FACTORS INFLUENCING WOMEN TEACHERS UNDERREPRESENTATION IN PRINCIPALSHIP POSITIONS OF DUTYWA SENIOR SECONDARY SCHOOLS IN EASTERN CAPE

by

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SUPERVISORS: DR E N CISHE,
DR CD MANTLANA

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ABSTRACT

First of all, South Africa’s struggle against racial discrimination has received international exposure but the focus now is on gender disenfranchisement which is, however, eclipsed by the struggle for racial redress. In the current climate of redress, post Apartheid South Africa has pledged an unequivocal commitment to the promotion of a unitary, non-sexist, non-racist South Africa in all facets of life. Several enabling national policies have been legislated to promote equity and access to those previously excluded by virtue of race and gender, particularly in assuming leadership roles in key public domains. The catalyst for this study is encapsulated from historical trajectories of women lives, in apparent intractable patriarchal higher echelons, monolithic patriarchal South African school organizations and visible paucity of women in principalship positions of Senior Secondary Schools (SSS) in Dutywa Education District. Significantly, this study actually refers to causality factors of gender imbalance in work places as a provocative factor leading to constant marginalization of women in leadership positions irrespective of sound and clear government policies. This is a principal subject of concern that has grounded this present researcher to undertake this study.

Views and ideas applicable in addressing this phenomenon were invited from women teachers of Dutywa Education District and most crucially about the scarcity of women teachers in principalship positions of this District. Questionnaires were distributed to research sites of three sub-districts of concern. The population had been sampled from women teachers of Dutywa Education District, Eastern Cape Province of South Africa. Quantitative results show that organisational factors, culture, women’s personalities and colonial legacies are obstacles challenging the effectiveness of females in school administration. Specifically, teachers’ negative attitudes towards being a female, particularly female principal in schools are cited as the major impediments to women principals of high schools. The study implores governments to continue appointing more women to school leadership positions despite the identified challenges.
DECLARATION

I, Temba Mokotho, student number 201615169, solemnly declare that this thesis entitled “factors influencing women teachers underrepresentation in principal positions of Dutywa Senior Secondary Schools in Eastern Cape” is my original work. All sources used in the study or quoted in the study have been indicated and acknowledged by way of complete references.

MASTERS CANDIDATE : MOKOTHO THEMBA

SIGNATURE : 

DATE : 

SUPERVISORS : DR E N CISHE AND DR C D MANTLANA

SIGNATURES : ........................................  ........................................

DATE : ........................................  ........................................
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ACKNOWLEDGEMENT

I extremely extend my sincere gratitude to the following people for their valuable support, professional guidance, insightful information, significant contribution, and magnanimously sacrifice of their time in making this study a finished product.

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I thank the Education Department and principals of schools for granting me permission to conduct this study in their schools, participants of the study for their willingness, sacrifice of their time, and their wealth knowledge and experience that enabled me to navigate through all disciplines on this phenomenon. All of you in a special way have made a mark in my life.

My colleagues both in my work place, Jonguhlanga Senior Primary School (SPS) at Elliotdale and classmates, your motivation and encouragement, each and every one of you are reflected in me forever. I am privileged and blessed to be one of you. To all of you I have not mentioned, do not feel forgotten, due to limited space, I cannot mention every one of you, but I acknowledge you. All of you, you are so inspirational, I appreciate you more than the way you will ever know and you are a special blessing to me.

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Most importantly, I’m confident enough that it is not by me but all respect and glory is to higher being, to God, for manifestation of his love and benevolence in giving me the strength, wisdom and good health to make this possible and complete this research study. God’s favour is upon me. ‘I honour God for this’ (1Corinthians 6:20).
DEDICATION

The study is dedicated to my late half-sister, Nolitha Siyalu who was with me all the way of her schooling until her sudden tragic disappearance in early days of her life due to RSA road negligence. “The cords of death entangled me, the anguish of grave came upon me; I was overcome by trouble and sorrow” (Psalm116: 3). Perched on that situation, her absence is irreplaceable but as long as we (family) live, we will carry her in our hearts.

Mokotho T
Mthatha
RSA
March 22, 2013
ACRONYMS

ACE      Advanced Certificate in Education
CEDAW   Convention of the Elimination of all Forms of Discrimination Against
CGE     Commission for Gender Equality
CPTD    Continuing Professional Training and Development
DBE     Department of Basic Education
Dept    Department
DET     Department of Education and Training
EDO     Education District Office
EEA     Employment of Educators Act
ELAA    Education Laws Amendment Act
HoA     House of Assembly
HoD     Head of Department
HoD     House of Delegates
HSRC    Human Science Research Council
ICU     Intensive Care Unit
KSD     King Sabata Dalindyebo
NEPA    National Education Policy Act
PFMA    Public Finance Management Act
RSA     Republic of South Africa
SABC    South African Broadcasting Corporation
SADTU   South African Democratic Teachers Union
SASA    South African Schools Act
SGB     School Governing Bodies
SGT     Self Governing Territories
SPS     Senior Primary School
SSS     Senior Secondary School
TBVC    Transkei, Bophuthatswana, Venda and Ciskei (Former Homelands)
UN      United Nations
KEY WORDS

Equity
Glass Ceiling
Inequality
Inferiority
Labour Market
Legislation
National Women’s Day
Patriarchy
Perception
Policy
Transformation
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CHAPTER 1

ORIENTATION AND BACKGROUND

1.1. INTRODUCTION

Trajectories of women personal lives reveal major problems women encountered, specifically during the era of apartheid which culminated from powerful forces that had influenced and shaped their lives to believe that they were inferior to their male counterparts (Ledwith and Colgan, 1996). One of the enduring tragedies is in African politics that few of them (African leaders) accord the full status of citizenship to all persons within the territory boundaries they administer but have followed the colonial treatment of categorizing people and justify in their exclusion with reference to the colonial era (Kevane, 2004, p.181). Long standing and continuing inequalities between women and men exist in salary, promotion and ability to reach the top, regardless of the profession they pursue (Valian, 1999, p.187). An account of these problems has been well documented over the last thirty seven years across the world (Wilson, 1995, p.22).

Beside suffering from gender discrimination of being a woman, apartheid government created special problems like inhuman workload with best intentions to feed families of migrant workers, force removal laws (influx control laws or Bantu Urban Areas Act 1954, and superfluous Africans under section 10 of Bantu law Amendment Act of 1964), break-up families and chronic shortage of houses from 1968, all these laws affected women and some of them ended up in resettlement camps. Laws like Prohibition of Mixed Marriages Act 1945, Immorality Act 1950 leading to racial categorization criteria through Population Registration Act 1950, were directed specifically to women making them inferior to manhood, including Bantu Education Act 1953 where education for African was put in hands of Central Government, in promotion of an inferior training among Africans with deliberate future occupational status (Louw, 2004; Alden, 1996, p.15; Smith, 1982, p.66;
Posel, 1991, p.53). As women were driven off the land by Urban Areas Act, section 10, despite the government efforts to keep women out of South Africa’s labor market, some women took a route like men to join wage labor market. Women were obliged to migrate due to economic hardship and worked out differently as means of surviving in often harsh, alienating and vulnerable male dominated environment (Krige, Friedman, Akoojee, Davine, Moichela, and Greybe, 2006, p.48).

Having such a bleak picture about women, at Copenhagen 1980 World Women Conference, it was indicated that the only two areas of professional work in which women dominated was teaching and nursing. These were dominant that moment. Teaching is a segmented profession which at the primary level is feminized and is perceived as a job compatible for women (Ledwith and Colgan, 1996, p.186). This is where women face an unequal struggle of deep seated structural constraints in reaching senior and well paid positions (Ledwith and Colgan, 1996, p.192). Women constitute about two thirds of all employees and clustered in low status in formal employment of South Africa (Murray, 1994, p.65). The declining curve in number of women occupying senior positions increases a concern even in United States, United Kingdom and Australia (Davies and Gunawardena, 1992, p.2. This chapter introduces the background that motivates the present researcher to undertake this study, statement of the problem, purpose of this study, significance of the study, research methodology and a summary of the whole chapter.

1.2. BACKGROUND TO THE STUDY

The education system of South Africa before 1994 was characterized by apartheid discriminatory policies (Klaas, 2008). Oosthuizen and Harron (2006, p.11) show a real picture of Republic of South Africa (RSA) Apartheid Education system as a key arena in which the races were separated and in which Whites were privileged. As mentioned above, the responsibility for the education of each of the race groups was split. Non-homeland African schools were the responsibility of the Department of Education and Training (DET), Coloured schools were administered by the House of
Representatives (HOR), Asian schools by the House of Delegates (HOD) and White schools by the House of Assembly (HOA), being the three Houses in the tricameral parliament of the late apartheid era. The individual homelands and Self Governing Territories (SGTs) within South Africa also administered the schools within their boundaries. As a result, each school was administered by one of 14 Departments of Education.

As a result of apartheid policies with its racial and geographical separation of education, it left a long-lasting impact that has persisted post-1994. Apartheid had a major impact on women as oppression against them was far different from discrimination against men. Regardless of the racial group they represented, women faced the same unfair barriers which had disadvantaged them, for instance, they had no right to vote which meant that they had no say in the country’s policies and politics.

Available literature suggests that, in the past women formed a high percentage in the Education Department and currently the status quo is evident (Rajuili, 2007, p.04). Women constitute 70% of the teaching population (DoE, 2005; Paulsen, 2009, p. 01). Regardless of the higher percentage women cover, there has always been a lack of their representation in principalship positions. Ozga (1995, p.04; Rajuili, 2007, p.17) state that in the past and currently women are visible in the management of education to young pupils and as the age of pupils increases, the proportion of women diminishes.

The democratic government of South Africa (1994) has redefined societal obstacles to the advancement of women through its new constitution (1996) which is promoting gender equality, affirmative action, equal employment opportunities and non discriminatory procedures in all facets of life. Women have better grounds for taking issues related to women under representation in their areas of expertise, that are to allow them to explore and demonstrate their abilities (Constitution of RSA, Act 108 of 1996). What raises questions is the status of RSA women which has not
changed although the RSA government when it came to office in 1994 made strong legally binding commitments to uphold and promote gender equality through the Constitution of South Africa Act 108 of 1996.

Practically, not much seems to have changed, especially in the Department of Education. It can be said therefore that, regardless of the democratic government written policies, its attempts and desires to rectify gender imbalance, the apartheid legacy remains, as the dominant number of women participate in rendering education services than leading in the Education Department, particularly at principalship level in Senior Secondary Schools. South Africa’s policies and educational policies necessitate women to unlearn the myths about their lack of abilities and capabilities and ensure themselves that they can assume school leadership roles confidently and competently. Women teachers have to assume leadership roles in educational contexts within those ravages associated with women by the scourge of HIV/AIDS, poverty, gender violence, proliferation and startling mutilation of women (women and children trafficking) and other social maladies that call for extraordinary leadership skills particularly among educators, thou it may not be simple. This trend has recently become of great concern to many people who are agitating that women should be given the opportunity to contribute meaningfully to development and be part of policy-making bodies (Onokala and Onah, 1998).

The Acts in RSA stand as policy parameters for effective management of Department of Basic Education (DBE) and elimination of all forms of discrimination and unfair labour practices in organizations (Van der Westhuizen, 2008, pp.349-354). Thus the corpus of predominantly RSA Schools patriarchal ladders need lens through which leadership aspirations have to be explored. The point is, from tragedies of apartheid to dignity of this democratic freedom, how valuable are Government and Educational policies in lives of women teachers? The recognition of Customary marriage Act 120 of 1998, section 7 has a piece of legislation that reinforces the right to equality among different races, while also taking into account different cultures, especially different forms of marriage in RSA. Despite women’s exclusion from other areas of
public social engagement, teaching has remained a women-dominated profession. This present researcher embarked on this study to find answers for the cause of concern of this phenomenon particularly at Dutywa Education District.

1.3. STATEMENT OF THE PROBLEM

In Education Department, statistical profile reports of teachers by Human Sciences Research Council (HSRC) on National Policy Framework for Teacher Education and Development in South Africa (2005) indicates that the number of teachers employed in Education Department were 386595. It states that two-thirds of all those teachers are women but men are still disproportionately represented in promotion post and in school management. The following is a table of RSA statistics for educator’s employment status presented by Human Sciences Research Council (HSRC) presented at Kopanong Conference Centre, Benoni on the 28-29 May 2007.

<table>
<thead>
<tr>
<th>Age</th>
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<th>HOD’s</th>
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<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Less-20</td>
<td>42</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-30</td>
<td>6574</td>
<td>12474</td>
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<td>201511</td>
<td>16234</td>
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The age and gender profile of deputy principals and principals appears to be the exact opposite of what was observed within teachers and HODs. Males outnumber females in all the age groups, and there are a larger number of younger male deputy principals and principals. Looking at above statistics, a huge difference between female and male principals of different ages is 5846, males outnumber the
female principals. It is ironic that even the Department of Education which is expected to play a proactive role in achieving the goals of equality of opportunity in the society, is itself, facing the acute problem of gender inequity in respect of overall representation of women in administrative academic positions in the system (Onah and Onokala, 1998).

For the situation of Dutywa District of Education it becomes worse, in 39 Senior Secondary Schools (SSS), 33 of these schools are managed by male managers. It is evident from the above, that the number and thus the percentage of women in position or ranks of principalship, specifically of Senior Secondary Schools in Dutywa are six (6) and 15% respectively. For the present researcher, the paucity of women in responsible positions has been a cause for concern especially with respect to the principalship of Senior Secondary Schools, thus raising questions about the causality for which answers need to be found. In order to try and find the answers, the present researcher decided to embark on this nature of study in investigating the influencing factors for women status (that is paucity) in Dutywa District SSS principalship positions.

In order to sharpen the focus of this study, the following are critical questions based on the problem statement that enabled the researcher to gain an understanding of contributory factors for women to be ostracized chances of principalship position in Dutywa Education District.

**Main Research Question**

1. What are factors influencing women underrepresentation in principalship positions of Dutywa District Senior Secondary Schools?

**Sub-Questions**
1. What are the factors affecting women underrepresentation in Principalship positions of Dutywa Education District?
2. How do these factors impede women from applying for principalship positions?
3. How can these causality factors be addressed to respect and promote androgynous educational ladders in RSA particularly in Dutywa Education District?

1.4. PURPOSE OF THE STUDY

Informed by the research questions, the purpose pursued for the research study is to investigate factors influencing women underrepresentation in principalship positions of Dutywa Senior Secondary Schools. To attain this purpose the following specific objectives have to be achieved; To:

- Determine the factors influencing women underrepresentation in Dutywa Education District
- Describe the nature and the extent of the causality factors for women applying for principalship position
- Establish how the factors and challenges affecting women underrepresentation can be addressed to promote androgynous education ladders.

It is the primary objective of this study to provide a valuable framework in understanding the causality factors, particularly counting elements for lack of women in principalship positions of Senior Secondary Schools.

1.5. RATIONALE FOR THE STUDY

Considering the fact that the ratio between female and male teachers favours female teachers, it is questionable why most management positions particularly the principalship positions of Senior Secondary Schools is assigned to male teachers. Are women teachers incapable of managing SSS or, is it the legacy of apartheid that still
has a significant value in RSA schools, or is the implementation of educational policies contradictory or some of other groups benefit from this process of the implementation than others? These particularly pertinent questions in RSA context raise serious concerns. Vaughn’s (1976, p.24) quoted by Mkhize (2006) is still relevant when saying: “All individuals have a role in developing and sharing accountability for the effective implementation of the educational goals development”

The rationale for the study is visible monolithic patriarchal ladders of RSA schools. This study seeks to trigger causality factors by examining sampled subjects for this wide spectrum of interest in Dutywa Education District. Apart from anecdotal accounts of whatever paradoxical explanation for the corpus of predominantly RSA schools patriarchal ladders particularly of Dutywa District, the study sought lens through which leadership aspirations have to be explored, suggest measures to surrogate excuses and ways to efface stereotyping and social constructed impediments to women advancements. To increase an understanding about the forces that drive RSA particularly Dutywa Education District to this situation, generally, it is a human curiosity about the world, the main cause which has driven this present researcher to embark on a study of this nature for this phenomenon in question particularly in Eastern Cape, where the researcher is an educator in one of Dutywa District Schools.

1.6. THE SIGNIFICANCE OF THE STUDY

Placed in this setting, the researcher hoped that it was of great importance to carry out this study as the women underrepresentation in principalship positions diminishes the general status of women as educational professionals. The researcher perceives that if considerations were to be taken from the findings of this study, the Department of Education, the schools, the communities, women as aspiring to be principals and the teachers, even the society at large may stand to benefit greatly from this study.
It is hoped that the people who may benefit the most are the female teachers themselves because after expressing concerns, psychologically there might be a relief. Again teacher Unions who are known of being supportive of reforms and restructuring programmes especially those addressing important issues like that of gender equality are going to benefit in this study.

As South Africa is desperate for equality and equitable development, this study presumes that the exposure to the findings of this study will propose a broader view for women to navigate the room for their position in the RSA Public Services and gain confidence on their potentials. For policy makers to take into account the wider range of techniques in implementing educational policies for the development, empowerment and growth of all educational stakeholders in an androgynous educational ladder. In other words this study might serve to strengthen efforts to implement equal employment opportunities, enhance scholarly understanding of school leadership and add to the body of leadership practices the morals, ethics and social justice which must be adhered to respect the Constitution of RSA (1996).

Information and acknowledgement of this study is believed to contribute to women teachers who intend to apply for promotion in schools to apply. Findings on the other hand are believed to inform and influence policy decision makers about deep seated challenges women face and taken – for granted assumptions on the nature of RSA School hierarchies.

For that matter this study seeks to trigger changes in schools so that schools become institutions of social justice and gender equity. This can help to support the consistency of research findings on this phenomenon and as a matter of concern to all stake holders and educational organizations, the value for findings of the study is hoped to come up with means to attract capable women to educational management. It is also hoped that this study will be a useful reference for further research.
1.7. RESEARCH METHODOLOGY

Researchers have to be able to justify methodologies for reasons in choosing a particular approach and specific procedures (Opie, 2006, p.16). In trying to address the research questions, quantitative method has been employed in this study. Quantitative research approach emphasizes numbers, measurements, deductive logic, control, and experiments (McMillan, 2008, p.10; Goddard and Melville, 2001, p.52). Remler and Van Ryzin (2011, p.81) reveal that quantitative research often investigate intangible constructs such as emotions, attitudes and perceptions which is a lived experience. McMillan and Schumacher (2006, p.12) state that its purpose seeks to establish relationships and explain causes of changes in measured social facts.

1.7.1. Research Design

Research design refers to a plan for carrying out a study (McMillan, 2008, p.11). Miller and Brewer (2003, p.262) aver that research design is the model used by the researcher to discharge the burden of proof that is to logically organize for the research to reach valid conclusions. The functions of a research design is to relate to the identification and or development of procedures and logistical arrangement required to undertake the study and to emphasize the importance of quality in procedures to ensure their validity, objectivity and accuracy (Kumar, 2011, p.94). The research design for this study is a case study design.

A case study design focuses on one phenomenon which the researcher selects to understand in depth regardless of the number of sites or participants for the study (McMillan and Schumacher, 2006, p.316). Gerring (2007, p.17) states that to refer to work as a case study might mean that its method is holistic (more / less comprehensive examination of phenomenon), that it utilizes a particular type of evidence like non experimental based and its method of evidence gathering is
naturalistic (a real life context) at the same time either it may employ triangulation (multiple sources of evidence).

Kumar (2011, p.126), McMillan and Schumacher, (2010, p.345); and Bergman (2009, p. 58) state it clear that a case study can be used in quantitative or qualitative methodology or case study can be selected through quantitative findings in order to assist the clarification of the findings. Quantitative studies in social and policy research often investigate intangible constructs such as perceptions, emotions and attitudes that are essentially qualitative in lived experience (Remler and Ryzin; 2011, p.81).

A case study design is used to determine, give evidence, crucially focused on real situation with real people, in a real environment with the aims of providing a real picture of creative features of social behavior or activity in a particular settings and factors influencing the situation. The purpose of a case study is to obtain a detailed description or to gain an understanding of the case (McMillan, 2008, p.288).

