AN EVALUATION OF SECONDARY SCHOOL FEMALE PRINCIPALS' LEADERSHIP AND MANAGEMENT ROLES IN KONE- KWENA CLUSTER OF CAPRICORN DISTRICT.

BY

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RESEARCH REPORT

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DECLARATION

I, Matevhutevhu Joyce Muthuli, declare that the proposal entitled: ***An Evaluation of Secondary School Female Principals' Leadership and Management Roles in Kone- Kwena Cluster in Capricorn District, Limpopo*** is my own work and has not been previously submitted in any form, whatsoever, by myself or anyone else to this university or any other educational institution for any degree or examination purposes. All resources that I have used or quoted have been indicated and duly acknowledged by means of complete references.

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NAME   **DATE**

DEDICATION

This work is dedicated to the following people:

- My beloved daughters, Phumudzo Patience, Muwanwa Brenda and Ntanganedzeni Elbie and my grandson Pfunzo Phumudzo, Joshua who have been my source of inspiration throughout my studies.

- My late grandmother Matevhutevhu Flora Bulasigobo, my late mother Denga Sara and my father Daniel Shivambu who taught me the importance of studying.

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ABSTRACT

This study is concerned with the secondary school female principals in Kone-Kwena Cluster. It is undertaken to establish the challenges and success experienced by these female principals as they lead and manage secondary schools. The study also sought for the strategies on how to enhance their leadership and management roles.

The researcher reviewed the existing literature on female leadership and management roles. The data were collected by means of both qualitative and quantitative methods. Interviews were conducted with ten (10) female principals and questionnaires were administered to forty (40) teachers who were selected from the staff members of these principals. Quantitative data analysis was done using Statistical Package for Social Science (SPSS). Qualitative data analysis was done thematically through organising it by separating it into a few workable units which were coded, described, categorised, and then developed into a pattern. Data collected was triangulated to seek convergence and corroboration of the results from the two methods. The findings were presented in rich descriptions, which also included anecdotes from participants.

The key findings revealed an increase in the number of female principals in Kone-Kwena Cluster but there is still underrepresentation of female principals. The number of female principals is less than half of the male principals. The underrepresentation is revealed that it is due to female teachers' reluctance to take up leadership positions, as was evidenced by their lower qualifications. Challenges such as lack of confidence, role conflict, stereotypes, negative teacher attitudes, lack of organisational support, and lack of succession plan, induction and mentoring programs for new principals were also revealed in the study as major contributory factors.

The study revealed that female teachers' participation in promotional positions can be enhanced by offering institutional support to female teachers, mentoring and further training and development.

Key words: Female Principals, Leadership and Management, Secondary Schools.

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LIST OF ACRONYMS

CPTD- Continuous Professional Training and Development

DOE- Department of Education

IQMS- Integrated Quality Management Systems

PAM- Personnel Administrative Measures

LPDE- Limpopo Province Department of Education

SMT- School Management Team

SGB- School Governing Body

DSM- District Senior Manager

EEA- Employment Equity Act 55 of 1998

CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

Throughout South African education history women have been an integral part of school workforce, but then their recognition in higher positions such as heads of department, deputy principals and principals was something that was sceptically considered. Since 1994, after the democratically elected government, there has been an increase to 30,35% in the number of secondary school female principals in Kone- Kwena Cluster but the number indicates underrepresentation of females in principalship positions because more than half (69,65%) of secondary school principals are still males (Kone- Kwena Cluster, 2016 Secondary Schools Staff Establishment).

The researcher is interested in finding out why there is slow increase in female principals in secondary schools and how effective are the appointed female principals with regard to their leadership and management roles in their respective schools by determining the leadership and styles which these female principals are using, and establishing ways to break any hindrances and to enhance any support on these roles for the benefit of education at large.

