

UNIVERSITY OF KWAZULU-NATAL

**AN EVALUATION OF TEACHERS' PERCEPTIONS ABOUT THE EFFECTS OF
THE SOUTH AFRICAN HIGH SCHOOL CURRICULUM ON THE
DEVELOPMENT OF LEADERSHIP SKILLS IN FEMALE HIGH SCHOOL
LEAVERS: A CASE STUDY IN INANDA**

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ABSTRACT

The business world is evolving and there is increasing pressure and competition to change with the times and prepare school leavers especially female high school leavers to be able to fit into the business world where leadership skills are involved. Globally it seems that women are doing well and are on par with their male counterparts but in the developing countries such as South Africa especially with its apartheid history, women are still lagging behind. The aim of this study was to evaluate teachers' perceptions concerning the impact of leadership skills development in the South African High School curriculum on female high school leavers. A purposeful sampling of 20 teachers was drawn from a high school in Inanda, with 10,032 inhabitants. Data was collected using a questionnaire designed by the investigator for this study. Statistical analysis found a number of noteworthy associations amongst gender and feelings of development of leadership skills to female high school leavers. Noticeable was the anticipation that the views of the male teachers would differ to those of the female teachers regarding the facilitation, development and provision of leadership roles for female high school leavers. However, this was not the case. The results showed that the female and male teachers were in agreement with each other regarding the existence of formal systems that encourage leadership behaviour in female high school leavers. The study also exposed that the South African Government still has a lot of improvements to do in terms of leadership skills transfer to female high school leavers. The current feeling is that leadership transfer skills to female high school leavers is not being prioritized. The recommendation is that the government should be at the forefront and ensure compliance and involve the teachers in the design of the high school curriculum. The relevant stakeholders such as the government, school leadership, teachers, school governing body, labour unions, parents and students should work together to support the transfer of leadership skills to female high school leavers and create a school environment with a culture of a learning environment to prepare learners for the ever evolving business world. The study will benefit the relevant stakeholders as listed above to identify loopholes and work together to create a school environment which is conducive to the transfer of leadership skills.

Keywords: Leadership, Curriculum, Development, Educators, Motivation,

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high school and success in the business world for female high school leavers.

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LIST OF ABBREVIATIONS

Abbreviation	Explanation
CAPS	Curriculum and Assessment Policy Statement
INK	Inanda Ntuzuma KwaMashu
PGCE	Post Graduate Certificate in Education
STD	Standard Teacher's Diploma

CHAPTER ONE: INTRODUCTION TO THE RESEARCH

1.1 INTRODUCTION

This study focuses on the perceptions of teachers on the school curricula to assist in the transferring of leadership skills to female high school leavers. The perspective that young girls have of leadership and their future roles in it, are shaped by gender clarification as well as their personal identification in their roles as females in the leadership and or business arena whilst still in the school environment.

This study addressed issues such as factors that affect employability of female high school leavers, a learning culture being nurtured via the curriculum, government intervention and issues that motivate teachers in the transferability leadership skills to female high school leavers. Figures from Statistics South Africa (2013) point to a higher number of men being able to read at most one language than women for both urban and rural areas. These differences are less noticeable amongst those with tertiary qualifications but there is still a gap even amongst the educated, women at the same level are lagging behind at 10%.

Women are mostly employed in casual environments in two main industries i.e. 58.4% in trade and 19.9% in services. Women in the working environment are mostly in unskilled positions such as domestic workers (35.4%) compared to males (22.7%). “With an unemployment rate of 24.9% in 2011. Women are most affected with an unemployment rate 5.3% higher than men. Census 2011 data indicates that 32.5% of 15–24 year olds are not in education, employment or training, 35.9% of these were women and 29.1% men,” page 37 (Statistics South Africa, 2013).

1.2 MOTIVATION OF THE STUDY

This study will benefit the female high school leavers as more attention will be given to the transfer of leadership skills to females in the school environment and their worth will be acknowledged. This will also increase employability for them once they have completed their schooling. The teachers who will have an opportunity to impart

knowledge and be motivated by playing a role in the shaping of female high school leavers in terms of leadership skills. The school environment where the culture learning is emphasized and the expectations are high. The school curriculum will be scrutinised thus giving it an opportunity of being improved and make it relevant to the transfer of leadership skills to female high school leavers. The relevant parties such as parents, school governing bodies and the labour who will have an opportunity of working together to improve the school system and to be sensitised in terms of female high school leavers leadership. The government will have an opportunity of ensuring compliance in the implementation of the transferability of leadership skills to female high school leavers and also of holding school leadership responsible for the expected outcomes.

The contribution by this study will be to add to the current body of knowledge and information in terms of fully understanding the transferability of leadership skills to female high school leavers and how it can be effected correctly. Furthermore this study can be used as a basis for further research in leadership and its implementation to learners at the school level to alleviate issues such as unemployment at a later stage. There is confusion, lack of confidence and knowledge when it comes to transferring soft skills from the school setting to the work environment when seeking employment, especially in the black community (Hirsch, 2017).

1.3 FOCUS OF THE STUDY

The focus of the study was mainly on the teachers' perceptions of the high school curriculum, motivation of the teachers, the school environment's sensitivity to female high school leavers and leadership thereof, expectations of the teachers and students. Gender perceptions regarding all the relevant parties such as parents, teachers, students, school leadership, governing bodies, labour unions, school curriculum and the government.

1.4 PROBLEM STATEMENT

Figures from Statistics South Africa (2011) state that the population size in the Inanda area is 10,032 of which 28% has no income with a dependency ratio of 54.3%. The percentage of females is higher at 5.3% compared to 4.9% for males, for the 15 – 19 age group. These are the young girls' age group which is targeted for development. The higher education for 20 years and older is 2.3% and the Matric qualification for the same age group is at 30.3%. The population with no access to internet is at 61.5%, this makes it difficult to source information and to apply for employment. The unemployment rate for the INK area which is Inanda, Ntuzuma and KwaMashu is about 40% (Statistics SA, 2016). Female headed households is 47.7% out of 2,623 households. This makes the focus on Female High School Leavers development even more important. Thus starting with the teachers' perceptions about the factors that influence leadership development of Female School Leavers in South African High Schools has a vital impact as it prepares the female school leavers for the business world and addresses employability.

A sample size of 20 teachers was used, the small number used was due to a limited number of teachers at the school who qualified on the criteria. There was an important need for this study to be done so as to find out the limitations and challenges that cause women to lag behind in leadership positions. As much as some people are seen not to have the ability to lead the Behavioural Trait approach believes that leadership can be learned and developed (Northouse, 2016).

The research question was, what are teachers' perceptions about the factors which impact on leadership development of female high school leavers in the South African High School curriculum, in the Inanda area?

The aim of the study was to evaluate teachers' perceptions concerning the impact of leadership skills development in the South African High School curriculum on female high school leavers.

1.5 OBJECTIVES OF THIS STUDY

The objectives are:

- To evaluate the involvement of teachers in the High School curriculum design.

- To determine the perception of teachers on Female High School Leavers leadership skills.
- To examine the measures that have been taken by the South African government to promote Female High School Leavers in leadership through the emphasis on the implementation of these skills in the High School curriculum development.

1.6 METHODOLOGY

The study was done using the Quantitative Research Method in the form of a Questionnaire with closed and open-ended questions. The Time Horizon was Cross-Sectional, participants were asked questions by means of a questionnaire, on one specific day and time. The design will be Exploratory, with the focus being on attaining understanding and awareness for later analysis. The strategy used was a Case Study, which is an in-depth study of a particular situation. It is a method used to fine-tune a very wide-ranging turf of research into one easily researchable topic.

The data collection technique was a mono-method, the Primary Data collection technique will be a Questionnaire with closed and open-ended questions, analysed using Quantitative Data Analysis Technique. The quantitative data was analysed using Excel and the qualitative data was analysed using the thematic analysis method. A deductive approach was best suited to this study as the perception of the teachers on the Female High School Leavers leadership skills development was gathered using the questionnaire to which the outcomes would either lead to confirmation or rejection of the objectives. The target population were teachers at a school in the INK area. The inclusion criteria were fully qualified male and female Teachers who are permanent, full time teachers with over 3 years teaching experience. The exclusion Criteria are temporary employed male and female teachers as well as student teachers and teachers with less than 3 years teaching experience.

The total population was one school, with a sample of 20 teachers, using a purposeful sampling technique. It is a technique on non-probability sampling which is most effective when one needs to study a certain social or educational field with

experienced professionals within, in this case the teachers (Saunders, Lewis & Thornhill, 2009). Validity was ensured through the triangulation of different data sources such as one on one interviews, whilst observing the physical reactions and the data analysis. Repeating the answers to the participants to ensure that the answers were captured correctly. To make the bias of the researcher clear, the beliefs, background and feelings of the Researcher were taken into account. Reliability was done through thorough checking of questionnaires for mistakes. Inter-rater which is obtained by a measure of reliability used to assess the degree to which different judges or adjudicators agree in their assessment decisions.

1.7 LIMITATIONS

This is an indication that the research results might not be generalizable to adolescents of all gender groups in the context of Inanda area of KZN, due to the number of the sample. The small number sample used was due to the number of teachers who qualified the criteria. There is a gap in the literature with very little research on the topic. In this case further research needs to be done in terms of the relationship between the teachers' perceptions and the curriculum design. Only questionnaires were used as a primary data collection tool, interviews could have been added for further in-depth information finding. The sample could have been different and enlarged with the research being done at more than one school in the area, Inanda has 29 schools. The focus could also have been on principals as leaders rather than teachers

1.8 DISSERTATION OUTLINE

- Chapter 1 – Is the Introduction of the study.
- Chapter 2 – In the Literature Review, the following topics will be discussed in detail, women and leadership, the South African history, the teachers role, level of teacher qualification and experience, motivation, culture of learning, society, engagement and social media, curriculum interventions, government initiatives and development, creativity and challenges.

- Chapter 3 – Methodology will discuss processes such as research approach and design, study population and sample, pre-testing the questionnaire, data collection, data analysis, reliability, validity and ethical considerations.
- Chapter 4 – The results will be analysing the demographics and responses to the questionnaires using the Statistical Package for Social Sciences (SPSS) and the Thematic Analysis packages.
- Chapter 5 – Discussion this chapter will be discussing the results and relationships of the variables analysed in Chapter 4.
- Chapter 6 – Conclusions and Recommendations will be discussing the conclusion, implications of the Research, Limitations of the Study and the recommendations to solve the research problem.

1.9 SUMMARY

The above discussion has indicated the importance of leadership skills to female high leavers mainly to address the issue of employability. This should start at the school level with the involvement of the teachers hence the perception of the teachers on the high school curriculum. Studies highlight the plight of females lagging behind in terms of employability and leadership skills. The government has a role in terms of ensuring compliance of the school curriculum which has been improved and confirmed to be supporting the transferability of leadership skills to female high school leavers. The school leadership and teachers play a huge role in terms of creating a school environment with high expectations and a culture of learning. Teachers should also be motivated to be role models and transfer leadership skills to female high school leavers. Most importantly issues of gender inequality when it comes to leadership skills should be addressed to prepare females for the business world. The relevant stakeholders should work together in sensitising each other to female leadership which should begin at the school level. Chapter two presents literature relevant to the research.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

The objectives of this study are to firstly evaluate the involvement of teachers in the high school curriculum design; secondly to determine the perception of teachers on female high school leavers leadership skills and thirdly to examine the measures that have been taken by the South African government to promote female high school leavers in leadership through the emphasis on the implementation of these skills in the high school curriculum development. The focus of this chapter will be on reviewing the extant literature in order to ascertain more clarity on the main aim of this study which is to find out teachers perceptions about the effects of the South African High School Curriculum on the Development of Leadership skills in Female High School Leavers.

This chapter was composed of the reflection on the literature regarding government interventions, school curriculum, educator motivation and or lack of it, relevant stakeholders, women and leadership, innovative ways of transferring leadership skills to female high school leavers. The main aim of this chapter was to demonstrate the relevance of leadership skills and their role in female high school leavers in being able to transfer skills. Furthermore, other factors that affect employability of high school leavers include, a learning culture being nurtured via the curriculum, government intervention and issues that motivate teachers.

The concern is the value of elementary education for a major section of the Black African inhabitants which is still very minimal as there are obstacles to the development of elementary education and an absence of investment in the schools substructures and educational resources in underprivileged communities (Murtin, 2013). The apartheid system played a major role in undermining the education of black pupils or scholars. A number of academics are interested in the support of the

development of leadership skills. The other concern is that different racial groups don't have the same abilities and the same level of resources (Dieltiens, 2014).