1.7.2. Population and Sampling

The population is defined by Dominowski (1980, p.166) as nothing more than a defined set of cases, whereas a sample is defined as any subset from that population. The ultimate purpose of sampling is to select a set of elements from a population in such a way that descriptions of those elements accurately portray the parameters of the total population from which the elements are selected (Mouton, 2009, p.175). Tuchman (1994, p.238) indicates the population used in a questionnaire or interview as that group from which the researcher is interested in gaining information and drawing conclusions. The sites selected for this study were Senior Secondary Schools of Dutywa Education District in the Eastern Cape and participants of the study were female teachers. Eastern Cape is one of 9 provinces created by the Interim Constitution of RSA, in 1993 Act 200. Dutywa Education District is one of the 23 (twenty three) Eastern Cape Education Districts.
For quantitative research, probability sampling had been employed in this study in which both research sites and participants of the study were stratified and randomly sampled. The present researcher had decided on simple random sampling and stratified sampling in selecting six (6) research sites (schools) of Dutywa District and participants of the study. The rationale behind that random sampling was that, the characteristics of these good random samples (sample estimates) mirror the characteristics of the population as a whole (the “true” population parameters) (Brewer and Miller, 2003, p.268; Remler and Van Ryzin, 2011, p.158). Gerring (2007, p.86) believes that random sampling in case study design is likely to produce a representative of the overall population.

1.7.3. Data collection instrument

Research can be classified according to the techniques used in the study to collect data (MacMillan and Schumacher, 1993, p.40). Therefore the use of a technique depends on the applicability to the research being undertaken. Ways of collecting data include questionnaire, interviews, documents and some of them (strategies) allow the researcher to be involved in the life world of the subject. These kinds of information facilitate answers to the arising queries (Le Compte and Priesssle, 1993, p.158).

The fundamental difference is methodological approach features, like quantitative approach which uses numbers to describe the phenomenon whereas qualitative approach deals with the use of narrative descriptions (Macmillan and Schumacher, 1993, p.40). Macmillan and Schumacher (1993, p.101) further state that quantitative data techniques include structured observations, standardized interviews and questionnaires. Remler and Van Ryzin (2011, pp.57-58) attest that a quantitative research investigation the world is observed by using instruments like structured questionnaires that produce quantitative measurement or numerical data, representing various characteristics, attitudes and behaviors. The present researcher
preferred questionnaires for quantitative research and the rationale for the choice of this methodology in this study are multifarious, and complementary to the existing quantitative studies of the underrepresentation of women in principalship positions.

1.7.4. Data analysis procedures

For this present situation, McMillan and Schumacher (2006, p.316) state it clearly that the main aim of a case study design is for data analysis focusing on one phenomenon which the researcher selects to understand regardless of number of sites or participants for the study. For quantitative data the researcher used manual counting and calculations and the presentations are in tables, graphs and percentages. Tables are easiest ways of presenting numerical data (Waters, 1998, p.53). Tables dramatically clarify text, provide visual relief, and serve as quick point of reference (Kumar, 2011, p.293). For the percentage, the general purpose of the percentages is to serve as a relative measure that is used to indicate more clearly the relative size of measure, and is a common procedure in the interpretation of data (Kumar, 2011, p.295; Green& Tull, 1978, p.270; Blaikie, 2003, p.60). Percentage is the simply way of expressing the proportion or description of a behavior (Mouton (2009, p.431; Blaikie, 2003, p.59).

Percentage is useful as it shows the actual number of the observation and the percentage of observation in each class (Waters, 1998, p.56). On the other side, graphs presentation constitute the third way of communicating analyzed data, make analyzed data easier to understand and effectively communicate what it is supposed to show (Kumar, 2011, p.297). Quantitative data was analyzed through the use of questions from the questionnaires.

1.8. Validity and Reliability

Validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration (Mouton, 2009, p.122). Dooley
(1995, p.78) states that it is not just the measure but the appropriateness, meaningfulness and usefulness of the specific inferences made from it (the measure), on the fitness between it (the measure) and its label. May (1993, p.68) believes that the research is valid when the conclusions are true.

Reliability is an extent to which a test or procedure produces similar results under constant conditions on all occasions (Bell, 1999, p.103 and Opie, 2006, p.66). Dooley (1995, p.351) advocates that reliability is an extent to which a measure reflects systematic or dependable sources of variation rather than random error. The researcher adopts a stance of neutrality with regard to the phenomenon, that is no manipulation or set out to prove a particular perspective to arrive at a predisposed truth, instead of the researcher’s commitment to understand the world as it is, to be true to complexities and multiple perspectives as they emerge, and to be balanced in reporting, both confirming and disconfirming the evidence (Patton, 1990, p.55).

Babbie et al (1998, p.119) state that reliability is a matter of whether a particular technique applied repeatedly to the same object, would yield the same results each time. The study is reliable when the findings are repeatable. It is important that a measure be consistent, in such a way that it shows what and when it is repeatedly used and yields the same results. The consistency in measurement is referred to be reliability. Reliability and validity are requirements for both the design and the measurement of the research. At the level of the research design, conclusions are examined and asked whether they are true and repeatable.

1.9. ETHICAL CONSIDERATIONS

This study was carried out within the ethical protocols of research studies for research involving human beings. Cohen, Manion & Morrison (2007, p.71) state that all investigators, pursuing a course-based research, striving at the frontiers of knowledge, must take cognizance of the ethical codes and regulations governing their practice and failure to meet these responsibilities on the part of researchers is perceived as undermining the whole scientific process and may lead to legal and
financial penalties and liabilities for individuals and institutions. Ethics has to do with the application of moral principles to prevent harming or wronging others, to promote the good, to be respectful and to be fair (Sieber, 1993, p.14).

Permission was granted by Education Department, Dutywa District and principals of affected schools for this study. It was stated clearly in the questionnaire that participation in the study was voluntary and that the findings would be used for the purpose of the study without bridging the confidentiality of the respondents. This is a professional obligation to safeguard and honor assurance of confidentiality to subjects of the study (Berg, 2004, p.66).

At all times, the welfare of subjects was kept in mind even if it would involve compromising the impact of the research (Cohen et al, 2007, p.59). The researcher had taken consideration of ethics in the whole process of this research, from the stage of access and acceptance, where appropriateness of the topic, design, methods, and guarantees of confidentiality and anonymity, analysis and dissemination of findings were negotiated with relative openness, sensitivity, honesty, accuracy and scientific impartiality. Participants of the study were assured not to be harmed.

1.10. LIMITATIONS OF THE STUDY

The questionnaire itself constitute of dichotomous questions, a pre-determined questions which were YES/NO responses. It was a disadvantage effect as it did not give respondents to defend their responses, like other respondents stated NO at number 2 (have never applied for principalship posts) but ticked YES at number 3 which asked whether they had ever been called for interview. However the questionnaire was concluded by an open section where respondents were free to voice out their views.

Time and financial constraints had a major effect on this study. The schools were in far remote rural areas about hundred (100) kilometers from one sub-district to another sub-district school and were not easily accessible. Teachers themselves at the time of data collection (November and December) were busy with learner
results, marking grade twelve scripts in different places (Provincial Marking Centres) while others were attending National Curriculum statements workshops.

1.11. DEFINITION OF KEY TERMS

**A glass ceiling:** Are those artificial barriers based on attitudinal or organizational bias that prevent qualified individuals from advancing upward into management of the organizations (Snell, 2004, p.310).

**Discrimination:** Biased treatment of other individuals or groups (Davis and Newstrom, 1997, p.571)

**Employment Equity:** is defined in the Employment Equity Act (1998) as the promotion of equal opportunity, fair treatment in employment through the elimination of unfair discrimination; and implementation of affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workforce (James, Smith, Roodt, Primo and Evans, 2006, p.7).

**Equal Employment Opportunities:** Is the provision of equal opportunities as to secure jobs and earn rewards in them regardless of conditions unrelated to job performance (Davis and Newstrom, 1997, p.90)

**Management:** is a specific type of work in education which comprises those regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation so as to allow formative education to place (Van der Westhuizen, 1991, p.55).

**Patriarchy:** Refers to the extensive and embedded nature of male power and authority which oppresses women through the whole range of social, political and economic relations in society (Hitchcock and Hughes, 1995, p.64).

**Secondary Schools:** Are schools for young people between the ages 11(eleven) and 18(eighteen) Secondary schools prepare learners for admission to higher education.
Selection:- Is the process by which organization chooses from a list of applicants the best person or persons who best meet the criteria for the position available considering current environmental and functional conditions (Ivancevich, Skinner & Crosby 1994, p.310).

Recruitment:- Refers to the process of searching employees and stimulating them to apply for jobs in the organization (Flippo, 1980, p.131).

Underrepresentation:- means a comparison between the representation of a minority group in an occupation or position and its representation in the labour force as a whole or sometimes, more crudely its representation in the population as a whole (Edwards, 1995, p. 8).

1.12. SUMMARY AND CONCLUSION

This chapter presents the background of this study which has been encapsulated from trajectories of women lives in a parody of justice as to suffice the principles of RSA Constitution Act 108 of 1996. The background of the study is followed by statement of the research problem, purpose of the study, rationale for the study, significance of the study, theoretical framework of this study and methodology relevant for the study. The background of this study highlighted a conglomeration of unfair and inhuman practices which shaped RSA schools with an aura of inequality, resulting to patriarchal ladders with its sources which are incongruent to the RSA Constitution Act 108 of 1996 and leading to the upsurge for a research of this nature.

The following chapter is reviewing the literature on panoply influencing factors that attest underrepresentation of women in principalship positions and the ways to subjugate the insurmountable obstacles to women’s participation in public, professional and political life. The Literature review provides theoretical roots of the study undertaken, serves to enhance and consolidate knowledge based and helps to integrate findings with existing knowledge, that is either it supports or contradicts earlier research. In other words the literature review brings clarity to research
problem, improves research methodology, broaden knowledge base and contextualize the research findings (Kumar, 2011, p.32)
CHAPTER 2

CAUSALITY FACTORS FOR WOMEN UNDERREPRESENTATION IN PRINCIPALSHIP POSITIONS

2.1. Introduction

Chapter 1 dealt with the orientation and background to the study and this chapter reviews relevant literature on associated factors for women underrepresentation and examines the roots for the causality through consideration of the picture of imbalances both for men and women in this country (South Africa) and abroad, particularly revealing male dominance upon women. Strauss and Corbin (1995, p.52) believe that a literature study assists the reader to better understand the researched phenomenon. A tremendous body of literature attests a range of influencing factors to the paucity of women in management positions, particularly principalship positions and sometimes a jigsaw of interlocking factors or factors that combine if not overlapping in their influence which pose a problem in terms of causality.

The topics to be covered in this chapter are women management style, challenges women face when being appointed to management positions, underrepresentation of women in management positions, position of governments towards this (scarcity of women in management particularly principalship positions), attitudes towards women in management, culture, family responsibility, recruitment problems, a glass ceiling, school governing bodies, different perceptions towards women underrepresentation in management positions, stereotypes, career path, equal employment opportunities, intrinsic and extrinsic barriers, gender discrimination and distortion, male dominance, women exploitation, sexual harassment, women isolation, failure of teacher unions, strategies to promote women leadership and a conclusion.
2.2. UNDERREPRESENTATION OF WOMEN IN MANAGEMENT POSITIONS

There is more to say about the nature and extent of women underrepresentation in occupations, professions and in positions of management but the purpose of this present research or argument is enough to take for granted women underrepresentation in higher echelons or as given situations. For instance in recent (18 May 2011) RSA local government elections, women candidates were 37% only in 54% of RSA women population (SAPA, 08/05/2011 and Sunday Times, 06/05/2011). Women are underrepresented in all sectors of workplaces for instance, Hicks (2010) states that women are lagging behind even in corporate arena. There is an alarming RSA statistics in private representation sectors showing 4,5% of women as CEO’s, 19,3% of executive managers of Johannesburg Stock Exchange (JSE) listed companies, 16,6% of company directors and 6% of chairpersons of boards of directors whereas 73 companies have no woman on their boards of directors at all (Hicks, 2010). From this statistics, it would appear that progress made regarding gender transformation in the political realm, and within state entities, is not replicated even in the corporate arena. Women’s numerical advantage in workplaces shows that women are a minority within a minority when it comes to management positions.

It is not enough to take women underrepresentation in higher echelons for granted, it affects all professions. Ledwith and Colgan (1996, p.287) state that women are slightly in the majority of feminized profession like teaching profession but take twice as compared with their male counterparts to climb career ladders, remaining still disappropriately underrepresented at top. For the phenomenon on question, Underrepresentation of women in principalship position in RSA schools is not a recent phenomenon but far-fetched reality, like a study conducted by Ngxishe (2004) in King Sabata Dalindyebo (KSD) District, Mabovula (2002) and even Provincial Education Department endorsed the underrepresentation of women in educational management, particularly principalship positions.
Riley (1994, p.88) states that although there are variations in the pattern on representation of women in position of educational leadership countrywide or internationally, women are underrepresented at managerial level and the proportion of women employed in teaching declines as the age of students rises. Rajuili (2007, p.9) states that in tertiary institutions women are found at the bottom of the educational hierarchy where they serve mainly as junior lecturers.

The statistics by Human Science Research Council (HSRC) presented in the 28-29 May 2007 on evaluation of employment status of educators reveals that the gender breakdown within educator level/rank categories tells a very interesting story. Female teachers constitute the highest proportion of post level one teachers at 71 per cent. Gender representivity in the management level/ranks is skewed. School management is predominantly male, who constitute 62 per cent of principals and 58 per cent of deputy principals. This is not a representative picture of the teacher’s profession in terms of gender, taking into account that female educators outnumber male educator.

Riley (1994, p.88) further states that in Secondary School level, women constitute about half of the teaching force but again substantially under-represented as principals or head teachers. Itzin and Newman (1995, pp.32-33) believe that the position of women in all racial groups always compared unfavorable with the position of men and Ranney (1993, p.387) describes the direction for women as too much nebulous as it doesn’t highlight how far women have come and still have to go. Nothing in the foreseeable future will make women more agile at leaping the barrier, and will probably continue to be a small core of women who recognize the personal injustices and a scattered fewer women who will feel upset about the injustices (Crosby, 1982, p.171). A paper by Moroos in 2006 states that in trying to understand some of the gendered discourses that shape the management of schools as organisations in South Africa, is to analyze woman principal’s experiences as they try to navigate a balance between their home and work responsibilities. After their appointment as principals, some South African women face difficulties in striking the balance between work and family.
Available literature suggests that balancing private and public life with families for working women can be taxing, especially for married women. Reasons for this include the cultural expectation, which suggests that women, regardless of whether they are in employment or not or whether they employ a domestic helper or not, should still perform family chores in the home. The traditional stereotypes also associate school principalship with masculinity, a view that hampers women’s career progression in education management. The Constitution of the Republic of South Africa (1996) stipulates that men and women must enjoy equal rights in the workplace and these include an equal employment opportunity, right to promotion, job security and all benefits or conditions of services.

Ilo (2011, p.7) avers that different researchers or authors worldwide and countrywide like in Western setting, United Kingdom (UK), United States of America (USA), Australia, Asia with reference to Thailand, Singapore, Hong Kong, Malaysia, RSA in Africa and countries like Kenya and Nigeria, have the following hotbed contributing to prevent women to reach apex of academic career higher echelons particularly that of principalship positions.

2.2.1. Government policies

The upsurge of interest in studies of this nature is from questions about intentions of both Apartheid and procrastination or effective implementation of democratic government policies. Apartheid government has dented most minds of South Africans and women have been fighting an uphill battle to establish their rights in the workplace for almost a century, facing three kinds of treatment discrimination like that of promotion, pay and sexual harassment (Desimone and Harris, 1994, p.479).

Apartheid Acts and Policies include Disqualification (Removal) Act 1919 where women remained effectively barred from access to and promotion in many jobs while continuing to be paid less than men even for those jobs that they shared. Still this law has got transmission of citizenship of a child to pass through the male (Hewitt, 1982, p.172); Customary Marriage Act 21 of 1978, Population Registration Act 30 of 1950 which led to racial categorization of South African citizens (Boberg,
1977, p.96); Influx Control Provision of the Bantu Consolidation Act 25 of 1945 and Bantu Urban Areas Act 1954 (Boberg, 1977, p.95); Bantu Education Act of 1953, Education and Training Act 90 of 1964, Extension of University Act of 1959, 19 education departments catered for the different ethnic and racial groups (Harber, 2000). Schools were structured in a racial hierarchy.

On the other hand the most robust key barometer in Republic of South Africa (RSA), in addressing deliberate historical suppression of South Africans particularly their needs and wellbeing as South Africans are laws based on Constitution of South Africa Act 108 of 1996. These laws and policies are encapsulated from RSA Sections like Section 9 (about Equality), 10 (about Human Dignity), 12 (Freedom and security of the person), 14 (about Privacy), 24 (about Environment), 28 (Children), 29 (Education), 33 (Just administration action) and Section 36 which is about the limitations of the rights. Some of the laws and policies includes the South African Schools Act 84 of 1996- with its sections like section 20 (1); 21(1) which is about School Governing Bodies and their functions, Employment of Educators Act 76 of 1998, Employment Equity Act 55 of 1998, Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000. The laws are there to overcome the devastation of apartheid and provide a system of education that builds a democracy, human dignity, equality and justice. The level of criticisms does not seek to deny that these democratic human rights exist but these human rights are under attack today, not because of doubts about existence but rather to their omnipresence (Claphm, 2007, p.14).

**2.2.1.1. Discriminatory legislation**

Shakeshaft (1987, p.40) in Coombs (2004) states that Women were conditioned to regard their posts as temporary in compliance of Educational Policy in New York that “No woman principal, woman head of department, or woman member of the teaching or supervising staff shall marry while in service.” As a result in 1903, the New York Board of Education, attained to a decision of barring married women from teaching, adopted this bylaw claiming that no need to invest money in women who are anyway going to leave teaching to get married.
Apartheid policies in RSA on the other side had marginalized women worse than other individuals. A real touching extract of women petition (on the 11March 1912) to Prime minister Louis Botha quoted by Krige, Friedman, Akoojee, Devine, Moichela and Greybe (2006, p.71) is about enforced policies and laws which led to interference of policemen, deprivation of women liberty to enjoy womenfolk enjoyed by women, barbarous tendency of ignoring women marriages and their right of parenthood to control their children enforcing child labour; and lowering women dignity throwing it into pieces every respect entitled to women. It is so unfortunate and is clear that those petitions received likely blind eyes and deaf ears because 1912 is not a recent phenomenon, a frequency of other gruesome incidents happened to women.

Kadalie in Liebenberg (1995, p.66) describes South African women profiles as constituting the poorest socio-economic conditions in all sectors at which the majority of women are employed and lived in impoverished rural areas and excluded from protective legislation. Some women choose to endure this kind of treatment for a variety of reasons, including that they need the job, feel powerless to do anything about it, or are not sure of the intent of the perpetrator (Desmore and Harris, 1994, p.480).

Women professionalism is often judged in relation to patriarchal perceptions and values that tend to influence their occupations (Ledwith and Colgan, 1996, p.192). The perception is that, different career patterns are lesser career patterns and lesser career patterns are adopted by lesser professionals (Ledwith and Colgan, 1996, p.192). Patriarchal knowledge and methods on women’s oppression must be challenged (Willimson, Karp and Dalphin, 2007, p.212). Currently, countrywide and particularly in RSA, the proportion of women holding management jobs is lower than the proportion of men holding such jobs (Mathis and Jackson, 2004, p.267). The reasons for inequality are complex and range from discrimination by employers and sexual division of labor by apartheid government resulting in unorganized and lowly-

The introduction of Bantu Education Act in 1953 which was an answer to Dr Verwoerd, a well-known world-wide apartheid favorite to ensure that the vast majority of black people received inferior education than other races. The architect of apartheid and Prime Minister of South Africa from 1958 (Verwoerd Hendrik F), stated that Africans were not going to “live an adult life under a policy of equal rights” and that there was no place for Africans “in the European community (South Africa) above the level of certain forms of labour” (Behr, 1988, p.12). Thus the education for black groups had to be different from that of the white minority, hence the introduction of Bantu Education was intended to relegate Africans to manual and low status jobs in the country (Rembe, 2005; Lipton, 1985, p.24). Sebe (1980, p.234) puts blame on the educational policies followed in the past, and attitudes adopted towards them as having hindered technical development and satisfactory flow of women with capable skills for the benefit of the country and the community as a whole.