1.2 Background of the study

South Africa's Employment Equity Act 55 of 1998 (EEA) brought changes in dealing with gender discrimination against female teachers in the teaching profession. The Act through the Affirmative Action which advocated for the consideration of women and persons with disability in the management echelons so as to ensure equitable representation in all occupational categories and levels in workplace (Venter & Levy 2011: 236) has made it possible for women to be considered in higher management echelons. This has been evident in Kone-Kwena Cluster where the researcher is employed. In 2006 in Mogoshi Circuit there were only two female principals in thirteen secondary schools which were only 15% of all secondary principals but as years went by to date (2016) they have increased to six female principals which are 46% and the increase thereof is 31%. On average there has been a 3% increase per annum in the circuit over a period of ten years. The progress made by female teachers into pricipalship positions in secondary schools can be regarded as slow as

indicated by Nguyen (2012) but in essence this is remarkable considering the fact that there is still circuit such as Bakone which does not have a single female principal in its eight secondary schools. The number of principals in Kone- Kwena Cluster 2016 can be shown as follows:

Table 1: Number of Kone- Kwena Cluster Principals in 2016

Circuit	No. of secondary school	No. of male principals	No. of female principals	% of female principals
Bakone	8	8	0	0%
Mogoshi	13	7	6	46%
Moletjie	11	6	5	45.5%
Moloto	11	8	3	27.3%
Vlakfontein	13	10	3	23.1%
TOTAL	**56**	**56**	**17**	**30.35%**

Source: Developed by the Author.

Prior 1994 secondary schools were highly male dominated arena whereas female teachers dominated primary schools but there has been an increase in female secondary teachers since then (Govinden, 2008). As a matter of fact, female principals in secondary schools of Kone-Kwena are still underrepresented because out of 56 secondary schools only 17 which is only 30% are led and managed by female principals and the rest are males. Shanmugan, Amaratunga and Haigh (2006) cited Cubillo and Brown (2003) in that teaching profession in its entirety has been dominated by female teachers and seen as a job suitable for women but highly led and managed by males. Govinden (2008) indicated that South Africa is faced with underrepresentation of females in leadership and management positions. This was also accorded by Elisha (2012) that even in the Solomon Islands female principals is underrepresented.

Underrepresentation of female principals in Kone-Kwena Cluster especially when there is still a circuit in 2016 that does not have a single female principal, it is a clear indication that men are regarded as suitable and appropriate candidates for leadership positions. The researcher was provoked by the slow increase in secondary school female principals such that she wanted to find out how the current

female principals are doing with regard to the challenges they face and successes they have achieved in the positions.

1.3 Problem statement

Underrepresentation of secondary school female principals and the slow rate of increase in the number of female school principals in other circuits of Kone-Kwena Cluster has been a questionable state of affair to the researcher. This was exacerbated by 2015 Grade 12 results which indicated a decline from 72% to 65%, in Mogoshi Circuit (for example) there has been an increase in low performing schools from 2 to 6 out of 13 secondary schools and of these 6 schools, 4 are female headed. The increase in female leadership at a slow rate and the drop in the results especially in female principal led secondary schools raised the researchers concern about secondary school female principals' leadership and management roles, hence the embark on this study.

This study is aimed at evaluating secondary school female principals' leadership and management roles in Kone-Kwena Cluster.

1.4 Motivation for the study

 Since the increase in the number of secondary school female principals in Kone-Kwena Cluster, there seem to be a knowledge gap with regard to how the new entrants are doing in the positions.

The study was undertaken to evaluate how secondary school female principal lead and manage their schools in Kone- Kwena Cluster so as to bridge the knowledge gap and to open debate and further researches on the topic. The researcher wanted to establish challenges with which female principals are faced in the cluster so as to pinpoint to policymakers, areas of concern and gaps to be filled in management of schools.

The effectiveness of the chosen leadership and management styles by secondary school principals is of essence as it can make them succeed or fail in their duties therefore determining how effective is the chosen style of management and leadership was crucial for the study. The established leadership and management styles of the secondary school female principals will help those who aspire to

become principals to learn from the successes and challenges of the current female principals and become prepared well in advance.

1.5 Significance of the study

The study is significant as it will identify leadership and management roles of female principals under which teachers are subjected. This will help improve female principals' leadership and management styles. Female teachers who are aspiring for leadership positions will get relevant information about the position and become encouraged that women too can become effective leaders in secondary school. The policy of gender equity through affirmative action under Employment Equity Act 55 of 1998 is supported by this study. The education authorities in selecting and appointing of school principals in schools will get help in executing their duties. The study will also help female principals in using it to mirror their leadership and management roles. Stakeholders will be enlightened on the type of leadership and management they submit to and be able to understand it so that they use it to enhance their relationship. Department will become aware of challenges with which female principals are faced with and come up with solution to assist in overcoming them. Stakeholders will become aware of the need to help and support female principals for the benefit of the children.

1.6 Aim of the study

The aim of the study is to evaluate secondary school female principals' leadership and management roles.