Caring principals want the best for their schools and want their educators and students to excell. A leader can be succesful technically but there comes a point in growth which calls for soft skills and the transfer of them, sometimes, technologically advanced people lack that particular skill (Louis, Murphy and Smylie, 2016). The Trait Theory which was developed in the 20th century was based on "great man" approach, focused on internal abilities seen from men of higher statures. It is an approach which believes that certain people posses a set of specific charecteristics which makes them to be at a higher level in terms of leadership skills than other people. It argues that some people are born leaders and that applies to students (Northouse, 2016). This was always the traditional approach to leadership. Under this school of thought, the approach to incorporate all students who do not show any leadership traits might be seen as a waste of resources.

The global arena is changing to focus more on women leaders, which is better aligned with the gender approach. This cannot be done at a higher level of the business world. An official plan has to be put in place to prepare these female high school leavers whilst they are still at school. Studies indicate that women are still lagging behind in terms of leadership compared to their male counterparts (DiPrete and Buchmann, 2013). There is a differing view though arguing that women are doing well and are on par or even leading compared to their male counterparts (Rhode, 2016).

2.2 WOMEN AND LEADERSHIP

The development of leadership skills in young women should start at a young age. The focus should be on the bigger picture of the transferability of leadership skills, the culture of learning, human capital development which leads to employability and whether the school environment enables female high school leavers to be employable. This points to the important factors such as government involvement,

curriculum development which includes teacher involvement, teacher expert knowledge and the school environment (Baric, Bouchie, Cronin, Heinzen, Menon and Prather, 2009). A different argument actually states that women leadership is on the increase and that more women are taking on leadership roles. The South African Government has to learn what other countries are doing right and implement those tactics. The concerning part is that not all communities in South Africa are affected by the transfer of leadership skills, only certain underprivileged ones (Saniei-Pour, 2015). The onus is on the government to ensure that there are systems in place to ensure equality and compliance to set systems (Rhode, 2016).

There is speculation about the rise of women in the world, especially in the United States of America. Women are doing well and are getting it right from the school to the tertiary environment. One can argue that the situation is different in South Africa especially for disadvantaged female high school leavers and the history of the country but it has been a number of years since democracy and the female high school leavers should be benefiting from the improved government initiatives and from the democratic school environment. It seems like the South African government has a lot of ground work and compliance issues to attend to (DiPrete et al., 2013).

Another important aspect is that young males should be involved in the initiatives of advancing female high school leadership. It should start with the young males understanding and respecting women to make it easier to respect the school environment initiatives on the transfer of the leadership skills to female high leavers. If this is done correctly at the school environment with the support of all the relevant stakeholders it will teach boys to respect and understand their female counterparts and not be opposing them. Boys have to be taught from a young age to respect girls thus making it easier to work hand in hand at the high school level, creating an environment where girls can feel comfortable in expressing themselves and be able to hold their own before entering the business world (Jewkes, Flood and Lang, 2015).

A differing view is that women are not lagging behind men in terms of leadership. Men are the ones who rate themselves higher than women. This study points out that women are advanced then men. In some instances it might not be a very significant difference but they are definitely not behind. This goes back to indicate that men still see themselves as being superior to women. This could be from the stereotyped upbringing from the home and or the school environment (Paustian-Underdahl, Walker and Woehr, 2014).

This issue has to be addressed at the school environment with all the relevant stakeholders. It is the best environment to do so as there are school governing bodies and those members are mostly parents. They can also change their ways at the home environment to encourage women leadership. This will shape their minds to see the importance of female high school leavers leadership skills. Men should also be taught at a younger age to see women as their peers not as people who are beneath them in terms of leadership and making decisions (Paustian-Underdahl et al., 2014).

2.3 SOUTH AFRICAN HISTORY AND THE GAP CREATED BY THE SOUTH AFRICAN EDUCATION SYSTEM

Looking at the history of South Africa, the apartheid system played a major role in undermining black scholars' education, especially female learners (Thobejane, 2013). A number of academics are interested in the support of the development of leadership skills. The concern is that less members are comprised in the school governing body, this impacts heavily on fairness. The other concern is that different racial groups don't have the same abilities and the same level of resources. The effectiveness of democracy should be focused on creating professional and knowledgeable learners who are ready for the outside world including the business world and for them to become responsible citizens and be employable (Dieltiens, 2014).

To some level it seems that South Africa has accomplished quite a lot in terms of growth in education when compared to other developing countries. The concern is that the value of elementary education for a major section of the Black African inhabitants is still very minimal. There are many challenges to the development of elementary education and an absence of investment in the schools substructures, educational resources in underprivileged communities. Insubstantial efforts seem to be done or given priority in these areas. It will take some time for these areas to be at the same level with their advanced counterparts (Murtin, 2013).

As per Huffman, Hipp, Pankake and Moller (2014), an indication of a gap seems to exist even before children start school. Some are already at an advanced stage than other children, especially in the black community. The gap is exacerbated by a lack of specific aggressive activities in the curriculum, designed to fill the gap between the advancement levels. There is no formal evidence though which supports the idea that this challenge affects only the female high school leavers. This is made worse by the stereotypes where female high school leavers are expected to excel in studies like home economics. This is a waste of young women's capabilities and a loss of intelligent input in the business environment.

In addition this study indicates that a methodological, rounded assessment of the South African education, meaning a systematically holistic valuation using the global environment as a measure has to be done. There are two issues that seem to affect the education system in South Africa i.e. managerial section of the structure and the educator contribution, which creates blunt disparities in the education structure. Recommendations for the development of these issues state that further research should be made to pinpoint the gaps that make the education fundamentals in South Africa. Closing this gap will ensure that educators will be able to perform at their maximum potential whilst at the same time creating efficient school environments which are able to keep up with modern demands. This especially points to enabling learners to be the leaders of tomorrow (Huffman et al., 2014).

2.4 THE TEACHERS' ROLE IN THE SCHOOL ENVIRONMENT

There are numerous ways to close the advancement gap between the underprivileged and the privileged children by having teachers play a huge role in encouraging and re-enforcing positive support in areas where they are able to. There is greater emphasis on a transformative environment, created for young people. Arguably if they do better academically they should be able to make better career decisions and be efficient in the boardroom (Saphier, 2017).

Arguably the Kudryashova, Gorbatova, Rybushkina and Ivanova (2016) states that the main role of the teacher is to educate learners and follow the school curriculum. It thus becomes a challenge for some educators when they are given additional duties such as ensuring that the school and classroom environments are suitable for the transfer of leadership skills to female high school leavers. The main role of the educator is to teach and not be concerned by other additional activities unless if it is in compliance with the school curriculum.

Teachers play an important role as they spend more time with the students on a daily basis. The re-enforcement should include clear objectives, expectations and self assessments in terms of behaviour and communication. Teachers should emphasise this through verbal and actual behaviour. They should be advocates of leadership to young people (Saphier, 2017).

As argued by Spaul (2015) the issue starts at the lower levels of schooling where learners have a basic understanding of reading and writing. It is a challenging task to make up for this gap in the latter years, especially for those modules that have pre-requisites. The structure, development and exposure requirements of the high school curriculum make it difficult for students who are lacking in leadership, to be on par with their counterparts at high school exit level. As stated by Watt, Huerta, and Martinez (2017), gender inequality is most obvious between the 11th and 12th

grades. At times the school environment encourages male advancement more compared to female advancement.

This situation becomes a poverty trap for the majority of the South African children before they can even attempt to enter the labour market, for which they have no skills or readiness for. It seems more of a case of less development and pace in terms of the curriculum implementation. This creates a cloud on the potential of the South African school structure to have the ability to arm the learners with the skills and information which will prepare them for the business world. Another concern is the educator content information and teaching skill. There seems to be a lack of elementary content knowledge and the academic skills when it comes to educators to communicate the modules they are teaching (Spaull, 2015).

It may be argued that some students can be natural born leaders and are easily identified by taking on headship parts at school, team leader positions and displaying signs of self confidence and being able to motivate others. They also show characteristics of being able to make bold decisions and being firm. (London 2017). In this case the focus on the development of leadership skills would be on those specific students rather than all students. The Trait Theory states that leaders are born and have certain traits they demonstrate which makes them leaders at an early age. The approach to incorporate all students who do not show any leadership traits might be seen as a waste of resources. In some cultures or school environments it can be easy to identify only or mostly male students as leaders thus affecting the chances of female high school leavers to benefit from the transfer of skills programs. This might create self-doubt on female high school leavers where they themselves start to believe that they were not born to be leaders and be in agreement with the status quo (Northouse, 2016).

A critical concern is that there are many types of leadership styles and in those styles there are some which are not conducive to the greater good, such as destructive leadership which is when a leader constantly destabilises the company's

goals thus intentionally disrupting the company's operations and well-being. It is important for the educators to have the most apt style of leadership so as to be able to pass on the most effective style of leadership to high school leavers. Students may also have a tendency to look up to teachers as role models and in that case are highly impressionable (Sparks, Wolf and Zurich, 2015).

2.5 THE LEVEL OF TEACHER QUALIFICATION AND EXPERIENCE

One of the key bases of qualified assistance to educators are the district level consultants. The challenge with these advisors is that they are not appointed on experience and qualifications only, other elements come into effect such as political connections. The election of the said consultants should be based on subject – specific test and to validate their ability to assist educators on their subject matter. This should also be monitored and evaluated at set intervals. The appointment of such consultants should also be audited in terms of them meeting the requirements (Spaull, 2015).

Teachers have a very valuable role to play in terms of the transfer of leadership skills to female high school leavers. Some arguments are that leadership should be viewed as a process of shared inspiration through teachers' mutual influence. They impact on the value of the school results by influencing the quality of school outcomes through affecting the school mission and the association of the school configuration with culture (Day, Gu and Sammons, 2016).

A different school of thought emphasizes the importance of an empowering relationship amongst considerate principal leadership, student academic provision and the educators sense of shared accountability. Studies indicate the importance of a caring school and leadership for the mutual achievement of both educators and students. The emphasis is on more specific studies to build theory in this topic and the growth of leadership training (Louis et al., 2016).

Caring principals want the best for their schools and they would want their educators and students to excel. As much as this century is technologically advanced, it also calls for soft skills as a requirement. A Manager can be successful technically but there comes a point in growth which calls for soft skills and the transfer of it, in some instances, technologically advanced people lack that particular skill (Louis et al., 2016).

A slightly different school of thought argues that principals should be the evaluators themselves at their schools and thus be able to evaluate their own teachers. The challenge is that at times the principals themselves are not well equipped and experienced enough to evaluate the subjects taught at their schools. Again this emphasises that the support and implementation should start at the top for sustainability. Another challenge is that of differing views between the teachers, principals and the district undermines the belief on the importance of evaluation. This is a very important aspect as it evaluates the type of development given to female high school leavers. This view might be seen as a political opinion (Kraft and Gilmour, 2016).

Another perspective is management as the main character in terms of instructional management. Management has to work with the educators and be at the forefront of how things should be done and be clear on the instructions and expectations. This is by no way an autocratic management style but it means that management has to be fully knowledgeable and plan on how the school should be run. It goes without saying that management has to get teacher buy in (OECD, 2009). Again the government and the Department of Education should be fully involved through the training of management and be very thorough in the kind of teachers they promote to management positions. It should be the type of management who are capable and are able to transfer skills to teachers cascading it down to students. It is not only the technical knowledge that is important but also the soft skills, especially when leading a team of professionals (Goddard, Goddard, Kim and Miller, 2015).

Educators talk about the emergence of leadership in themselves and how they see their roles as champions of leadership. This also created a sense of camaraderie amongst themselves as educators where they can discuss leadership issues. This new found insight makes them comfortable in their own skin whilst gaining experience. This makes educators see themselves as more than just teachers but also as the shapers of young minds. If they see themselves as being leaders, it becomes a natural progression for them to transfer that new found experience and excitement to students (Leithwood, Louis, Anderson and Wahlstrom, 2004). At the same time students will have role models, especially female high school leavers. Again this emphasizes that the issue of leadership skills transfer has to start at the top and be cascaded to students. The business world relies on the educators to produce capable and skilled future leaders (Gonzales and Lambert, 2014).

A different study indicates that there is not a very strong association concerning the transformational leadership school climate and student accomplishment. There is also perceived doubt on the part of the teachers regarding principals leadership abilities as such, this affects the impact of transformational leadership to the student especially, female high school leavers. This also has an impact on trust and the thought of having a valid and experienced leadership. In most instances, teachers will not perform well if they perceive that their leadership lacks leadership skills or experience (Allan, Grigsty and Peters, 2015).