Formal schooling in South Africa is rooted in both the mission and colonial systems of education and discrimination in education directly affects the ability of blacks to earn a living, unaware that the human capital of school holds the primary determinant of a person’s rate to pay therefore the person’s investment is in education (Meier, Stewart and England, 1989, p.10). Through the legislative provisions contained in the Bantu Education Act of 1953, the Extension of University Education Act of 1959, the Coloured Persons Act of 1963, the Indian Education Act of 1965 and the National Education Act of 1967, education for black South Africans was explicitly linked to the political, economic and social domination of all black South Africans. The vision for a transformed education system in South Africa has been set out in policy frameworks of a new legislation, but critics believe that the system is still influenced by the ethos, systems and procedures inherited from the apartheid past.
Rembe (2005) believes that worse part of these government laws and policies led to development of poverty, unemployment, inferiority and subordination of women for the benefit apartheid beneficiaries. These government Acts were most detrimental to the image and wellbeing of women. Apartheid permeated, controlled and distorted all facets of lives, especially of African women, making it impossible for them to benefit from even the most minimal kinds of programs. The pillars of apartheid controlled and dictated virtually all aspects of people’s lives including their places of residence; ownership of property; movement; access to social and recreational amenities; access to educational facilities; rights of association; and franchise rights. (Magubane, 1993, p.52).

According to Magubane (1993, p.52) the policies of apartheid as already mentioned were based on several major pillars: the Population Registration Act; the Group Areas Act; the Land Act; the Separate Amenities Act; and the Bantu Education Act. These pillars of apartheid controlled and dictated virtually all aspects of people’s lives including their places of residence; ownership of property; movement; access to social and recreational amenities; access to educational facilities; rights of association; and franchise rights. This social engineering of apartheid – separateness secured a virtual monopoly of power – political, economic etc, for certain individuals.

2.2.1.2. RSA Liberation legislation

The Democratic South African Government now is committed to ensuring a life free from violation of human rights, especially women and children. This is in compliance with the South Africa’s 1996 Constitutional provisions on equality, human dignity, privacy, freedom and security of the person. This is in the Bill of Rights which stresses equality between all sexes in employment and discrimination on grounds of gender, single parenthood, and legitimacy of birth or sexual orientation to be unlawful (Robertson, 1991, p.374). The commitment is also informed by the
country’s obligations in terms of Declaration on Human Rights against Women and Children; as well as other related human rights norms.

In other words, South Africa has made significant strides in promoting and protecting the rights of women. The RSA Constitution Act 108 of 1996, which was passed at the dawn of the South African democracy, is widely acclaimed as one of the most progressive and inclusive of all times. The human rights of women have also been advanced through the enactment of laws and development of policies that seek to deepen women’s empowerment and advancement.

The Commission for Gender Equality (CGE) is an independent state institution established in terms of Section 187 of the Constitution Act no 108 of 1996. The CGE is in charged with a broad mandate to promote respect for gender equality and the protection, development and attainment of gender equality in South Africa. The CGE was established in accordance with the Commission on Gender Equality Act No 39 of 1996, which spells out its mandate and functions. The CGE’s mandate includes having the power to hold accountable, state organs, statutory and public bodies, as well as the private sector, for promoting and protecting gender equality. Its functions include providing information and education on promoting and protecting gender equality, such as with this document.

This is clear on papers (written documents and Acts) that South Africa is in a place of comprehensive and forward looking legislative framework to ensure the promotion of equality and non-discrimination and to ensure that women’s concerns are integrated into all areas of work. The universal declaration of human rights empowers every citizen to partake in the activities of the country. Efforts undertaken by the Government are in level of legislation, in policies, programmes and are awareness-raising to redress the effects left by apartheid on women and to achieve gender equality in a struggle to improve the status of women in South Africa.

In all, it should be noted that broad policies do support the existence of gender equality, equity inclusion and anti-discrimination even on this particular issue of
concern, in education, for example the National Education Policy Act, 27 of 1996 (NEPA) Section 4 (c) is directed towards the advancement and protection of fundamental rights of every person, in particular, the right to achieve equitable education opportunities and redress of the past inequalities in education and status of women. The purpose of the law is to regulate the affairs of the school community and the school leadership in a just and equitable manner, enabling all participants to access and attain leadership position in schools. The government had to overcome the devastation of apartheid, and provide a system of education that builds democracy, human dignity, equality and social justice.

The first clause of the Employment Equity Act (No 55 of 1998) is: “to promote equal opportunities”. Applied to education, this means that equal opportunities for female educators, with regard to appointments, task distribution and responsibilities, and promotion- to name but a few must be actively advanced or assisted. All educators, especially women, should be treated “fairly” which means equitable’ honestly and justly’ when applying for posts and after they have been appointed. Section two (2) of EEA 55 of 1998 by Gouws (2010, p.19) states the purpose of this Act that is to promote equal opportunity and fair treatment in employment through elimination of unfair discrimination. The implementation of Affirmative Action (AA) measures to redress the disadvantages in employment experienced by designated groups in order to ensure the equitable representation in all occupational categories and levels in workplaces.

The promotion of equal employment opportunities is, in essence, an attempt to rectify discriminatory measures that were directed at women in the past-such as unfair employment practice, barriers to promotion and sexual harassment. The second clause deals with the establishment of affirmative action measures for transforming this negative situation. Affirmative Action measures are active steps taken by government, the Department of Education, District Managers and principals to “redress the disadvantages” of the past. The purpose of the Act is to promote equal opportunities by means of affirmative action measures, and it is directed at designated groups (Van Deventer and Kruger, 2003, p.270). The rationale for
employment equity legislation includes, *inter alia*, the need to eradicate the legacy of past discrimination. Education management, and therefore promotion opportunities in education, have traditionally been- and still remain male dominated, with men managing and women teaching (Klaas, 2008)

The critical question in RSA is how women, particularly professional women in Education Department, can penetrate the glass-ceiling on structured and attitudinal barriers in a setting like this of Dutywa District of Education. Most research findings and other authors come up with a lot of critics for stagnant implementation of educational policies despite these clear policies. A speech in teacher’s union meeting on the 11 February 2010 by South African Democratic Teachers Union (SADTU) General Secretary Eastern Cape at Elliotdale (one of these research sites) states that in history of Education no education policy had failed its implementation for more than fifteen (18) years. Duminy (1966, p.75) describes educational policies as means for realization of educational aims to a very large extent prescribing the qualification and traits which are considered desirable and necessary for a teacher in a properly professional way and learning process for understanding its aims.

Lessing (1994) describes conditions of services for female teachers, even in all departments as one which had disadvantaged women historically and continues to do so. Smith (1979, p.138) argues about forms of thoughts, the concepts and vocabulary of academic discourse which is a landscape in which women are strangers ever-since women had no part in its making, and criticizes sociology for excluding the concerns and perspective of women. Fagerlind and Saha (1989, p.181) state that women are given less priority in the competition for jobs, and wide range strategies are used to inhibit access both to education and occupation. Fagerlind and Saha (1989, p.184) further describe educational participation of women as one which lags far behind that of men in many parts of the world and conditions are likely to persist even to the year 2000’s and it raises serious equity and human rights issue.

The lack of representation of woman in formal position of leadership in education service is problematic from a number of vantage points. It suggests that, the talents
and skills of many women in the education service are not being adequately recognized, and it serves to reinforce stereotypes in our society. Riley (1994, p.89) concludes by stating that if young women and men are accustomed to seeing women in positions of authority and men in position of support, this will limit their view about capabilities of women and men, and inadequate representation of women in education leadership will affect many other areas of employment. The representation of women at managerial and board level is particularly shaking and policies and procedures in organizations should be adapted to account for a heterogeneous work place.

Noe et al (2006, p.97) state that government attempts to ensure that all individuals have an equal chance for employment regardless of race, color, religion, sex, age, disability and national origin. Noe et al (2006, p.119) further conclude by suggesting affirmative action, which eliminates discrimination in workplace. Many organizations must have affirmative action programs to increase representations. Women were prejudged as unstable and uncommitted employees thereby blamed for the discrimination that was perpetrated against them. The applications of those rationalization for equal opportunities was that sex discrimination would only be eliminated when women could convince selectors that they were willing to subordinate and interest in child rearing to pursuit of a career (Collision & knights 1990, p.22).

Despite these apparent achievements, although the advent of democracy laid the foundation for transformation, the majority of schools in RSA still reflect male dominated leadership particularly secondary schools which are focus of this study (Simelan, 2004). Despite legislation seeking to provide equality of opportunity and apparently breaking down of deeply entrenched societal attitudes on women, there are still factors that give rise to the underrepresentation of women in principalship position of secondary schools (Ertan, 2004, p.ii).

A number of setbacks and contradictions in the policies which have affected the process of bringing about fundamental changes and transformation in the education sector affect the formulation and implementation of the policies, thereby limiting the achievements of the goals of transformation agenda in education (Rembe, 2005).
The education system has heavily reinforced stereotyped ideas by having assumptions that men are to be regarded as the norm from which women deviate, that men “naturally” assume position of leadership and the power, that women’s career will be distorted by the overriding desire to have a family, and that women will be the carers not only of children but also of others such as disabled and the elderly (Gilroy and Woods, 1994, p.180). Edward’s (1995, p.10) seems giving-up when saying; it is enough for the moment to record this phenomenon because it seems as if it is unlikely to eradicate inequality of opportunities to equality of representations both horizontally and vertical across the entire employment and non employment spectrum.

The changes in RSA are being exacerbated by lack of capacity, lack of adequate resources, lack of commitment and will among some of the civil servants coupled with corruption and mismanagement and the legacy of apartheid, the homeland governments, together with existing backlogs added another layer (Rembe, 2005).

2.2.2. Governing Bodies

Section 20 of the South African Schools Act 84 of 1996 (SASA) stipulates the functions of SGB’s whereas the Employment of Educators Act 1998 states that School Governing Bodies have to recommend for the appointment of educators. By design schools are democratic institutions wherein leadership does not have to remain the domain of principals only, instead be shared by all those in leadership in a cohesive manner (Tyebileyo, 2008, p.60).

Outston (1993, p.04) sees most governing bodies as dominated by male members who are usually older than women and have served as governing bodies for a longer period. Outson (1993, p.31) believes that it is the absence of explicit criteria that lay selectors may rely still more heavily on unfriendly myths to guide their choices in employing educational professionals. These unfriendly myths are described by Davidson(1985) in Ouston (1993, p.31) that the explanations for underrepresentation of women where it states that women teachers contribute less
than men, want promotion less, are less well qualified, have less experience, are less committed to the job, are less respected as teachers by the pupils.

In all Finch (1984, p.56) believes that parents come to governing bodies with little knowledge of the operation of the education system and are heavily reliant upon the professionals for guidance about procedures and powers, therefore there should be some training for school governors. Acker (1994, p.114) states that every school wants some men, men get preferential treatment in hiring and appointment and teacher’s thoughts are that appointment committees especially the parents and the school governors are working on stereotyped ideas such as women are not having the strength or strictness to keep the school in order. A study by Barrios (2004) women underrepresentation on superintendence positions reveals that the perception of school board members and community are difficult to change. Miron (1997, p.37) says the process of conceptually moving schools from organizations to communities is a two-edge sword and changes concerning this are seen by principals and teachers as an extra burden. According to Section 15 of the South African Schools Act 84 of 1996, SGBs of the Public Schools are juristic people of the school who perform all schools actions and act on behalf of the school with decision-making powers concerning the school; and it may bind the school legally.

2.2.3. Stereotypical perceptions and distortion about women

People have different perceptions which result in seeing different things and attaching meanings to the same stimuli leading to the downfall, errors or being bias to individuals concerned and this perceptual distortion affects recruitment through the so called halo effect, perceptual defense and women remain as victims of this situation. Women are viewed in terms of their biology and productive abilities and perceived as less reliable, less promotable and less ambitious than men, which is leading to the downfall of women when it comes to promotion issues (Mullins 2005, p.459).
Women are being discriminated just because of their gender or being a woman, for instance filing an application form for employment needs identification of gender something which has got nothing to do with skills, knowledge and competency necessary for the filing of the post. On the other hand societies define gender roles in a traditional and stereotyping way, valuing assertive behavior, and encouraging the acquisition of wealth, disregarding the basic dignity of human beings by using organizational behavior ideas without regard for human welfare (Irwin, 1994, p.577).

Fagerlind and Saha (1989, p.168) state that women’s biological role in the reproduction of children places constraints on their ability to participate fully in other activities at certain stages of their lives. Fagerlind and Saha (1989) further believe on functionalist’s arguments that gender roles are the consequences of the relationship between biological differences and the needs of an increasingly differentiated society. Richard (1980, p.01) argues that the essence of feminism is the belief that women suffer from systematic social injustices because of their sex.

On the other hand the achievement of gender equality in the civil service states that inequality of opportunity is illegal, it is morally and socially unjustifiable and it is wasteful for the main asset of the civil service which is the people who work in it. Therefore it is a key issue directly or indirectly affecting all aspects of everyone’s working life, both men and women- it is not a minority issue. Oakley (1981, p.335) suggests that feminism is about putting women first and about judging their interest to be important and insufficiently represented and accommodated within mainstream polices and the academic world.

2.2.3.1. Stereotypes

Hogg and Abrams (1988, p.77) describe stereotypes in three categories, that is social causality where it refers to the search for understanding of complex and distressing large social event at which social explanation of that event is accused of being directly responsible for socially identified groups. This is done as a scapegoat to the phenomenon. The second function of stereotype is social justification of actions committed or planned against another group e.g derogatory stereotypes of
races that are being mercilessly exploited and dehumanization of a certain group and its exploitation seen justifiable, naturally and unproblematic. The final function of stereotype is social differences which are the tendency of ethnocentrism by enhancing stereotyping differences under conditions in which intergroup distinctiveness is perceived to be becoming eroded and insecure under certain social conditions.

Women continue to predominate in low status, caring roles, often at the bottom of career structures despite legal campaigns for changes in South Africa and it is surprising to find that most of causes are self-conviction, cultural norms and certain beliefs. One explanation may lie in the expectations or stereotypes maintained by followers that male leaders have to live up to higher standards than do female leaders, and this persist that women are less suited for management than men (Grint, 2001, pp.206-07).

Mullins (2007, p.457) describes stereotyping as a tendency to ascribe positive or negative characteristics to a person on the basis of a general categorization and perceived similarities and it condenses the amount of information needed to be known, thus enables people to cope with vast information flow, consequences of attributing incorrect characteristics which are extremely incorrect like focusing on women in terms of their biological outlook and strength. Carr-Ruffino (1993, p.16) states that women create gaps in their preparation especially for managerial roles which are self-defeating and these create career barriers in their advancement. Carr-Ruffino (1993) further describes these as stereotypes of self-limiting in which women have tendency to suppress or hide ambitions, goals and wait to be asked or expect those in top positions to notice and acknowledge the potentials, achievements and also direct their career progress. Carr-Ruffino (1993) concludes by stating that most women reach adulthood with a number of self-limiting beliefs and fears.
2.2.3.2. Attitudinal perceptions

The inequalities of women are not merely reflected in discriminatory legal provision but the structures of legal thinking and of the legal profession are deeply flawed by sexism (Hewitt, 1982, p.171). The attitudes of both women and men towards women leadership is the main cause for underrepresentation of women in principalship positions. Westhuizen (1991, p.546) defines an attitude as one stereotype in which women in leadership positions are considered diverging from the accepted norm of what a woman’s personality profile ought to be. This is particularly the case in which they reveal characteristics generally associated with masculine patterns of behavior when functioning on the traditionally masculine role of leadership.

Most of the reason why women do not become school administrators can be explained by understanding that women are not valued as much as men and that bias results in negative attitudes and practices toward women aspiring to be school administrators (Ouston, 1993, p.50). Westhuizen (1991, p.47) further describes these ways of acting and attitudes as leading women to being rejected by other women and get cold shoulder from men who feel threatened. Wilson (1995, p.22) states that male attitudes towards women at work have been negative and the male chauvinism is the main obstacle, but low self-esteem and lack of confidence are also strong contributing factors to slow female advancement.

2.2.3.3. A glass ceiling

One of the common cited reasons for lack of women in management positions is the glass ceiling. Luthans (1995, p.67) describes a glass ceiling as an artificial barrier based on attitudinal or organizational bias that prevents qualified (women) from advancing upward in their organizations into senior management level positions and it is beyond the efforts to explain and deal with it, as it continues to exist. Byars and Rue (2008, p.206) define a glass ceiling as an invisible, yet real or perceived barrier found in many organizational structures that appear to stymie the executive advancement of women and minorities.
Wilson (1995, p.22) states that women are confronted by this glass-ceiling especially when it comes to entering positions of power in organizations, senior executive levels as well as government. Davidson and Cooper (1992) in Wilson (1995) state that, this glass ceiling is invisible but women experience it as a real barrier when they vie for promotions to top jobs. It provides a framework for understanding limitations to women careers in many countries around the world (Collinson, Knights and Collinson, 1990, p.467). Desimone and Harris (1994, p.482) have this perception about the glass ceiling that it (glass ceiling) symbolizes the prevailing attitudes about different cultural groups and their general abilities or lack thereof, to perform some role or occupations. On the other hand, Luthans (1995, p.67) believes on that the only reason for glass ceiling is the change that women do not manifest the same leadership skills as men.

2.2.3.4. Culture

Besides external and internal problems that beset most other disadvantaged groups, black women face special obstacles which are cultural problems. White South Africans are enjoying a tremendously advantaged position vis-à-vis the rest of the population, and particularly Africans, as far as financial resources and literacy are concerned. The crisis in black education is well-known. Lessing (1994) describes these cultural problems as the ones which include women traditional status as subordinates to men regardless of age, education or marital status which affects their self-esteem and ability to take independent decisions or to own and run an organization. Fargerlind and Saha (1989, p.169) describe women’s subordinate social position as due to the class conflict and oppression which is generally characteristics of a capitalist economy. Girls are socialized into traditional personality traits of their societies, which in turn restrict their choices and options.

Envee (1988) in Lewis (1990, p.217) notes that in the south African culture, the traditional female roles are still highly regarded and qualities such as observance, supportiveness and submission are met with approval and career women therefore often face a conflict situation, since these qualities make women acceptable in traditional terms but on the other hand, undermine their self-confidence and
assertiveness to ensure responsibility in their career. Another issue concerning the culture is organizational culture that values gender hierarchical culture rather than equality in respect of women and their capabilities in the workplace. Ramphela in a paper presented on the 27/03/2008 states that getting to grips with institutional cultures is not an easy matter as it will take a deliberate shift in the frame of reference from traditional authoritarianism towards an enabling culture in which the public interest intersects with the personal, the professional and political interests of all of us.

2.2.4. Family Responsibility

The knock-on effect for all aspects of women employment and one thing that condition all working women lives are their family responsibilities. Wilson (1995, p.26) insists that women are expected to conform to norms in pursuit of their careers and norms of bearing and raising children is obviously disadvantageous to women. Most research studies reveal women as unsuitable for demanding leadership positions because women don’t want to sacrifice their family time and other aspects of life responsibilities to work responsibilities (Luthans, 1995, p.67; Ivancevich, Lozenzi, Skinner and Crosby, 1994, p.78). Female-headed households constitute a large proportion of households and male absenteeism (a result of migration) stands at 31% compared to the national average of 5% (Rembe, 2005).

Westhuizen (1991, p.556) states that household and family responsibility are regarded throughout the world as one of the most evident barriers to the professional progress of women, and the phenomenon also applies to women in educational management. Westhuizen (1991) further describes relationship between family duties and career demands especially for women in educational management as still remaining a conflicting role, because demands and expectations have a limiting factor on women professional life. A woman’s primary attachment is to the family role; women are therefore less intrinsically committed to work than men and less likely to maintain a high level of specialized jobs. Ivancevich, Lozenzi, Skinner and Crosby (1994, p.78) have exceptional feelings about women employment that if the wife is to be promoted and transferred to another city, then how will the family
and husbands react? Luthans (1995, p.67) says that female managers choose family over career and this is why they are underrepresented in the upper ranks of management.

