applied, so now becoming their principal was not something they could just accept. Therefore, out of 13 teachers 4 of them, 1 male and 3 female teachers did not accepted me, it was difficult for them to regard me as their leader but they could not do otherwise they had to abide. They kept on undermining my authority and doubting my qualifications.*

In School-C the principal indicated that when the school was opened, the majority of the teachers were new in the teaching field; they were from the college and they were all new in that

school. They too, expressed negative attitudes towards her, and when highlighting attitudes, she had this to say:

> *.... There was an exception of one female teacher who was a principal somewhere before she came here. She could not understand me. Therefore she had negative attitudes to me, to an extent of influencing other teachers that they must come to me and tell me that they want to have disciplinary committee in school because I am not treating them well* (Principal-3).

These extracts from interviews indicate that the attitudes of the teachers not uniform. One would find that teachers in the same school showed different attitudes towards the principal. Some teachers were positive while other ones were negative towards female principals and that depended on their perceptions and their acceptance of their leader.

To triangulate what has been said by the female principals, the other group of four deputy principals was also asked to comment on the same issue of attitudes of teacher's towards the female principals when they assume principalship positions. Deputy Principals were not unanimous on this either The four deputy principals expressed similar sentiment, saying that some teachers showed positive attitudes while other teachers showed negative attitudes. One deputy principal reported that: "*Most of the teachers were cooperative...*"

(Deputy Principal-2).

The other deputy principal expressed a similar view by saying that female principals were accepted in their schools. She had this to say: "*Yes, teachers accepted her as their leader*" (Deputy Principal-3).

The deputy principals were further asked to state the attitudes that were identified among teachers when the current female principal assumed the leadership position. One deputy principal reported that some teachers displayed the negative attitudes. One deputy principal commented that:

> *...... other teachers had some question marks (doubts) or showed some dissatisfaction because some teachers like to take that position. But since it needed experiences she had experience (the present principal) because she was*

already in the office and she was the best person to continue. But some did not like that, so they showed negative attitudes (Deputy Principal-4).

The deputy principal of School-C felt that some teachers that were on the side of the previous deputy principal who was a male had negative attitude towards the new female principal. She reported that:

> *The teachers were in good terms with the previous deputy (who was a male) so they wanted him to be a principal. But he failed to be the one because of his church denomination. The church and the SMC decided to put the current principal (a female) who belongs to the denomination of the school that is RCM. To date, he (male deputy principal) refused to hand over the school properties like bank book and the office keys* (Deputy Principal 2).

Deputy Principal-1 added that negative attitudes in the workplace were alive and were well practiced by teachers towards female principals. She had this to say:

> *Some teachers had negative minds towards the principal due to her qualifications. Some teachers had higher qualifications than her, so they found quite unfair for her being chosen as a principal regardless her experiences. So they did not work harmoniously with her* (Deputy Principal-1).

From these responses one can conclude that negative attitudes towards the female principals occurred because some educators were also equally interested in this principal position as they were suitably qualified to the job or more qualified to the job than the principal. Furthermore, it seems that within the school environment, the attitudes that teachers had towards female principals may have direct effects on how well the female principals performed their leadership and management duties. In the school the principal is the leader and the manager. She is responsible for making sure that staff members perform their duties well so that the school can improve. Teachers are the ones who are playing an important part in the teaching of the learners and so they need to do their best in ensuring that educational goals are realised. However, if teachers display negative attitudes towards the principals, it seems unlikely that school improvement will occur.

4.2.2 *The attitudes of the SMC and ASC towards the female principals*

I also asked the female principals to respond on the attitudes of School Management Committee (SMC), School Management Board (SMB) and the Advisory School Committee (ASC). Details about these structures are found in Chapter.

The lessons learned from the implementation of these two committees the SMC and the ASC was that they overlap substantially in membership as well as the role they play thus, creating confusion and potential lack of accountability at the school level. Recently, the review of the Education Act has already recommended the consolidation of the two committees into one which is the School Management Board (SMB). The SMB functions the same way as the SCM does. It started to be effective in all schools in Lesotho from last year 2010 as principals indicated. Now there are no more two structures, it is only the SMB which is also functioning in government and the private schools.

Particular attitudes towards female principals were not found with teachers only, but other stakeholders seemed to have their own. Female principals were also asked to respond on the attitudes of the SMC and the ASC. On the issue, all five principals agreed and reported that the attitudes of the SMC were positive towards them because they were even appointed by the SMC and the SMB to be in that position. They expressed that:

> "*SMC members were cooperative and supportive. We worked together and they encouraged me to become strong because I came under the disturbance situation. Even the ASC was good to me*" (Principal-5).

Unlike the negative views expressed below, Principal-3 expressed positive views by saying that "the SMB were satisfied there were no problems by that time".

She continued with this trend by saying that:

> *I was working hand in hand with the SMB because I could easily talk to them. Even the District Education Officers (DEO) held some workshops with us (SMB) and principals in government schools in every six months where they highlighted the SMB on their duties because they did not know what to do.*

In contrasting to what other female principals said, one female principal highlighted the negative attitudes she has experienced with one member of the ASC. But there were exceptions to this as there were negative views from the ASC members about certain principals.

Principal-1 commented that:

> *The SMB doubted me whether I will manage to keep the school flag flying in terms of good results as I followed someone who was strong. But for after the two consecutive years the results were shooting (up), I had to run a marathon and now there are no doubts.*

Another principal had this to say*:*

> *I only had some problems with only one member of the ASC (vice chair person). He used to tell me that if I want to do anything in the school yard like if I plough I had to consult him before………… Unfortunately, he was also the secretary of the school's bank book, whenever I want some money from the bank I had to consult him. But he could shout and told me that I am wasting some money. Fortunately, if he shouted me I could go the other two members and show them the school's needs. Then I went to the bank with them. That man (the ASC member) could go to the community and told them that I misused the school's money. Every time when I have used some money I compiled the receipts and kept the records. From that time when I called the parents meeting, parents came in large number because they wanted to hear how I had misused some money.* (Principal-4).

Although there were negative attitudes towards female principals, there were also positive attitudes that are shown by the SMC or the SMB by being supportive to the female principals. These tell us that negative attitudes were not common in all the stakeholders.

4.3 Principals' responses towards the negative attitudes

In the school there are teachers and the members of the School Management Committee and the Advisory School Committee who are expected to work hand in hand with the principals. But if they have negative attitudes towards the female principals, this will affect the effectiveness of the school. There is a danger that they might also obstruct the progress of the school. So the principals have to find ways of solving that kind of issue. That is why the question was raised to the female principals as to how they dealt with this kind of attitudes. In responding to these three out of five principals mentioned that they sit together with those people and talk with them.

One principal of School-E had this to say:

I just neglected because I know that people are of different personalities. Therefore, I could not do otherwise my duty was to do the work, go to class, assign them, delegate them and so I did that. I even called the staff meeting; in it I told them that we are teachers but we cannot be principals all of us. I know some of you are more educated than I am, but be an exemplar and let us work hand in hand together. I just motivate them.

One principal contended that one of the days she decided to bring that SAC member under control she expressed that:

I became rude to him (the vice chair person) that was when he stopped. I told him that (showed anger and frowns) you are not paying me……. From now onwards think of whatever you want to do and I will do what I am suppose to do in this yard. I am the principal here and the school yard is under my inspection. I stick to Education Act on how things must be (Principal-4).

It is not always that all the people are negative towards female principals. The SMC, SMB, ASC other members of ASC, teachers and parents did not have negative attitudes towards female principals. So the issue of attitudes is categorised in to two.

4.4 Lack of fitness for the job

Five female principals were asked to comment on the position of the teachers regarding their (principals') fitness for the job. Two female principals felt that teachers regarded them as not fit for the principals' job in schools. It seems that teachers' judgment of principals' fitness for the job was based on the principals' qualifications and disciplining of learners. However, principals' qualifications and disciplining of learners cannot be regarded as the only determining factors of principals' fitness for the job. There are other factors such as the in-service training which may empower principals to be better leaders.

4.4.1 *Qualifications*

In the interviews with the five female principals, the issue of lack of fitness of the female principals for the job came as a priority from the participants. One principal expressed that teachers had a particular perceptions about their qualifications in relation to their fitness for the job. Those perceptions were in relation to the adequacy of qualifications. One female principal had this to say:

Teachers' doubted my qualifications as an old teacher who held the old qualification of Primary Higher Certificate. They said they do not think I will be able to keep the standard of the school because I lack current information. (Principal-1).

In line with what the female principal indicated, the deputy principals also reported that teachers doubted the adequacy of the principal's qualification. One deputy principal expressed that:

Some teachers found that it was quite unfair for the principal to be given that position due to her [adequate] qualifications. Teachers were more qualified than the female principal; they undermined her qualifications so they tend not to listen to her (Deputy Principal-1).

Drawing from the above-mentioned statements, is evident that teachers had different expectations about the principals' qualifications. In Lesotho, there are no clear requirements in terms of qualifications for the principal position. When people are in the positions of principals in primary school, the requirements generally included the teacher certificate and a certain minimum teaching experience of at least five years (South African Consortium for Monitoring Educational Quality, (2005). In Lesotho, principals' qualifications have become the subject of debate since 2004. This debate was prompted by a situation whereby more teachers got higher qualifications than those held by principals.

However, teachers' qualifications may be good but not relevant for the job of the principal. My view is that principals' qualifications may be not that higher than those of the teachers but may be relevant for the principal's job. But in addition to the relevant qualifications, principals may also have acquired management and leadership skills through the workshops that are organised by the Department of the Education to enable them to manage and lead schools effectively.