2.6 MOTIVATION AS A TOOL TO IMPROVE TEACHER INVOLVEMENT

Motivation plays a role in schools which are not performing well. Motivated teachers have a tendency of filtering that motivation down to the students. Teacher development is important in making sure that the school over achieves and grows in terms of results. Another challenge could be teachers who are not willing to be part of development activities. That is why it is important for management to understand their teams and what motivates them in terms of output. There will always be problems in the educational system, especially where it seems like

government intervention is seen as not prioritising the status quo and is unhurried in addressing vital issues

(Adeyinka, Asabi and Adedotun, 2013). It is important to understand that students have to be prepared to face the 21st century business world. An inspired group ensures that leadership's dreams becomes a reality. Obviously there will always be challenges. Plans have to be set in place to address underperforming learners. Teachers should increase the level of teaching to ensure that female high school leavers are capable and able to enter the business world (Masters and Geoff, 2016).

In some cases it is emphasized that no matter how noble the plans are including the experience in leadership skills as a principal, there is no success if there is no buy in from the teachers. No matter how well planned the activities are, there will be no development to ensure that the staff and students work to their maximum capability. Even some of the best principals fail in this area as it is not really a technical one but one of the soft skills. Students can easily detect if things are not going well so the discord can easily cascade to students and management will then lose respect despite their good intentions (Tschannen-Moran, 2014).

A similar view in fully understanding commitment of the educators is to explore to further understand relations amongst management's leadership and the schools environment. There is a connection amongst these relevant parties. A higher commitment of the teachers relates to a high genuine thoughtfulness of the school management. Ultimately this means a happy teacher is a teacher who will perform his or her duties to his or her maximum capability. Trust, support, transparency, empathy and an open non-threatening environment is the basis for the perceived thoughtfulness. It is quite clear that managements' leadership style and support plays a major role in the performance of the teachers and the transfer of the leadership skills to the students. It should be an everyday activity to encourage leadership transfer and creative thinking (John, 2017).

A conflicting view is that educators cannot only be motivated by being part of the school system and being involved in decision making, money also comes into play. Money, benefits and the environment are vital incentives to work motivation. It is a means of exchange whereby personnel can acquire items to fulfill their requirements (OSBA, 1999). It also aids as a scorecard by which personnel evaluate the worth that the company places on their services. Personnel can also benchmark value to other personnel centered around their pay to gauge their value. Teachers like any other personnel are also at times motivated by money and can be very productive if they feel their worth is being recognised financially (Reed, 2017).

Part of motivation also relates to students. The study also indicated a relationship between self belief, inspiration and educational achievement (Topcu & Leana-Taşçılar, 2016). This emphasizes the vital point of self belief, and inspiration as a requirement for educational accomplishment. This is especially relevant to female high school leavers who might not do well in leadership roles when inspiration and self belief is lacking in the school environment and in themselves (Emmanuel, Adom, Josephine, and Solom, 2014).

2.7 CULTURE OF LEARNING AND HIGH LEVEL EXPECTATIONS IN TERMS OF LEADERSHIP SKILLS

One of the important avenues is the culture of learning in successful high schools. There are systems in place for shared objectives based on common high outcome prospects. There are specific focused opportunities for hands-on leadership. This creates a great environment for role playing and experience in terms of leadership and preparation for the outside business world, especially for female high school leavers. Students should be placed in intense development programs which exert more pressure in their academic assignments especially leadership assignments (Tichnor-Wagner, Harrison and Cohen-Vogel, 2016).

Discussed challenges indicate that the school environment has revealed the possibility and desire of improving student knowledge. Including leadership knowledge but has come across challenges with regards to top down responsibility where the importance of leadership skills is not seen to be a major part of the school environment. Senior management at times does not see the need, they think it's a waste of time. The view is that top management has to own the idea and ensure that a culture is created where leadership values are instilled especially amongst the female high school leavers (Tichnor-Wagner et al., 2016).

It is stated that high school gathers learners' elementary abilities and information through educational and job-related activities. This ensures that learners are at higher levels of education and in the business world, they are shaped to become responsible citizens. In some parts of the world this academic level is not obligatory it can last for only a couple of years. The vital part is ensuring that the learners are able to meet the requirements of humanity and economy and are able to practise leadership skills (OECD, 2016).

Thompson (2018) states that each individual has a social foundation. As such a social uniqueness comes about which shapes individual beings into becoming social beings. The question is then what type of shaping or grooming is given to the human being. In this instance the shaping and grooming which is related to leadership skills. The question is are female high school leavers being shaped to be able to receive and feel worthy of being leaders? that is from the home environment to the school environment. The responsibility is on the community, parents and the school environment. Social foundation and shaping in terms of supporting the transferring of leadership skills at a young age is very important (Entwistle, 2015).

Countries such as Kenya are leaning more towards the Learner Centered Education. This concept is concerned with the students being the centre of attention and is more focused on them and the final improved outcomes (Metto and Makewa, 2014). This calls for teachers and a school environment which is fully prepared,

qualified and experienced, from management and educators to the school governing bodies and the labour relations to be fully focused and have one goal when it comes to students achievement and outcomes. The final improved outcomes should include the transferring of leadership skills to female high school leavers (Schweisfurth, 2017).

A concerning study by Spring (2017) theorizes that the 21st century and business world requirements, supersedes the concerns and beliefs of the parents. It looks at the parents' belief in the traditional role of women. This belief could also apply to the teachers and school governing body which poses a bigger problem in terms of transformation. Teachers can be also stereotyped in believing that the female high school leavers position is in the kitchen. They will then struggle to teach something which is against their values. Politics also comes into the picture, elected representatives may have conservative beliefs when it comes to women development. Even the female high school leavers themselves can be stereotyped into thinking that they are not worthy. This is where the government should come in to ensure schools compliance when it comes to the transferring of leadership skills to the learners (Spring, 2017).

Another perspective is culture. Leaders in this case, management and teachers have to comprehend their own prejudices and inclinations. This will assist in comparing with others cultures in terms of prejudices and inclinations and decide what type of students they want to produce especially when it comes to leadership skills. The 21st century calls for different thinking from tradition. In some traditions there might be conflict in that female high schools leavers are seen to be taken away from their cultural roles. Parents and teachers have to evaluate their thinking and cultural practices to prepare students and their children for the business world and employability, especially female high school leavers but this would have to start at the home and school environment (Northouse, 2016).

2.8 ENGAGEMENT AND SOCIAL MEDIA AS THE BASICS OF LEADERSHIP DEVELOPMENT SKILLS

Another emerging perspective relates to the effect of social media in schools. Technology is forever revolving and students have to be comfortable with it and be able to interact through it. This has a positive result as the business world is very technologically orientated. The government and the school have to create an environment where students are able to interact technologically. This will prepare female high school leavers for the business world in a forever changing technological environment. The technicality of technology should not be seen as a boys arena (Asher, 2015). This again goes back to studies mentioned in this literature review that the government and management bodies have to create the budget and human resources to be able to manage the transfer of leadership skills, especially to female high school leavers. Engagement could also play a role in bringing together the relevant stakeholders such as the parents (Hamid, Waycott, Kurnia, and Chang, 2015).

A vital perspective for the 21st century is engagement. Educators are noticing that engagement actually improved when the learners felt that their anticipated level of proficiency is at a higher level, the instruction medium on point and were able to manouver the situation. Learners also become more engaged when they are interacting with each other and in cluster settings (Kattner, 2011). Innovative ways should be introduced to improve engagement such as educational actions which focus on learner individuality and the suitable amount of pressure regarding learner abilities, which should include leadership skills especially for female high school leavers (Shernoff, Csikszentmihalyi, Schneider and Shernoff, 2014).

Participants experienced increased engagement when the perceived challenge of the task and their own skills were high and in balance; when the instruction was relevant; and when the learning situation was under their control (Rimm-Kaufman and Sandilos, 2018). Further suggestions to increase engagement, are focusing on learning activities that support students' autonomy which goes hand in hand with

leadership and providing an appropriate level of challenge for students' skills, especially leadership skills (Shernoff et al., 2014).

Working together of all the relevant stakeholders such as the government, management, labour unions, teachers, parents, students and governing bodies for a holistic approach to the school environment, is growing now more than ever. Students have to feel that they are being heard and recognised at school, especially female high school leavers (Thapa, Cohen, Guffey and Higgins-D'Álessandro, 2013).

2.9 CURRICULUM INTERVENTIONS

The introduction of the Curriculum and Assessment Policy Statement (CAPS) and the devotion given to the curriculum policy is off course and does not satisfactorily speak to the main challenges which are currently facing learning institutions. The current government is not doing any better when compared to the previous apartheid government. This may influence the teachers' ability and willingness to transfer leadership skills to high school learners. The proposal is that the emphasis must not only be on the curriculum but also on constructing expert educators (Msibi and Mchunu, 2013).

Some may argue that educators have a technical view of the curriculum, they are not looking at it in terms of soft skills transfer. The belief is that there are other forces which impact the curriculum more, like the history of the country. Teachers are concerned about the numbers of people involved in the curriculum development and the political interference, which should be eliminated. Teachers see themselves as the cornerstone of the curriculum development. This belief creates a sense of having done something meaningful and induces a sense of accountability for the teachers (Lauridsen, 2003).

Principals are seen as the guardians of the school curriculum and should be the champions. They should fully understand it and be supporters and advisors to the teachers and the school body (Glatton, 2016). South Africa has a program focusing on the South African perspective namely (CPD) which is an expertise, understanding and knowledge received officially or unofficially in the business environment, outside any basic development. The study emphasizes the problems which affect the educators in the participation of this program. The challenges identified were managements support and undertakings of the CPD. There is sometimes confusion and insufficient information on the Continuous Professional Development curriculum. Optimal educator training and transfer of skills happens when educators are involved in the preparation, application and assessment of the Continuous Professional Development programmes which are accesible (Geldenhuys and Oosthuizen, 2015).

The topic of shared leadership is recurring. When looking at highly efficient schools most of them practice shared leadership in the school environment. This era calls for management which is not threatened by diverse minds and who can learn from young and old and from the teams they are leading. The concerning part is that politics also play a part even at the school environment level. Teachers perform better when they feel that they have a significant role in the decision making on school matters even taking it further to the district level and the Department of Education in terms of curriculum discussions (Wagner, Kreisel and Nanzig, 2014). This is a global perspective on how schools should be run, not leaving the students out in relevant matters. Quite a high number of teachers are talented in different ways. These talents can be used to the benefit of the school in terms of allocating them with duties which they do well in thus giving them a space to be leaders in those roles (Botha and Triegaardt 2016).

The main aim of the learner-Centered curriculum is for educators to shape and support students for them to be able to create their own personal thoughts of the diverse kinds of information. This prevents students from just being mere receivers of diverse information but it encourages them to form their own understandings,

digest and dissect information to form their own opinions. This is the kind of thinking the 21st century business world is expecting (Rodrigo, 2017). Female high school leavers should be encouraged to have their own opinions, debates and not just accept the status quo. This era calls for a period of thinking and encouragement from a young age to question information, why and how things are done. It thus becomes a challenge in some cultures and communities as children are supposed to do as they are told and not question things, this stereotyped thinking can easily be filtered into the school environment (Naidoo and Muthukrishna, 2014).

2.10 GOVERNMENT INITIATIVES AND DEVELOPMENT

There are conflicting views on government initiatives but this school of thought indicate that the government has done all that it can do for gender transformation. The issue is that it requires the backing of the private sector. Sexual category does not happen without other areas such as race, class, sexual identification, religious identity, age and nationality. The government needs the support of the private sector which will at the same time dictate to the evolving educational landscape. The government needs a buy in from the private sector for assistance in the transformation of leadership skills development. They should sponsor activities which promote and or encourage leadership skills in schools especially for female high school leavers (Dlamini, 2016).

Under-developed and less privileged countries have firm cultural beliefs which influence the women to be seen as less important than men. In most cases this is not intentional but since it is the norm in the community it can be seen as the norm in the school environment. This thinking thus leads to gender inequality. There is no way where female high school leavers can be seen as worthy of being focused on in terms of leadership skills transfer in such environments. The government has to develop initiatives such as road shows and the use of ward counselors where training can be done for the community and for them to see the importance of leadership skills for female high school leavers. The unemployment rate is high in South Africa this would assist in decreasing that rate where women will also be

eligible for employment and more importantly leadership positions in the business world (Jayachandran, 2015).