2.2.5. Recruitment Problems

Stereotypical thinking in organizations affect women and has got an influence even in recruitment and selection of women in particular position. Graham and Bennett (1998, p. 220) and Bunting (2007, p.78) believe that the purpose of recruitment and selection is for the best candidates for jobs to be recruited or selected regardless of the sex or ethnic origin. The purpose of job description is a useful tool that can be used in recruitment as to identify the skills and qualification required and duties of the post holder (Bunting, 2007, p.56).

Mullins (2005, p.371) believes that there are informal criteria based on gendered stereotype which are still maintained in selection decisions accompanied by those informal evaluations on recruiting candidates and evaluation of their suitability. Flippo (1980, p.241) when dealing with perceptual problems in selection states that organizations do not perceive women as naturally acceptable in positions of real power and authority and the strength of ingrained assumptions about their gender roles means that few people question the perception of such a system. Women in South Africa have fine ways or lines to walk for whatever has dented their image concerning under representation in principalship positions as Employment Equity Act (55 of 1998) stands to play a significant contribution and be evidence for elimination of discriminatory procedures in whatever angle they come from.

2.2.6. Extrinsic and Intrinsic Barriers

Women are fewer in educational management and this is confirmed by Westhuizen (1991) that their absence is ranging from explanations reflecting different perspective on deficit theories and assumptions. Westhuizen (1991) states that women are disadvantaged by internal or personal barriers which influence the life of women because of femaleness. On the other hand Lessing (1994) describes this as blame within a woman lacking progress. Lessing (1991) further states that women
inhibit their chances of success themselves as they do not believe in their own abilities, are not sure whether they just want a job or challenges and drive. Westhuizen (1991) also describes these as psychological or self-inflicted problems which result in certain personalities, poor self-image, and lack of self-confidence, attitudes and excessive emotional reactions and always remain dependent. Westhuizen (1991) further calls these as unnecessary tensions, personal sanctions and guilt feelings caused by poor assertiveness, feelings of inadequacy and incapacity which lead to lack of ambition and self confidence in careers.

Riley (1994) states that women are concerned with appreciation of their accomplishments, want to work in a friendly environment and to have a job that fitted in their outside life whereas men focus on factors which are extrinsic to the job such as high earnings, fringe benefits and job security. Women advancement in management is not primary shaped by their intrinsic feelings only but social circumstances have created vulnerable image to women self esteem, their loss of identity and feminine character. Westhuizen (1991, p.551) describes this as extrinsic or external barriers and are an indication of environmental mutable which influence entry and progress of women in management hierarchy of teaching.

Westhuizen (1991, p.552) further states that there is an existence of formidable, confusing demoralizing external barriers which inhibit women achievements in education management, particularly poor representation of women in top management positions can be ascribed to most cases of stereotyped attitudes that men are perceived as figures of authority with blatant overemphasis on men as educational leaders even on recruitment. There are hidden professional barriers which include a neglect of their academic qualifications and open discrimination in filter techniques on employee recruitment.

### 2.2.7. Equal Employment Opportunities

Evidence of continued under representation and inequality accumulates, public perception and responses to it become more complex because no accepted standard of how long changes might be expected to take place and no easy measure of success or failure of any intervention but the fact remains that everything has not
changed even after 18 years of democracy in South Africa. It is a mistake to assume that the proliferation of women in lower levels would automatically result in an increased proportion of women at top due to a number of explanations accounting for continued underrepresentation of women in positions of seniority in every organization (Zulu; 2007, p.67). Monoana (2005), Dhlamini (1996), Msane (2005), Moorosi(2006), Kawana (2005), show positive correlation in their findings on women underrepresentation and imbalances with their counter parts in management of schools, something which is not in state of complacency in relation to RSA Constitution.

The country’s level of inequality is amongst the worst in the world due to scars of race-based system which is still ever-present and is argued that in the lower echelons still the poorest remain obdurately and overwhelmingly black (Akoojee and Megrath, 2005, p.12; Everatt, 2003, p.79). Fagerlind and Saha (1989) describe exclusion of women as something representing serious violation of justice and human rights, and a major loss of potential human resources for society which places a high priority on improving the quality of its population and making more equal distribution of its standard of living. Itzin and Newman (1995, p.154) on the other hand believe that public services have not been able to see benefits of practicing equal opportunities and by doing that they are sacrificing with the talents, creativity and the knowledge that different people have, together with the chances of getting things right. At the same time channels have been opened in South Africa like affirmative action which ensures that suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels in the workplace (Landis and Grossett, 2003).

2.2.8. Male Dominance

Inequality is rooted in the entrenched male definition of organizational leadership that the barriers to women’s advancement in organizations today have a relatively straightforward cause because most organizations have been created by and for men and are based on male experience (Meyerson and Fletcher, 2003 in Zulu, 2007, p.65). Women professionalism is often judged in relation to patriarchal perceptions
and values that tend to influence their occupations (Ledwith and Colgan, 1996, p.192). The perception is that, different career patterns are lesser career patterns and lesser career patterns are adopted by lesser professionals (Ledwith and Colgan, 1996, p.192). Patriarchal knowledge and methods on women’s oppression must be challenged (Williamson, Karp and Dalphin, 2007, p.212). Currently, countrywide and particularly in RSA, the proportion of women holding management jobs is lower than the proportion of men holding such jobs (Mathis and Jackson, 2004, p.267).

Among the reasons advanced for the low proportion of women in senior posts is the alleged “male” image of management (Bush, 2008, p. 29). Single or deserted women are particularly vulnerable in the male dominated environment, particularly in management though despite that hardship women curved out their lives to get personal and economic independence (Krige et al, 2006, p.48). Men have an advantage of being a man (Valian, 1999, p.195).

Grogan (1996) believes that, the dominance of men in powerful position within the structures of school management such as school governing bodies and district officials is usually regarded as detrimental to women’s access and performance even when appointed in leadership position. Grogan (1996) further states that male dominance in key leadership position is linked to the traditional perspective of the position of women on society which had men controlling the highest administrator’s jobs within school district and this continuous leading to men administrator’s giving position to those who resemble them in attitude, action and appearance.

The hierarchies of knowledge within most academic work are questioned as being hierarchies that are on knowledge that relates only to one half of the human race that is men (Burges, 1985, p.183). Burgers (1985) further indicates that men are not the primary audience, neither are academics. This seems as if this is driven by force of negligence as Bush (2003) sees education administrators as far more concerned with hierarchies than the curriculum, pedagogy and educational values.

Klein (1983) stresses that an attempt must be made to capture the personal experience of women and to let women’s voice be recorded since that will challenge the male paradigms that have governed every research on women so far. Shaw
and Perrons (1995, p.10) state that male management stratum develops and masculine values begin to dominate the ground rule and practices of the organization under the guise of professionalism which may be little more than the creation of a career ladder which men may climb to management position leaving women doing the background or voluntary work. Kgomo (2006, p.92) study reveals that the underrepresentation of women in principalship positions of schools is caused by schools themselves and the society in which the community prefers the male principals in what they (community) believe will maintain the discipline in a school situation.

The teacher unions have had to bob each way in that they have been part to all negotiations and formations of policy with the ministry of education and these teacher unions are working on the development of an alternative style of management in education (Walker and Barton, 1989, p.187). Chisholm and September (2005, p.154) state that the powerful patriarchic culture even inside teacher unions has to be challenged and unions have to be serious about women’s empowerment and make sure that women have places even in their top leadership positions. Chisholm and September (2005, p.152) further identify a real challenge facing teacher unions, that of changing the attitudes of male members when dealing with gender relations and inequalities within the union.

The legacy of apartheid government, patriarchal interpretations, cultural or customary influences and stereotype impediments undermined women potentials and their professionalism in all spheres of life. Even those women who are in management positions have been at a disadvantage because they are not part of what Snell (2004, p.308) refers to as the good old boys networks, which is an informal network of interpersonal relationships that have traditionally provided means for senior (male) members of the organization to pass news of advancement opportunities and other career tips to junior member

### 2.2.9. Sexual Harassment

United Nations (UN) Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) described sexual harassment in the workplace as gender
discrimination and as a form of gender-based violence. The reasons for women underrepresentation in most management positions are blatant different kinds of abuse and harassment women face which shape their lives emotionally into painful stories and undermining their dignity. Murray (1994, p.109) describes sexual harassment as having an effect of both undermining the person’s work performance and threatening an individual’s work security. Murray (1994) concludes by stating that submission to or rejection to sexual harassment conduct by an individual is used as the basis for employment decision.

The position of women who obtain top appointments is not easy and in many cases they feel under constant scrutiny and strain, needing to dress and behave in very particular ways in order to be accepted (Shaw and Perrons, 1995). Hearn (1989) and Schein (1994) describe women as a minority within the managerial tiers and have to tolerate forms of behaviour from their male colleagues including sexual harassment just because these same colleagues have powerful roles in the organizations and form part of an important set of contacts. Cozen and West (1991, p.56) believe that sexual harassment is a result of opportunities within organizational structures in their hierarchies prevailing in their organizational climate especially people in higher positions using their power to coerce lower status individuals who are usually women. Women face such challenges and failure to submit to those sexual desires by men result to women to be excluded from further promotions and face hostile work environment (Carr-Ruffino, 1993). Carr-Ruffino (1993) further states that all organizations profess to be against sexual harassment as they believe that it is illegal and a criminal offence but up to now men have defense mechanism for such unbecoming behaviour relying on stereotypes labels which are pinned on women. Murray (1994, p.110) endorses this in a survey conducted here in RSA that 76% working women claimed to have been subjected to some forms of sexual harassment during their working lives.

The construction of democratic South Africa is historical opportunity unparalleled in the world today and unrealizable in the absence of full respect for human dignity, needs, rights and participation of women in leadership positions and entrenching gender justice is a non-negotiable responsibility, is in the constitution of this country.
Liu and Wilson’s (2001) study also identified sexual harassment in the workplace as a problem women face. Exacerbating the non-reporting and non-punishment of acts of sexual harassment in the workplace is the fact that many women who experience these things may not perceive it as harassment.

2.2.10. Feminist Theories

Theoretical location of this study is encapsulated from a number of feminist theories pertaining women and their status in leadership positions. The term feminist is an English word which indicates a support for women’s equal legal and political rights with men, and to refer to it as a theory sees the relationship between the sexes as one of inequality, subordination or oppression which is the problem of political power rather than a fact of nature and as important problem for political theory and practise (Bryson, 1992, p.01).

The fundamental goal of feminist theory is to understand women’s oppression in terms of race, gender, class and sexual preference and how to change it (Humm, 1995, p.xii). To trumpet the areas of excellence, Alvesson and Willmont (2001, p.112) suggest gendered organizational theory and management for this phenomenon. This theory concentrates on women managers in terms of leadership including consideration of difficulties experienced by women in attaining management positions due to prejudices and resistance based to women, making their career more complicated in terms of advancement. Alvesson and Willmott (2001, p.112) further state that the gendered theory concentrates on organizational and psychological conditions that are of immediate relevance for women aspiring to function as managers, and there are challenges the male biases practises and beliefs towards women. Radical feminists argue that patriarchy is a major source of women subordination as it assumes and assures superiority of men, and it pervades all aspects of the cultural and institutional life of society (Fagerlind and Saha, 1989, p.169).

Mills and Tancred (1994) in Alvesson and Willmott (2001, p.112) believe that broader gendered vision of organizations understands all aspects of organisations as
infused with values, rules, priorities and orientations, and public bureaucracies that are male dominated. Alvesson and Billing (1992) and Hearn & Parkin (1983) aver that the gendered theory has similar view with critical theory and Marxism theory on version of feminist thinking including the respective critiques of male dominance in higher echelons.

Bryson (1992, pp.68-69) states that man’s progressive mastery over nature is in human history and has taken place within the framework of ever-increasing alienation and exploitation of other human beings whereas possibilities for change will be strictly limited by socio-economic conditions rather than being a simple product of people’s intentions- for men make their own history, they do not make it just as they please, they do not make it under circumstances chosen by themselves but under circumstances directly encountered, given and transmitted from the past. The whole view of history is in Marxist theory its key concept is not gender-neutral particularly to women but based on male view of the world that excludes women’s needs and experiences (Bryson, 1992, p.77).

Alvesson and Willmott (2001, p.113) views are on Critical theory response that many men share similar experiences in relation to bureaucracy and that is a mixed blessing, but it is small elite of men who are major beneficiaries of contemporary forms of work organizations. What is acute for a female may be obtuse to all employees irrespective of gender or dichotomy of males and females as robust categories.

Buchner (1893, p.175) in Sayers (1985, p.174), one of liberal feminism states that there must be free operation in labour market, free competition between sexes and removal of all bars which restrain women in industrial life, legal, political and social relations. The liberal ideology believes that the social status of a human being must be determined by the free market, by the value placed on the individual’s ability and skills, the right to rise and fall through individual’s own efforts rather than birth
of being a woman since women have equal power of reasoning with men, therefore be granted equal rights with men (Zaretsky, 1975, p.56).

Sayers (1985, pp.175-176) concludes that biological sex orientation does not constitute proper basis for assigning differential rights, and women exclusion should not legitimately be justified on biological grounds, should not constitute an insuperable obstacle to women’s achieving equal rights in all spheres of life. Sayers (1985, p.177) further says that it is inaccurate to correlate differences in individual’s ability as a biological effect than sex role socialization which may be remedied through measures of assertive trainings. The above theories particularly gendered theory does not contradict with the RSA Constitution Act 108 of 1996 section 9.

2.2.11. Women and Management

School principalship is a position to manage and lead as a head of the school, and it has no specific educational requirements rather being a professional teacher but it has duties and responsibilities. Mathipa (2000, p.130) in Rajuili (2007, p.25) avers that the movement of a person to a higher level or post like that of principalship is associated with not only better remuneration, but also greater responsibility, lessened responsibility results in decreased output and that further disqualifies women and the vicious cycle of inequality is continued. That alone shows the survival of the fittest and elimination of the weakest.

The status of teaching profession is dependent on managerial rather than professional expertise (Ledwith and Colgan (1996, p.188). Presenting a speech in one of Dutywa District schools, in November 2010, Qendu, an Education District Officer (EDO) describes and categories RSA schools into three categories, that is: healthy schools, sick schools and schools in Intensive Care Unit (ICU) due to principals who are appointed and fail to lead schools yet are paid to comply with policies governing education in RSA. The question may arise about what are principalship positions roles, duties and challenges that may be total different to
ordinary teacher whereas there is no separate institution for training school principalship.

2.2.11.1. Women management style

Although women are less valued, the fewer in management positions have shown women potential irrespective of challenges they face. Mullins (2005, p.376) states that women are marketed as carriers of management styles of more participative, non hierarchical, flexible ground oriented styles of management. On the other hand Carr-Ruffino (1993, p.23) confirms that women in management positions don’t expect loyalty but earn loyalty by acting in ways that inspire loyalty and gain respect in every step of the way in their careers. Carr-Ruffino (1993) further concludes by stating that women are more likely to use participative approach, rely more on the charisma of personal power and motivate their employees by aligning employee personal and work goals in enhancing the self–worth of every individual.

Itzin and Newman (1995, p.43) state that some of the women in senior management positions have succeeded by adopting male modes of identity and behaviour and do not identify themselves with other women in the organizations. Carr-Ruffino (1993) believes that women are capable of inspiring commitment and bringing out the best in people by strengthening key feminine traits they possess, by using their experience as women to inspire loyalty, understand workers needs, and by understanding that the world has opened its doors to anyone who get the results of the organizations. Flippo (1980, p.240) describes women management style as one involving emphasis on interpersonal, intuitive and co-operative skills to enhance other people’s self-worth and get others excited about their work.

2.2.12. Strategies to Promote Women Leadership

To break down barriers to advancement, the development of women managers demands a better understanding of women needs and requirements of the management world (Snell, 2000, p.311). Flippo (1980, p.234) states that responsive government legislation, including the use of quotas and affirmative action programmes do improve the representation of women in the workforce and in other
areas of public life. This term affirmative action is described by Bendix (2007, p.435) as a purposeful and planned placement or development of competent or potentially competent persons in or to positions from which they were debarred in the past, in an attempt to redress the past disadvantages and to render the workforce more representative of the population, on local and national level.

Its purpose is to be used in circumstances of demonstrated minority underrepresentation in order to reduce that underrepresentation by means of outreach, encouragement, and training and so on (Edwards, 1995, p.22). Bendix (2007, p.435) further describes affirmative action as it entails the search for person with known competences or potentials to fill positions worthy of their ability, entails the training and development of previously disadvantaged persons so that they may in future possess greater mobility, and lastly it is for continuously monitoring and adaptation of the demographic spread at all levels of the organization. Affirmative action and equal employment procedures are intended to create employment conditions in which women and minorities are hired and promoted according to their qualifications in order to rectify the imbalances and to promote inaccurate race and gender schemas (Valian, 1999, p.277). The concept of affirmative action has very much become part of the South African debate.

In Article 3 of the draft Bill of Human Rights of the South African Law Commission, the right to equality before the law is recognized, prohibiting discrimination on grounds of, *inter alia*, race, colour, language, gender or ethnicity. This right is qualified by allowing the supreme legislature to implement programmes and to make funding available which may be reasonably necessary to ensure that, through education and training, financing and employment, all citizens have equal opportunities to develop and exercise their natural talents and potential. The Law Commission is skeptical about the success of affirmative action programmes and does not want to allow for too wide an application thereof. However, the Commission envisages the application of funds for the benefit of disadvantaged citizens, for example by spending more per capita on education or housing for black
people than for whites. Thus the constitutionally entrenched right to equality could not be used to block affirmative action programmes of this kind. On this level, affirmative action will have to play a role, at least as a short-term or intermediate measure. Clapham (2007, p.14) states that feminists continue to highlight the failure of human rights to address structural inequality between sexes, issues of private violence against women, and the need for greater inclusion of women in decision making, this is necessary.

The general provision to encourage women into management does exist, though generally it is neither widely available on constitutional basis nor accessible according to evidence collected by various researchers. Firth-Cozen and West (1991) describe women as the only people who face distinct problems in accessing support and advice like coping with negative attitude women face. One approach to breaking the glass ceiling is mentoring (Mathis and Jackson, 2004, p.267). The low number of women in principalship positions is caused by lack of better support system due to lack of mentorship, role models and networks for women in preparing them for senior positions (Benton, 1980; Coursen, 1989; Gupton and Slick, 1996; Johnson, 1991; and Swidesk, 1988). Graham and Bennett (1998, p.303) define this mentoring as a relatively informal process whereby an older, more experienced member of an organization counsels a younger colleague about the way the organization works.

There is a need for management development in which Mathis and Jackson (2004, p.265) state that effective management imparts the knowledge and the judgment needed by managers and without appropriate development, managers may lack the capabilities to best deploy and manage, including employees throughout the organizations. Management development is concerned with developing the experience, attitudes and skills necessary to become or remain effective managers (Byars & Rue, 2008, p.187). To implement a leadership development strategy that last, executives and managers must support the building of leadership skills, devise the programmes so that new leaders are continuously developed, involved and
change policy and programme decision making to encourage employee participation (Fulmer and Bleak, 2008, p.27).

Graham and Bennett (1998, p.133) believe that policies are useless if the people guilty of harassment are themselves top managers within the organization because such conduct is unreasonably interference with an individual’s performance at work and create an intimidating, hostile or offensive working environment. According to Barrios (2004) perceptions by participants of the study call for a training of all new school board members, and the training itself should provide a proof to the school boards members that women too can do the job. In other words RSA has clear optimistic lines of dealing with injustice practiced on women, on paper written in black and white but the doubt is on practicality, and the question is not questionable about women underrepresentation in management position.

2.2.13. Summary and Conclusion

In this chapter an overview of literature with basic information for the whopping gap of gender inequality in this country and worldwide attests the phenomena in question is researchable. The literature in this study draws the nexus of stereotypical, traditional myths, organizational anecdotes and complexities where women navigate historically parameters which relegated them to second class citizens. The available literature evinced both post-apartheid and democratic government policies with cultural factors as pillars contributing to the problem in question in most cases.