Responses from some principals also pointed to contrasting views about principals' qualifications. Five principals felt that they were suitably qualified for their jobs as district officers highly supported them with the on-the-job training where relevant skills of managing and leading were acquired. In this regard, Principal-2 had this to say: "The Education Officers hold workshops for the principals to help them in leadership and management work".

In line with the previous citation, Principal-4 also reported that:

> *The Education Officer highly support us as principals, they give us refresher courses whereby we are equipped with new things that should be done in schools and highlight us on how to run the schools. They give us workshops where we are informed of the new policies to implement* (Principal-4).

These findings suggest that workshops that principals were exposed to provided them with skills in managing and leading the schools effectively.

4.4.2 Maintaining discipline in school

Five principals were asked to respond to some of the challenges that they faced since they started working as principals. One principal felt that there was a particular perception that teachers and the community had about female principals. This perception was that maintaining discipline in the school was more achievable with male principals. So, there are a number of factors that related to the discipline in schools and these range from the perception of learners' receptiveness to being disciplined by females and by makes as well as, the attitudes of the teachers.

4.4.2.1 Perceptions

When interviewing principals about the challenges they faced with regard to disciplining of learners, one female principal responded by highlighting the perceptions that teachers and the community held about her as a female principal. She declared that as female principals there is a perception that they cannot be effective as their male counterparts to maintain discipline and therefore she was regarded not fit for the job. She had this to say:

> *Among the teachers, 3 teachers were not satisfied when I became their leader. They said that I am not fit for this position because I will not have power on boys. I will not afford to maintain the discipline and keep the standard of the school. They said that they needed a man because if a principal could be a male all the things, particularly discipline will be maintained better,* (Principal-2).

In line with the previous citation, the Principal-2 also commented that parents were divided into two groups. She said that there were:

> *Those who were not satisfied when I became the leader; they said I will not be able to maintain discipline. Their children will go up and down and there will be no discipline in the school. But if the principal could be a male discipline in school it will be fine. The group which was satisfied said that I am still fine* (Principal-2).

The issue of female principals struggling to maintain learners discipline is not supported by research as there is no scientific evidence that schools headed by female principals were not disciplined while those headed by male principals were well disciplined. On the same issue, Moorosi (2010, p. 554) argues that "it remains unclear how the strength is measured, (whether it means strong in authority or strong in discipline)". She further argues that, it is clear that women are disadvantaged in communities in which this strength is linked to a male stereotype and where the gendered perceptions still reign.

4.4.2.2 Maintaining discipline among the learners

However, with regard to learners' discipline, female principals were asked to comment on how they dealt with the disciplining of learners. All five of them affirmed that they used different measures to discipline learners. They further claimed that those measures were informed by the type of learners they were dealing with. Two female principals had similar views, one principal reported that:

> *Nowadays we are faced with different types of learners; some are double orphans and in many cases are ill- treated by people they are staying with. Once they are ill-treated they become aggressive and they become problems at school. Some are sexually abused, some are sick and some are stealing due to the fact that they are heads of the family and they have nothing to eat (showed sadness). So disciplining them becomes a problem as we have to consider those factors and not to be too lenient or harsh to them. We are also not allowed to use corporal punishment. So we try to counsel them, we talk to them. At times I invite the Child and Gender Protection Unit (CGPU) to school to come and talk to learners* (Principal-4).

Principal-1 also added and described the different measures that they used when disciplining the learners. She said:

In school we are faced with the issue of learners without parents; other learners have problems of separated parents now they behave differently and it is not easy to deal with them (frowned). When disciplining them we have to put in mind that they have different problems, so that we may not become too lenient or too sympathetic instead of showing empathy. So, to discipline I give them a lot of counselling. At times we call people from outside to come and help us especially with those ones who need much discipline measures such as counselling. We call counsellors to school and the CGPU to school to talk to the children (Principal-1).

Principal-3 and Principal-5 added that they used different punishment measures depending on nature of the misconduct. Principal-2 explained that: "If the learners arrive late to school we give them some activities such as digging plots in the school garden".

This is in line with Moorosi's (2010) suggestion that discipline has got nothing to do with the physical strength of a person. It seems that different measures taken by these female principals still tried to control learners to behave in an acceptable manner.

4.4.2.3 Maintaining discipline among the teachers

With regards to teacher discipline, female principals were also asked to share their experiences of disciplining the teachers. In response, all five principals explained that they disciplined teachers by, first, letting them aware of misconduct and also by creating space for discussions about such issues. Secondly, they would take them to the disciplinary steps in the form of sanctions and withdrawal of the privileges and punishments. Principal-5 for instance commented that: "I do not discipline them in a rush manner or unfavourable one, I discipline them after talking to them for several times and making them aware that what they are doing is not good".

In line with the previous excerpt, the principal of School-A had this to say:

Disciplining teachers is a tag of war because they are grownups. I noticed that if I become too harsh they too become aggressive. So I call them one by one and talk to them individually. In that way I succeeded and I have won many of them. I also keep them busy by giving them some responsibilities to do so that they do not idle. If the teachers are in conflict I do not solve the problem alone, I call my deputy, senior teachers and Head of Departments (HODs) then talk to such teachers (Principal-1).

The principal of School-D reported that:

Disciplining teachers is the matter of having full information. I talk to them individually, but if the teacher continues to misbehave I ask him or her to write a letter and indicate why she or he continues to do what I said he must not do. When matters are like that, I avoid verbal words because they can talk whatever they would like to say. If they write those letters they make sure that they write words which will not put them in troubles because I file those letters. If teachers are in conflict I normally call them together and listen to what they say. Because for one to intervene there should not be favouritism (Principal-4).

In addition to what the principals have just said, the deputy principals, as part of school leadership and management, were also asked to comment on how teachers were disciplined in their schools. All four deputy principals were in agreement that they both (deputy principal and the principal) talk to the particular before the matter can be taken to the School Management Committee (SMC). In this regard, one deputy principal had this to say:

We try to talk to that particular teacher as a disciplinary committee, but if we find that the teacher continues to be uncooperative or misbehave we take the matter to the principal herself. If the matter is unresolved is then that the School Management Committee can intervene (Deputy Principal-2).

The findings from the participants indicated that female principals applied different measures to handle and deal with disciplinary issues of both learners and teachers. In addition, the findings also suggest that female principals were not working alone when dealing with serious discipline of teachers. Instead, the School Management Committee (SMC) (concerned with management) was also involved. So, what is presented here is in line with Sterling and Davidoff's (2000, p.13) view that leadership and management are always working together. They further, indicate that "leadership and management make decisions together, delegate and solve conflict that arise within the school together". On the same issue, Grant (2003) states that management and leadership jointly decide on what is to be done and ensure that people are actually doing their job. This shows that the skills of both leadership and management are needed for the effective disciplining of teachers.

4.5 Teacher's defiance against the female principals

Female principals faced defiance from their colleagues (teachers) both male and female who would not accept their authority. Certain aspects of defiance were identified by all the five female principals. Teachers' defiance against female principals' was shown in the form of for example, deliberate late coming, failure to take instructions, and rejection.

4.5.1 Late coming

All five principals expressed that teachers displayed their defiance by intentionally coming late to schools. The late coming only started after the female principals took principalship positions. The two principals claimed that there was continuous late coming by some teachers in school. Principal-2, said for example, that:

> *Most of the time some female teachers arrived late at school, if I asked why were they late, they said they looked after their children at home, sometimes they shouted me. In the moment I do not have male teacher. But when I assumed this position, there was a male teacher (who was a deputy principal) he was always late to school. He also could not respond to my question when I asked him why he was late. We have clog book, I usually draw the red line so that teachers who came late will clog under it. Teachers choose not to clog when they are late.*

Principal-4 commented that:

> *I had a group of teachers (those who said, they would not led by another women) they always arrived late to school, if I asked them why were they late? They will just say, they are sorry and tomorrow they repeat the same mistake. Let alone the clog book, they did not sign it.*

From the responses, late coming of teachers showed that teachers just defied female principals. Because, when teachers come late to school that is against the rules and regulations of the education that are stated in the education policy. The policy states that, during school days, all teachers are supposed to arrive at school 15 minutes before the school starts. Clearly, if teachers choose to be late that should constitute defiance.

4.5.2 *Failure to take instructions*

As the principals of schools, female principals are expected to issue instructions to the teachers, delegate certain duties and set deadlines for the submission of certain school documents. When these are expected to be done as instructed by the principals, some teachers tend to defy them. These principals were asked to highlight the behaviour of teachers towards them or related to them as females. In responding to this matter, five female principals felt that teachers had some kind of disobedient behaviour towards them. The principals claimed that some teachers did not comply with their orders and fail to meet the dead line. One principal commented that:

> *I had a group of 4 female teachers that gave me problems. They said, this one (female principal) we cannot accept her delegation. She must ask someone to come and do the work on her behalf. I cannot do the work myself (that teacher who had the same qualifications as the principal). They did not comply with my orders, when I delegated work to them they just said yes they will do it. If I have set the submission time, they did not submit the work at that time* (Principal-4).