The National Development Plan of South Africa has identified challenges such as the level of education for black students is of substandard. The problem is that for those underprivileged communities it will take longer for their school infrastructure to be on par with their counterparts. The government needs to prioritise this issue. There can be no excitement about activities and compliance regarding the transfer of leadership skills at the school, if educators and students are still struggling with the basic needs. The government has a role to play in ensuring that all schools infrastructures are on par (National Planning Commission, 2012).

Management has an effect on schools and learner results. Management is seen as the head and leader of the school, which means they have to set direction and guidance. At the same time implementing what they preach and live by example especially in terms of the transfer of leadership skills to female high school leavers. Management is seen as a major role player in the leadership transfer arena. If management supports the exercise of leadership, educators are more likely to comply with the management's vision for better educator results and a shared vision. All this has an effect on the learner perceptions on how leadership is viewed in the school environment. Again, the government has a role to intervene and ensure that management complies with the set curriculum on leadership. In terms of leadership transfer to female high school leavers, management has to make extra effort to ensure that female high school leavers are not left behind (Orphanos and Orr, 2014).

2.11 CREATIVE IDEAS FOR THE EVOLVING EDUCATION LANDSCAPE

Most of the previous topics simply imply that to some degree something has to be done and calls for innovative ideas such as established planning sessions and career development days which focus on leadership skills. Coupled with a budget

and human resources for these activities. This should be embedded in the values and mission of the school (Tichnor-Wagner et al., 2016).

Students should not act in isolation but also share their experiences, growth and development with each other on a regular basis. This includes conversations and debates about educational matters and mentoring each other. The school should arrange periods where students would have time to converse and debate with each other on relevant development matters or topics, with the guidance of the teachers. The intervention of government through compulsory leadership programs, ensuring high expectations for achievement is vital. Inspiring top level achievement standards and providing various supplementary opportunities for students such as after school classes, clubs and sports. These should be aimed at student educational necessities and individual benefits, again also focusing on leadership skills (Tichnor-Wagner et al., 2016).

It is evident that the day to day basic idea of improved leadership development for female school leavers is much more than what the school environment offers. Other than improved intellectual outcomes, what it offers also has to be looked at in terms of opening possibilities, looking at the bigger picture, prompting stronger decision making abilities, encouraging wider and deeper thinking, challenging the status quo, biased and stereotyped thinking. This has shown that improved intellectuality is the outcome of enhanced thinking practices. Students have to participate in activities which promote better thinking practices, especially female high school leavers (Swartz and McGuinness, 2014).

Another school of thought which closely related to the school curriculum is, there should be robust classroom discussions on a certain topics. This will assist in developing confidence and optimistic community. Attitudes of broadmindedness and societal understanding will be embedded in the learners minds at a young age. Again, this has a bearing on the transfer of leadership skills and the confidence to be leaders in the business world when the time is right (Rosseau and Warren, 2018).

This will ensure that learners will not shy away on relevant vital topics whilst at the same time gaining insight of the outside world and the matters that affect them. They would already have begun practising this skill at high school level (Baker, 2014).

The education system is in transition. This means the educational landscape is revolving and requires educational systems and personnel who are ready, fully qualified and experienced. A holistic view to the education system including the high school curriculum, has to be revisited and reviewed in terms of it addressing the relevant transitions which include employability. The government has to keep up in terms of compliance. The transition also applies to the development of leadership skills to female high school leavers (Taylor and Vinjevoid, 2013).

The future of the business world especially globally, dictates that the type of employees who will be hired are competitive, advanced candidates and skilled or have the potential to be excellent leaders. Plans have to be in place at the school level. Students have to be prepared, mentored and coached for the new type of the business world. The challenge is that our education structure has still not evolved. It still operates at the previous level, where challenges to the education system were not addressed to prepare learners for the outside business world. Students have to be able to think on their feet and outside the box. This creates a challenge for the female high school leavers who really don't have much time as they already have after school duties which are allocated for women (Darling-Hammond, 2015).

2.12 CHALLENGES FACED BY SCHOOLS IN THE DEVELOPMENT OF STUDENTS

Another challenge is the school management which is more concerned with the administration activities than concentrating on the core business of educating and learning (Bush and Glover, 2016). The difficulty of institutions to place themselves as suitable knowledge hubs is another challenge. Further research is being done to distinguish learning institutions amongst their different levels of being prepared to ensure the growth or the improvement and preparedness of being proficient

knowledge institutions. Learning institutions have to be at a level where they can be ready for the development of leadership skills, especially to female high schools leavers (Huffman et al., 2014).

There are indications that there is a worldwide problem in transforming educator views to applying holistic education. Although everyone seems to understand that holistic teaching is important but altering views and approaches that have been embedded for some time poses a huge challenge. This is very important as educators should be in the forefront of the education evolution which includes leadership development and be role models to students. They spend a lot of time with the students and should be seen to be practising these values (Makoelle, 2014).

A different perspective is that oral and mathematics skills are prioritized and given preference. Educators are committed but tend to enforce the above skills to learners instead of nurturing and enhancing what the learners are gifted at, thus enforcing their own preferences over the learners skills. Educators meanwhile may believe that they are doing the right thing for the learners in terms of pushing subjects which are seen to be important to learners. Development has not really been prioritized as compared to the above subjects. Female high school leavers will definitely be affected by this scenario as they might not be vocal or showcase their potential in leadership qualities (Noddings, 2015).

As per Simon and Johnson (2013), there is another outlook at the challenges faced by schools in the transfer of development skills. Experienced and good teachers leave schools in poor areas for better environments. The feeling is to go to wealthier schools with better infrastructures rather than suffer with the learners in poor areas. This is a frustration on its own as it prevents the flow of learning and or knowledge effectively. This has an impact when educators with potential and who are capable of developing learners in terms of leadership skills leave. The learners are left with educators who are not committed and who might have nowhere else to go thus lacking commitment and motivation. In some instances, even when educators are committed they lack the experience in the transfer of leadership skills.

The type of environment favourable to teaching and learning is often not realised because of the interaction of internal and external influences that tend to generate a negative perception of learning amongst the learners rather than turning them into learners who can make better decisions. There are quite a few interruptions and influences to the school system such as politics, management, labour unions and the school governing body. The school environment has to be committed to prioritising students and ensure an environment that is sustainable to leadership development (Masuku, 2011).

2.13 CONCLUSION

In this chapter various theories were reviewed. It became apparent that the role of the teacher, motivation and their inclusion in decision making was vital in transferring leadership skills to female high school leavers. Government intervention and the curriculum was discussed and the part they play in compliance issues and the transferability of leadership skills to female high school leavers. Other schools of thought such as the Trait Theory believed that leaders were born and not developed, no matter what efforts are in place at the school environment will not make much of a difference. The school system needed to be innovative in introducing new ways of doing things and sensitising boys and cultural stereotypes on the importance of developing female high school leavers in leadership. An emphasis in most studies was preparing learners for the challenging and fast paced business world.

Chapter 3 presents methodology discussing processes such as research approach and design, study population and sample, pre-testing the questionnaire, data collection, data analysis, reliability, validity and ethical considerations

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The purpose of the study was to evaluate teachers' perceptions concerning the impact of leadership skills development in the South African High School curriculum, on female high school leavers. The research methodology used in the study is discussed within this chapter. The geographic zone where the study was conducted, the study plan and the population and sample are discussed. The instrument utilised to amass data, as well as approaches executed to uphold validity and reliability of the tool are defined.

The paradigm chosen for this study was the radical change perspective meaning it stresses a radical shift to more and improved learning in developmental thinking and practise. This paradigm is focused on how things are done in institutions. The main aim was to look for an agreement, the real state of affairs and the way things are in real life. (Saunders, Lewis and Thornhill, 2016).

3.2 RESEARCH APPROACH AND DESIGN

3.2.1 RESEARCH DESIGN

A questionnaire which is an exploratory design was used to gather data with the focus being on attaining understanding and awareness the transfer of leadership skills to female high school leavers for later analysis. A quantitative method was used. Quantitative research methods are research methods focused on figures and whatever can be quantifiable in an organized way of study of phenomena and their connections (Shilubane, 2009). It is used to respond to queries on connections within measurable variables through their purpose to describe, foresee and regulate phenomena. A quantitative research study often concludes with a validation or invalidation of the hypothesis. Studies using the quantitative method ascertain one or a limited number of variables which are meant to be utilised in the research work and the continuation of data collection linked to those variables. Best described,

quantitative research is a recognised, methodical procedure used to explain and assess relations and study the cause and effect connections in the midst of variables (Press Academia, 2017).

A case study was used, which is a detailed analysis of a specific condition. It is a technique employed in fine-tuning a very wide-ranging turf of enquiry into a single straight forwardly investigable subject matter. Press Academia (2017) describes it as research approach and an experimental investigation which examines an occurrence within its real life situation or environment, with a comprehensive examination of an individual, group or occurrence to discover causes of contributing factors. It is a descriptive and exploratory study of an individual, group or occurrence. It is a quantitative indication which depends on numerous basis of proof and benefits from previous expansion of speculative suggestions. Case studies are studies of individuals, groups, occurrences, era strategies at the time, establishments which are studied holistically utilising a single on various approaches (Press Academia, 2017).

Questionnaires gathered data from a sample of teachers using a self-reporting process, by answering a batch of questions posed to them by the investigator. In this enquiry, information was collected over self-administered questionnaires circulated individually by the investigator to the teachers. An exploratory questionnaire was decided upon as it affords identification of any underlying associations amongst the aspects or variables which apply to the subject matter. An example could be the environment which is a real life situation of the teachers, the curriculum and the female high school leavers (Van Wyk, 2017).

3.2.2 RESEARCH SETTING

The study was conducted on-site at a school in the INK region, North of Durban, South Africa, an area which has 23 High Schools. Figures from Stats SA (2011)

state that the population size in this area is 10,032 of which 28% has no income with a dependency ratio of 54.3%. The percentage of females is higher at 5.3% compared to 4.9% for males, for the 15 – 19 age group. This is the young girls' age group which is targeted for development. The higher education for 20 years and older is 2.3% and the Matric qualification for the same age group is at 30.3%. The population with no access to internet is at 61.5%, this makes it difficult to source information and to apply for employment. The unemployment rate for the INK area which is Inanda, Ntuzuma and KwaMashu is about 40% (Stats SA, 2011). Female headed households is 47.7% out of 2,623 households. This makes the focus on Female High School Leavers development even more important. The schools were the best place to do the study as leadership transfer skills should start at schools and at a younger age.

3.3 THE STUDY POPULATION AND SAMPLE

A research population is basically a generally a large pool of people or entities which is used to simplify the outcomes of the study. In most instances populations are enormous in number and the research cannot be done on all people or entities due to financial and time constraints. That is where sampling techniques come into place as an option or route to utilise. The sample is a group of individuals who participate in the study and the population is the broader group of people to whom the results will apply (David, 2018).

A sample of 20 participants was chosen from one school in Inanda. The inclusion criteria were fully qualified male and female teachers who were permanent, full time teachers with over 3 years teaching experience.

Purposeful sampling technique was used. It is a technique on non-probability sampling which is most effective when one needs to study a certain social or educational field with experienced professionals within, in this case the teachers (Saunders et al., 2009). A sample is described as components chosen with the understanding of uncovering to some degree some understanding about the total

population which they have been chosen from. The participants (educators) were chosen because they are based at the selected school in the area. The sample comprised of 20 teachers who met the sample norms were chosen by the investigator. The total population was one school, with a sample of 20 teachers, using a purposeful sampling technique. It is a technique on non-probability sampling which is most effective when one needs to study a certain social or educational field with experienced professionals within, in this case the teachers (Saunders et al., 2009).

3.4 PRETESTING THE QUESTIONNAIRE

This is also termed the piloting the questionnaire; it is an experimental management of a tool to identify flaws. It is vital to test the tool to ensure that the questions and instructions make sense to respondents. Once a questionnaire is employed as an information assembly tool, it is crucial to establish if questions and directions are well-defined to participants and if they comprehend what is expected of them. The pilot test was done on 5 teachers of the schools in the same areas. Spelling errors were picked up on the introductory part of the questionnaire and no changes were required on the actual questions. The pre-test was done on the 14th of November 2017.