Similarly conducted research studies by a number of different local, national and international researchers worldwide attest to the tenacity and the velocity of the problem according to the nature from race to race, culture to culture and country to country. This chapter reveals the influencing factors for massive gender imbalances in workplaces and reluctance or avoidance of managerial positions to women teachers although they (women) dominate and are founders of most schools. The
next chapter will describe methodology used by this present researcher in collecting data on this phenomenon.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1. INTRODUCTION

The focus of this study is to seek the influencing factors for women underrepresentation in principalship positions as perceived by women teachers of selected schools in Dutywa Education District of the Eastern Cape. The researcher seeks to identify the difficulties women encounter in applying for and getting employed in principalship post in Dutywa District Senior Secondary Schools. Buckler and Walliman (2008, p.216) state that the primary purpose of doing a research is to describe the data and discover relationships among events in order to describe, explain, predict and possibly control the circumstances.

For the present study, the intention is to describe clearly the influencing factors underlying the status of women in management of Dutywa District SSS particularly the underrepresentation of women in higher echelon or principalship positions of Senior Secondary Schools. The account of this chapter is structured as - research methodology used in this study and describes procedures which have been employed by the researcher in attempting to fulfill the main purpose of this study. It starts with description of research design, the population and participants, sampling, data collection, research instrument, validity and reliability, data analysis and validation procedures.

3.2. RESEARCH DESIGN

A research design describes how the study has been conducted and it summarizes the procedures for conducting the study, specifying the general plan for generating empirical evidence that will be used to answer the research questions, and the intent
is in drawing up the most valid and credible conclusions (Kumar, 2011, p.94; McMillan & Schumacher, 2006, p.22). Generally, research design is a plan for carrying out the study (Bogdan & Taylor, 1984, p.58; Mouton & Marais, 1990, p.193; McMillan (2008, p.11). Research design is governed by the notion of fitness for the purpose of the study (Cohen, Manion and Keith; 2007, p.78).

This study has adopted quantitative research method. The choice for the methodology stems from the purpose of the research and the type of research data most appropriate to the purpose of the study based on researcher’s confidence to produce richer source of data (Cohen and Manion, 1994; Neuman, 2000). Among other reasons for undertaking a study is to fulfill the following purposes: - to explore, describe or classify, establish relationship and establish causality (Kirk, 1995, p.05). A case study design was used in the study. The primary purpose of a case study is to obtain a detailed description or to gain an understanding of the case (McMillan, 2008, p.288). The case in this situation, which is the cause of concern, is a real poignant, grueling challenge, bedrock of apartheid, which is tantamount and can plague RSA democracy- that too much public disquiet, the paucity of women in principalship position of Senior Secondary Schools particularly of Dutywa Education District.

3.2.1. Quantitative Research Method

Muijs (2004, p.1) states that quantitative research is explaining the phenomenon by collecting the numerical data that are analyzed using mathematically based methods. As its name suggest, it is numerical measurement of a specific aspect of the phenomenon (Viswanathan, 2005, p.192) Remler and Van Ryzin (2011, p.58) emphasise this that, it is not the research topic that makes a qualitative or quantitative, the distinction lies in nature of the data and methods of analysis. Remler and Van Ryzin (2011, p.214) state that it is to make sense of the numbers from simple numbers to more complex statistics measuring variables, sampling and gathering data by statistical ideas and techniques. Kumar (2011, p.394) believes that
quantitative research method is an approach to an inquiry that is rooted in rationalism and aims to quantify the variation in the phenomenon.

In describing certain measurable aspects of women lives, descriptive data reveal the social and political processes that help to perpetuate the inequality and oppression women experience (Tussman, 1977, p.62). Thus quantitative research is suited to find an answer about the status of this phenomenon in order to explain the phenomena (Muij, 2004, p.07). The quantitative method has potential to gather a large amount of standardized information from several informants. The standardization of responses facilitates scoring and analysis and the method can be used to obtain factual, less personal information (McMillan & Schumacher, 1993, p.251).

Quantitative research method is made up of two types of design which are experimental and non–experimental designs in which the basis of the experimental method is an experiment that can be defined as a test under controlled conditions which are made to demonstrate a known truth or examine the validity of a hypothesis (Muijs, 2004, p.13). In non-experimental design, the investigator has no direct influence on what has been selected to be studied, either because it has already occurred or because it cannot be influenced. In other words, the investigator is unable to manipulate or control any factors or phenomena that may influence the subject’s behavior or performance.

Looking at the status of empirical evidence revealed by literature, statement of the problem for this study and assumptions usually associated with this problem, the present researcher has chosen the non-experimental design to find the causality and status of this problem that is, underrepresentation of women in principalship positions of Dutywa Senior Secondary School. McMillan (2008, p.11) states that the non-experimental quantitative studies can be classified as descriptive, comparative, correlation or causal comparative.
3.2.2. Case Study

In this study a case study research design was used. According to Remler and Ryzin (2011, p.81) case study research design is used in both quantitative and qualitative study as to determine views or attitudes, perceptions in this case of women teachers towards their underrepresentation in principalship positions of Dutywa SSS. Denzin and Lincoln (2008) in Songxaba (2011, p.102) state that a case study is not a methodological choice, but a choice of what is to be studied. A case study has been preferred by the researcher due to its state of being a single entity at which it fits either in qualitative or quantitative or both methods can be used as a design (McMillan, 2008, p.288). Bell (1993, p.08) describes the case study as “an umbrella term” for a family of research methods having in common the decisions to focus on enquiry around instances. The present researcher preferred this form of design to investigate this issue on question particularly the causality of RSA women in lower echelons of RSA schools specifically SSS of Dutywa District in Eastern Cape.

A case study is an analysis of one or more events, settings, programmes, social groups, communities, individuals, or other bounded systems in their natural settings and are studied intensively directed at understanding the uniqueness and the idiosyncrasy of a particular case in all its complexity (McMillan, 2008, p.288; McMillan and Schumacher, 2006, p.316; Creswell, 2003, p.15; Huysamen, 1996, p.168; Wisker; 2001, p.190; Welman and Kruger, 2003, p.183). It is a specific instance that is frequently designed to illustrate a more general principle focusing on one unit of analysis with an objective to investigate the dynamics of some single bounded system, typically of a social nature, upon a particular instance in order to reveal the ways in which events come together to create a particular kind of outcomes (Nisbet and Watt, 1984, p.74; Hitchcock and Hughes, 1989, p.214; Welman and Kruger, 2003, p.21).

A case study research design is about the collection of evidence, crucially focused on a real situation, (this moment is scarcity of women teachers in principalship positions
of SSS), with real people (this moment are female teachers), in an environment (this moment are SSS of Dutywa District) with the aims of providing a real picture of a certain feature of social behavior or activity in a particular settings and factors influencing the situation (Opie, 2006, p.74). A case study strives to portray what it is like to be in a particular situation, to catch the close up reality and thick description of participants lived experiences of thoughts about and their perceptions for a situation (Cohen, Manion, and Morrison, 2007, p.254). Ary et al (1990, p.445) state that the ultimate goal of this kind of inquiry is to portray the complex pattern of what is being studied in sufficient depth and detailed so that one who has not experienced will understand it.

A case can be an individual case study, community studies, social group studies, studies of organizations and institutions, studies of events, roles and relationships, and studies of countries and nations (Mouton, 2009, p.281). Among these typologies of case studies, the present researcher preferred the one for organizations and institutions where Mouton (2009, p.281) defines it as focusing on organization’s best practices on implementation of policies and evaluation, human resources practices, management and organizational issues, organizational culture and processes of change.

The rationale of this study is the question on significance of transformation due to stagnant women status to principalship positions of Dutywa District in RSA Eastern Cape Province. The question remains, are government policies effectively implemented to emancipate women from traditional myths and organizational impediments to women advancement, if yes what may be the causality for the women underrepresentation in principalship positions of Dutywa Senior Secondary Schools?
3.2.3. Advantages of a Case Study

The primary purpose of a case study is to gain an understanding of the case (McMillan, 2008, p.288). In this instance are the effects of gender issues which are constitutional imperative as enshrined in various legislative measures such as the Constitution of RSA (1996), Labour Relations Act (1995), the Employment Equity Act (1998) and the Transformation of the Public Service Act (1995). A case study gives an opportunity for one aspect of the study to be studied within limited scale (Bell, 1993, p.08; Mouton, 2007, p.281).

A case study is a legitimate methodological option for researchers to consider when designing a study which provides a useful insight into educational practices and is proven helpfully in forming a policy (Merriam (1988, p.xi). Merriam (1988, p.02) further states that a case study is a basic design that can accommodate a variety of disciplinary perspectives as well as philosophical perspectives on the nature of research itself. Kumar (2011, p.126) state that a case study focuses on a bounded subject or unit that is either very representative or extremely a typical and is being characterized by very flexible and open ended techniques of data collection and analysis.

3.3. POPULATION AND SAMPLING PROCEDURES

The term population refers to the large group in which the sample has been taken (Vockell, 1983, p.103). A sample is a selection of elements (members or units) from the population and is used to make statements about the whole population (Blaikie, 2003, p.161). According to Kerlinger (1986, p.110) sampling is the taking out of part of any population or universe as the representatives of that population / universe. The sites selected for this study are Senior Secondary Schools of Dutywa Education District in the Eastern Cape.
Eastern Cape is one of 9 provinces created by the Interim Constitution of RSA, 1993 Act 200. In the province, education department is divided into districts and these districts grouped into clusters, cluster A, B and C. Dutywa District falls in cluster B under Amatole District municipality, Mbashe Local Government.

As a predominantly rural area, the Dutywa District is characterized by a community that is influenced by traditional cultural beliefs, particularly concerning the expected roles of women in the community. Among these expected roles, is the perception that women are subordinates to their male counterparts. Some of them (community members) are Christians. Christians also believe that the head of a family is the man. School Governing Bodies (SGB’s) of Dutywa District Schools form part of such communities. SGB’s make recommendations for employment(s) of educators (Employment of Educators Act 76 of 1998).

The population and participants of this study are female teachers of Dutywa District Senior Secondary Schools. The choice for the participants is influenced by the relevance of the participants for the study (women perception) and the researcher’s assumption that women themselves can have better answers or knowledge in expressing their feelings or perceptions on the cause of concern affecting them. A list of 39 Senior Secondary Schools has been granted to the researcher by the District Office. The best way of ensuring that the sample is unbiased is by using a probability sampling method (Muijs, 2004, p.38).

The present researcher resorted to such a sampling to obtain an estimate of the characteristics of the population of interest under investigation in order to gain access to some approximation of the truth. Probability sampling is described by McMillan (2008, p.112) as a method of sampling in which the subjects are selected randomly in such a way that the researcher knows the probability of selecting each member of the population. Every population element of this study has a known and non-zero chances of being selected (Blaikie, 2003, p.161). Coleman and Briggs (2002, pp.99-100) insist that random sampling, systematic, stratified, cluster and
stage sampling are probabilistic methods a researcher can prefer when sampling participants of the study.

Probability sampling in which both research sites and participants of the study were stratified and randomly sampled has been employed in this study. The present researcher has decided on simple random sampling and stratified sampling in selecting research sites (schools) of Dutywa District and participants of the study. Out of 39 (thirty nine) Senior Secondary Schools, 6 (Six) schools were selected using the stratified sampling method. This is stratified sampling, where as the first stage is to re-organize the sampling frame into groups whose members have a common characteristic and then sample separately from those groups (Coleman & Briggs, 2002, p.100). Dutywa Sub-District Senior Secondary schools were grouped together and two Senior Secondary Schools in each Sub-District were selected. Numerical numbers were put for each school and loitering technique was used to select those 6 (six) schools. Questionnaires were sent to thirty (30) participants of the study, five (5) per school.

Coleman and Briggs (2002, p.100) mention the main reasons for researchers to prefer stratified sampling which is that, when the researcher is well convinced that a particular variable is of such importance is represented in the sample in the same way as it would be in the total population. Secondly it is when the researcher wants to ensure that in a certain respect the sample contains different proportions to what would be found in the population. This has resulted in random selection of two schools from each of the 3 (three) Sub-Districts of Dutywa. The rationale behind this random sampling is that, the characteristics of these good random samples (sample estimates) mirror the characteristics of the population as a whole (the “true” population parameters) (Brewer and Miller, 2003, p.268). The purpose of sampling in quantitative studies is to obtain a group of participants who will be representative of the large group of individuals or who will provide targeted responses (McMillan, 2008, p.111).
3.4. DATA COLLECTION AND ADMINISTRATION OF DATA COLLECTION INSTRUMENT

3.4.1. Questionnaire

Kumar (2011, p.145) avers that questionnaire is a list of questions to which the answers are recorded by respondents. Hutton (1990, p.07) in Coleman et al (2002, p.93) states that questionnaire is the best method of collecting such information by asking a set of predetermined questions in a predetermined sequence and structured questionnaire to a sample of individuals drawn so as to be representatives of a defined population. Blaxter, Hughes and Tight (2001, p.64) state that the use of questionnaires as a research technique in a research study might be seen as a quantitative strategy.

Creswell (2003, p.153) believes that such a design in a quantitative approach provides a quantitative numerical description of trends, attitudes or opinions of the population by studying a sample of that population. The rationale for preference of design with questionnaires in this study is based on the main aims of the study to learn about people’s perceptions, attitudes, their beliefs, values, demographics, behavior, opinions, habits, desires, ideas and other types of information on what may be causal factor/s in this instance associated with women underrepresentation particularly in Dutywa District of Education. This is a cause of concern for this present study.

The goal of this study is to obtain a complete and accurate response (Frey, 1989, p. 62). It is at this point the present researcher has been convinced by Muijs (2004, p. 41) when saying that in number of different ways of conducting a study, each one may have its advantages, but the most common method in educational research is the use of the pencil and paper questionnaire whereby its advantage is its familiarity to users, as it allows users to complete the questionnaire at their own convenience, and it allows them to think about their answers.
This study intends to have a real description of women experiences concerning the influencing factors on their present status in educational management particularly principalship positions and the usefulness of government policies in explaining the phenomenon under review. The hard data obtained using quantitative techniques often appear to be more convincing to public policy makers (Moss, 2001, pp.8-9). Questions were open-ended or might be highly structured in the way that permits respondents to answer (Mason & Bramble, 1997, p.53).

Self-administered questionnaires are the best forms of data collection (Creswell, 2003, p.155). The data gathered for this study were in questionnaire divided into three sections. The first section is biographic data, followed by section B of dichotomous questions and section C which was open-ended questions. Kumar (2011, p.391) and Johnson and Christensen (2008, p.176) state that open-ended questions enable participants to respond in any way that please them.

It is just because of this that at the end of the questionnaire participants were allowed to express their concerns or narrative comments regarding women underrepresentation in principalship positions in Dutywa District. Miller and Brewer (2003, p.250) agree that such a form of questioning allow respondents to elaborate in their responses and can provide insights into the meaning which they attach to the actions and beliefs. Johnson and Christensen (2008, p.170) state that a questionnaire is a self-report data collection instrument filled out by research participants of a research study. Questionnaires are widely used and are useful instruments for collecting information, providing structured, often numerical data being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (Wilson and McLean (1994). Questionnaires are versatile in being able to address a wide range of problems or questions especially when the purpose is to describe the attitudes, perspectives and beliefs of the respondents, and can be conducted with written questionnaires or with interview (McMillan, 2008, p.204).
A study using questionnaire is inevitably quantitative although it may also have qualitative features (Bell, 2005, p.115). Tuckman (1994, p.216) believes that questionnaires are used to convert into data the information directly given by a person and is the way of getting data about people by asking them rather than by observing and sampling their behavior. Tuckman (1994) also insists that questionnaires measure what a person dislikes, thinks and discovers what experiences have taken place even in what is happening at the present moment.

In this study questionnaires were (Attached as Appendix D) administered to all 30 (Thirty) respondents of the study. The questionnaires were orientated around the researchers’ aims of the study. The questionnaires required the respondents to elaborate on those aspects that are perceived by the researcher to require a detailed response or description (Terre Blanche and Durrheim, 1999). The type of questionnaire used for this study is dichotomous questions. Dichotomous questions elicit a Yes or No answer or short phrase as a response (McMillan and Schumacher, 1993, p.428). This study is made up of 27 closed – ended questions and a single portion where the participants are supposed to express or comment about their personal views concerning the issue on question.

Close-ended questions are questions presented in a format that directs the respondent to simply select and mark the answers that best represent his or her own feelings (Davis and Newstrom, 1997, p.568). Closed-ended questions require participants to choose from a limited number of responses that are predetermined by the researcher and closed questions provide a primary quantitative data (Johnson & Christensen, 2008, p.176). Johnson and Christensen (2008, p.170) put this clear that questionnaires are not restricted to a single research method but can be used to collect data with multiple research methods (quantitative, qualitative and mixed etc). In all, both open-ended and close-ended questions have been used in this study.
The juxtaposition of these set of questions relies on researcher’s confidence to get convincing information about the research problem. This is done for both time and convenience effects, as it would be both costly and time-consuming to reach these places (Gray, 2009, p.338). Kumar (2011, p.153) believes that having an open-ended question in a questionnaire is to provide wealthy information and the respondents get an opportunity to express themselves freely resulting to a great variety of information. A questionnaire is bound to the requirement by having to ask exactly the same questions of all subjects and is flexible in analysis, make large sample feasible and is useful in describing the characteristics of the large population (Mouton, 2007, p.263).

The choice for the use of questionnaires in this study is supported by Kumar (2011, p.148) McMillan and Schumacher (2006, pp.194-5) that the questionnaires are most widely used in obtaining information from subjects of the study due to its relatively economical, less time and anonymity assurance. McMillan and Schumacher (2006, pp.194-195) further state that questionnaires as being employed in this study can either be statements or questions but have specific purpose for justification (for reliability or validity purposes), purpose to define specific objectives for the information needed based on research problem, and the purpose for writing questions or statements either in open or closed ended questions but well selected wording by objective in clear, relevant short and simple in avoidance of double-barreled questioning. This is the main reason for the preference of questionnaires for this study.

3.5. RESEARCH INSTRUMENTS VALIDITY AND RELIABILITY

3.5.1. Validity

According to Ary (1979) instrument validity refers to the extent to which an instrument measures what one thinks it is meaning. Validity is a judgment of the appropriateness of a measure for the specific inferences or decision that results from
the scores generated by the measures (McMillan, 2008, p.144). Creswell and Plano Clark (2007, p.133) state that validity serves the purpose of checking on the quality of the data and the results. Creswell and Plano Clark (2007, pp.133-4) further elucidate that in quantitative research, validity means that the researcher can draw meaningful inferences from the results to a population whereas in qualitative research, validity comes from the analysis of the researcher and from the information gleaned while visiting with participants and from external reviewers.

This means, according to Coleman and Briggs (2002, p.167), that no matter how busy the researcher is, all data collecting instruments have to be piloted. In this study, questionnaires were validated by the supervisors of this study and were piloted to Senior Secondary School female teachers of few Dutywa schools and surrounding areas. The same instrument administered in piloting the study was administered to the participants of the study.

Baker (1988, p.119) says that the validity of a measure depends upon the correspondence between a concept and the empirical indicators that supposedly measure it. In short, validity is a property of measuring instrument that you want to test for. The most important criterion of a measure is its validity, that is, whether the measurement is measuring what it intends to measure. If a measure is not valid, it is irrelevant even if it is reliable.

Concerning validity in quantitative research, content validity has been preferred where the questionnaires of the study were endorsed and approved by the supervisors who are familiar with the content area of this specific study before were administered to the participants of the study (Melville and Goddard, 1996, p.43 and Creswell and Plano Clark, 2007, p.135). Creswell and Plano Clark (2007, pp.133-134) advocate that content validity is about how the judges assess whether the items or questions are representatives of possible items. A little bit of differences if so ever is there any difference to the so called validity in qualitative research studies where it refers to the degree of congruence between the explanation of the phenomenon and
the realities of the world which is the degree to which the interpretations have mutual meanings between the participants and the researcher (McMillan and Schumacher, 2006, p.324).

3.5.2. Reliability

One way to measure reliability is to give the same people the same test on more than one occasion and then compare each person’s performance on the different testing, which means the scores obtained by each person on the first administration of the test are related to scores of second administration to provide a reliability coefficient, and this is called test-retest reliability (Tuckman, 1994, p.180). In this study the questionnaires had been administered twice to the same participants of this study for the reliability of the scores and had similar findings.