In line with the above citation, Principal-2 reported that:

> *There are only two teachers that were not happy when I was appointed in this position. They refused to do what I have just delegated to them. When it was time for sports they could go to the grounds but they just sit on their chairs folding their arms. They did not take part in activities; even if I have delegated work to them they did not do it. Sometimes, if I ask teachers to bring their preparation books and their scheme and record of work done to me to check, they refused to bring them.*

The principal of School-E had this to say:

> *Teachers sometimes ignore their responsibilities; they did not do what I have just delegated to them. They took time to do it and they just wanted to see whether I will say, come and do this* (Principal-5).

To triangulate information solicited from the principals, I also interviewed the deputy principals on the issue of instructions that teachers fail to take from the principal. The deputy principals were asked to comment on how the responsibilities were carried out in the schools and whether or not teachers did comply with the principals' instructions. In response, all of them mentioned that when duties are allocated in the schools, the expertise of each teacher was considered. Various teachers worked in different committees according to their expertise and interests. However, there were some teachers who presented problems for the principals. One deputy had this to say:

If the principal asked teachers to submit the school documents like registers and lesson plans some teachers could not. There is also an exception of a male teacher who does not attend the meetings. During examination time we normally sit down together and prepare for examination. Teachers set examination questions and submitted them to the deputy and to the principal. But, that male teacher does not comply with that until the last day when I (deputy principal) and the principal go to his class to check for his questions. At times we make him reset questions which are on the level of the learners. He is that type of a character who sticks to what he thinks is correct (Deputy Principal-1).

Deputy Principal of School-B had this to say:

There are some exceptions as you know that some can do and some can feel somehow. So some teachers refuse to do the work assign to them. If a teacher does not do what is expected from her other teachers take over (Deputy Principal-2).

The deputy principal of School-C expressed that:

It is not always that teachers comply with principal orders. There are some circumstances that teachers do not perform their duties. Anything that concerns teaching, they do it. The problem is anything which does not involve teaching. For example, after school teachers are suppose to wait for the learners to sweep and when they are done teachers have to see to it that the windows are closed and the classes are locked. But it happened that by the time the learners have finished sweeping teachers are already gone. Teachers live the responsibilities to learners and they do not close the classes well. Teachers also do not want to go to the practical with the learners they leave learners in the grounds and go home (Deputy Principal-3).

From the above responses suggestion can be made that when females enter the leadership and management positions it is difficult for them to gain acceptance. This could also suggest that women are not supported by women in leadership position. They are to include teachers in management of school. They need to delegate some responsibilities to individual teachers based on their aptitudes. By delegating tasks to the teachers, principals can effectively empower and build competence among the staff members. But if teachers fail to comply with principals' instructions and fail to meet the deadline when they have been delegated, this may hinder the schools' advancement.

4.5.3 Rejection

In an interview, two principals claimed that when they assumed as principals, they were faced with difficulties of not being accepted by some male teachers. Five female principals were asked about their experiences when interacting with male teachers. In their responses two principals mentioned that some male teachers were un-corporative and passive. One principal reported that:

> *When I took this position there was a male teacher in this school (who was the deputy principal).He could just go up and down the school not teaching children and he was busy with his books because he was studying for Bed. The performance of the learners was bad. Parents even complained and told me that if I do not change that teacher in that class, they are taking their children to another school nearby* (Principal-2).

On the same issue, Principal-4 also expressed that:

> *I had a male teacher who was a private (teacher paid by school). He taught in this school for five years, but he chose to resign because he said he does not want to be led by a woman. He chose to lose the job instead of complying with my orders. In the meeting when I delegated work to him he could just say „Iwill not do it'. I used to tell him that he will do what I say he must do. We used to quarrel. If he agreed to do the work, he did it but not perfectly.*

These responses indicated that some male teachers felt threatened by the leadership of female principals. They felt that female principals were intruding in their male dominated space. They therefore made things difficult for them. In School-D the principal tried to discipline a female teacher who refused to be transferred to the other school where she was given a permanent post. The principal reported that:

> *The teacher was in temporary contract in this school and she was paid by school. So the teacher wanted to be given the post here and she said I will give her the post by force. She said I must take one teacher here to the place where she refused to go. But she failed to give the name. I stopped her payment because she did not come to work. She came back and asked to come back to work. But the School secretariat refused to place her where she wanted. Instead she was placed to the school which was very far from the one she refused to go before* (Principal-4).

Expressing how teachers rejected principals, one principal had this to say:

Some teachers, may be they think I am a woman like them and I found them here, they taught in this school before I came. So they thought they must ill-treat me, they said I must not tell them what to do, they have been here before I came and they do things in their own way. I told them that change is there when need arises, so let us try to change and see if we can succeed (Principal-1).

Principal-3 reported that:

I became a principal when the school was opened, I had a teacher (who was a principal somewhere) she was so influential and complained that I unfairly treat them. She could even absent herself from school. I also had the other one who went to maternity leave without reporting to me and she could not even sign the maternity leave forms. She just sends me a message telling me that she had a baby.

The findings suggest that the inability to accept female principals was due to the stereotyped beliefs that teachers held concerning women. It seems that teachers used many strategies to defy female principals as they expected them to fail in leadership. These also created additional stress to some of the principals who found it difficult to understand how a female could not accept another female instead of being supportive. However, the steps that Principal-4 took to discipline that teacher showed that the SMC and the School Secretariat were supportive after all.

4.6 Experiences of female principals and the way they lead.

From the findings it became clear that the kind of experiences that female principals had, influenced the way they led their schools. This was in response to the question whether their experiences did have an influence on the manner in which they led their schools. All five principals reported that their experiences influenced their ways of leading. The four of them claimed that, since they were leading people with different characters and therefore that they had to use certain strategies to cope with challenges they faced. One principal had this to say:

I have been a deputy principal for number of years. So, drawing on my past experience I have an understanding of how people behave. Then my leadership is influenced by what I am experiencing because I have to vary my leadership styles (Principal-4).

In School B the principal expressed that:

> *Experiences affect my leadership roles because if teachers hesitate to do what I have delegated to them or misbehave, I had to hold regular meetings trying to bring teachers back to the rules. Sometimes I hold meetings during break time hoping it will last for ten minutes. But I found it exceeding beyond the expected time and that affect teaching and learning of students. So I had to think of more strategies to use to deal with teachers like now we have disciplinary committee and other committees according to teachers' talents (Principal-2).*

In line with the above citations, Principal-1 had this to say:

> *Yes, what I experience influence my way of leadership a lot. I have learned that teachers' have different behaviours and characters that I had to understand. Therefore all these called for my attention that I have to think of different strategies to use when working with teachers (Principal-1)*

Principal-5 indicated that:

> *Experiences really influence the way I lead because there are challenges in this position which needs my attention. The challenges ask me who I am, and also am I able to stand and be self-assertive. So experiences made me to think of the ways of tackling and solving the problems I meet. They also made me to think of the styles of leadership to use in order to move the school forward.*

These responses suggested that female principals' strategies were influenced in great extent by teachers' behaviour and their character. So their experience even influenced their ways of leadership as they had to think of the leadership styles that might help them to move the schools forward.

4.7 Principals strategies to deal with challenges

Leadership is an important process where school principals directs and influence teachers to perform educational tasks. Therefore, in order to achieve these tasks female principals as school leaders need to create an environment to assist all teachers to work to their full potentials. Since these principals were subjected to different situations with different people, all five principals mentioned that they used different strategies to deal with the challenges. These include teamwork, leadership styles and self empowerment. Teamwork featured as the most important

strategy principals mentioned as a way of dealing with the challenges. One principal commented that:

> *In my school I encourage team work because I survive through it. I also learned that democratic style of leadership is good as every teacher get involved in school activities. I do not do things on my own I include other teachers. I noticed that for the flow of good work management work has to be shared, so there are three Head of Departments (HODs) here. One HOD is for classes 1 – 3, other one for classes 4 -5 and the other for classes 6 -7. If teachers encountered some problems on daily bases, they report to their HODs. Each weekend I sit together with HODs to solve the problems* (Principal-1).

Agreeing with what Principal-1 said, this is what Principal-2 said:

> *I encourage team work because through it teachers are able to help each other. When teachers are given responsibilities they feel that they are part of the school and their opinions are considered. It also helps me because I cannot do everything by myself, so sharing of authority saves time and increase togetherness.*

In line with the previous excerpt, the principal of School-D expressed that:

> *I opt for team work in my school because it makes work easy, save time, encourages cooperation and the feeling of belonging. Furthermore, I vary the styles of leadership, it is true that democratic style makes people to feel that they are part of, their opinions are considered and they have sense of ownership. But I do not always use it. Sometimes I combine the democratic and autocratic depending on the situation* (Principal-4).

Teamwork enabled the teachers to make great contribution in their work and they felt accepted and valued. So, what is presented here is in line with Lacey's (2011) suggestion that if the job is shared there will be fewer obstructions and the level of tensions encountered decreases.

The principal of School-E highlighted that they deal with challenges by engaging in self empowerment as a strategy. She would refer to relevant literature on leadership. She would also consult other people who are in positions of leadership. She would also buy books that are relevant to leadership and management as a way of updating her. This is in line with Singh's (2002) view who reported that "women" network can help women to overcome some of their problems of isolation and lack of support from their fellow colleagues.

4.8 Conclusion

The chapter presented the analysis of the results collected through semi-structured interviews among five female principals and four deputy principals in the targeted five primary schools in Lesotho. The findings indicated that the female principals seemed to experience many challenges that have been discussed in this chapter. The next chapter presents conclusions and recommendations.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study investigated the experiences of female primary school principals as leaders and managers in the context of Lesotho. In this chapter I reflect on the findings of this study and make conclusions and recommendation. The findings were based on research questions. The research questions were:

1. What are the female principals' experiences as school leaders since they assume leadership position in Lesotho primary schools?