3.5 DATA COLLECTION

3.5.1 DATA COLLECTION INSTRUMENT

The data collection technique was a mono-method, the primary data collection technique was a questionnaire with closed and open-ended questions, analysed using quantitative data analysis technique. Information was gathered using questionnaires to assess teachers' perceptions and opinions on the transfer of

leadership skills to female high school leavers. This was a definite option due to the non-complication on completing the questionnaires. This was the best choice due to the following reasons:

- There was no need for a third party, the collection was done by the investigator
- Conscious to timeline constraints
- Addressed the issue of confidentiality as there were no names needed for the forms to be finalized
- Was done in a constant manner, there was less chance for favouritism
- Closed ended questions on the questionnaire enabled a smoother process of comparing replies to individual comparison points.

The open-ended questions in the questionnaires allowed more varied details more because the respondents were supposed to answer in their own words, giving their perceptions and not simply tick the appropriate box. Closed-ended questions are easily managed and scrutinised. The questionnaires were in English as that is a universally understood language and teachers were able to understand it. There were demographic questions such as level of education, age, gender, school name, years of teaching experience and the area. This data is useful when interpreting the outcomes and also to understand the level of understanding and exposure of the teachers to their teaching environment and the questions.

All the data was collected by the investigator from the teachers. Questions were focused on assessing teachers' perceptions and understanding of the transfer of leadership skills to female high school leavers. Questions on the relevant factors in this topic were included. Processes and guidance were provided on the questionnaire.

3.5.2 DATA COLLECTION PROCEDURE

In this research, the survey method was applied to collect the primary data by means of a structured questionnaire. A hand-delivered self-administering questionnaire

was distributed to the teachers of Inanda Comprehensive High School on the 8th of December 2018.

3.6 DATA ANALYSIS

Subsequently the information which was gathered, was ordered and examined. For examination of closed-ended questions, a computer programme called Statistical Package for Social Sciences (SPSS) version 25 was used. The open-ended questions were analysed using Thematic Analysis.

3.7 RELIABILITY AND VALIDITY

3.7.1 RELIABILITY

A reliable assessment is understood to being consistent when it can be utilised by various investigators in constant circumstances with constant outcomes without any changes in results. Reliability repeats consistency and replicability over time. Moreover, reliability is perceived and understood as a grade where an evaluation is capable of being excluded from measurement errors, if there are measurement errors the evaluation will be less reliable (Noble and Smith, 2015).

The researcher would go the same way where teachers are concerned, ask the same question and see how the same test would produce the same results if it was administered to the same teachers under the same conditions. This assists the researcher to make comparisons which are reliable. The more errors found in an assessment the greater the unreliability and vice versa.

Data gathering bias was lessened by ensuring that the investigator was the only person to administer and manage the questionnaires to guarantee reliability. In the process treating all the respondents in the same manner and giving support. It's very important to create an atmosphere or setting which makes respondents to be

physical and psychologically comfortable. Even though the school being a government school and comfort is a luxury, a quiet space with no disruptions, correct climate setting within the room, comfortable chairs were organised. The teachers were at all times monitored by the investigator they were never left alone. Entrance and exits by the respondents after the research had started was not allowed.

3.7.2 VALIDITY

Content Validity—In this section the instrument should be seen to be gauging what it intends to measure. Face validity is a basic method of content validity – the investigator questions several individuals to assess that the instrument envelopes all the basic fields. Another aggressive way to evaluate content validity is to approach renowned specialists in the region to bequeath their outlook on the validity of the instrument. The pilot process was done to take care of this issue. Five questionnaires were given out for teachers to evaluate the tool (Twycross and Shields, 2004).

A lot of information was conveyed throughout the literature review process to make sure that questionnaires were descriptive of real situation. Content validity was supplemented by the uniformity in managing the questionnaires. For easy understanding the questions were constructed in Basic English language for clearness and for easy understanding. Clear directives were given to the teachers. The questionnaires were filled in and the investigator ensured that no person completed the questionnaire on behalf of one another and or shared information. Generalising the outcomes to all participants of the population was reasonable as all the respondents requested to be part of the study filled in the questionnaires. No individual who was requested to participate rejected the request. The time duration was taken into consideration so as not to be too long but long enough to be reliable. Guidelines were clearly defined so as to prevent any confusion. Other factors that could affect the research were human mistakes such as not adhering to the time limits. There could also be a change in the mood of the respondents to various issues such as the time of the day and boredom thus losing concentration.

3.8 ETHICAL CONSIDERATIONS

The research is a very detailed and sometimes personal process so it needs, empathy, thoroughness, expertise, reliability and morality. To ensure the protection of human rights. The process had to include independence to self-rights, privacy and cognisant consent forms. Authorization to begin the research study was provided by the Ethical Clearance Office at The University of KwaZulu-Natal. Written permission was also obtained from the Department of Education. (See Appendices 1 and 2).

The respondents' informed consent forms were received beforehand. The option to withdraw out at any time without any consequences was emphasized. The right of the respondents were fully explained and emphasized. A very through information session was done in terms of explaining the reason for the study, the processes that would be utilised to gather information. A reassurance was given that there were no possible foreseen dangers and expenses involved. Throughout the study secrecy and privacy was exercised. Permission was attained from the UKZN Ethical Clearance Office and the Department of Education in KwaZulu-Natal.

The teachers' names on the questionnaires were kept confidential and the informed consent forms were detached from the questionnaires. The numbering of questionnaires was done after the information had been gathered. Privacy was maintained by ensuring that the information gathered confidentially and was not reported in a manner which pinpointed the teachers. The investigators details were given to the teachers in order that they could raise queries or complaints. The SPSS Computer and the Thematic Analysis programs which analyses qualitative data were used to input the information from the questionnaires, this was to ensure that the manipulation of the data was not possible. For the validation of credibility, closed-ended and open-ended questions that were evaluated by the investigator were also tested by Piloting the questionnaires to five teachers at a different school in the area. The corrections picked up were for grammatical errors.

3.9 CONCLUSION

The investigator used quantitative, exploratory case study design. Questionnaires was managed by the investigator herself to gather information from a sample of 20 teachers. The questionnaires included both closed and open-ended questions. The sample characteristics were teachers who met the inclusion criteria. Permission was attained from the UKZN Ethical Clearance Office and the Department of Education in KwaZulu-Natal.

Informed Consent was attained from the teachers themselves. Secrecy, autonomy and privacy were ensured at the supervision stage of the questionnaires and report writing stage. Questionnaires were circulated to participants to guarantee validity. Reliability and validity were additional increased by piloting the questionnaire. This chapter expressed the research methodology, as well as the population, sample, information gathering tools as well as approaches utilised to guarantee ethical standards, reliability and validity of the study.

Chapter 4 presents the results which will be analysing the demographics and responses to the questionnaires using the Statistical Package for Social Sciences (SPSS) and the Thematic Analysis package.

CHAPTER FOUR: RESULTS ANALYSIS

4.1 INTRODUCTION

The chapter presents the results of the teachers' perceptions about the effects of the South African High School Curriculum on the development of leadership skills in female high school leavers. As mentioned in the methodology chapter, data was subjected to statistical analysis and interpreted. The presentation of the findings gathered from the participants' responses are presented in this section. Responses of the participants from the data was subjected to statistical analysis. The responses to the questions are presented in percentage forms. Most of the results are presented in tabular form except otherwise stated.

The objectives of the study were to firstly evaluate involvement of teachers in the high school curriculum design; secondly to determine the perception of teachers on female high school leavers leadership skills and thirdly to examine the measures that have been taken by the South African government to promote female high school leavers in leadership through the emphasis on the implementation of these skills in the high school curriculum development.

The current study presents the two sections of the questionnaires used to gather primary data for this dissertation. This first section sought to identify the teachers' perception on the curriculum development among the high school leavers. In addition, this section enabled the researcher to identify the responses of those teachers who were involved in the curriculum development. The participants' responses were summarized and the results presented in Table 4.1

Table 4.1: Respondents' ages at the time of completing the questionnaires

Age	Frequency	Percent	Percent	Cumulative Percent
20-30	1	5.0	5.0	5.0
31-40	5	25.0	25.0	30.0
41-50	9	45.0	45.0	75.0
51-60	5	25.0	25.0	
Total	20	100.0	100.0	100.0

The respondents' ages were within the age category 20-60 years. Of the respondents, 9 (45%) were within the age category 41 to 50 years, whilst one (5%) was 20-30 years. Participants aged between 31-40 and 51-60 years shared an equal distribution of 5 (25%) respectively. There were few teachers within the age group 20-30 years (Figure 4.1).

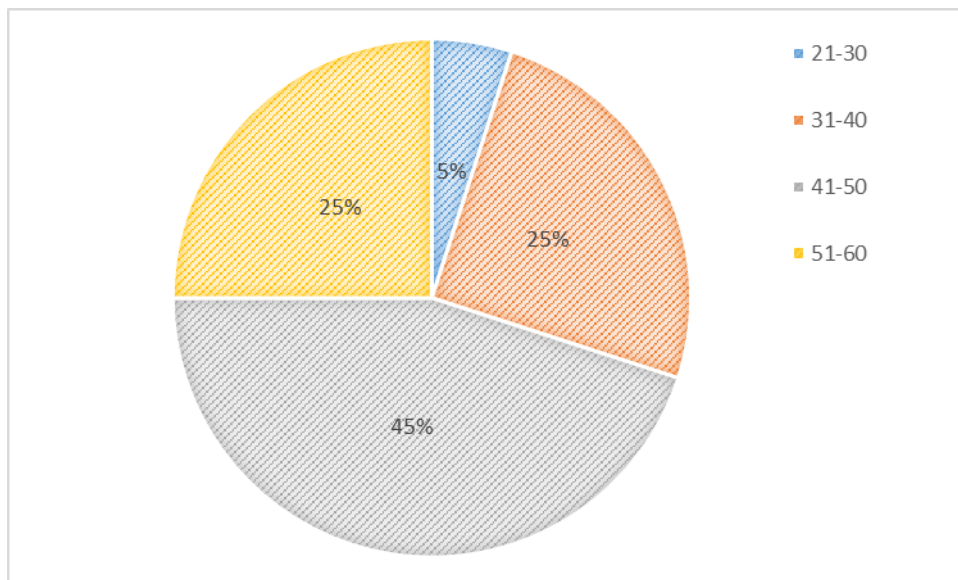


Figure 4.1: Respondents' ages (n=20)

4.2. DEMOGRAPHICAL DATA

4.2.1 GENDER

Of the 20 respondents, only eight (8) were male representing 40%, and the remaining 60% were female.

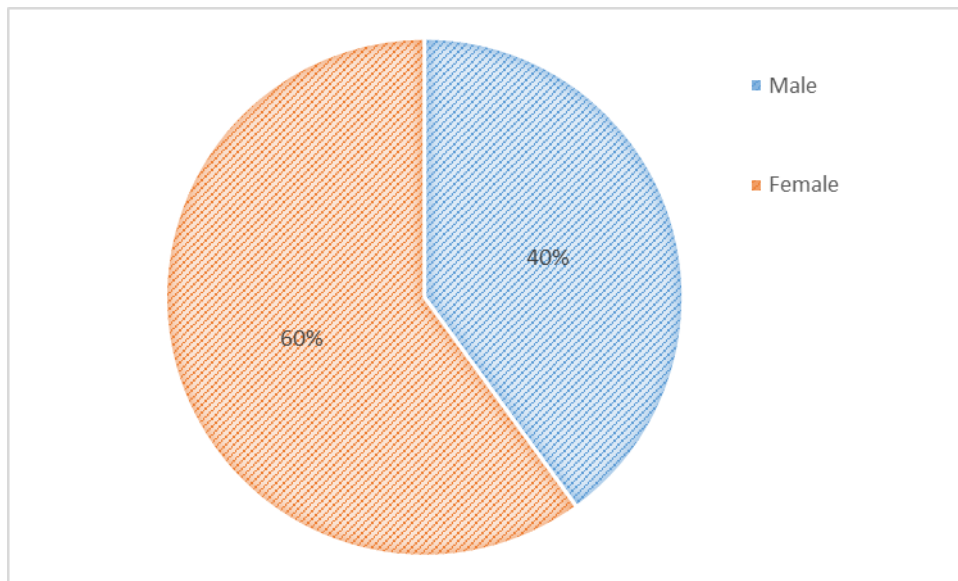


Figure 4.2: Graphical classification Gender distribution of participants

The results obtained from the respondents concerning their gender groups are presented in Table 4.2. The majority of respondents were female (60%), and the remaining 40% represent male.