1.7 Objectives of the study

In order to achieve the aim above, the following objectives have been developed:

- To establish the successes and challenges which female principals have in their positions
- To identify leadership and management styles which secondary school female principals use
- To identify the strategies that can be used by female principals to enhance success and overcome the challenges

1.8 Research questions

Main question

The main question of the study is:

How are secondary school female principal leading and managing their schools?

Sub-questions

In order to answer this question, the following subsidiary questions were developed:

- What are the successes and challenges female principals have in their positions?
- Which leadership and management styles do secondary school female principals use?
- Which strategies can be used by female principals to enhance the success and to overcome their challenges?

1.9 Definition of concepts

Leadership

Leadership is defined as a set of activities directed toward the development management of the organisation as a whole, including all of its sub-components, to reflect long range and purposes that have emerge from the senior leader's interactions within the organisation and his or her interpretations of the organisation's external environments (Shanmugam, Amaratunga, and Haigh, 2006). Educational leadership refers to leadership influence through education the generation and dissemination of knowledge and instructional information, development of teaching programmes and supervision of teaching programmes.

Leadership is defined as the ability to influence either directly or indirectly the behaviour, thoughts, and actions of a significant number of individuals (Pietersen, 2012). It is seen as an aspect of management with "born leaders" characterised as charismatic individuals with visionary flair and ability to motivate and aspire others if

they lack management skill to plan, organise effectively or to control resources. It relates to vision mission, direction and inspiration (Damon, 2008).

Leadership is the ability to inspire confidence and support among the people who are needed to achieve organisational goals (DuBrin 2009:334). Leadership is the process of influencing the activities of an organized group in its efforts towards goal-setting and goal achievement. (Buchanan and Huczynsky 2004: 716). Coffey, Cook, and Hunsaker (1994: 289) defined leadership as the process of providing direction, energizing others and obtaining their commitment to the leader's interest.

Management

Management is a purposive activity which directs group efforts towards the attainment of certain predetermined goals. It is the process of working with and through others to effectively achieve the goals of the organization, by efficiently using limited resources in the changing world. Of course, these goals may vary according to institutions Ike & Eze (2013).

Management is the process of using organisational resources to achieve organisational objectives through planning, organising, and staffing, leading and controlling. It involves designing and carrying out plans, getting things done and working with people (DuBrin 2009: 2). It is associated with word such as efficiency, planning, paperwork, procedures, regulations, control, and consistency. (Damons, 2008).

Management can be regarded as that field which concerns itself with all factors methods, principles, and processes involved in the successful functioning of the organisation (Cronje, *et al.*,1994:18-20).

Principal

A school principal is the primary leader in a school building. A good leader always leads by example. A school principal should be positive, enthusiastic, have their hand in the day-to-day activities of the school, and listen to what their constituents are saying. An effective leader is available to teachers, staff members, parents, students and community members (Meador, 2016).

A school principal is someone who is the leader of an entire community within a school. He or she is responsible for managing the major administrative tasks and supervising all students and teachers (Sonkau, 2009).

Principal refers to the chief person in authority, such as a leader or the head of certain institutions, especially a school, who is formally appointed by the District Senior Manager (DSM).

1.10 Outline of the dissertation

The study comprises of five chapters;

Chapter one deals with the background of the study, the introduction which lays the ground work for the problem statement, the problem statement which indicates the problem experienced and to be researched on, the rationale for the study indicates why the study is of importance, the significance of the study indicates the contribution the study brings, aim of the study indicates what the study accomplished at the end, definition of concepts explains the concepts in the study, research questions indicates questions to be addressed by the study, limitation of the study, and demarcation of the study.

Chapter two concentrates on the review of literature consulted on secondary school female principals' issues or topic, it indicates the introduction the body and the conclusion.

Chapter three describes the methodology used to collect data for the study. It also indicates the population of the study, the sample, and sampling procedure, the instruments used to collect data, pilot study and the actual data collection procedure.

Chapter four entails analysis and interpretation of gathered data. It is in this chapter where all response by the secondary school female principals and educators, are analysed, compared and interpreted and the findings are illustrated in figures and tables.

Chapter five is the last chapter of the study. It gives the summary of the whole research. It focuses on suggestions, recommendations and concluding remarks based on the findings during the analysis and interpretation of data collected.