2. How do female principals' experiences affect their leadership roles?

3. How do female principals deal with the challenges and experiences as they carry out their leadership roles?

Based on these research questions, I discuss the findings in the next pages. The chapter covers the following: summary of this study, conclusions and recommendations.

5.2 Summary

In chapter one, the background and the purpose of the study were outlined. The motivation of the study emanates from the literature where I noticed that most studies conducted on female principals were done in secondary school managers. These studies revealed that female principals experienced serious problems when they were promoted into leadership positions. However there was little research done on primary school female principals and their experiences in leadership positions, especially in my country, Lesotho. This observation prompted my interest and I investigated female principals' experiences in primary schools in Lesotho.

In Chapter Two, the concepts educational leadership and educational management, their distinction and their relationship were discussed. I reviewed the local and the international literature on female principals' experiences in leadership positions.

In Chapter Three the methods and the methodology that was used in this study were discussed in detail. The interpretive research design was used to explore and understand the female principals' experiences. The sample of five female principals and four deputy principals were purposively selected and semi-structured interviews were conducted. Field notes were also taken. The four deputy principals were selected to triangulate the data collected from the principals. My initial intention was to interview ten participants, five female principals and five deputy principals. But I ended up with nine participants as in one school there was no deputy principal due to low learner enrolment figures. The conceptual framework adopted in this study was mainly feminist model which focused on gender differences in leadership and management positions. Though women were found in these positions, it was noted that they still experienced serious challenges more especially when entering the leadership positions. It is against this background that feminist theory was used in this study, because it brings awareness of injustice women suffer because of their sex.

In Chapter Four, data analysis and presentation is done. The data was, transcribed verbatim and analysed through content analysis. Data were coded, categorised and presented by means of themes.

5.3 The attitudes towards female principals

The main findings pointed out that female principals experienced problems when they assumed principalship positions. It seems that female principals shared common obstacles and barriers when entering the leadership hierarchy, and they were very intense during that stage of their career. The main problem that they faced was mainly related to the influence of gender stereotype which was found to manifest in the form of attitudes that teachers displayed towards them.

On the issue of attitudes towards female principals, there was no unanimity among the participants. Some indicated that some teachers had negative attitudes towards these principals to the extent of not regarding them as their principals, and not accepting them. As a result of such positions, some principals reported that teachers, who adopted such attitudes and positions, undermined their authority. Their attitude was influenced by the fact that some of these teachers were more qualified than their principals and then they thought that they could have been better principals. Other participants indicated that some teachers had positive attitude towards them.

Similarly, some School Management Committee (SMC) and Advisory School Committee (ASC) members also had their positive and negative attitudes towards female principals. Female principals reported that although they worked hand in hand with the members of the SMC, some members of ASC displayed negative attitude by being uncooperative.

In the schools where teachers and committee members displayed negative attitudes towards them, the performance of the principals was also negatively affected. These findings are in line with Makura's (2009) observations who stated that female principals get problems from teachers that display negative attitudes by being non-cooperative. He further claims that teachers in general can become the biggest threats to the efficiency of the female principals. They apply all sorts of plans to frustrate their efforts. In this regard the attitudes are very important because without positive attitudes the female principals' performance will not significantly improve. But if women are assisted, encouraged and appreciated they could blossom and show effervescence.

5.4 Lack of fitness for the job

The power structure in the schools symbolises a replication of structures that exist in societies. Despite legislation and policies having been passed by the government to address gender inequality in Lesotho, the society is still under heavy influence of religion and patriarchal systems that reigns in the Basotho culture. Female principals are still facing the problems that relate to masculinity and patriarchy in leadership positions in schools. These have led to the various perceptions about female principals. The problem identified in this study is that teachers regard female principals as not fit for the principal job in schools. According to female principals, it seems that the teachers' judgment of principals' fitness for the job was also based on the principals' qualifications. Teachers complained about the lack of adequate qualifications. This view was confirmed by one deputy principal who categorically stated that in her school some teachers were more qualified than the principal. They therefore thought that it was quite unfair for the principal to be given that position.

5.5 The defiance against female principals

Another finding that emerged from this study was defiance that was displayed by teachers. Teachers expressed defiance in the form of late coming to school and failure to take instructions.

The findings indicated that female principals experienced serious defiance from their colleagues. Female principals indicated that, some female teachers would deliberately come late to school. They openly expressed that they did not like to be led by another woman. These claims were confirmed by some principals who stated for example, that some teachers did not submit the school documents like registers and lesson plans.

It is evident from these findings that female principals have experienced various hurdles in school leadership positions. In spite of the hurdles that they face, female principals mentioned that the SMC supported them. This is in line with Shakeshaft, Brown, Irby, Grogan and Ballenger's (2007, p.108)'s observations that "support made difference in encouraging women into principalship and high levels in education". This means that support is an important factor for women leaders and managers to move on. The support that female principals received from the SMC was important as it influenced their job satisfaction. This has had positive impact on female principals to retain strength and resilience to continue with leadership.

5.6 The effects of challenges that female principals faced

Due to the negative attitudes, defiance that teachers displayed and wrong perceptions that female principals were not fit for the job, female principals were negatively affected and such effects influenced the ways in which they lead schools. From the findings, the female principals mentioned that these negative experiences influenced their approaches to leadership because they have to consider individual differences of teachers. This distracted them from focusing on leading schools as professionally as possible. So they have to think of some strategies to use when dealing with deviant teachers.

5.7 Female principals' responses to their daily challenges

To deal with challenges, female principals indicated that they started to use strategies such as teamwork, leadership styles and self empowerment. They also used democratic style because it made teachers to feel that they were part of school, their opinions were considered and they had a sense of ownership. Although sometimes they used autocratic means or combined the two

depending on the situation they found themselves, it appears that principals benefited from these challenges.

Teamwork enabled the teachers to make great contribution in their work and they felt accepted. So, what is presented here is in line with Lacey (2011)'s suggestion, who indicated that when job is shared there will be fewer obstructions, the level of tension encountered decreases. The findings are also in line with Shakeshaft(1987); Regan and Brooks(1995); Brunner(2000); when they say that feminine leadership styles such like empowerment of others and less hierarchical relations and caring considered to show that women in school principal positions were found to empower women teachers more than men who were in similar positions.

Female principals also showed that they consulted other principals who are in position of leadership. This finding is in line with Singh's (2002) proposition that women network can help women overcome some of their problems of isolation and lack of support from their fellow colleagues. So, by networking these principals have shown that two minds are better than one. Network provides information on the job openings and administrative strategies.

5.8 Recommendations

Based on the findings of this research, the following recommendations are made:

- The Ministry of Education and Training (MOET) through the District Education Officers (DEO) need to hold workshops for teachers where discussions of various topics can be done. These include the issue of gender disparity.
- The DEOs also needs to convince teachers who are working with female principals that female principals, like any other school principal, deserve to enjoy equality with men and should be treated fairly.

There is a need for a study like this to be done to other schools in order to broaden the picture and understanding of the extent of the problem that women principals face in Lesotho.

5.9 Limitations of the study

There are so many female principals in Lesotho and taking only five female principals and their deputies is quite a small number. Therefore because of the small size of the sample, the results of the study cannot be generalised throughout the population. Notwithstanding this shortcoming, I must declare that it never my intention to generalise the findings. Qualitative research produces information through thick descriptions of case studies. Being aware of this fact, I attempted to provide detailed descriptions of all my activities in the research process.

5.10 Delineation of the study

The study focused on the experiences of female principals and their deputies who were also the females. In the school there are quite few experiences and these experiences are different. Though the experiences of male principals may be important, but in this regard they are not chosen because the male principals have different experiences. In this study the experiences of female principals were regarded highly as to understand the frustrations and what they experienced in the position of leadership and management. I focused on five female principals within the particular area of Leribe because they were accessible.

5.11 Conclusion

To conclude, I must reiterate that the intention of the study was to investigate the experiences of female principals. In this chapter the summary of all the chapters is presented. The findings of this study revealed that female principals experience common obstacles and barriers when entering the leadership and management hierarchy. The problems are related to the influence of gender stereotype which was found to manifest in the form of attitudes that teachers displayed towards them. Because of patriarchal system that reigns in Basotho culture, teachers regard female principals as not fit for the leadership job. Female principals also experience serious defiance from their colleagues. Thus, the challenges they faced, affect the way they lead schools. In responding to those challenges, female principals showed that they use team work and networking as through the shared opinions with other principals they are able to cope with daily problems. Finally the recommendation, limitations and the delineation of the study are also discussed.

6. REFERENCES

Abbot, P., & Wallace C. (1997). *An introduction to sociology: Feminist perspectives.* London: Routledge.

Acker, S. (1994). Gendered education: Sociological reflections on women, teaching and feminisms. Milton Keynes: Open University Press.

Acker, S., & Feuverger, G. (1996). "Doing good and feeling bad: The work of women university teachers". *Cambridge Journal of Education, 26*(3), 401-422.

Acker, S. (2004). *Feminist theory and the study of gender and education.* Retrieved July 10, 2010, from http://www.springerlink.com/content/w7170nl52045w908/

Addi-Raccah, A. (2006). Accessing internal leadership position at school: Testing the similarity-attraction approach regarding gender in three educational systems in Israel. *Educational Administration Quarterly, 42*(3), 291-323.