Table 4.2 Gender Distribution

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	8	40.0	40.0	40.0
Valid Female	12	60.0	60.0	100.0
Total	20	100.0	100.0	

4.2.2 HIGHEST EDUCATIONAL LEVEL

Table 4.3 (below) depicts the highest educational level that the participants have obtained. Out of the 20 respondents, 13 (65%) have an Honours, 2 (10%) Post Graduate Certificate in Education (PGCE), and only 1 (5%) had STD corresponding with the small number of teachers in Inanda. This implies that most of the high school teachers in Inanda had at least above high school education.

Table 4.3: Educational Qualifications

Educational Qualifications	Frequency	Percent	Valid Percent	Cumulative Percent
Honours	13	65.0	65.0	65.0
PGCE	2	10.0	10.0	75.0
Valid M+	4	20.0	20.0	95.0
STD	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Figure 4.3 presented below depicts the percentages in terms of the respondents' qualifications. Participants with honours certificate represented the majority of this group with a value of 65%. The std respondents held the minority with 5%.

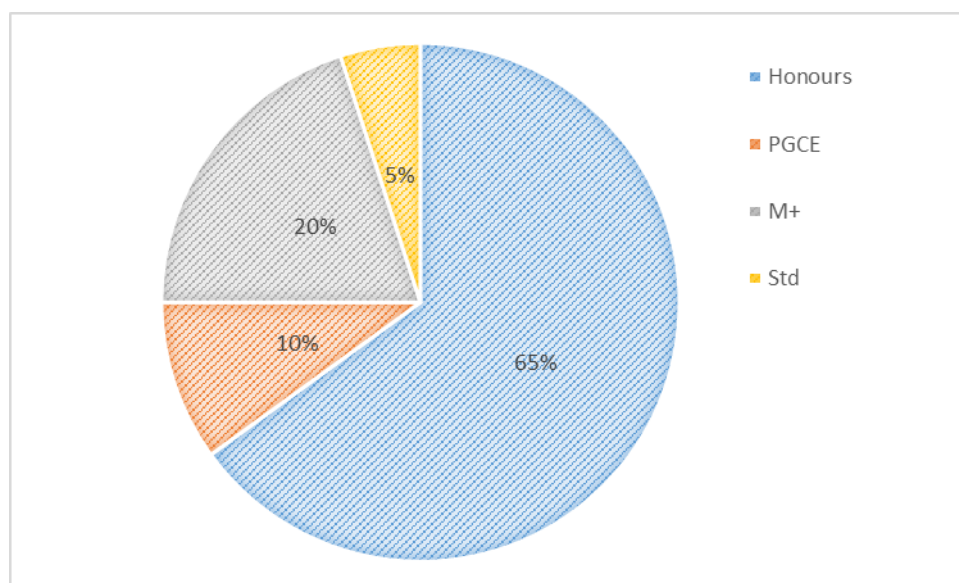


Figure 4.3: Graphical classification representing qualifications of participants

4.2.3 YEARS OF TEACHING EXPERIENCE

Table 4.4 Teaching Experience in Years

Teaching experience in years	Number of teachers
1-3	1
4-6	1
7-10	1
11-15	4
16-20	2
20+	11

Of the respondents, 13 (65%) had teaching experience within 1-20 years and only 7 participants representing 35% had experience more than 20 years. This could indicate that most of the teachers were probably young people and this may be attributed to their level of education.

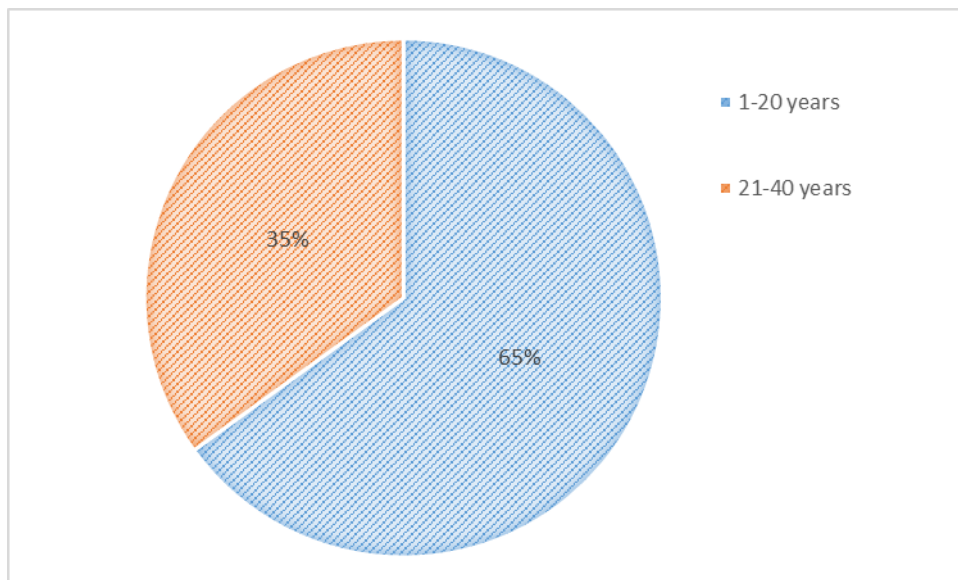


Figure 4.4: Graphical classification for the Period experience of the participants

4.2.4 SUMMARY OF DEMOGRAPHIC DATA

Section A revealed the respondents' age distribution, gender, highest school qualification, and teaching experience. Most of the respondents were between 41-50 years old (45%) and the majority of this age group were mostly female (60%), had honours level qualification (65%) and (35%) of the participants had a low number of years relating to teaching experience.

4.3 DESCRIPTIVE STATISTICS ANALYSIS

The exploratory description of the participant's responses was provided by descriptive statistics analysis. The mathematical narrative of the representative of an information set is required to provide such a measure and hence, their descriptive statistics results are reported below.

Table 4.5: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
AGE	20	1	4	2.90	.852
GENDER	20	1	2	1.60	.503
EXPERIENCE	20	1	2	1.35	.489
QUALIFICATIONS	20	1	4	1.65	.988
N	20				

From the table 4.4 above, it can be observed that the means and standard deviations of the demographic information are very close. This simply means that the mean age of the participants in this study has a standard deviation 0.9.

4.4 RESPONSES RECEIVED ACCORDING TO THE OBJECTIVES

4.4.1 OBJECTIVE ONE: TO EVALUATE THE INVOLVEMENT OF TEACHERS IN THE HIGH SCHOOL CURRICULUM DESIGN.

The statement given in the questionnaire was: I feel that teachers should be involved in the designing of the school curriculum. Six evidences as well as reasons, which respondents could specify, were outlined using the Likert scale. All the participants either strongly agreed or agreed to this question. The number of those who strongly agreed that the teachers should be involved in the school curriculum design were 14 representing 70% and the remaining 30% agree, as can be seen in Table 4.4. This indicated that majority of the teachers want the teachers to be involved in the designing of the school curriculum.

Table 4.6: I feel that teachers should be involved in the designing of the school curriculum

Q 1	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	14	70.0	70.0	70.0
agree	6	30.0	30.0	100.0
Total	20	100.0	100.0	

4.4.2 OBJECTIVE TWO: TO DETERMINE THE PERCEPTION OF TEACHERS ON FEMALE HIGH SCHOOL LEAVERS LEADERSHIP SKILLS.

The second question (I feel that the current high school curriculum promotes the transfer of leadership skills to female high school leavers) aimed to determine the perception of teachers on female high school leavers' leadership skill. Six evidences as well as reasons, which respondents could specify, were provided. Only seven respondent were neutral to this question as depicted in table 4.5.

Table 4.7: I feel that the high school curriculum promotes the transfer of leadership skills to female high school leavers

Q. 2	Frequency	Percent	Valid Percent	Cumulative Percent
agree	8	40.0	40.0	40.0
neutral	7	35.0	35.0	75.0
disagree	5	25.0	25.0	100.0
Total	20	100.0	100.0	

Although the 8 (40%) respondents who indicated that they agree that the school curriculum promotes the transfer of leadership skills and those that are neutral in their opinion whether it promotes the transfer of leadership skill amount to 35% while only 25% disagree in their opinion.

Table 4.8: Q.3

Q. 3	Gender		Total
	Male	Female	
strongly agree	0	2	2
agree	6	5	11
neutral	2	2	4
disagree	0	3	3
Total	8	12	20

The perception of teachers as to whether the school environment encourages leadership skills among high school leavers' and the gender perspective as indicated in the above table implies that there is a perfect positive association at 0.486 (appendix) between the two variables, meaning that the school environment encourages the transfer of leadership skills to female high school leavers.

4.4.3 OBJECTIVE THREE: TO EXAMINE THE MEASURES THAT HAVE BEEN TAKEN BY THE SOUTH AFRICAN GOVERNMENT TO PROMOTE FEMALE HIGH SCHOOL LEAVERS IN LEADERSHIP THROUGH THE EMPHASIS ON THE IMPLEMENTATION OF THESE SKILLS IN THE HIGH SCHOOL CURRICULUM DEVELOPMENT.

The statement listed on the questionnaire was: My perceptions about what government is doing to enforce the transfer of leadership skills to female high school leavers? The following was noted responses were noted.

- More than half (60%) of the teachers affirmed unanimously that more efforts are required from government in order to enforce the transfers of leadership skills to female school leavers.
- Some 40% of the participants agreed and confirmed that government has not done enough in transferring leadership skills to the young girls.
- Furthermore, some of the participants representing 10% mentioned that government is concerned only about teenage pregnancy rather than concentrating on the most important thing which is female leadership and as such they see it as a failure by the government.
- The last responses from this section was advising government on the implementation that needed to be put in place so as to make the transferring of leadership skills to the female school leavers' achievable. The percentage that gave this implementation measures were 20% of the population. The latter, according to the respondents, is so important such that it can solidify government effort towards the transferring of leadership skills among the female school leavers' by developing policies supporting the transfer of leadership skills which will be implemented at the school level.

The second statement in the questionnaire regarding this objective was: My perceptions about the current school curriculum in developing leadership skills to female high school leavers? The following can be said about the responses given by the participants.

- Asked about the respondents perceptions in developing leadership skills to female high school leavers', 3 (15%) out of 20 participants expressed that government should encourage the female to believe in themselves.

- Most of the participants felt that there is need for curriculum and assessment policy statements that needed to be put in place for better developing leadership skills among the female high school leavers’.

4.5 REALIBILITY OF THE STUDY

Reliability and validity analysis were conducted for the teacher’s perception and the results are presented. 20 teachers filled in the questionnaire. The reliability analysis presented the data to be reliable, Cronbach's Alpha result was .740. Cronbach’s Alpha is a tool utilized to evaluate consistency, or inner uniformity, of a set of gauge or assessment objects. The consistency of any presented tool signifies to the point to which it is a dependable amount of a model, and Cronbach’s Alpha measures the influence of that uniformity.

Reliability and validity measures for each of the twenty teacher’s perception. To evaluate the dependability of the gauge, we obtained the coefficient alpha. Figures less than 0.50 mean unsatisfactory reliability, the ones above .740 are regarded as a good reliability. In the case of this study, A Cronbach Alpha value of .740 was obtained as the overall score of the teacher’s perception with a recommended value of .740.

Table 4.9: Reliability analysis test for each item

Reliability Statistics	
Cronbach's Alpha	Number of Items
.740	11

The Alpha coefficient for all the items is .740, proposing that they have relatively high internal consistency. When computing the alpha coefficient of reliability, we might also want to investigate the dimensionality of the scale. The inter-item correlation highlighted that the correlations was affirm in the endorsed assortment of 0.15 to 0.50. Hence, it was concluded that a sign of convergent rationality exists as the variables in the gauge are sufficiently correlated, there was a low correlation

with methods from which they are meant to differ, representing indication of discriminant rationality.

The table presents responses of the participants to a Likert scale questions on the evaluation of teachers' perception about the effects of the South African high school curriculum development of leadership. Table 4.10 shows the cross tabulation analysis of gender and the role played in the development of leadership skills among female high school leavers.

Table 4.10: Cross tabulation of Gender * As an educator I have feel that I have a role to play in the development of leadership skills in female high school

		As an educator I have feel that I have a role to play in the development of leadership skills in female high school leavers				Total
		strongly agree	agree	neutral	strongly disagree	
Gender	male	7	1	0	0	8
	female	9	1	1	1	12
Total		16	2	1	1	20

Going through the result of cross-tabulations analysis, it is observed that the gender and role played in the development of leadership skills in female high school a factors but the result affirm that there is no relationship between the two variables. A total number of 18 teachers agreed indicating that they agree.