At the level of the research design, conclusions are examined and asked whether they are true and repeatable. In a proposal, as Baker (1988, p.105) puts it, a clear definition of the main concept or concepts must be given. The general question of measurement should be discussed so that it is clear that the potential problems in measuring the concepts have been thoroughly thought out.

3.6. Pilot study

According to Imenda and Muyangwa (1996, p.90) piloting a study is a preliminary trial of research measures and techniques essential to the development of a sound research plan that permits testing of the research questions leading to their refinement and higher levels of clarity for the study. Creswell (2003, p.158) believes on importance of piloting a study as it establishes the context of validity of an instrument and to improve questions, format, and scales. Lawrence, et al (2007, p.341) state that the paramount importance is crucial to the success of the study with several functions in which the principal aim is to increase the validity, reliability and practicability of the questionnaire.
The aim of piloting is to check on the readability and suitability of the questions or items for the purpose of editing the questionnaires. Williamson, Karp and Dalphin (2007, p.124) emphasize piloting a study as very important as it acts like a rehearsal and intended to allow the researcher to try out various possibilities before deciding which ones to adapt and can suggest new types of data that should be collected, point up and resolve ambiguities in the way that questions are being asked, indicate changes needed in the order of topics covered and help to eliminate fruitless lines of inquiry. The study has been piloted to some participants of the study before it was administered. The purpose for the pilot study was that subjects had the same characters like subjects of this study and are believed to have knowledge of matters affecting principals in SSS before finally judged as suitably valid for use to obtain answers to the main research questions.

3.7. DATA ANALYSIS

3.7.1. Quantitative data analysis

Analysis is an attempt to organize, account for and provide explanation of data so that some kind of sense may be made of them (Hitchcock and Hughes, 1995, p.139). Quantitative data analysis deals with numbers and uses mathematical operations to investigate the properties of data and statistics is the name given to the type of analysis in quantitative analysis (Buckler and Walliman, 2008, p.215). Buckler and Walliman (2008, p.215) further list several reasons for choosing quantitative data analysis in a study, that is for measurement, making comparisons, examining relationships, making forecasts, testing hypothesis, constructing concepts and theories or to explore, control and explain. For this present study, the aim is to describe the status of women and relevance of research question.

In this study the researcher started by collecting all the raw data that was often unordered, and contained errors and missing values particularly in section C. After
that, the data were transferred to an electronic format using a computer spreadsheet. The present researcher believes that the use of percentages, graphs and tables represented the data very well. After data collection the researcher compiled appropriate tables and graphs (Mouton, 2006, p.583).

Turte (1983, pp.178-9) believe that tables are clearly the best way to show exact numerical values and work well on data presentation. Age distribution, teaching experience, post levels and teacher qualification has been analyzed using tables, graphs and pie charts in a way of describing set of scores. Buckler and Walliman (2008, p.216) state that the valuable tool to enable a researcher to present and describe the data are statistical methods and if necessary can discover and quantify relations, and this is the most straightforward process to describe the data in the form of tables, graphs and diagrams.

To describe the set of scores one can then present the frequency distribution which provides a more compact, organized, and understandable description of the data (Dominowski, 1980, p.125). Therefore frequencies have been also used in describing set of scores by participants and percentages in describing set of scores in their response to questionnaires. Such a provision for description of an accurate picture of the status, characteristic of a situation or phenomenon is being declared by Johnson and Christensen (2008, p.377) as a description study. The information was later transformed into meaningful numerical format. The number of years that a teacher has been in education department was measured in numbers, considering ten-year intervals. For instance, a teacher who has been in the department for less than five years has fallen in the range of one to ten which might all be put in numerical order.

Missing answers (values) were given a unique code different from the rest of the codes in the program. Each subject’ scores were recorded in rows and the numerical codes in columns. Errors in coding and entering were checked by randomly selecting 10% to 15% of the sample cases and recode data. Errors found in the sample, were re-entered (Terre Blanche and Durrheim, 2006). Inferential data analyses were
utilized. Terre Blanche and Durrheim (2006) are for the view that conclusions are drawn about the sample.

Although conclusions about the findings of the case study are not for generalization due to its bounded means of uniqueness according to the place, time and participant characteristics, but it (case study) provides an insight into events and situations prevalent in that group from where the case was drawn (Kumar, 2011, p.126; McMillan and Schumacher, 2010, p.344). This is a statistic of chance form of analysis since it is mostly hoped that the inferences analysis are correct (there is no guarantee). The simple reason for inferential is that the intention is to infer from sample the characteristics of the whole population from which the sample was taken (Opie, 2004, p.100).

3.8. ETHICAL CONSIDERATIONS

Research comes into the lives of people who are the focus in various ways, taking up their time, involving them in activities they wouldn’t otherwise have been involved in, providing researchers with privileged knowledge about them, and therefore, potentially, power over them (Opie, 2006, p.25). Therefore, ethics have to do with the application of moral principles to prevent harming or wronging others, to promote the good, to be respectful and to be fair (Sieber, 1993, p.14). “Without adequate training and supervision, the neophyte researcher can unwittingly become an unguarded projectile bringing turbulence to the field, fostering personal trauma both for researcher and the researched and even causing damage to the discipline” (Punch, 1994, p.93). Efforts were made to avoid the above statement and comply with research ethics, and the ethical guidelines of research and practice were adhered to throughout the process of this study. The following steps were taken by this present researcher:-
3.8.1. Permission

The researcher asked for the permission (attached as Appendix A) to conduct the study, for the access to research sites (Creswell, 2003, p.65). All prospective participants of this study were contacted to gain written permission for their involvement in this research study. Principals of affected schools were contacted in this regard. Letters to principals of school have been attached as Appendix C. The response from the District Manager is attached as Appendix B.

3.8.2. Informed consent

The researcher gave participants of this study a consent form developed by Walter Sisulu University, included as Appendixes E for the purpose, the nature and procedures of the research study, so that individuals can have reasonable aspects of what to anticipate in the research study (Creswell, 2003, p.64). At the same time participants of the study were guaranteed of freedom of choice, which is either to participate, not to participate or withdraw from participating (Schumacher and McMillan, 1993, p.184). No one was forced to participate, participation was completely voluntary (Mouton, 2001, p.521).

3.8.3 Anonymity and confidentiality

As a way of assuring that participants remain unrecognizable, efforts were made to maintain confidentiality and anonymity since the researcher had to earn trust from different stakeholders who divulged information that some may not be shared with people outside their organisations and institutions. Participants were assured that no actual names would be used in this study particularly in individual cases/experiences in section C of this study. Confidentiality had been respected under all circumstances. The perspectives which will be provided will remain confidential; no statement will be attributed to a specific individual. Respondents had been advised not to include any personal information that would identify them and the
participation in this study is voluntary. They therefore remained anonymous. The right to privacy or non-participation or no invasion of privacy had been guaranteed (Tuckman, 1994, p.13). School names were not written by their names but had been identified using codes.

3.9. SUMMARY AND CONCLUSION

In this chapter the research methodology has been discussed for this study. The researcher concluded that the population and sampling procedures as well as research instruments, data collection techniques and data analysis were more appropriate in the methodology. Population and sampling procedures indicated all respondents involved in the research and how they were selected to form a sample. Questionnaires were used as data collection instrument to guarantee the success of this research.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

The main purpose of this chapter is to present and analyze the data collected as described in chapter 3. This chapter is divided into three sections, section A, section B and section C. Section A presents an analysis of biographical data of respondents that is their age group, teaching experiences, educational qualifications and their post levels. Section B is a quantitative data analysis of respondents.

To analyze Section B, each of the 26 questions, a summary of the participants’ responses is put in numeric and percentage form and then section C is the analysis of open ended questions. Under each question the researcher gives an interpretation of the results.

4.2. SECTION A

4.2.1. BIOGRAPHICAL DATA

AGE DISTRIBUTION (N = 26)

Female educators in terms of their age group are presented as follows: (20-30); (30-40); (40-50); (50-60). The following is a graph giving a summary of a number of respondents that fall under each of the age groups as shown below.
The horizontal axis of the diagram measures the classes which in the researcher’s study represents the age groups of the teacher to whom questionnaires were distributed. On the vertical axis is the frequency which represents the number of teachers that fall under each category of age group. In all, from the above, one can learn that the study was dominated by the respondents between the age of 30 and 40.

4.2.2. TEACHING EXPERIENCE

Each individual was entitled to state his or her years of experience. Years of experience were categorized as follows: the investigation allows the respondents to fall under three categories namely (0-10); (10-20); (20-30). Participants indicated their years of experience in the teaching profession.
Table 2: Participant’s work experience

The table below shows the distribution of participants in order of their work experience.

<table>
<thead>
<tr>
<th>No</th>
<th>Years of Experience</th>
<th>Freq</th>
<th>Accumulative Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.6</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>0.8</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>11</td>
<td>13</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>12</td>
<td>14</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>13</td>
<td>16</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>14</td>
<td>21</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>15</td>
<td>23</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>16</td>
<td>24</td>
<td>3</td>
<td>26</td>
</tr>
</tbody>
</table>

Years of experience of the respondents have been re-arranged in order to work out the mean, median, mode and the standard deviation of the data. Firstly years of experience of all the respondents were arranged in an ascending order as follows:
Mean = \( \sum X_i/n \)

\( X_i \) = Observations

\( n \) = number of observations

Mean = \( 267/26 \)

\( = 10.81 \)

Position of the Median = \( (n + 1)/2 \)

\( = 25 + 1 /2 \)

\( = 13 \)

Therefore: Median = 10

The mode is generally defined as the frequently appearing number in an observation. Therefore in this case the modes are 10, 14 and 24 because they both appear more frequently than the rest.
FIGURE 2: Age distribution of participants

It is clear that the individuals under ten years of experience dominated the study. That has been shown in diagram by 54% area which is the largest in the whole diagram.

Table 3. Summary of participants post levels

<table>
<thead>
<tr>
<th>Post levels</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>21</td>
</tr>
<tr>
<td>Level 2</td>
<td>5</td>
</tr>
<tr>
<td>N</td>
<td>26</td>
</tr>
</tbody>
</table>
4.3. QUALIFICATION DISTRIBUTION OF PARTICIPANTS

The following is a distribution of a sample of 26 respondents in accordance with their qualifications. The variable codes were summarized in the following table and classification of qualifications under which the respondents fall. The data containing their qualifications is further manipulated as shown immediately below:

**Table 4: Teacher Qualifications**

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Degree/ Diploma/ certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>M+3 / First Three Year Degree/ Diploma</td>
<td>Dip</td>
</tr>
<tr>
<td>M+4 / Degree</td>
<td>Degree</td>
</tr>
<tr>
<td>M+4 / Three year Teachers Diploma plus one to two years Diploma or Certificate</td>
<td>ACE/FDE</td>
</tr>
<tr>
<td>M+5 Honours</td>
<td>Honours</td>
</tr>
</tbody>
</table>

The above information can be utilized as a guide in order to understand the following table. The following table gives us a number of educators in each level of qualifications. The frequency column in this table represents the number of educators and the qualifications are represented in codes as guided by the table immediately above.

**Table 5: Participants Qualifications**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diplomas</td>
<td>4</td>
</tr>
<tr>
<td>Degree</td>
<td>7</td>
</tr>
<tr>
<td>ACE (Advance Certificate in Education)</td>
<td>9</td>
</tr>
<tr>
<td>Hon</td>
<td>6</td>
</tr>
<tr>
<td>N</td>
<td>26</td>
</tr>
</tbody>
</table>
The above table gives a clear picture of teacher qualifications women teachers obtained, as Further Diploma teachers dominate the study and that alone leaves a message that women teachers bother themselves for their self-development than being stagnant in one educational advancement.

**4.3. SECTION B: Factors affecting underrepresentation of women in principalship positions of Dutywa Senior Secondary Schools**

The following are 26 quantitative questionnaire responses. These responses are closed-ended questionnaires focusing on getting participants responses to standardized items for the purpose of confirmatory research. In these questions the responses are indicated in numbers and percentages.

**Table.6. Participant’s responses in percentage form:-**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you think women apply for principalship positions of Senior Secondary Schools?</td>
<td>25</td>
<td>01</td>
</tr>
<tr>
<td></td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>2. Have you applied for principalship positions?</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>42%</td>
<td>58%</td>
</tr>
<tr>
<td>3. Have you been called for interviews?</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>4. Have you been satisfied with procedures or criteria followed by panel?</td>
<td>06</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>77%</td>
</tr>
<tr>
<td>5. Are you going to apply if chances arise again?</td>
<td>20</td>
<td>06</td>
</tr>
<tr>
<td></td>
<td>77%</td>
<td>23%</td>
</tr>
<tr>
<td>6. Do you have reasons for previous response?</td>
<td>18</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td>69%</td>
<td>31%</td>
</tr>
<tr>
<td>7. Are there any set procedures actively encouraging women with potentials to apply?</td>
<td>20</td>
<td>06</td>
</tr>
<tr>
<td></td>
<td>77%</td>
<td>23%</td>
</tr>
<tr>
<td>8. Do you believe that women show their leadership qualities when they establish their own private schools?</td>
<td>25</td>
<td>01</td>
</tr>
<tr>
<td>Question</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>9. Are differences by gender a determinant for work ability in education profession?</td>
<td>09</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>35%</td>
<td>65%</td>
</tr>
<tr>
<td>10. Do you think gender differences can determine a character and potentials of a candidate?</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>11. Isolation by both male and female staff members when being appointed as female principal discourages female in applying for principalship.</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>12. Lack of local employment opportunities is the cause for women being so rare in principalship positions of high schools.</td>
<td>18</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td>69%</td>
<td>31%</td>
</tr>
<tr>
<td>13. Women don’t apply for principalship positions</td>
<td>08</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>31%</td>
<td>69%</td>
</tr>
<tr>
<td>14. Female teachers feel comfortable that they are not part of management in Senior Secondary Schools</td>
<td>05</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>19%</td>
<td>81%</td>
</tr>
<tr>
<td>15. Women are prioritizing family commitments than their careers advancement.</td>
<td>06</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>77%</td>
</tr>
<tr>
<td>16. Women are unable to cope with too much work that will lead them to handover their child care responsibility.</td>
<td>06</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>77%</td>
</tr>
<tr>
<td>17. Women are unable to integrate personal and professional aspects of life for their organizational development.</td>
<td>02</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>92%</td>
</tr>
<tr>
<td>18. Lack of family support is the cause of women underrepresentation in principalship positions of SSS’s</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>42%</td>
<td>58%</td>
</tr>
<tr>
<td>19. Lack of role models and networking for career development is the causality for underrepresentation of women in principalship positions.</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>20. Do you think principalship is deterrent due to low compensation but a lot of accountability, high pressure and demand?</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>62%</td>
<td>38%</td>
</tr>
</tbody>
</table>
21. Is it true that our society believes on male as opposed to female leadership in schools?  

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>21%</td>
<td>81%</td>
<td>19%</td>
</tr>
</tbody>
</table>

22. Male domination in principalship positions is influenced by School Governing Bodies (SGB’s)  

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>24%</td>
<td>92%</td>
<td>8%</td>
</tr>
</tbody>
</table>

23. Do you think School Governing Bodies and interviewing panels are fully trained and aware of the policies governing education?  

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>04%</td>
<td>22%</td>
<td>15%</td>
</tr>
</tbody>
</table>

24. Are Equal Employment Opportunities, gender equality and Affirmative Action policies well implemented?  

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>05%</td>
<td>21%</td>
<td>19%</td>
</tr>
</tbody>
</table>

25. Do you think proper intervention in redressing the problem of inequality and environmental degradation is still needed?  

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>24%</td>
<td>92%</td>
<td>8%</td>
</tr>
</tbody>
</table>

26. Is the apartheid era the main causality for women status in management positions?  

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>21%</td>
<td>81%</td>
<td>5%</td>
</tr>
</tbody>
</table>

27. Female teachers are less educated than their male counter parts.  

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>26%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Respondents of this study reveal that women teachers apply for principalship posts but are not satisfied with procedures taken in the process of recruitment. The study reveals that women have leadership qualities, both skills and educational qualifications. Women teachers of this study are uncomfortable about the patriarchal leadership of Dutywa SSS which is perpetrated by SGBs, society and interviewing panels. This is irrespective of democratic government policies, policies governing education in RSA. This study denies claims that women family commitments contradict with their personal and professional way of conduct in a workplace. Respondents of this study believe that there is a need for proper intervention in redressing the problem of derogation of policies governing education in Dutywa Education District.
4.4. SECTION C: ANALYSIS OF OPEN-ENDED QUESTIONS

This section is an analysis of open ended questions where respondents of this study were given a chance to have general comments about the issue on question. Few of them (participants) expressed their concerns on why there are fewer women principals of Dutywa SSS’s.

4.4.1. WOMEN PERCEPTIONS

Respondent 1 age between 40-50, 24 years experience, post level 1, who had BED (Honours) educational qualifications said:

Women are discouraged to apply for senior positions e.g. principalship because people lack confidence in the female applicants. Even female principals who are ready to leave their posts for retirement require male teachers as their successors. I personally have all the qualifications and management skill that make me qualified to be a principal, but I am certain that it will be impossible to be selected if I apply for principalship because the SGB members and the entire staff members have this misconception that male teachers have more management skills than their female counterparts. I feel that equal employment opportunity be readdressed.

Respondent 2, a 5 years experience participant, aged between 20-30, HOD (Head of Department) who has an Advanced Certificate in education(ACE) and teaching in one of the Dutywa private high schools commented like this:

"SGB members should be fully trained and be aware of the affirmative action policies because they are the main stake holders that do not like women in principalship positions in their schools"
Respondent 3: A post level 1 with BA (honours), aged between the age 40-50 states that:

The first choice is always for man because women are undermined by the interviewing panel, that is the problem, otherwise women are very good in principalship because the rules they set are good examples. We as women, we are hard workers and we are able to control stress in the work situation. Most men tend to drink when encountering problems and we are not. Most women are well dedicated to the work and are also good leaders but have the problem of being undermined by the male colleagues”.

Respondent 4: A 13 years’ experience, aged between 30-40, post level 1 teacher whose educational qualification is a Senior degree (Honours ) says :

As far as I am concerned, the problem lies with men who think that they are men and cannot be managed by women as they (men) think and believe that women are weak by nature not noting the fact that it is not only power that manages. Management includes integrity, intelligence, leadership skills, confidence and backbone etc.

Respondent 5: A 24 year experience, aged between 50-60, post level two whose educational qualification is M+4 clearly expressed her concern on women underrepresentation that :

"Women underrepresentation is caused by cultural back grounds and if that can be unlocked women can be free especially in principalship posts of Senior Secondary Schools”.

Respondent 6: A 21 years experience teacher age 40-50 with Honours Educational qualifications, post level 1 teacher states that ”No matter how educated you are our communities believe in male leadership, that is the reason why female teachers rarely apply. If the SGB wants a male principal nobody can be against them. I am satisfied by the questionnaire”
Respondent 7: A post level 1 teacher aged between 30-40 with 13 years experience in the teaching field and has Honours in educational management and policy states that:

Underrepresentation of women in principalship positions is exacerbated by lack of trust on women in our communities. The apartheid era and its gender inequality have also contributed to the stigma hatred against women. Ethnicity also is another reason where women are not hired for principalship because they are not born and bred of the community. However it must be highlighted that women are very committed in their work and they are not always found in drug or liquor abuse which usually destroy the management of male principals.

Respondent 8: A post level 1 teacher age group 50-60 years with 20 years teaching experiences has a grudge against the world due to apartheid system of RSA which has affected women teachers negatively and more than other people who have scars of this (Apartheid) system.