Agezo, C. K. (2010). Female leadership and school effectiveness in junior high schools in Ghana. *Journal of Educational Administration, 48*(6), 689-703.

Akkas, M. J. (2001). *A qualitative assessment of the career experiences of female principals at the state elementary schools in Ankara district.* Unpublished master's thesis. Middle East University: Ankara.

Aladejana, F. Q. (2000). Gender effect on career choice: The Nigerian polytechnics in perspective. *Ife Journal of Theory and Research in Education, 5*(2), 90-98.

Babbie, E., & Mouton, J. (2006). *The practice of social research.* 0xford: Oxford University Press.

Bailyn, L. (2003). "Academic careers and gender equity: Lessons learned from MIT". *Gender, Work and Organisation, 10*(2), 137-153.

Basow, S. A. (1992). *Gender stereotypes and roles.* Belmont Brooks: Cole Company.

Bell, E. L., & Nkomo, S. (2001). *Our separate ways: Black and white women and the struggle for professional identity.* Boston, NA: Harvard Business School Press.

Benschop, Y., & Brouns, M. (2003). "Crumbling ivory towers: Academic organizing and its gender effects". *Gender, Work and Organisation, 10*(2), 194-212.

Blount, J. (1998). Historical pathways of women in school executive positions. In B. J. Irby, & G. Brown (Eds.). *Women leaders: structuring successes* (pp. 15-25). Dubuque: Kendall.

Boone, C. (2004). *A comparison of male and female principals' perceptions of their leadership behaviours in high achieving North Carolina Schools*. Unpublished doctoral dissertation, West Carolina University: North Carolina.

Boris-Schacter, S., & Langer, S. (2006). *Balanced leadership: How effective principals manage their work*. New York: Teachers College Press.

Brookes, L. (2008). What is liberal feminism? Retrieved April 19, 2011, from http://ezinearticles.com/?expert=LucyBrookes

Brunner, C. C. (2000). *Principles of power. Women superintendents and the riddle of the heart*. Albany, New York: State University of New York.

Bunnell, T. (2008). The Yew Chung model of dual culture co-principalship: A unique form of distributive leadership. *International Journal of Education, 11*(2), 191-120.

Bush, T. (2003). *Theories of educational leadership and management* (3rd ed.). London: SAGE.

Bush, T. (2006). *Theories of educational leadership and management (3rd ed.)*. London: Paul Chapman Publishing LTD

Bush, T., & Coleman. (2003). Leadership and strategic management in South African Schools. London: Common Wealth Secretariat.

Bush, T., Bell, L., & Middlewood, D. (2010). T*he principles of educational leadership and management* (2nd ed.). London: SAGE Publications LTD.

Bush, T., & Glover, D. (2003). *School leadership: Concepts and evidence.* Nottingham: National College for School Leadership (NCSL).

Bush, T., & Middlewood, D. (1997). Managing people in education. London: Paul Chapman.

Bush, T., & Oduro, G. (2006). New principals in Africa: Preparation, induction and practice. *Journal of Educational Administration, 44*(4), 359 – 375.

Byers-Pevitts, B. (2006). *"Expectations of quality: Women in leadership".* Shelf conference, March 2006. President: Park University.

Celikten, M. (2005). "A perspective on women principals in Turkey". *International Journal of Leadership in Education, 8*(3), 207-210.

Chabaya, O., Rembe, S., & Wadesango, N. (2009). The persistence of gender inequality in Zimbabwe: Factors that impede the advancement of women into leadership positions in primary schools. *South African Journal of Education, 29*(2), 235-251.

Chisholm, L. (2001). Gender and leadership in South African education administration. *Gender and Education, 13*(4), 387-399.

Chuck, W. (2005). *Management* (3rd ed.). USA: South Western.

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London: Routledge Falmer.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). London: Routledge Falmer.

Coleman, M. (2001). Achievement against the odds: The female secondary head teachers in England and Wales. *School Leadership & Management, 21*(1), 75-100.

Coleman, M. (2002). *Women as headteachers: Striking the balance.* Stoke-on-Trent: Trent ham Books.

Coleman, M. (2005). Gender and secondary school leadership. *International Studies in Educational Administration, 33*(2), 3-20.

Coleman, M., & Early, P. (2005). *Leadership and management in education: Culture change in context.* United States of America.

Conard, D. A., & Conard, D. J. (2007). Testimonies of exemplary Caribbean women educational leaders. *Advancing Women in Leadership Journal.* Retrieved July 17, 2010, from http://www.advancingwomen.com/awl/

Conner, N, L. (1992). Restructuring schools: Will there be a place for women? *Clearing House, 65*(6), 337-339.

Coombs, A. L. (2004). *The perceptions of stakeholders towards women in educational management*. Unpublished paper.

Cormack, S. (2000). *The research process in nursing (4th ed.)*. London: Blackwell Science.

Cubillo, L., & Brown, M. (2003). "Women into educational leadership and management: International differences?" *Journal of Educational Administration, 41*(3), 278-291.

Davidoff, S., & Lazarus, S. (2002). *The Learning School:* An Organizational Development Approach (2nd ed.). Lansdowne: Juta & Co

Deem, R. (2003). "Gender, organizational cultures and the practice of manager- academics in UK universities". *Gender Work and Organisation, 10*(2), 239-259.

Denzin, N., & Lincoln, Y. (2000). *Handbook for quality research* (2nd ed.). Thousand Oaks, CA: SAGE.

Diko, N. (2007). Changes and continuities: Implementation of gender equality in a South African high school. *Africa Today, 54*(1), 107-116.

Dorsey, B. J. (1989). Academic women at the university of Zimbabwe: Career prospects, aspirations and family role constraints. *Zimbabwe Journal of Educational Research, 1*(3), 342-376.

Durreheim, K., & Wassenaar, D. (2002). "Putting design into practice: Writing and evaluating research proposals" In M. Terre Blanche, & K. Durrheim (eds.). *Research practice: Applied for social sciences* (2nd ed.). Cape Town: University of Cape Town Press.

Early, P., & Weindling, D. (2004). *Understanding school leadership*. London: Paul Chapman Publishing.

Enns, C. Z., & Sinacore, A. L. (2005). (Eds.). Teaching and social justice: integrating multicultural and feminist theories in the classroom. *Washington DC. US: American Psychological Association, Xi (257),* 25-39.

Enomoto, E. K., Gardiner, M. E., & Grogan, M. (2000). „Note to Athena: Mentoring relationships for women of color'. *Urban Education, 35,* 567-583.

Eprech, M. (1992). *Women, class and politics in Colonial Lesotho, 1930-1965*. Unpublished Ph. D. Thesis, University of Dalhousie, Canada.

Funk, C. (2004). Female leaders in educational administration: Sabotage within our own ranks. *Advancing Women in Leadership Journal, 17*, 1-16.

Grant, C. (2003). *Introduction to Educational Leadership and Management. Learning Guide*. Pietermaritzburg: School of education and development University of KwaZulu-Natal.

Grant, C. (2005). "Teacher leadership: gendered responses and interpretations". *Agenda, Empowering Women for Gender Equity: Women and Leadership, 65*, 44-57.

Greyvenstien, L. A., & Van der Westhuizen, P. C. (1992). South African women in educational management: A holistic approach. *South African Journal of Education, 12*(13), 270-276.

Hall, D., & Wason, D. (2002). *Poverty in Lesotho 1993-2002: An overview of household economic status and government policy.* CPRC Working paper No 40.

Harris, S., Ballenger, J., Hicks-Townes, F., Carr, C, & Alford, B. (2004). *Winning women: stories of award-winning educators*. Lanham MD: Scarecrow Education.

Healy, M., & Perry, C. (2000). Comprehensive criteria to judge validity and reliability of qualitative research within the realism paradigm. *Qualitative Market Research-An International Journal, 3*(3), 118-126.

Henning, E., Van rensburg, W., & Smit, B. (2004). *Finding your way in qualitativeresearch.* Pretoria: Van Schaik.

Herlterbran, V. R., & Reig, S. A. (2004). Women as schools principals: What is the challenge? *Journal of Women in Educational Leadership, 2*(1), 13-22.

Holloway, J. H. (2000). Pathways to the principalship. *Educational Leadership, 57*(8), 84-85.

Horany, E. (2002). Women's history then & now – women in education Queen – Quotes. Retrieved July 20, 2010, from http://www.victorianstation.com/queenquotes.htm

Horner, N. (2003). Leadership theory reviewed. In N. Bennett, M. Crawford and M. Cartright

(Eds.). *Effective educational leadership*. London: Paul Chapman.

Irby, B. J., & Brown, G. (2002). Women leaders: Creating inclusive school environments. In J. Koch., & B. Irby (eds.). *Defining and redefining gender equity in education* (43-58). Greenwhich, CT: Information Age.

Irechukwu, N. K. (2010). School management positions and women empowerment – A Rwandan case. *International Journal of Business and Management, 5*(6), 180-187.

Jean- Marie, G., & Marinez, A. (2007). Race, gender, & leadership: perspectives of female secondary leaders. In S. M.S. Plakhotnik (Eds.), *Proceedings of the sixth annual college of education research conference: Urban and international education section* (pp. 43-48). Miami: Florida International University.

Johnson, J. M. (2002). In-depth interviewing. In J. F. Gubrium and J.A. Holstein (Eds.).

Handbook of interview research: Context and methods. (103-122). London: Sage.