Table 4.11 Chi-Square Tests

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.510 ^a	3	.680
Likelihood Ratio	2.218	3	.528
Linear-by-Linear Association	1.019	1	.313
N of Valid Cases	20		

Findings of this study affirm that there is a positive association between gender and the government perceptions that it promotes female high school leavers through the implementation of leadership skills.

Table 4.12a: Cross tabulation of Gender Q6

		Q6			
Count		agree	neutral	disagree	Total
Gender	male	0	7	1	8
	female	5	2	5	12
Total		5	9	6	20

The perceptions that government promotes female high school leavers' through leadership implementation and the gender perspective as indicated in the table below implies that there is a perfect positive association at 0.486 as well as meaningful relationship (0.007) between the two variables.

Table 4.12b: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.046 ^a	2	.007
Likelihood Ratio	11.979	2	.003
Linear-by-Linear Association	.130	1	.718
N of Valid Cases	20		

In table 4.13a findings indicates that there is formal system in place to encourage leadership behaviour in female high school leavers. This simply means that formal system that are in place do not encourage leadership behaviour among female high school leavers.

Table 4.13a: Cross tabulation of Gender * I feel that there is a formal system in place to encourage leadership behaviour in female high school leavers

		I feel that there is a formal system in place to encourage leadership behaviour in female high school leavers				Total
		agree	neutral	disagree	strongly disagree	
GENDER	male	6	1	0	1	8
	female	6	4	1	1	12
Total		12	5	1	2	20

The chi square value affirms that the relationship was not significant. There is a perfect positive association at 2.083 while the relationship is not significant (0.555).

Table 4.13b: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.083 ^a	3	.555
Likelihood Ratio	2.508	3	.474
Linear-by-Linear Association	.307	1	.579
N of Valid Cases	20		

Moreover, findings from the study highlighted that there is a weak correlation between gender and perception about the role played in the development of leadership skills among female high school leavers. This is an indication that the more effort they put in promoting leadership skills among high school leavers, the less impact it has among the female. Considering the effect of age, there is formal system in place to promote leadership behaviour in female high school leavers, findings affirmed that there is a positive correlation between ages and there is formal system in place to encourage leadership behaviour in female high school leavers.

Table 4.14: Correlation analysis between Gender and formal system in place to encourage leadership behaviour in female high school leavers

		As an educator I have feel that I have a role to play in the development of leadership skills in female high school leavers	GENDER
Q4	Pearson Correlation	1	.232
	Sig. (2-tailed)		.326
	N	20	20
GENDER	Pearson Correlation	.232	1
	Sig. (2-tailed)	.326	
	N	20	20

Findings of this study affirm the correlation analysis between various questions utilized in the current study and gender distribution of the participants. The result is depicted in table shown below. 50% males strongly agreed and 50% agreed with regards to females 83% strongly agreed and 16.66% agreed. Total breakdown was 70% strongly agreed and 30% agreed to Q1.

Table 4.15a: Cross tabulation analysis of Gender * Feeling of teachers involvement in the designing of the school curriculum

		Q1		Total
		strongly agree	agree	
GENDER	male	4	4	8
	female	10	2	12
Total		14	6	20

The feeling of teachers' involvement in the designing of the school curriculum and the gender perspective as indicated in the table below implies that there is a perfect positive association at 2.540 and a not so meaningful relationship (0.111) amongst the two variables.

Table 4.15b: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.540 ^a	1	.111		
Continuity Correction ^b	1.200	1	.273		
Likelihood Ratio	2.531	1	.112		
Fisher's Exact Test				.161	.137
Linear-by-Linear Association	2.413	1	.120		
N of Valid Cases	20				

a. 2 cells (50.0%) have expected count of less than 5. The minimum expected count is 2.40.

b. Computed only for a 2x2 table

As per the table below (1) 12.5% males agreed, (4) 50% were neutral and (3) 37.5% disagreed with regard to females (7) 58.33% agreed, (3) 25% were neutral and (2) 16.67% disagreed with the total being (8) 40% agreed, (7) 35% were neutral and (5) 25% disagreed with Q2 below.

Table 4.16a: Cross tabulation analysis of Gender * Feeling that the current high school curriculum promotes the transfer of leadership skills to female high school leavers

		Q2			Total
		agree	neutral	disagree	
GENDER	male	1	4	3	8
	female	7	3	2	12
Total		8	7	5	20

The feeling that the current high school curriculum promotes the transfer of leadership skills to female high school leavers and the gender perspective as indicated in the table below implies that there is a perfect positive association at 4.211 and a not so meaningful relationship (0.122) amongst the two variables.

Table 4.16b: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.211 ^a	2	.122
Likelihood Ratio	4.601	2	.100
Linear-by-Linear Association	3.230	1	.072
N of Valid Cases	20		

a. 6 cells (100.0%) have expected count of less than 5. The minimum expected count is 2.00.

As per the Table below, 0% males strongly agreed, 75% of the sample agreed, 25% were neutral and 0% disagreed with regard to females 16.67 strongly agreed, 41.67% agreed, 16.66% were neutral and 25% disagreed, with the total breakdown being 10% strongly disagreeing, 55% agreeing, 20% were neutral and 15% disagreed with Q3.

Table 4.17a: Cross tabulation analysis of Gender * Feeling that the school environment encourages leadership skills in female high school leavers

		Q3				Total
		strongly agree	agree	neutral	disagree	
GENDER	male	0	6	2	0	8
	female	2	5	2	3	12
Total		2	11	4	3	20

The feeling that the school environment encourages leadership skills in female high school leavers and the gender perspective as indicated in the table below implies that there is a perfect positive association at 4.470 and a not so meaningful relationship (0.215) amongst the two variables.

Table 4.17b: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.470 ^a	3	.215
Likelihood Ratio	6.217	3	.102
Linear-by-Linear Association	.385	1	.535
N of Valid Cases	20		

a. 7 cells (87.5%) have expected count of less than 5. The minimum expected count is .80.

As per the table below, 50% males strongly agreed, 25% agreed, 12.5% were neutral and 12.5% disagreed, with regard to females 58.33% strongly agreed, 25% agreed, 0% were neutral and 16.67 disagreed , with the total breakdown being 55% strongly disagreeing, 25% agreeing, 5% being neutral and 15% disagreeing with Q4.

Table 4.18a: Cross tabulation analysis of Gender * Feeling that female high school leavers should take on leadership roles in school

		Q4				Total
		strongly agree	agree	neutral	disagree	
GENDER	male	4	2	1	1	8
	female	7	3	0	2	12
Total		11	5	1	3	20

The feeling that female high school leavers should take on leadership roles in school and the gender perspective as indicated in the table below implies that there is a perfect positive association at 1.616 and a not so meaningful relationship (0.656) amongst the two variables.

Table 4.18b: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.616 ^a	3	.656
Likelihood Ratio	1.951	3	.583
Linear-by-Linear Association	.061	1	.804
N of Valid Cases	20		

a. 7 cells (87.5%) have expected count of less than 5. The minimum expected count is .40.

As per the table below, 87.5% males strongly agreed, 12.5% agreed, 0% were neutral and 0% again strongly disagreeing, with regard to females 75% strongly agreed, 8.33% agreed, 8.33% were neutral and 8.33% strongly disagreed, with the total breakdown being 80% strongly disagreeing, 10% agreeing, 5 % being neutral and 5% strongly disagreeing to Q5.

Table 4.19a: Cross tabulation analysis of Gender * Feeling that an educator has a role to play in the development of leadership skills in female high school leavers

		Q5				Total
		strongly agree	agree	neutral	strongly disagree	
GENDER	male	7	1	0	0	8
	female	9	1	1	1	12
Total		16	2	1	1	20

Feeling that an educator has a role to play in the development of leadership skills in female high school leavers and the gender perspective as indicated in the table below implies that there is a perfect positive association at 1.510 and a not so meaningful relationship (0.680) amongst the two variables.

Table 4.19b: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.510 ^a	3	.680
Likelihood Ratio	2.218	3	.528
Linear-by-Linear Association	1.019	1	.313
N of Valid Cases	20		

a. 6 cells (75.0%) have expected count of less than 5. The minimum expected count is .40.

As per the table below, 0% males agreed, 87.5% were neutral and 12.5% disagreed with regards to females 41.67 agreed, 16.66 were neutral and 41.67 disagreed, with a total breakdown of 25% agreeing, 45% being neutral and 30% disagreeing to Q6.

Table 4.20a: Cross tabulation analysis of Gender * Feeling that the government promotes female high school leavers through the implementation of leadership skills in the high school curriculum

		Q6			Total
		agree	neutral	disagree	
GENDER	male	0	7	1	8
	female	5	2	5	12
Total		5	9	6	20

Feeling that the government promotes female high school leavers through the implementation of leadership skills in the high school curriculum and the gender perspective as indicated in the table below implies that there is a noteworthy perfect positive association at 10.046 as well as meaningful relationship (0.007) between the two variables.

Table 4.20b: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.046 ^a	2	.007
Likelihood Ratio	11.979	2	.003
Linear-by-Linear Association	.130	1	.718
N of Valid Cases	20		

a. 5 cells (83.3%) have expected count of less than 5. The minimum expected count is 2.00.

As per the table below 0% males strongly agreed, 12.5% agreed, 50% were neutral, 37.5% disagreed and 0% strongly disagreed, with regards to females 8.33% strongly agreed, 0% agreed, 25% were neutral 33.33% disagreed and 33.33% strongly disagreed, with the total breakdown being 5% strongly agreeing, 5% agreeing, 35% being neutral, 35% disagreeing and 20% strongly disagreeing to Q8.

Table 4.21a: Cross tabulation analysis of Gender * Feeling that as an educator enough is being done to transfer leadership skills

		Q8					Total
		strongly agree	agree	neutral	disagree	strongly disagree	
GENDER	male	0	1	4	3	0	8
	female	1	0	3	4	4	12
Total		1	1	7	7	4	20

Feeling that as an educator enough is being done to transfer leadership skills and the gender perspective as indicated in the table below implies that there is a perfect positive association at 5.714 and a not so meaningful relationship (0.222) amongst the two variables.

Table 4.21b: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.714 ^a	4	.222
Likelihood Ratio	7.799	4	.099
Linear-by-Linear Association	1.492	1	.222
N of Valid Cases	20		

a. 10 cells (100.0%) have expected count of less than 5. The minimum expected count is .40.

As per the table below, 62.5% males strongly agreed, 37.5 agreed and 0% were neutral, with regards to females 83.33 strongly agreed, 8.33 agreed and 8.33 were neutral with a total breakdown being 75% strongly agreeing, 20% agreeing and 5% being neutral to Q9.

Table 4.22a: Cross tabulation analysis of Gender * Recommending equal transfer of leadership skills to female high school leavers

Count		Q9			Total
		strongly agree	agree	neutral	
GENDER	male	5	3	0	8
	female	10	1	1	12
Total		15	4	1	20

Feeling that as an educator enough is being done to transfer leadership skills and the gender perspective as indicated in the table below implies that there is a perfect positive association at 2.986 and a not so meaningful relationship (0.225) amongst the two variables.

Table 4.22b: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.986 ^a	2	.225
Likelihood Ratio	3.326	2	.190
Linear-by-Linear Association	.230	1	.632
N of Valid Cases	20		

a. 4 cells (66.7%) have expected count of less than 5. The minimum expected count is .40.

As per the table below, 75% males strongly agreed, 25% agreed and 0% were neutral, with regards to females 67% strongly agreed, 25% agreed and 8.33% were neutral with a total breakdown of 70% strongly agreeing, 25% agreeing and 5% being neutral to Q10.

Table 4.23a: Cross tabulation analysis of Gender * Feeling that leadership skills highlight future opportunities and growth platforms to ensure professional development.

		Q10			Total
		strongly agree	agree	neutral	
GENDER	male	6	2	0	8
	female	8	3	1	12
Total		14	5	1	20

Feeling that leadership skills highlight future opportunities and growth platforms to ensure professional development and the gender perspective as indicated in the table below implies that there is a perfect positive association at 0.714 as well as a not so meaningful relationship (0.700) amongst the two variables

Table 4.23b: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.714 ^a	2	.700
Likelihood Ratio	1.069	2	.586
Linear-by-Linear Association	.387	1	.534
N of Valid Cases	20		

a. 4 cells (66.7%) have expected count of less than 5. The minimum expected count is .40.

As per the table below 12.5% males strongly agreed, 12.5% agreed, 75% were neutral, 0% disagreed and 0% strongly disagreed, with regards to females 16.67% strongly agreed, 41.67% agreed, with 25% being neutral, 8.33% disagreeing and 8.33% strongly disagreeing, with a total breakdown of 15% strongly disagreeing, 30% agreeing, 45% being neutral, 5% disagreeing and 5% strongly disagreeing to Q11.