I express myself on how miserable to be a woman teacher during apartheid era was, as I was employed in 1960 at Mhlophekazi Junior Secondary School in Engcobo (In former Transkei, Eastern Cape). Each and every time I got pregnant I had to resign in my professional calling. Getting pregnant as a woman to Apartheid Government, I feel it was taken as a serious misconduct to the norms and values of that Education system. I’m not sure about the Act or name of the policy but what was happening, you were just given a notice letter that you are allegedly being pregnant and you are advised to resign from the Department. What I can tell you is that, from that abuse I am about to retire next year after serving 15 (fifteen) schools because after each and every delivery I had to apply as a new teacher. No previous experience was recognized after this incident. The Department recognizes only 20 years of my teaching experience as if I started in 1986. As women teachers we have and do feel miserable scars of Apartheid government’s policies.
It is axiomatic from the above analysis and serious comments that the paradox phenomenon of women underrepresentation in principalship positions is a looming and grueling phenomenon which needs an eye opening advice if intentions are to turn women lives into lifetime of professional world of work in a journey around leadership. Ninety two percent (92%) of participants who had taken part in this study have a perception that no real change will be successful as long as there are SGBs in their recommendations unless there may be broader societal changes in equipping the society with high level of management and recruitment skills of teachers. The basic problem of women exclusion in principalship positions is caused by lack of sound knowledge and training on the employers who are the community governors (question 21 and 22).

It has been noticed from this study on narrative comments of respondents that the masculine society believe on homogeneous, all male, all native born environment and a burden of culture. The Employment of Educators Act 76 of 1998, concerning appointments, promotions and transfers, states that any appointment, promotion and transfers to any post on the educator establishment of a public schools or a further education and training institution, may only be made on the recommendations of the governing body of the public school or the council of the further education and training.

Women and their potentials are generally handicapped by their sex orientation, organizational and societal stereotypes which make them to live with emotional baggage of life experiences

4.5. SUMMARY AND CONCLUSION

This chapter presents data analysis and interpretations as it has been analyzed and evinced in three sections of this chapter, that is Section A which is made up of biographical information, Section B - closed-ended questions and finally, Section C, comprising of open-ended questions. The data discussed in this chapter sufficed the objectives to pursue this study- to determine, describe the nature and extent of influencing or causality factors for women underrepresentation in principalship positions of Dutywa District SSS. Factors like monolithic patriarchy, unfair or
discriminatory practices which put asunder female teachers from male teachers when it comes to promotional posts have been identified, and these are irrespective of their educational qualifications, age or teaching experience in the field of education. A clear synopsis for the causality of this apparent intractability of patriarchal domain professions which silence women voices not in a vacuum but within RSA areas has been portrayed. This is through respondent's perceptions in Section B and C (that is in close and open-ended questions) of this chapter.
CHAPTER 5

5. SYNTHESIS OF FINDINGS, DISCUSSIONS AND CONCLUSION

5.1. INTRODUCTION

This chapter gives the synthesis of findings and discussions, recommendations and suggestions for further research studies. The following are key findings of this study which are knock-on effects and jigsaw interlocking factors based on factual experiences of an individual case. The key findings of the study are about, gender, culture, apartheid era, patriarchy in SSS, SGBs and Recruitment Panels, stereotypical impediment, Government Policies, Personality and Prejudicial Attitudes.

5.2. SYNTHESIS OF FINDINGS AND DISCUSSIONS

The researcher for this phenomenon sought to understand from women teachers themselves the causality of women underrepresentation in principalship, the panoply influencing factors women teachers associate with their underrepresentation and possibilities for chances the causality of these factors can be addressed.

5.2.1. Gender

The respondents of this study re-echo each other and with other studies that the knock-on effect main causality factor for women underrepresentation is a gender orientation to particular applicant. The stigma is on gender orientation, otherwise if there was no female gender orientation women were supposed to be extricated from any form of gender discrimination. Gender issue is still a crisis in RSA, many women (77% respondents of the study) want to lead and are capable of being educational managers (school principals) but being females dented them and a trap to trace is indicated even in the application form (Z83) and this reduces chances of being selected. This concern has been highlighted by Bergman and Coulter (2009, p.794) that men in management position control decisions affecting job assignments and promotions as a result many qualified women reach a plateau in their career at which were shunted from assignments that lack advancement opportunities.
Respondents of this study agree that the perpetuation of this phenomenon is gender that filters, which is a shared understanding among professional administrators and that silence and disrupt the privilege and ideas of women as minority in higher echelons. Gender discrimination was posited as a factor affecting women’s promotion and advancement. Although not blatant examples of discrimination, it appears that the hotchpotch of other influencing factors mentioned like negative attitudes and stereotypes about women as managers still influences hiring decisions, performance evaluations, and work assignments also emanate from gender orientation of applicants. On the other hand Sayers (1985, pp.175-176) agree with respondent’s perceptions and concludes that biological sex orientation does not constitute a proper basis for assigning differential rights, and women exclusion should not legitimately be justified on biological grounds, should not constitute an insuperable obstacle to women’s achieving equal rights in all spheres of life.

5.2.2. Culture

This study revealed that the problem of women being ostracized from leadership of schools particularly principalship positions in this case, is located in history and culture anomalies affecting all professions. Respondents of this study agreed with Lightfoot-Klein (1989:47) cited by Okome (2003:71) in Kambarami (2006) that Custom in Africa is stronger than the law, stronger than domination and even stronger than religion. Lessing (1994) states that cultural problems include women traditional status as subordinates to men regardless of age, education or marital status and affect their self-esteem and ability to take independent decisions or to own or run an organization. It is cultural hindrance that men feel difficult to receive orders from the females.

The study reveals that there are still transparent cultural organizations like Dutywa Education District that maintain horizontal sex segregation in organization which share concentration of power and authority among elites based on male experience and life trajectories that reproduce cultural domain forms of patriarchy. Education is one way in which women can emancipate themselves from the grip of culture through male domination, however a critical analysis of educated women reveals
that education is not a true emancipator. This is due to the fact that even those women who are educated have to succumb to culture, otherwise they get labeled as ‘unmarriageable’ and the State on the other side has not routinely failed to condemn the shape of school hierarchies rather exacerbate the scenario with brutal cultural practices in derogatory of RSA Constitution.

5.2.3. Apartheid era

Beside the history and culture, Apartheid government system has been insurmountable obstacle to the women which has a detrimental mark to the landscape of RSA school hierarchies which has affected Dutywa Education District Schools. Apartheid South Africa was more detrimental to the humanity and well being of women, but women had survived severe vulnerable inhuman life for their denial of their nature of motherhood, femininity, productive and domesticity rights (case of respondent number 8). Women teachers had travelled a long distance, ups and downs with no easy way to survive, like a case of respondent number 8 who started teaching in 1960 but due to break-up of pregnancy with no maternity leave or recognition of that pregnancy, which made recognition of 20 years of her teaching experience. It is not an anecdotal evidence of participants that among other things apartheid government had a set of artificial challenges for women which had affected their career advancement in their professional calling. 81percent of participants responses agreed that underrepresentation of women in principalship positions was caused by apartheid government policies.

5.2.4. Patriarchy in Senior Secondary Schools

The findings from the problem of female underrepresentation in principalship positions of Dutywa Senior Secondary Schools has not attributed to a single set of factors, but to a whole cycle of interlocking discrimination factors. The study revealed that the concept called patriarchy is historical, biblical, cultural or traditional answerable but in contrary to the RSA Constitution Act 108 of 1996. Respondents of the study counted a number of extrapolations about factors that were put forward to account for the continued underrepresentation of women in principalship positions that shaped educational management particularly principalship positions of Senior
Secondary Schools as a male zone. Respondents of the study agreed with Ardener (1981, p.1) that in practical terms, this is the male world.

The respondents perceived that the male dominance in higher echelons had a protracted effect to effective implementation of gender equality programs which had negative repercussion to women who are eager to apply for principalship positions in Dutywa District.

This study showed that the continuing theorisation of gender transformation in RSA while Dutywa SSS stand through patriarchal pillars at the top, and while the majority of women teachers serve under patriarchal interest, worshipping male domination had a major deleterious effect to the image and significance of RSA policies. Respondents of this study believed that patriarchal system sets up standards of poisonous quandaries as a primary avenue of scourge to the calling of African women in whatever calling particularly in teaching profession.

Itzin and Newman (1995, p.154) have the same perception like the one for the respondents of the study that women lack economic power though they make it when it comes for voting. Respondents of this study associates patriarchy with african culture, which is patriarchal and patrilineal nature of Africa society and it perpetrates and shapes gender inequality to the extent of allowing male domination and female subordination in all facets of women lives. According to findings of this study, women teachers continue to comply to patriarchal demands where patriarchal system sets up standards of community beliefs in academic fields or occupations with those negative effects of taken for granted patriarchal beliefs with justification of common sense values framed against the backdrop of society and culture irrespective of policies governing education in RSA.

5.2.5. School Governing Bodies and Recruitment Panels

The respondents of this study had come up with kinship causal factor between SGBs and Recruitment panels as one of the major cause which squelches women in climbing to upper educational ladders of Dutywa Senior Secondary Schools.
Department of Basic Education (DBE) comprising up of academics is not the only provinces for professionals but has a whopping number of lay governors (SGBs) in its decision making. The legal changes have moved the management of key aspects of employment relations to the schools and its governing bodies, even the employment and responsibilities for the day to day adherence have been moved to the governing bodies and school management (Leighton, 1992, pp.16-17).

The respondents of this study believed that the legal position played by SGB’s does not suffice the professional calling of teachers in terms of employment or recruitment procedures. The enactment of SASA 84 of 1996 started a new tradition in RSA schools, the tradition of School Governing Bodies, who are group of elected or appointed people to govern schools as representatives of the community, in a legal status (section 15 states that is a juristic person) therefore with legal capacity to perform (section 16 of this Act) its functions according to the terms of this Act, SASA 84 of 1996.

The obvious exaggerated degree of women prejudice lies somewhere else but the evident stories about women showed that women are seen as unsuitable for management positions and people who recommend the appointment of a teacher in a school are SGB’s. Male domination in higher positions finds its echo from the community which is the main contributing factor to lack of women principals in Dutywa District. Respondents of this study reveal that SGB’s have a tremendous influence on male candidates to be appointed as they believe on male leadership. Kgomo (2006, p.92) study reveals that the underrepresentation of women in principalship positions of schools is caused by schools themselves through their society in which the community prefers the male principals in what they (community) believe will maintain the discipline in a school situation. Respondents of this study agreed with Davidson (1985) in Ouston (1993, p.31) that there is an absence of explicit criteria for lay selectors, the perception from society takes women as second class citizens and rely on unfriendly mythical perceptions for their
choices of certain category of not being promotable is not in any kind of recruitment criteria particularly in policies governing education in RSA.

Appointment of school principals involves Departmental Officials in the panel who are clear about educational policies and Human Rights. SGBs recommend the appointment of educators (SASA, 84 of 1996) although their level of understanding the government and educational policies may not be sufficient as compared with employees (educators) thou are employers. Respondents of this feel that as a really conundrum to labour related matters.

Respondents of this study argue that the SGBs have sound knowledge of culture than labour related matters and policies governing education in South Africa. That is a real truth, but Knowledge is the power, success depends on knowledge, knowledge is the first and the last resort, it has no marginal cost although it costs, because it is not cheap to make hiring by mistake, or irrelevant candidate may cost the organization. This study revealed that lack of knowledge from most recruitment, selection and interviewing panels is detrimental to the future of South African women teachers particularly in Dutywa Education District, in Eastern Cape Province where importance is put on candidate’s sex orientation than a powerful reference of employment history, experience and qualifications.

Respondents of this study see no significance of gender identification in Application forms of employment than targeting the gender orientation of an individual candidate to be disadvantaged if it is a woman. Another important fact from the teacher’s perceptions was that there was a direct link between upward mobility and a willingness to conform to the views of those with power, that is being not closer to the community and recruitment panels, a candidate discredits or is a stranger and that reduces chances to be appointed rather than how candidate recommend him/herself or educational qualifications or work experience the candidate possesses. This shows that not all appointed candidates had been appointed through the way they sold themselves but had lobbied support from the community.
5.2.5.1. Work Experience

This study revealed that the value of having teaching experience does not guarantee possibilities of appointment as a woman in principalship position. Employment of Educators Act, no 76, of 1998 and Government Gazette (18 February 1999) demystify teaching experience required for senior positions in Education Department from post level 2 to level 6. The actual educator’s experience as well as appropriate experience is taken into account for the purpose of appointment in post level 2,3,4,5 or 6, for instance, five (5) years is required from a candidate in post level 3.

In order to be eligible for promotion an educator must comply with all the minimum requirements in respect of qualifications and experience applicable to the particular post. Respondents of this study vary in their teaching experience, from six(6) months, one year(1), ten(10) years to twenty four(24) years but none of the above has been helped by her teaching experience. It seems as if appointment in principalship position has nothing to do with teaching experience in Dutywa Basic Education Department and that becomes incongruent with policies governing Education in this country (RSA).

5.2.5.2. Educational Qualifications

Respondents of this study have higher educational qualifications relevant to the profession, like twenty six (26) respondents of this study, only four (4) who have diplomas and twenty two (22) have degrees and senior degrees. This gives a discordant message that it is not educational qualifications either work experience that guarantee promotional appointment of women in principalship positions of Dutywa Educational District, and that is a crisis.
5.2.5.3. Age

Respondents of this study were falling in different age groups like 12% fall between 50-60 years old, 19% age 40-50, 42% in age 30-40 and 27% fall in age 20-30 years old but none of the above respondents hold principalship position. This study revealed that either work experience of a woman candidate, maturity in age or educational qualifications have no significations to recommend a woman candidate when it comes to appointment for principalship post. The question is, are all lacking the capacity and what is the value of having the above requirements?

5.2.6. Stereotypes impediments

Respondents of this study believed that Women are placed in an awkward and uncomfortable position although they made a remarkable contribution to re-define and hone their capacity in educational reform of school setting, but are facing gendered stereotypes whenever a senior position arises. Steyn Van Niekerk (2008, p.56) describe stereotypes as mental short cut to categorize people on the basis of the group to which they belong. Steyn and Van Nierkerk (2008, p.56) further emphasize that stereotyping and discrimination are exceptional difficulty to overcome due to people who find someone who matches their preconceived notions, and due to people who are inclined to ignore any information which contradicts their preconceived views or alternatively, but just reject the sources of such information. Leithwood, et al (1999, p.139) state that teachers’ beliefs about their own professional capacities are often eroded by so taken for granted conditions of their work.

Some participants of this study showed a perception of subjugation that women are subjugated people who comply with negative effects of patriarchal demands due to stereotypes against them. Women teachers of this study believe that female teachers also contribute to their own oppression themselves as evidenced by their poor self-image, less assertiveness and an absence of a systematically thought about
career plan networking. These are inferiority complex limiting effects that are from stereotypes and African traditions for women.

Respondents agreed with Westhuizen (1991) that women are disadvantaged by internal or personal barriers which influence the life of women because of femaleness. On the other hand Lessing (1994) describes this as blame within a woman. Lessing (1991) further states that women inhibit their chances of success themselves as they do not believe in their own abilities. Perceptions from respondents of this study correlate with views put forward by Grint (2001, pp.206-207) that males have to live up to higher standards than females and females are believed to be less suited for management than their male counterparts.

This study revealed that regardless of clear policies and laws that were enacted from the Constitution and outlawed unnecessary obstacles, professional women teachers still suffer or accommodate stereotypical impediments. Women beat themselves by keeping quiet on violation of their rights or by having a space for accommodation of injustice against them. Knowledge is the power, the knowledge somebody has will set him or her free. This study believed that Women have to wrestle with whatever to defend themselves quoting from the Constitution and Educational policies than inflicting themselves or accommodating the problem. A skewed setting in gender management of Dutywa Education District school principalship really shows that women are invariably marginalized, and seen as fulfilling stereotypes. Women have to struggle to resist or escape the sex role stereotypes and tokenism that accompanies these situations. Moreover, this study believed that this effort takes away considerable energy that ought to be placed on work itself.

5.2.7. Government policies

Respondents of the study put the blame to legislative procedures of both apartheid government and current State. Respondents identified apartheid policies as one which dismantled women’s dignity into shapeless thing intentionally or unintentionally in all facets of women lives. Respondent’s perceptions correlated with Hewitt (1982, p.172); Boberg (1977, p.95-96) Magubane (1993, p.52) and Behr(
1988) about questionable intentions of apartheid educational policies. Christodoulidis and Farmer (2007, p.129-130) state that the law’s ability to include women who were excluded had a number of shortcomings which epitomized legless state and democratic deficit irrespective of formal claims to equality due to legal interpretation that still draw on a male perspective and women continue to be discriminated against. The study revealed that finding a solution to lick and exorcise women from trajectories of apartheid policies seemed to be not an easy matter particularly in eradicating unequal opportunities epitomized by old RSA policies.

The study revealed that the trajectories of women lives are still based on proliferation of much more alarming and grueling challenges from degradation and mutilation of human dignity in public life, to still desperation of shelter, women abuse and violence against women, high level of poverty with high level of family responsibility accompanied by vulnerable working conditions in spite of the laws.

Findings of this study agreed with the literature that South African women profiles constituted the poorest socio-economic conditions in all sectors at which the majority of women were employed and lived in impoverished areas and excluded from protective legislation (Kadalie in Liebenberg (1995, p.66). Respondents perceptions also attested Desimone and Harris (1994, p.479) perception that apartheid government dented most minds of South Africans and women had been fighting an uphill battle to establish their rights in the workplace for almost a century, but are still facing three kinds of treatment which are discrimination in terms of promotion, pay and sexual harassment. One of the explanations revealed by this study for high level and wide spread nature of this situation was the legacy of apartheid government, construction of masculinity which fuels the rate of patriarchal ladders in RSA schools particularly on Dutywa Education District.

Respondents of this study acknowledged the significant moment heralded by 1993 Interim Constitution of Republic of South Africa (RSA), with a justifiable Charter of Fundamental Rights for democratic RSA and which had shifted the parameters within
which women are able to claim their rights as equal citizens in an ostensibly non-racial and non-sexist society. That was the inclusion of women as a category along with race in the preamble and in the Constitution itself as a result of challenges faced by women over the post apartheid regime.

Article number 14 quoted by Patel (1994, p.112) for affirmative action states that, nothing in the Constitution prevents the enactment of legislation, or the adoption by any public or private body of special measures of a positive kind designed to procure the advancement and the opening up of opportunities, including access to education, skills, employment and general advancement in social, economic and cultural spheres, of men and women who in the past had been disadvantaged by discrimination. Respondents of this study acknowledged that either patriarchal or matriarchal in RSA have no position in RSA Constitution Act 108 of 1996.

5.2.7.1. Gaps in the Legislative & Policy Framework

Respondents of this study acknowledged that South Africa has one of the most progressive and inclusive Constitutions in the world (Constitution of South Africa Act 108 of 1996) and that the equality clause (Section 9 of the RSA Constitution Act 108 of 1996) guarantees non-discrimination on numerous grounds, further acknowledged that various items of legislation and policies have been adopted, most notably, the Promotion of Equality and Prevention of Unfair Discrimination Act, aimed at fulfilling the realization of the right to equality.

Therefore, the respondents pinpointed a need to expedite a review or amendments on implementation of RSA laws, policies governing education and recruitment procedures as to ensure whether they ameliorate or still derail women constitutional right of equality. The perception was congruent with establishment of specialized equality courts based on chapter 9 of RSA Constitution Act 108 of 1996 for institutions like Commission on Gender Equality and the South African Human Rights Commission, which are all positive steps to be taken by the government to ensure
access to justice for women and the promotion of the right to equality and non-discrimination for all. The real challenge, these wonderful policies and fantastic legislations fall flat in the practical terms.

Itzin and Newman (1995, p.154) agree with the participants of this study that statutory requirements or legislation on sex and on race were provided for opportunities for development, but ironically has been market-oriented policies as they lack simply response to discrimination. Tekleselassie (2002) in Bush (2008, p.56) attests that the appointment of a principal have a political consideration- that in order to be promoted the candidate must belong to the correct political party, that is, the political majority hire the principal from the right party, that is not legitimately.

The disjuncture between policy frameworks or laws and implementation programmes or satisfactory compliance with the commitment to implement reflects that RSA falls flat in the practical implementation of its laws. It fails to adequately resource organizations, particularly SGBs in schools with skills of recruitment than relying on cultural or traditional perceptions. The lack of coherence and enforceability leads to a lack of accountability and becomes a justification for failure to implement the provisions contained within the various policies.