Kennedy, H. (2011). *Beyond the classroom: Women in education leadership.* Retrieved April

30, 2011 from http://isites.harvard.edu/icb.do?keyword=k74756&pageid

Kiamba, J. M. (2008). *Woman and leadership positions: Social and cultural barriers to success.* Retrieved June 12, 2010, from http://appweb.cortland.edu/ojs/index.php/Wagadu/article/viewArticle/352/668

Kimane, I. E., Ntimo-Makara, M., & Mapetla, R. M. (1992). *Gender planning strategy: Enhancing the participation and performance of both female and male civil servants*. Lesotho: Morija Printing Works.

Kirk, J. (2004). "Impossible fictions: The lived experience of women teachers in Karachi". *Comparative Education Review, 48*(4), 278-291.

Kloot, L. (2004). Women and leadership in universities: A case study of women academic managers. *The International Journal of Public Sector Management, 17*(6), 470-485.

Kotter, J. P. (1990). *A force for change: How leadership differs from management.* New York: Free Press.

Krippendorp, K. (2004). *Content analysis: An introduction to its methodology.* Thousand Oaks, CA: Sage.

Kruger, M. L. (2008). School leadership, sex and gender: Welcome to difference. *International Journal of Leadership in Education, 11*(2), 155-168.

Kunin, M. (2008). *"Women leaders." The globalist*. Retrieved July 12, 2010 from http://www.theglobalist.com

Lacey, K. (2011). Attitudes to job-sharing and co-principalship. Retrieved August 8, 2011 from http://www.ssat-inet.net/an-gb/resources/pages/olc/papers/attitudestojobsharingand.aspx

Lesotho African Union Solemn Declaration on Gender Equity in Africa. (2006). http://genderismyagend.com./country reports/states reports eng/Lesotho reports.pdf

Limerick, B., & Anderson, C. (1999). "Female administrators and school-based management. *Educational Management and Administration*, 27(4), 401-404.

Lincoln, Y. S., & Guba, E. (1985). *Naturalistic inquiry.* Beverly Hills, CA: Sage.

Lincoln, Y. S., & Guba, E. (2000). Paradigmatic controversies contradictions and emerging influences. In N. Denzin and Y. Lincoln (eds.). *Handbook of qualitative research* (2nd ed.). (pp. 162-188). Thousand Oaks, CA: Sage.

Lips, H. M. (2009). Women and leadership: Delicate balancing act. Retrieved, June 10, 2010 from http://E:\Womenandledershipdelicatebalancingact.mht

Lisa, S. (2000). *Balancing Acts: Women principals at work*. New York: Albany.

Lisl, Z. (2006). *Using a multiple case studies design to investigate the information seeking behaviour arts administrators*. Retrieved July 14, 2010, from http://mhtml://file:E:\Multiplecasestudyinresearch.mht

Lopez-Claros, A., & Zahidi, S. (2005). *Women's' empowerment: measuring the global gender gap.* World Economic Forum. Geneva Switzerland. Retrieved January 31, 2011 from www.weforum.org

Mabokela, O. R., & Mawila, K. F. N. (2004). The impact of race, gender, and culture in South African higher education. *Comparative Education Review, 48*(4), 396-416.

Mahlase, S. (1997). *The careers of women teachers under Apartheid*. Harare: SAPES Books.

Makura, A. H. (2009*). The challenges faced by female primary school heads: The Zimbabwean experience.* Unpublished doctorate thesis, University of Fort Hare: South Africa.

Marshall, C., & Rossman, G.B. (2006). *Designing qualitative research* (4ᵗʰ ed.).Thousand Oaks: Sage Publications

Mathipa, G. R. (2000). Possible barriers to the advancement of women to leadership positions in educational profession. *South African Journal of Education, 20*(1), 16-131.

Measor, L., & Sikes, P. (1992). *Gender and schools*: *Introduction to education.* London: Cassell.

Meyers, M. (2002). Qualitative research and generalisability question: Standing firm with proteus. The qualitative report, 4(3/4). Retrieved July 17, 2010, from http://www.nova.edu/ssss/qr/qr4-3myers

Ministry of Education and Training. (2005). *Lesotho Education sector strategic plan, (2005-2015).* Maseru: Government of Lesotho.

Mitchel, L. M. &Jolley, J. M. (2004*). Research design explained*. Belmont: Thomson learning inc.

Molapo, E. L. (2005). *Women in patriarchy in Lesotho: A constructive study.* Unpublished Doctoral Thesis. University of the Free State: Bloemfontein.

Moorosi, P. (2006). Towards closing the gap in education management: A gender analysis of educational management policies in South Africa. *Agenda 69,* 58-70.

Moorosi-Mokolatsie, P. (2006). *Creating linkages between private and public: Do women have a chance?* Retrieved February 10, 2011 from http://www.topkinisis.com/conference/CCEAM/wib/index/outline/pdf/MOOROSI-MOKOLATSIE%20Pontso.pd

Moorosi, P. (2010). South African female principals' career paths: Understanding the gender gap in secondary school management. *Educational Management Administration and Leadership, 38*(5), 547-562.

Moreau, M., Osgood, J., & Halsall, A. (2007). Making sense of the glass ceiling in schools: An

exploration of women teachers' discourses. *Gender and Education, 19*(2), 237-253.

Mosetse, P. (2006). Gender stereotypes and education in Lesotho. Unpublished doctorate thesis, University of Free State: Bloemfontein.

Mthembu, T. P. (2007). *The gender perceptions of women in management positions in the primary schools in Kwadukuza (Lower Tugela) Region*. Unpublished master's thesis, University of KwaZulu- Natal: Durban.

Muzvidziwa, V. M., & Seotsanyana, M. (2002). *Continuity, change and growth: Lesotho education system. In reading pedagogy.* Maseru: ICAAP.

Nair, N. (2004). "On ‚being' and ‚becoming'...the many faces of an activist". *Agenda*, 60, 28-32.

National Center for Education Statistics (NCES). (2006). Schools and staffing survey, 2003-2004. *Characteristics of schools, districts, teachers, principals, and school libraries in the United States.* U.S. Department of Education.

Neill, J. (2004). *What is experience*? Retrieved November 18, 2010 from http://wilderdom.com/experiential/ExperienceWhatIs.ht

Neuman, W. L. (2006). *Social research methods: Qualitative and quantitative approaches* (6th ed.). Boston: M A: Allyn & Bacon.

Nieuwnhuis, J. (2007). Introducing qualitative research. In K. Maree (Ed.). *First step in research.* Pretoria: Van Schaick.

Ntimo-Makara, M. I. (1990). *Women's responses to the missionary education initiative in: The Boleswa educational Research Journal.* Morija: Morija Printing Works.

Olesen, V. (1994). Feminist models of qualitative research. In N. K. Denzi, & Y. S. Lincoln (Eds.). *Handbook of qualitative research* (pp. 158-174). Thousand Oaks, CA: Sage.

Oplatka, I. (2006). Women in educational administration within developing countries: Towards a new international research agenda. *Journal of Educational Administration, 44*(6), 604-624.

Patton, M. Q. (1990). *Qualitative research and evaluation methods* (2nd ed.). Newbury Park, CA: Sage.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks: Sage Publishers.

Punch, F. K. (2005). *Introduction to social research: Quantitative and qualitative approaches* (2nd ed.). London: SAGE Publications.

Regan, H. B., & Brooks, G.H. (1995). *Out of women's experience: Creating relational leadership*. Thousand Oaks, CA: Corwin Press, Inc.

Reihl, C., & Byrd, M. (1997). Gender differences among new recruits to school administration: Cautionary footnotes to an optimistic tale. *Education Evaluation and Policy Analysis, 19*(1), 45-64.

Riley, K., & MacBeath, J. (2003). Effective leaders and effective schools. In N. Bennett, M. Crawford and M. Cartright (Eds.). *Effective educational leadership.* London: Paul Chapman Publishing.

Rockler-Gladen, N. (2008). Types of feminism; liberal, socialist, third wave, and other feminist philosophies. Retrieved July 19, 2010, from http://graphics.suite101.com/icon-star.gif

Rosser, S. V. (2005). Through the lenses of feminist theory; Focus on women and information technology. *Frontiers- A Journal of Women's Studies, 26.*

Rusch, E., & Marshall, C. (2006). Gender filters and leadership: Plotting a course to equity. *International Journal of Leadership in Education, 9*(3), 229-250.

Sadini, Y. (2005). "Women work and Islam in Arab societies". *Women in Management*

Review, 20(7), 498-512.

Sanal, M. (2008). Factors preventing women's advancement in management in Turkey. *Turkish Women's Advancement, 128*(3), 380-392.

Sanchez, J. E., & Thornton, B. (2010). Gender issues in K-12 educational leadership. *Advancing Women in Leadership Journal, 30*(13). Retrieved December 16, 2010 from http://advancingwomen.com/awl/awl_wordpress/

Seale, C. (1999). *The quality of qualitative research*. London: Sage.

Shakeshaft, C. (1987). *Women in educational administration.* San Francisco: SAGE.

Shakeshaft, C., Brown, G., Irby, B. J., Grogan, M., & Ballenger, J. (2007). Increasing gender equity in educational leadership. In S. S. Klein (Ed.). *Handbook for achieving gender equity through education* (2nd ed.) (pp.103-129). Mahwah, NJ: Lawrence Erlbaum Associates.

Sherman, A. (2000). Women managing/managing women: The marginalisation of female leadership in rural school setting. *Educational Management Administration Leadership, 28*(2), 133-143.

Silverman, D. (2005). *Doing qualitative research* (2nd ed.). London: SAGE Publications.