Table 4.24a: Cross tabulation analysis of Gender * Feeling that there is a complimentary balance between leadership skills emphasis in high school and success in the business world for female high school leavers.

		Q11					Total
		strongly agree	agree	neutral	disagree	strongly disagree	
GENDER	male	1	1	6	0	0	8
	female	2	5	3	1	1	12
Total		3	6	9	1	1	20

Feeling that there is a complimentary balance between leadership skills emphasis in high school and success in the business world for female high school leavers and the gender perspective as indicated in the table below implies that there is a perfect positive association at 5.417 and a not so meaningful relationship (0.247) amongst.

Table 4.24b: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.417 ^a	4	.247
Likelihood Ratio	6.237	4	.182
Linear-by-Linear Association	.075	1	.784
N of Valid Cases	20		

a. 9 cells (90.0%) have expected count of less than 5. The minimum expected count is .40.

4.6 CONCLUSION

Based on the analysis of the transfer of leadership skills to female high leavers, there is a correlation between gender and roles.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 INTRODUCTION

The research question was, what are teachers' perceptions about the factors that impact on leadership development of female high school leavers in the South African High School curriculum, in the Inanda area? With the objectives being firstly to evaluate the involvement of teachers in the high school curriculum design; secondly to determine the perception of teachers on female high school leavers leadership skills and thirdly, to examine the measures that have been taken by the South African government to promote female high school leavers in leadership through the emphasis on the implementation of these skills in the high school curriculum development.

The development of leadership skills in young women should start at a young age Spaul (2015). The focus should be on the bigger picture of the transferability of leadership skills, the culture of learning, human capital development which leads to employability and whether the school environment enables female high school leavers to be employable. This points to the important factors such as government involvement, curriculum development which includes teacher involvement, teacher expert knowledge and the school environment. The onus is on the government to ensure that there are systems in place to ensure equality and compliance to set systems (Rhode, 2016).

This section presents the discussion of the findings taken on, in the existing study. These results are offered in the way in which they were utilised. Primary to that, the outcomes and the teachers' perceptions about the factors that influence leadership development of Female School Leavers in South African High Schools and the descriptive figures of each of the processes will be presented. Cronbach alpha coefficients and chi-square values will also be presented.

5.2 DISCUSSION OF RESULTS

This section presents the overall conversation of the outcomes. This section in total sketches the outcomes and inferences with regards to previous findings and connotations in the sense of this study is offered.

A combined amount of twenty (20) questionnaires were completed by teachers at the Inanda Comprehensive High School. The sample consisted of 12 females and 8 males. The majority was for the 41-50 age group at 45%. The majority of teachers, at 70%, strongly agreed that teachers should be involved in the school's curriculum design. This indicates the importance as referred to in the literature review that teachers feel important and motivated when they are included in decision making especially in the design of the school curriculum. They feel they are part of the school system and are responsible for the functioning of the school environment.

75% of the teachers strongly agreed that the equal transfer of leadership skills to female high school leavers should be practised. 70% of the teachers strongly agreed that leadership skills highlight the future and are vital to the preparation of the female high school leavers for the business world. This again goes back to the literature review where most studies indicated that the support for the development of leadership skills to female high school leavers is important to prepare the students for the ever evolving business world.

There were concerns which came to light which were stumbling blocks when it came the transferability of leadership skills to female high school leavers. The issues were the trust and perceptions which the teachers had of the school leaders in terms of their qualifications and experience. Increased remuneration of teachers as motivation included benefits and better working conditions (Reed, 2017). The relocation of experienced and qualified teachers to schools with better resources,

budgets and infrastructures. Teachers have an important role to play they impact on the value of the school results by influencing the quality of school outcomes through affecting the school mission and the association of the school configuration with culture (Day, Gu and Sammons, 2016).

Teachers should increase the level of teaching to ensure that female high school leavers are capable and able to enter the business world (Masters et al., 2016). It has to be noted that whilst teaching is seen as a calling, most teachers as any other employee want to feel valued. The number factor seems to be motivation to turn the schools into excellent centres of learning and turn them to be environments that promote the culture of learning. It seems that teachers are there as part of the employees and need their employers which is the government and the principals to come on board and include them in decision making. They have to create a buy in, in terms of leadership transfer for both the teachers, boys and female high school leaders.

The business world also needs to come on board in terms of supporting the government and school with initiatives such as career days which support the transfer of leadership skills to female high school leavers. All of the above statements have a bearing on the employability of female high school leavers (Saphier, 2017). South Africa currently has a very high unemployment rate and this could have a bearing on decreasing it. The business world relies on the educators to produce capable and skilled future leaders (Gonzales and Lambert, 2014).

The outcomes accentuated a close relationship when analysing the outcomes of cross-tabulations analysis, it was detected that the gender and role played in the improvement of leadership skills in female high school leavers influences but the outcomes confirm that there is no connection amid the two variables as $p > 0.05$ (0.680). As per the literature review sources revealed the existence of gender roles and stereotypes where boys and girls are taught from a young age the cultural roles and expectations of not only young boys and girls but also adult men and women.

This implies that from a young age, there is already a great influence on the kind of leaders they will become as adults (Northouse, 2016). As such the anticipation was that the views of the male teachers would differ to those of the female teachers regarding the facilitation, development and provision of leadership roles for female high school leavers. However, this was not the case. The results showed that the female and male teachers were in agreement with each other regarding the existence of formal systems that encourage leadership behaviour in female high school leavers. The exact same number of male and female teachers agreed and yet again the exact same number strongly disagreed.

Further outcomes of this study support a notion that there is a relationship between gender and the perceptions that government promotes female high school leavers through the implementation of leadership skills. This was made evident by the fact that none of the male teachers agreed to the proposition that the government promotes female high school leavers through the implementation of leadership skills in the high school curriculum. What is of particular interest in this matter though is that most of the male teachers were not disagreeing with this notion. The majority of the men in this study were merely neutral.

One could argue that this is due to a disconnect between the males and the plight of female leaders around the country, based on the number of females in leadership positions, the issue lies not with the leadership positions women hold but rather how men see themselves in relation to female leaders. This research goes on to state that men may even consider themselves superior to women (Spring, 2017). This is in keeping with this result. The male teachers may be neutral about this because they are either unaware or possibly because they are not concerned with the progression of female leaders. It can be argued that these male teachers view this as a female problem and not something that requires anything from them; that they may be somehow be above this kind of problem.

Also stated in the literature review is that issues of this nature have to be addressed at the school environment with all the relevant stakeholders. It stands to reason that if the male teachers are disconnected from the challenges faced by female leaders and female high school leavers, they will struggle to fully support and encourage the development and transfer of the leadership skills to the female high school leavers. These male teachers have to at least be aware of the magnitude of the influence of the school curriculum instituted by government has, in order for them to play a major role in advancing the female agenda. By enabling learners to be the leaders of tomorrow, (Huffman et al., 2014).

From the finding it can be implied that these male teachers are not concerned with the plight of female high school leavers as a whole but rather that they are not in tune with the struggles faced by female leaders and therefore do not fully understand why there is a need for emphasis on the development of leadership skills of female students at high school level. High school continues to be some of the most influential years that a person may face in their life and as such present an opportunity to effect a change in the development of leadership skills, particularly for female high school leavers. Examining measures that have been taken by the South African Government to promote female high school leavers in leadership through the emphasis on the implementation of the transfer of these leadership skills.

There were diverse opinions variety of input where the government is concerned, most of the views linked to the literature review. The feeling is that the government is concerned about issues such as teenage pregnancy and is not really focusing on the transfer of leadership skills to female high school leavers. Some concerns were on implementation compliance and policies which have to be put in place by the government, be evaluated and monitored regularly. The South African government has a lot of ground work and compliance issues to attend to (DiPrete et al., 2013).

40% of the teachers felt that the government did not give or provide enough chance for female high school leavers. The literature review had comments where it was felt that as much as there has been progress but there was still room for much improvement in with regard to government initiatives. Furthermore the perceptions that government promotes female high school leavers' through leadership implementation and the gender perspective implied that there is a perfect positive association at 0.486 as well as meaningful relationship (0.007) between the two variables.

5.3 CONCLUSION

The results of the analysis of the questions on the questionnaire indicate a perfect positive relationship between the variables. The relationship amongst gender, the different perceptions and feelings shows a positive relationship, is in agreement with the literature review in terms of the leadership development of female high school leavers.

Chapter six presents the conclusions and recommendations, it will be discussing the conclusion, implications of the research, limitations of the study and recommendations to solve the research problem.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The focus of this study has been on understanding the perceptions of teachers on the development of female high school leavers leadership skills, in order to ascertain more clarity on the main aim of this study which is to find out teachers perceptions about the effects of the South African High School Curriculum on the Development of Leadership skills in Female High School Leavers.

6.2 CONCLUSION

The research question was, what are the teachers' perceptions about the factors that impact on leadership development of female high school leavers in the South African High School curriculum, in the Inanda area? The study found that the perceptions held by the teachers is that more focus should be put on the factors that impact leadership development. The question was answered by the study in that 70% of the teachers strongly agreed that the involvement of teachers in the designing of the school curriculum was vital. 45% teachers were neutral that is about 45% and some 30% disagreed that the government promoted female high school leavers through the implementation of leadership skills in the high school curriculum. In the open ended questions section most teachers agreed that the government had done a lot but that there was still a lot of improvements needed in terms of initiatives which promotes the transferring of leadership skills to female high school leavers.

The objectives of this study were to firstly evaluate the involvement of teachers in the high school curriculum design; secondly to determine the perception of teachers on female high school leavers leadership skills and thirdly to examine the measures that have been taken by the South African government to promote female high school leavers in leadership through the emphasis on the implementation of these skills in the high school curriculum development. It seems that most teachers would

like to be involved in the design of the school curriculum. Most teachers agree that female high school leavers should be developed in the basic leadership skills from the high school entry level. The South African Government has taken certain measures as part of their curriculum, in the development of leadership skills to female high school leavers but a lot of implementation and compliance still needs to be done and adhered to.

6.3 IMPLICATIONS OF THIS RESEARCH

This study has contributed in highlighting the need for more research into the relationship between the teachers' perceptions specifically to the development of leadership skills to female high school leavers and the effect of that by the school curriculum. The teachers' perceptions of not feeling that they are consulted in terms of the curriculum design should be taken into consideration. Leadership should include the government, labour relations, governing body and the students and work together in developing the leadership skills of female high school leavers, whilst at the same time sensitising stereotypes and boys to the importance of leadership skills to female high school leavers.

The various stakeholders such as the government, labour unions, parents, school governing body, educators and scholars will benefit from this study as it will create a platform for further discussions and the betterment of the school environment and infrastructure. The teachers once they understand and see the bigger picture will be motivated to prepare students for the evolving business world. This study could create conflicting views in terms of the development of leadership skills. In the sense that it could be seen as a waste of resources because of socio-cultural beliefs which emphasize females as household carers resulting in them not being active in the business world. Female high school leavers might be seen as a population which should get married and have children or not capable of being leaders in the business world.

6.4 RECOMMENDATIONS TO SOLVE THE RESEARCH PROBLEM

The main recommendation for this study is for the development of leadership skills for female high school leavers to start at the government level through policy development, to be implemented at school level which promotes the idea. This will address compliance issues at the school environment level. Teachers have to be motivated by means of being involved in the decision making activities where the design of the school curriculum design is involved.

It is important for the parents and cultural bodies to change their stance and start to ensure that female leadership skills are practised in the home and community environment. The important part is that female high school leavers should not be seen as being good for the home up keeping activities but be developed for the business world.

6.5 FURTHER RESEARCH

Further research can be done on the students' expectations in terms of the transfer of leadership skills, more research still needs to be done to focus on the relationship between the teachers perceptions of the curriculum and the transfer of leadership skills specifically, rather than concentrating mainly on social issues, maths and science. Also Development and the culture of learning schools

6.6 SUMMARY

The question on the teachers' perceptions about the factors that influence leadership development of female high school leavers in South African high schools has been answered, they feel that they should be fully involved in the design of the school curriculum. There was a lot of insight in terms of what motivates the teachers to be excellent at their job and to buy in to the idea of the development of female

high school leavers' leadership skills. Their perception of the leadership skills of their leaders was also vital in the sense that it had to be someone who is fully qualified and experienced to lead and create a learning culture for the school. The government was also expected by teachers to improve the quality and budget of the infrastructures for the less privileged communities.

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