Overall, it contains a number of vague promises for improved service delivery without really detailing how to access or what to do on failure to provide promises. In this regard women are not benefiting due to negative correlation of what policies say and practicality. Reflection on findings of this study about what policies say in regard to the history of RSA schools particularly those of Dutywa Education District shows a huge gap either failure or derogatory implementation which places another image of RSA Schools like Dutywa Districh S.S.S.
5.2.8. Personality and Prejudicial Attitudes

Respondents of this study revealed that in spite of the existence of the Bill of Rights, SASA 84 of 1996, the Employment equity Act 55 of 1998 and Affirmative Action strategies, there are still patriarchal attitudes which padlocked women attaining senior positions particularly principalship positions of Dutywa Education District. This study showed that attitude is irrespective of skin pigment, but one’s sex orientation is one’s lesser or higher chances to be promoted. This study revealed that folklore, mores, laws and taboo still formed serious stumbling blocks emanated from patriarchal attitudes for women advancement to senior leadership positions in the education profession. This creates disrupting tensions, inhospitable attitudes and sounds to be offensive and develops emotions and insensitive attitudes. Women teachers of this study believed that, this noxious substance drains the vitality of capable candidates for responsible positions in the entire organizational and the extent of perpetuation of this toxicity stifle the creative women teachers and they lose heart and become anxious, fearful due to organizational pollution which is poisonous to every individual woman candidate. This significantly disrupts innovative and productive work of women teachers in an organization.

This study revealed that women teachers faced contradictory mythical or traditional perception and mythology that management is based on physical force and control, and a view of women as physically weak and men as powerful authority figures, and that women teachers are less committed and less qualified than men. This pervasive fear and insecurity about women and deep-seated skepticism in the public mind that the future holds nothing beyond a watered-down version.

Respondents of this study stressed that the provision for percentage of employment quota for women will be rarely filled due to negative attitude of employers which undermine women’s capacity and potentials even RSA Constitution Act 108 of 1996. The principal avenue of all these prejudicial attitude is from gender orientation (seems being female means nothing in regard to senior post) and School Board
members or SGBs who hold unfavorable attitudes towards women in principalship of senior secondary schools.

Ouston, 1993, p.50) states that the most reason for why women do not become school administrators can be explained by understanding that women are not valued as much as men and that bias results in negative attitudes toward women aspiring to be school administrators. Westhuizen (1991, p.47) further describes these ways of acting and attitudes as leading women to be rejected by other women and get cold shoulder from men and feel threatened. Wilson (1995, p.22) pinpoints that male attitudes towards women even just to be at work, have been negative and the male chauvinism is the main obstacle, but low self-esteem and lack of confidence are also strong contributing factors to slow female advancement.

Truly, all these indicate that men and women are not the same, the literature attests that even the character of a woman sometimes is most detrimental to poses authority and communicate professional for professional matters. Lessing (1994) states that women inhibit their chances themselves as they do not believe in their own abilities. Westhuizen (1991) describes these aspects as psychological or self-inflicted problems which results in certain personalities, poor self-image, lack of self-confidence, attitude and excessive emotional reactions. Westhuizen (1991) further criticizes these sort of human behaviour as causing unnecessary tensions, personal sanctions and guilty feelings of poor assertiveness, inadequacy and incapacity which leads to lack of ambition and self-confidence in careers.

5.3. RECOMMENDATIONS

The concept of equality seems to be an international joke as the phenomenon under a question is an international phenomenon. The turn of South Africa from a lot of opportunities to threats is a risk which may be associated with climate of change, and of human resource capacity forming a top of agenda even in coming decades. Organisations tend to be patriarchal by nature, leaders tend to lead in the way they
were led, and so men continue to collude with fellow males and exacerbate male entitlement and posit organisational culture that tends to be gender insensitive and sexist irrespective of RSA Constitution Act 108 of 1996 (Supreme law of the country) and laws or policies emanated from the Constitution of the country. This can be real poisonous and is slowly damaging the legitimacy of RSA Constitution. From the analysis and findings of this study, the present researcher proposes the following recommendations:

- The greatest lessons from abroad is gender equality as a priority for all South Africans, trade unions and the legislature to make a great difference to the present pattern of female employment.

- Recruitment panels must be knowledgeable personnel about skills inventory, labour related matters, RSA Constitution otherwise the shape of RSA schools will remain the same particularly Dutywa District Senior Secondary Schools.

- Programmes to enhance self-confidence of women to help them to formulate career plans, support and encouragement, provide needed information and networking with role models to share expertise and arrange access to management positions have to be developed or motivated.

- School Governing Bodies, all selection and recruitment panels must act as sounding boards for the professional status they stand for. They need a sound knowledge of employment procedures, labour related matters and constitutional rights. The study recommended that whoever capable in the community be elected to work in the SGBs as co-opted SGB member to build the capacity around the composition of the SGBs, though it is not specifically stated in SASA, like, it says a parent of a learner in that school should leave SGB post on the date that his or her child leaves the school. People who are not members of the SGB, but who possess the required expertise have to be appointed to any subcommittees, but it is recommended that every subcommittee must be chaired by a member of the SGB. It is advisable for the department to have a section in training SGBs in help to understand the policies governing education in RSA, recruitment procedures and labour related matters for shared governance and
management of RSA School. The school community as governors of schools in their communities must have access to information regarding school governance so that during elections, stakeholders could elect members who will serve according to the Acts and be in need of the Act and perform the functions required by the school. Perhaps the first priority of every SGB should be to evaluate themselves against the requirements of SASA (84 of 1996) and decide in what areas they need to ask for help to promote the interest of the school and school life.

- An intervention on implementation level of Affirmative Action gender equality in all facets of lives and the ways to attract women with potentials and capacity to apply for senior positions in upper education ladder particularly principalship position to be monitored.

- A training of attitude mind-shift programmes for changes, to change resistance, stereotypes and turn the perception of threats into opportunities in marketing skills. Such measures shall be to provide special attention to women so as to enable them to compete and participate on the basis of equality with men in political, social and economic life as well as in public and private institutions.

- To instill that culture is dynamic and has to be appreciated but is not above the supreme law of the country, therefore there must be an eradication of mythical perceptions on cultural determinism for the liberation of women to play their rightful role in education alongside with their male colleagues.

### 5.4. SUGGESTIONS FOR FURTHER RESEARCH STUDIES

No study can capitalize of being free from whatever validity threats or any weakness, therefore even this present researcher suggests another investigation can take place to explore more about causes of underrepresentation of women in principalship positions especially in times of RSA transition. The upsurge for the study of this nature in RSA particularly in parts of RSA like Dutywa Education District
is for understanding the acknowledgment and implementation of RSA laws in those Unfathomable cultural based citizens. The law cannot change a society overnight, but it can certainly ensure that the disadvantaged are not given a raw deal. There must be times for strict adherence to law, or mindless application of the laws, could lead to injustice. Justice alone is a combination of various factors: Enactment of laws responsive to the changing needs of time, their effective enforcement, progressive and proactive interpretation and application so as to fill up any void that is left and not taken care for by statutory enactments. It is the law in action and not just the law which is important written on paper. Women underrepresentation in leadership positions particularly principalship position in this case is total derogation of RSA Constitution, section 9, and it epitomizes democratic deficit in RSA in its 18 (eighteen) years of democracy. RSA history is replete of forms of subjugation, discrimination and marginalization, denial of rights and dislocation, gender oppression, vulnerable and socially exclusion of persons particularly women (like a phenomenon of mob justice to women associated with mythical perceptions of witchcraft) in all categories of life continue to shape new and old forms of inequality in our society.

Up to now, it is really shocking to have issues related to gender inequality, one which came first in political manifestos of political parties and in public gatherings before 1994 while lobbying voters to cast their votes with healthy confidence of RSA government, backed by RSA Interim Constitution 1993 aimed at eliminating unnecessary artificial barriers which are still the hurdle to women development and career advancement. Apart from the plethora of gender laws in RSA, their interpretations and analysis, the question remains, how far are programmes eliminating discrimination actions in 18 years of democracy? Is there any need for a language to describe what it means to educational policy makers, to have nice definition of terms like gender equality than to provide practical tools to measure the effectiveness or implementation of educational policies in practical terms?
It was in centre to the spur of this study not only to reflect on the underrepresentation causality factors of women teachers but also to make conclusions about the issues under investigation. Any other researcher wishing to understand and address the plight of women teachers in their teaching profession could evaluate the working environment, either address the organizational culture, values and norms within professional calling as to encourage female teachers to stay in the teaching profession, otherwise specific measures need to be taken to remove the underlying causes of women underrepresentation in principalship positions, either in policies, laws, procedures of doing things, beliefs, practices and attitudes that maintain this gender inequality. Another study could take this phenomenon and involve all education stakeholders.

Although a case study is not for generalization but engaging with this study is believed to be an eye opener to bring about transformation in schools and provide deeper knowledge into insight and understanding the causality of women underrepresentation in principaship positions of SSS and the study itself would contribute a little in closing the gap in teacher leadership literature of inequality. The way forward is for all stakeholders including the government and other agencies to popularize and market women leadership in line with RSA policies and let everybody claim professional ownership of a school according to policies governing education in RSA without fear of any intimidation from whatever facet in an organization. It is imperative for the Department of Basic Education (DBE) to acknowledge the benefits of this study particularly Eastern Cape Province in RSA, Dutywa District and introduce programmes that will encourage the emergence of teacher equality in higher echelons of Dutywa District SSS.

5.5. SUMMARY AND CONCLUSION

In concluding, this chapter presents overview research findings and a glimpse synopsis of this research study. Findings of this research study are relevant to the research questions aiming at achieving the purpose of this study, guided by research
questions about factors affecting women underrepresentation, and the extent or the nature of causality factors in principalship positions of Dutywa Education District SSS. Key findings of this study serve as a framework for comparing these findings with evidence from wider literature as well as analyzing similarities and differences or nexus of the causality factors for different individual cases.

Chapter two of this study presents an account of the theoretical explanations of this phenomenon in details, at which women jostled and padlocking the misconstrued fallacies based on dehumanization, derogation of laws and denial of justice which is an attack corrupting the pleasure enjoyed in RSA Constitution Act 108 of 1996. The study revealed the numerical women underrepresentation in higher professional and academic echelons as limiting their political and professional clout to the male bastion and constantly be under pressure to provoke at the expense of the majority. Finally, suggestions and recommendations have been put forward that gender orientation is not a skill for any level of post but the capacity to perform the duty. Therefore recruitment panels have to be capacitated with skill to select the right candidate at right time in a right position. Women have to claim constitutionally equality rights irrespective of the overwhelming orthodoxy and invisible scary patriarchal techniques which watered-down and digging invisible hole to bury the pleasure enshrined in RSA Constitution Act 108 of 1996. Patriarchy or Matriarchy have no grounds in RSA than discrediting the value or areas of excellence of policies governing education in RSA. The testimony of governance is compliance of its citizens to its laws and policies.
REFERENCES


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Songxaba, S.L., 2011. The Use of Afrikaans-English-Xhosa Code Switching and Code Mixing as a Teaching of Afrikaans Additional Language in the Secondary School of
the Transkei Region of the Eastern Cape Province (RSA). Walter Sisulu University for Technology.


Tyebileyo, D.P., 2008. A critical study of how leadership is provided by School Management Teams(SMT's) in Mtata Education District Schools in Eastern Cape. WSU. Umtata.


A REQUEST TO CONDUCT A RESEARCH STUDY

I hereby request a permission to conduct a research study in six Dutywa SSS. This is in accordance with the requirement for the degree of Masters of Education that I am undertaking with Walter Sisulu University, Mthatha. The researcher is one of Elliotdale educators. This study is following a series of other studies in other District, Provinces and all over on matters concerning gender. The research topic is about women underrepresentation in principal ship positions of Dutywa Senior Secondary Schools. The purpose of this study is to explore women teacher perceptions on matters concerning gender issues which affect them traditionally, professional and even in their advancement in various occupations including our profession. Sincere views on matters related on this are encouraged and confidentiality of respondents is guaranteed. Findings of this research will be published and submitted to the Education Department.

Thanking you in advance for your assistance.

Sincerely yours

..............................................
APPENDIX B

Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION
Private Bag X 1203 * Dutywa * 5000 * REPUBLIC OF SOUTH AFRICA
ENQUIRIES: MAGAMA WM TEL. NO. 047-4895043 FAX. NO. 047-489 2423 DATE 08 OCTOBER 2008

The Dean
Faculty of Education
Walter Sisulu University
MTHATHA

Sir / Madam

PERMISSION TO CONDUCT RESEARCH IN DUTYWA SENIOR SECONDARY SCHOOLS.

Permission is hereby granted to Mr T. Mokoto, Persal No. 53324854, to conduct research on the topic: WOMEN TEACHER PERCEPTION ON CAUSALITY FACTORS FOR WOMEN UNDER REPRESENTATION IN PRINCIPALSHIP POSITIONS OF DUTYWA SENIOR SECONDARY SCHOOLS in the following schools:

<table>
<thead>
<tr>
<th>NAME OF SCHOOL</th>
<th>SUB-DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elliotdale Tech</td>
<td>Elliotdale</td>
</tr>
<tr>
<td>Ganimulu SSS</td>
<td>Elliotdale</td>
</tr>
<tr>
<td>Xolilewe SSS</td>
<td>Willowvale</td>
</tr>
<tr>
<td>Willowvale SSS</td>
<td>Willowvale</td>
</tr>
<tr>
<td>Idutywa School of Excellence</td>
<td>Dutywa</td>
</tr>
<tr>
<td>Colosa SSS</td>
<td>Dutywa</td>
</tr>
</tbody>
</table>

This office wishes you great success in your research and look forward to you to submit your dissertation to the office of the DISTRICT DIRECTOR DUTYWA.

Yours faithfully

DISTRICT DIRECTOR
THE PRINCIPAL

........................................Senior Secondary School

.......................................... 

SIR /MADAM

A REQUEST TO CONDUCT A RESEARCH STUDY

I hereby request permission to conduct a research study in your school. This study is following a series of other research studies in various Districts, Provinces and all over the world with similar findings. It is about gender issues in workplace including educational institutions. The purpose of this study is to explore women perceptions on causality factors for women underrepresentation in principalship positions of Dutywa SSS. I guarantee confidentiality of participant’s views.

Thanking you in advance for your assistance, participation and cooperation.

Sincerely yours in profession

..................................
APPENDIX D:- Cover letter to the Questionnaire for respondents

FACULTY OF EDUCATION
WALTER SISULU UNIVERSITY
P/BAG X 1
5117
25 NOVEMBER 2008

TO WHOM IT MAY CONCERN

A REQUEST TO PARTICIPATE IN A RESEARCH STUDY ON :-
FACTORS INFLUENCING WOMEN UNDERREPRESENTATION IN PRINCIPALSHIP
POSITIONS OF DUTYWA SENIOR SECONDARY SCHOOLS

Dear Sir / Madam

I hereby request you to participate in the above mentioned research study and
thanking you in advance for your cooperation. The study is about serious concerns
of gender in work place including your profession (Education) which affect women in
their advancement to higher echelons of this profession.

The purpose of this study is to determine influencing factors for lack of women
principal in Dutywa Senior Secondary Schools. Honest opinions will be highly
appreciated and confidentiality of your views is highly guaranteed. Your participation
is voluntary and the findings will be used for the purpose of this research study
without bridging your confidentiality. This is professional obligation to safeguard and
honor assurance of your confidentiality.

Your assistance in this regard is highly appreciated.

Sincerely yours

...............................................

TEMBA MOKOTO (MED-Research –cell-0839229698/mokotot@yahoo.com)
APPENDIX: D

This study intends to explore women perceptions on women under representation in principalship positions of Dutywa senior secondary schools. Questionnaires have been made up of two sections, section A and B. Section A comprises of biographical information and B respondents will be ticking to the suitable block of Yes or No.

SECTION: A

BIOGRAPHICAL INFORMATION
Please tick to the appropriate block

1. AGE IN YEARS
   - 20-30
   - 30-40
   - 40-50
   - 50-60

2. TEACHING EXPERIENCE
   - 0-10
   - 10-20
   - 20-30

3. CURRENT POST LEVEL
   - 1
   - 2
   - 3
### 4. EDUCATIONAL QUALIFICATION


### 5. MARITAL STATUS

<table>
<thead>
<tr>
<th>SINGLE</th>
<th>MARRIED</th>
<th>DIVORCED</th>
</tr>
</thead>
</table>

### SECTION B

In these questions you are expected to tick a suitable block (YES or NO)

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you think women apply for principalship positions of Senior Secondary Schools?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Have you applied for principalship positions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Have you been called for interviews?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Have you been satisfied with procedures or criteria followed by panel?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Are you going to apply if chances arise again?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do you have reasons for previous response?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Are there any set procedures actively encouraging women with potentials to apply?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Do you believe that women show their leadership qualities when they establish their own private schools?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Are differences by gender a determinant for work ability in education profession?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Do you think gender differences can determine a character and potentials of a candidate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Isolation by both male and female staff members when being appointed as female principal discourages female in applying for principalship?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12. Lack of local employment opportunities is the cause for women being so rare in principalship positions of high schools.

13. Women don’t apply for principalship positions

14. Female teachers feel comfortable that they are not part of management in Senior Secondary Schools

15. Women are prioritizing family commitments than their careers advancement.

16. Women are unable to cope with too much work that will lead them to handover their child care responsibility.

17. Women are unable to integrate personal and professional aspects of life for their organizational development.

18. Lack of family support is the cause of women underrepresentation in principalship positions of SSS’s

19. Lack of role models and networking for career development is the causality for underrepresentation of women in principalship positions.

20. Do you think principalship is deterrent due to low compensation but a lot of accountability, high pressure and demand?

21. Is it true that our society believes on male leadership in schools?

22. Male domination in principalship positions is influenced by School Governing Bodies (SGB’s)

23. Do you think School Governing Bodies and interviewing panels are fully trained and aware of the policies governing education?

24. Are Equal Employment Opportunities, gender equality and Affirmative Action policies well implemented?

25. Do you think proper intervention in redressing the problem of inequality and environmental degradation is still needed?

26. Is the apartheid era the main causality for women status in management positions?

27. Female teachers are less educated than their male counter parts.
Section C

In this section you are expected to express yourself on your concern on this topic.

28. Additional comments:

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APPENDIX K
WALTER SISULU UNIVERSITY
DIRECTORATE OF POSTGRADUATE STUDIES

MANDATORY CONSENT FORM: ELECTRONIC THESES & DISSERTATIONS (ETD) AND PLAGIARISM REQUIREMENT (For postgraduate research outputs from 2009 September)

TEMPLATE FOR THE STUDENT AND SUPERVISOR CONSENT FOR PUBLICATION OF ELECTRONIC RESEARCH OUTPUT ON INTERNET AND WSU INTRANET

FACULTY:
_______________________________________________________________________________________

QUALIFICATION NAME:_____________________________ABBREVIATION:_____________YEAR:________

STUDENT'S FULL NAME:________________________________________________STUDENT NUMBER:____________________

TYPE OF RESEARCH OUTPUT: RESEARCH PAPER/Mini-DISSERTATION/DISSERTATION/THESIS (TICK ONE)

TITLE OF THE RESEARCH OUTPUT:________________________________________________________

CONSENT: I HEREBY GIVE MY CONSENT TO WALTER SISULU UNIVERSITY TO PUBLISH MY RESEARCH OUTPUT FOR THE QUALIFICATION ABOVE ON THE WSU INTRANET AND INTERNET. I CERTIFY THAT TO THE BEST OF MY KNOWLEDGE, THERE IS NO PLAGIARISM IN THE RESEARCH OUTPUT AS SUBMITTED. I HAVE TAKEN REASONABLE CARE TO ENSURE THAT THE RESEARCH OUTPUT MEETS THE QUALITY LEVEL EXPECTED FOR THE PRESENT QUALIFICATION LEVEL BOTH IN TERMS OF CONTENT AND TECHNICAL REQUIREMENTS. I FULLY UNDERSTAND THE CONTENTS OF THIS DECLARATION.

___________________________________ ____________________________
SIGNATURE OF STUDENT DATE

ENDORSEMENTS BY:

SUPERVISOR:

FULL NAME:____________________________SIGNATURE:____________________________DATE:_______________

CO-SUPERVISOR(S):

1. FULL NAME:____________________________SIGNATURE:____________________________DATE:_______________

2. FULL NAME:____________________________SIGNATURE:____________________________DATE:_______________