Singh, J. K. S. (2002). *Women and management in higher education a good practice handbook.* Paris: UNESCO.

Smith, A. E., & Hale, R. P. (2002). The view from the female principal's desk. Retrieved November 18, 2010 from http://www.advancingwomen.com/awl/spring2002SMITH~L;.HTM

Smulyan, L. (2000). *Balancing acts: Women principals at work*. Albany: State University of New York Press.

Southern African Consortium for Monitoring Education Quality (SACMEQ). (2005).

Policy planning and management of primary teachers in Lesotho. Retrieved August 14, 2010, from http://www.sacmeq.org/education-lesotho.htm.

Soyuturk, M. (2001). *Yonetimde Kadinin Yeri*. Unpublished Master's thesis, University of Hacettepe: Ankara.

Squelch, J. & Lemmer, E. 1994). *Eight keys to effective school management in South Africa.* Durban: Southern Book Publishers.

Statutory instruments (2003 N0.2037). *The independent schools (employment of teachers in schools with a religious character) Regulations 2003*. Retrieved October 3, 2010, from http://www.opsi.gov.uk/si/si2003/2003/2037.htm

Sterling, L., & Davidoff, S. (2000). *The courage to lead: a whole school development approach.* Kenwyn: Juta.

Steyn, G. M., & Van Neikerk, L. (2005). *Professional development of teachers: Critical success factors.* Pretoria: University of South Africa.

Stufft, D., & Coyne, K. (2009). Educational leadership: Where are the women? *Advancing Women in Leadership Journal, 29*(11).

Su, Z., Adams, J. P., & Miniberg, E. (2000). "Profiles and preparation of urban schools principals: A comparative study in the United States and China". *Education and Urban Society, 32*(4), 455-480.

Tallerico, M., & Blount, J.M. (2004).Women and the superintendency: Insights from theory and history. *Educational Administration Quarterly, 40*(5), 633-662.

Task Force Report. (1992). *Educational Sector Survey Report.* Ministry of Education: Maseru.

Theko, J. B. M. (2006). *The effects of work and gender on health conditions of Basotho.* Unpublished Undergraduate Dissertation. National University of Lesotho: Lesotho.

Trujillo-Ball, L. A. (2003). *Mexican American female principals and their chameleon*

identity: Working against a socially constructed identity in a predominantly white school

district. Unpublished doctoral dissertation, University of Texas: Austin.

United Nations Development Programme. (2001). *Gender mainstreaming toolkit: UNDP*

Lesotho country office. Retrieved February 10, 2011 from
http://www.undp.org.ls/documents/GMS_toolkit.pdf.

Vanderstoep, W. S., & Johnston, D. D. (2009). *Research methods for everyday life: Blending*

qualitative and quantitative approaches. San Francisco: Jossey-Bass.

Walker, M. (1997). *Simply not good chaps: Unravelling gender equity in South African*

University. In feminist critical policy analysis 11: A perspective from post- secondary

education. London and Washington, DC: The Falmer Press.

Weber, R. P. (1990). *Basic content analysis* (2nd ed.). Thousand Oaks, CA: Sage.

Weiner, G. (1994). *Feminism in education: An introduction*. Buckingham: Library of

Congress Cataloguing-in-publication Data.

White, C. J. (2003). *Research methods and techniques*. Pretoria: Technikon Pretoria.

Willis, J. W., Jost, M., & Nilakanta, R. (2007). *Foundations of qualitative research:*

Interpretive and critical approaches. Thousand Oaks: SAGE.

Wrusher, R., & Sherman, W.H. (2008). Won secondary school principals: Multicultural voices

from the field. *International Journal of Qualitative Studies in Education, 21*(5), 455-467.

Yin, R. K. (1994). *Case study research: Design methods: Applied social research methods.*

Thousand Oaks, CA: Sage.

Young, M. D., & McLeod, S. (2001). Flukes, opportunities, and planned interventions: Factors

affecting women's decisions to become school administrators. *Educational*
Administration Quarterly, 37, 462-502.

Yukl, G. (2006). Leadership in Organisation (6th ed.). New York: University at Albany.

APPENDIX A

UNIVERSITY OF
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

Research Office, Govan Mbeki Centre

Westville Campus

Private Bag x54001

DURBAN, 4000

Tel No: +27 31 260 3587

Fax No: +27 31 260 4609

mohunp@ukzn.ac.za

28 March 2011

**Mrs MC Maime (209530179) School of Education and
Development Faculty of Education Edgewood Campus**

Dear Mrs Maime

PROTOCOL REFERENCE NUMBER: HSS/0138/011M

PROJECT TITLE: Experiences of female principals as primary school leaders in Lesotho

In response to your application dated 24 March 2011, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**

Any alteratlon/s to the approved research protocol I.e. Questionnaire/Interview Schedule, Informed

Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be

reviewed and approved through the amendment /modification prior to its Implementation. In case you

have further queries, please quote the above reference number.

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 Steven Ceilings (Chair)

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE
CC. Supervisor: Mr SD Bayeni
CC. Mr N Memela/Ms T Mnisi

Appendix B:

LETTER TO EDUCATION OFFICE REQUESTING PERMISSION TO CONDUCT A RESEARCH

University of KwaZulu-Natal

Edgewood Campus

Private Bag X03

Ashwood

3605

18 May 2011

The Senior Education Officer

P. O. Box 12

Leribe

300

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH IN LERIBE

I am a Masters in education student at the University of KwaZulu-Natal, Edgewood campus in the faculty of Education. As part of the requirements for the degree of Master of Education, I am required to conduct a research and to interview principals and deputy principals on the experiences that female principals' encounter in leadership positions. My research project titled, „**Experiences of female principals as primary school leaders in Lesotho'.** I humbly request permission to conduct a research in five primary

schools in Hlotse area, Leribe under your supervision. The schools are Rethabile R.C.M Primary School, St. Valentina Primary School, Kutluphara Government Primary School, Tsele L.E.C Primary School and Katleho English Medium Primary School.

I have observed that there are some problems faced by female principals in their leadership position. Therefore, the study aims to identify the kind of experiences that female principals face when assuming the leadership positions as principals. It also aims to establish how they deal with challenges as they carry out their responsibilities, as well as how those experiences influence and affect their leadership roles. The research targets are female principals and deputy principals. There will be an individual interview which will last for at least 40 minutes in May 2011. Interviews will be tape recorded. Certainly, interview process will not disrupt the teaching and learning. It will be conducted when the participants are free or during after school hours.

For further clarification on the study you may contact me on 0789738298 or (00266) 58189853; Email 209530179@ukzn.ac.za.   Or

My supervisor: Mr. Sibusiso Bayeni on 0312607026/ bayenis@ukzn.ac.za.

I thank you in advance

Yours faithfully

Marethabile Catherine Maime (Mrs)

Appendix C

LERIBE EDUCATION OFFICE. P.O. BOX 12. LERIBE 300

May 19,2011

The Principal

Leribe 300

Dear Sir/Madam

RE: RESEARCH

"EXPERIENCES OF FEMALE PRINICPALS AS PRIMARY SCHOOL LEADERS IN LESOTHO"

'Marethabile Catherine Maime is a student who is conducting a research on the above stated topic. She therefore wishes to carry out a research at your school during May 2011.

You are kindly requested to provide her with the information that she may require.

Thanking you in advance for your usual support.

Yours Faithfully

<u>SEKHOTSENG ADAM (MS) SENIOR
EDUCATION OFFICER – LERIBE</u>

MINISTRY OF EDUCATION &

TRAINING-SENIOR
EDUCATION OFFICER

19 MAY 2011

*P.O.BOX 12 LERIBE 300 UBE TEL:
2240 0210 / 2240 1360 FAX: 2240
0022*

Appendix D:

LETTER TO THE PRINCIPALS REQUESTING PERMISSION TO CONDUCT A RESEARCH

University of KwaZulu- Natal

Edgewood Campus

Private Bag X03

Ashwood

3605

18 May 2011

The principal

…………………………….............Primary School

Dear Madam

RE: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL

I am a Masters in education student at the University of KwaZulu-Natal, Edgewood campus in the faculty of Education. As part of the requirements for the degree of Master of Education, I am required to conduct a research and interview principals and deputy principals on the experiences that female principals' encounter in leadership positions. My study is titled, „Experiences of

female principals as primary school leaders in Lesotho'. I humbly request your permission to conduct a research in your school.

I have observed that there are some problems faced by female principals in their leadership position. Therefore, the study aims to identify the kind of experiences that female principals face when assuming the leadership positions as principals. It also aims to establish how they deal with challenges as they carry out their responsibilities, as well as how those experiences influence and affect their leadership roles. The research targets you as a female principal and your deputy. There will be an individual interview which will last for at least 40 minutes in August 2011. Interviews will be tape recorded. Interview process will not disrupt the teaching and learning. It will be conducted when the participants are free or during after school hours.

For further clarification it is important for the participants to note that:

- This study may increase awareness to the problems that female principal experience in leadership positions. Awareness may provide women with the opportunity to evaluate the female principals' experiences and compare them to females that are presently in leadership roles. Furthermore, the knowledge gained may provide insights and practice to the participating schools.
- Their identity will not be divulged under any circumstance.
- There is no right or wrong answer.
- All the responses will be treated with strict confidentiality.
- Fictitious names will be used to represent participants' names (real names of the participants and school will not be used throughout the research process).
- Participation is voluntary; therefore they are free to withdraw any time without negative or undesirable consequences to them.
- They will not be forced to disclose what they do not want to reveal.
- Audio recording of interviews will be done with their permission.
- Data will be stored in my safe for a period of five years thereafter it will be destroyed by burning.