1.11 Conclusion

Chapter one introduces the study and gives the background of thereof. The researcher points what made the researcher to be interested in the study hence embark on the study. It further gives the problem statement, the aim objectives and research questions to be answered, definition of terms and it concludes by giving an outline of the whole study.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Since 1994 South African women in leadership positions have started to accelerate, in many organisations especially in public sectors. These is applauded and credited to the Employment Equity Act 55 of 1998 as explained in the Personnel Administrative Measures (PAM) (Doubell & Struwig (2014), which its purpose is to achieve equity in the work place by implementing affirmative action measures to redress the disadvantages in the employment experienced by the designated groups in order to ensure their equitable representation in all occupational categories and levels in the workforce (Venter and Levy 2011: 236).

The literature review provides the researcher with a broad picture of the knowledge that exists within the secondary school female principals. The literature will be reviewed to gain a broad understanding of secondary school female principal in Kone-Kwena Cluster and around the world to establish their successes and challenges which they face in their positions. Leadership and management styles which secondary school female principals use is reviewed and the strategies that can be used to enhance success and overcome the challenges by female principals is also be established.

The climbing up the managerial echelons by female educators in secondary schools has been going though at a slower rate in Kone-Kwena cluster. This phenomenon is not going on without scepticism by those that are not favoured by this ladder. Dean, (2010) and Martin (2013) concurred that career women are generally confronted with challenges in their work place.

Moorosi (2010) indicated that in South Africa, the Bill of Rights 1996 guarantees all citizens equal treatment while the Employment Equity Act 1998 guarantees equal opportunity to employment and promotion. However, the reality is that women and men do not have an equal playing field, hence women do not benefit equitably from equal opportunity interventions. The law does not address the stereotypes and subtle practices of discrimination suffered by women in the work place and at home. Findings from this study will be used as evidence for the assertion that women face

discrimination at the level of preparation, access into principalship as well as after employment as newly appointed secondary school principals (Moorosi, 2010).

2.2 Challenges which female principals are faced with in kone-kwena

Challenges which affect female principals stem from various factors such as personal or individual factors. These personal factors include lack of confidence, low self - esteem, fear of failure and lack of competitiveness. Organisational factors include amongst others Career path discrimination, negative staff attitudes, not networking, role conflict, lack of mentoring are some of the factors which create challenges for female principals.

Most researchers agree that unlike men, the rising of women into leadership position is confronted with challenges or barriers which these women have to overcome to reach to the top and it does not end by being on top, these women have to prove their abilities and their capabilities so as to be acknowledged and respected (Kanjere, 2009) and (Moorosi, 2010).

2.2.1 Personal or individual factors to female principals' challenges

Different researcher cited different personal or individual factors that are barriers to female teacher to ascend managerial positions. These are barriers that individual teacher has to personally deal with if they aspire to themselves managing. Elisha (2012) and Wangui (2012) pointed personal factors that pose challenges to female principals or to women that aspire to be principals are: personal traits, characteristics, abilities, or qualities. Individual attitudes such as self-image and confidence, motivate on, fear of failure. The belief associated with all these is that women are not assertive enough, don't want the power, lack self-confidence, don't aspire for line positions, are unwilling to play the game or work the system, and they don't apply for the jobs (Cubillo and Brown, 2003).

According to Oplatka (2006) women's underrepresentation in leadership position is also attribute to women's own decision not apply for promotional posts for a variety of reasons such as lack of necessary aspirations, lack of awareness of the promotion system and lack of confidence that they will succeed, gender-based socialisation , fear of failure and lack of competitiveness. Cubillo and Brown (2003) postulate that

the belief concerning women's lack of desire for power may not be related to their lack of a desire to obtain power, but how power is perceived, that is quite different from men. The method in which women use the power they have is different. Women use power to empower others. They base this on the notion that power is not finite but rather expands as it is shared According to Kloot (2004) women are less ambitious than men, and are more willing to forgo career success for happiness in a balanced life. Mohajeri, Mokhtar, and Balash, (2015) postulate that some researchers indicated that women lack confidence to ascend to higher positions such that the level of their esteem is very low to can even imagine them leading or heading a school especially a secondary school. Fear of failure is also a challenge to women because most women are afraid of criticism and as such they resort on remaining on the safe position which is less challenging. Oplatka (2006) indicated that female educators that remain at the lower ranks in teaching are those that cannot sail against personal factors such as lack of self-confidence and self- esteem, lack of competitiveness, fear of failure, lack of necessary inspiration, gender-based socialisation (Cubillo and Brown, 2003). Elisha (2012) cited that Low confidence and self-esteem in women are big issues found in developing countries. Women's low confidence and self-esteem regarding their leadership capabilities has led to few women advancing to leadership positions Kloot (2004). Women having the same qualifications as their male counterparts, have negative self- perceptions and low esteem to advance further up the ladder Mohajeri *et al.* (2015) Scholars argue that the media, educational material, curriculum and school environment creates a gender role stereotype, and girls feel intimidated to advance, thus losing their confidence and self-esteem (Elisha, 2012).