For further clarification on the study you may contact me on 0789738298 or (00266) 58189853; Email 209530179@ukzn.ac.za.   Or

My supervisor: Mr. Sibusiso Bayeni on 0312607026/ bayenis@ukzn.ac.za.

I thank you in advance

Yours faithfully

Marethabile Catherine Maime (Mrs)

Appendix E:

PRINCIPALS' PERMISSION TO PARTICIPATE IN THE INTERVIEWS

University of KwaZulu- Natal

Edgewood Campus

Private Bag X03

 Ashwood

3605

18 May 2011

The Principal

……………………...............................Primary School

Dear Madam

RE: REQUEST TO PRINCIPALS TO PARTICIPATE IN MY STUDY

I am a Masters in education student at the University of KwaZulu-Natal, Edgewood campus in the faculty of education. As part of the requirements for the degree of Master of Education, I am required to conduct a research and to interview principals on the experiences that female principals' encounter in leadership positions. My study is titled, „Experiences of female principals as primary school leaders in Lesotho'. I humbly request to conduct interviews with you in relation to my study.

I have observed that there are some problems faced by female principals in their leadership position. Therefore, the study aims to identify the kind of experiences that female principals face when assuming the leadership positions as principals. It also aims to establish how they deal with challenges as they carry out their responsibilities, as well as how those experiences influence and affect their leadership roles. The research targets you as a female principal and deputy principals. An individual interview will last for at least 40 minutes in August 2011. Interviews will be tape recorded.

It is important to consider the following:

- This study may increase awareness to the problems that female principal experience in leadership positions. Awareness may provide women with the opportunity to evaluate the female principals' experiences and compare them to females that are presently in leadership roles. Furthermore, the knowledge gained may provide insights and practice to the participating schools.
- Your identity will not be divulged under any circumstance.
- There is no right or wrong answer.
- All the responses will be treated with strict confidentiality.
- Fictitious names will be used to represent participants' names (your real names and your school will not be used throughout the research process).
- Participation is voluntary; therefore there are no rewards or benefit for participating in this study.
- You are free to withdraw any time without negative or undesirable consequences to them.
- You will not be forced to disclose what you do not want to reveal.
- Audio recording of interviews will be done with their permission.
- Data will be stored in my safe for a period of five years thereafter it will be destroyed by burning.

My contact details and those of my supervisor are provided in the case you might need further clarification on the study.

I thank you in advance

Yours Faithfully

Marethabile Catherine Maime (Mrs.)   Supervisor: Mr. Sibusiso Bayeni

 0789738298 or (00266) 58189853   0312607026/ bayenis@ukzn.ac.za

 If you understand and agree to participate, please fill in the attached declaration form.

DECLARATION FORM

I………………………………………… (Full names of the participant) hereby confirm that I have read and understood the contents of this document and the nature of the research project. I understand that my information will be confidential and will not be divulged for other purposes other than this study. I also liberate to withdraw from the project at anytime. I therefore, give my consent to participate in the study.

……………………………………………………………………………………………

SIGNATURE OF PARTICIPANT   DATE

Appendix F:

DEPUTY PRINCIPALS' PERMISSION TO PARTICIPATE IN THE INTERVIEWS

<div align="right">

University of KwaZulu- Natal

Edgewood Campus

Private Bag X03

Ashwood

3605

18 May 2011

</div>

The Deputy Principal

……………………….........................Primary School

Dear Deputy Principal

RE: REQUEST TO DEPUTY PRINCIPALS TO PARTICIPATE IN MY STUDY

I am a Masters in education student at the University of KwaZulu-Natal, Edgewood campus in the faculty of education. As part of the requirements for the degree of Master of Education, I am required to conduct a research and my study is titled, „Experiences of female principals as primary school leaders in Lesotho'. I humbly request you to participate in the study during data collection that will take place at your school. The research targets you as a deputy principal and

your principal. An individual interview will last for at least 40 minutes in August 2011. Interviews will be tape recorded.

I have observed that there are some problems faced by female principals in their leadership position. Therefore, the study aims to identify the kind of experiences that female principals face when assuming the leadership positions as principals. It also aims to establish how they deal with challenges as they carry out their responsibilities, as well as how those experiences influence and affect their leadership roles.

It is important to consider the following:

- This study may increase awareness to the problems that female principal experience in leadership positions. Awareness may provide women with the opportunity to evaluate the female principals' experiences and compare them to females that are presently in leadership roles. Furthermore, the knowledge gained may provide insights and practice to the participating schools.
- Your identity will not be divulged under any circumstance.
- There is no right or wrong answer.
- All the responses will be treated with strict confidentiality.
- Fictitious names will be used to represent participants' names (your real names and our school will not be used throughout the research process).
- Participation is voluntary; therefore there are no rewards or benefit for participating in this study.
- You are free to withdraw any time without negative or undesirable consequences to them.
- You will not be forced to disclose what you do not want to reveal.
- Audio recording of interviews will be done with their permission.
- Data will be stored in my safe room for a period of five years thereafter it will be destroyed by burning.

My contact details and those of my supervisor are provided in the case you might need further clarification on the study.

Yours Faithfully

Marethabile Catherine Maime (Mrs.)   Supervisor: Mr. Sibusiso Bayeni

 0789738298 or (00266) 58189853   0312607026

209530179@ukzn.ac.za.   bayenis@ukzn.ac.za.

If you agree to participate in my study, please fill in the attached consent form.

DECLARATION FORM

I……………………………………… (Full names of the participant) hereby confirm that I have read and understood the contents of this document and the nature of the research project. I understand that my information will be confidential and will not be divulged for other purposes other than this study. I also liberate to withdraw from the project at anytime. I therefore, give my consent to participate in the study.

…………………………………………………………………………………………………

SIGNATURE OF PARTICIPANT   DATE

Appendix G: **Female principals' profile**

Place a tick in the appropriate block e.g.

✓

1.1 Number of years in the principal post

1-2 years	
2-4 years	
4-6 years	
Above 6 years	

1.2 Your highest academic

qualification

Primary Teacher Certificate (PTC)	
Advanced Primary Teacher Certificate (APTC)	
Diploma in Primary	
Diploma in Secondary	
Bed Degree	
Bed Honours	
Master Degree	
Other qualifications: mention them	

1.3 School information

1.3.1 Geographical location

Location of a school

Urban	
Semi- urban	
Rural	
Semi -rural	

1.3.2 Type of school

Church school	
Government school	
Private school	
Community school	

1.4 Provide the appropriate answer on the space provided

1.4.1 Total roll of learners in your school   **.....................**

Appendix H: Deputy Principals' profile

INTERVIEW SCHEDULE FOR DEPUTY PRINCIPALS

Place a tick in the appropriate block e.g. ✓

1.1 What is your current position?

Deputy principal	
Teacher	

1.2 Gender

Male	Female

1.3 What is your experience in the current school?

1-5 years	
5-10 years	
10-15 years	
15-20 years	
20-25 years	
Above 25 years	

1.4 Highest qualification

Primary Teacher Certificate (PTC)	
Advanced Primary Teacher Certificate (APTC)	
Diploma in Primary	
Diploma in Secondary	
Bed Degree	
Bed Honours	
Master Degree	
Other qualifications: mention them	

1.5 School information

1.5.1 Geographical location

Location of a school

Urban	
Semi- urban	
Rural	
Semi -rural	

1.5.2 Type of school

Church school	
Government school	
Private school	
Community school	

1.6 Provide the appropriate answer on the space provided

1.6.1 When the current principal got promoted were you already working in this school? ……**Yes/no**

1.6.2 If yes, how long have you been her deputy principal in this school? ……………

1.6.3 You have been working with the current principal for .... years

1.7 Marital status   .... (Married, Widow, Divorced, Unmarried)

Appendix I

INTERVIEW SCHEDULE FOR FEMALE PRINCIPALS

1. On your appointment as a principal, how were you received at school?

In your answer, please talk about the followings:

    i.   Attitudes of teachers towards you

    ii.   Your experiences working with female teachers

    iii.   Attitudes of the SMT

    iv.   Attitudes of the parents and the SGB members

2. Share with me some challenges you faced since you started being a principal?

3. Do you think the challenges were related to you as a female principal? Why?

4. How did you address those challenges?

5. Did teachers in your school support you? If so, what kind of support?

6. Tell me, about different experiences you encountered with male teachers?

7. Tell me about the experiences that as a female principal you encountered with female teachers?

8. Tell me about your experiences when you disciplined learners and teachers?

9. Can you highlight some teachers' behaviour towards you or related to you as a female?

10. Does your experience in leadership influence the way you lead? Explain?

11. What are the attitudes of community towards you as a female principal?

12. Does District Education Officer (DEO) support you? Explain how?

13. Are there any other issues you would like to share with me?

Appendix J

1. When the current principal assumed the principal position, what were the attitudes of teachers towards her?

2. Can you tell me about the typical challenges that the principal met in the school?

3. Can you share with me about the kind of interaction between principal and teachers?

4. In your opinion, do you think female principals or male principals are better leaders? Why?

5. What are the responsibilities of the principal in the school?

6. How are the responsibilities carried out?

7. Do you think the way that responsibilities are carried out relates to the fact that principal is a female?

8. Are you satisfied with the way the responsibilities are carried out in this school?

9. Is there anything else you would like to share with me?

Thank you for your participation.