2.2.2 Organisational factors that affect female principals

Researchers concur that organisations play major roles in ensuring that its leaders succeed or fail. Career path discrimination, negative staff attitudes, not networking, role conflict, lack of mentoring are some of the factors which create challenges for female principals.

*Career path discrimination against female teachers

Career maps are used to show what a prototypical career looks like in terms of sequential positions, roles, and stages. They outline common avenues for moving within and across jobs in ways that facilitate growth and career advancement (Cao and Thomas, 2013). Schools may use existing competency grades or job bands to define vertical and horizontal hierarchies, and they can also do so by compiling organizational knowledge to create a general framework (Cao and Thomas, 2013). Unfortunately, career path discrimination against women is rife in schools because ascension to leadership positions is regarded to be mainly for male teachers. Even if a female teacher has the same qualification with those of a male but they reach different levels in occupational status, men have easier access to formal sector employment, managerial and technical or entrepreneurship (Optlaka, 2006). Men discriminate women for managerial position because they prefer holding on power and authority while women share power with others (Optlaka, 2006).

Moorosi (2010) cited the "management route model" which identifies three phases that determine the career path to education management, and in each phase in which women encounter more obstacles than men. The initial phase is the anticipation phase, which focuses on the development of knowledge and skills that are needed for a management position. The acquisition of qualifications, training and workshops, as well as participation in informal networks is viewed as playing a crucial role at the personal level. The challenge is that male managers have distributed these opportunities to the benefit of other men (Moorosi, 2010).

The second phase is the acquisition phase, which focuses on access and entry into management positions. This is the phase at which women are actively seeking appointment in principalship. Job application skills and the ambitions of the candidates are therefore very important in this phase as are informal networks and support from sponsors. The acquisition phase is the phase at which policy is most active, but it is also the fact that most principalship positions of secondary schools are held by men, sabotages women (Moorosi, 2010).

The third phase is the performance phase where the actual management function is performed. In this phase, the emphasis is placed on the fact that the under-

representation of women in management positions is a problem even for women who have attained these positions (Moorosi, 2010). At this phase woman are receive actual discrimination as it will be shown that their leadership is not approved. Career path discrimination against female principals occurs in all phases which makes female leadership very difficult (Moorosi, 2010).

* Negative teachers' attitudes toward female principals

Attitude describes the way an employee feels inside. These are his or her feelings toward the manager, his co- workers and his position within the institution. Every employee has an attitude towards the environment.

Female principals experience some resistance from their school staff. The degree of resistance varied from open defiance to subtle non-compliance. Female principals experienced extreme resistance from their School Management Teams (SMT) and their School Governing Bodies (SGB) who distanced themselves from decisions taken at management and governing meetings and discussed these issues outside the meetings with other teachers and parents (Maime, 2011).

According to Sanal (2008) leadership by female principal in secondary schools is undermined and even questioned by male teachers. These male teachers view female leadership as inappropriate and unacceptable. It has also been indicated by Mthembu (2007) that not only male teachers undermine female leadership, but female teachers as well do show negative attitude toward female principals. Unlike men who would stand behind one of their own (male principal), some female staff members also show form of negative attitude toward female principals such that they disregard their instructions (Maime, 2011). Female teachers show some form of discomfort when led by a female principal. Teacher attitude at times leads female principals not being supported or even sabotaged in all endeavours by female teachers (Mthembu, 2007).

Makura (2009) stated that negative attitude toward female principals are not gender bias it is just attitude from both male and female staff members and it sometimes goes to an extent of non- cooperation by teachers with their principals

*The importance of networking by female principals

Networking has been identified as a useful tool for the progress of female leaders and those aspiring to management positions (Moorosi, 2010). Networking with other female leader peers, provides the necessary emotional, psychological and social support that is vital for survival in male dominated field of secondary school leadership (Moorosi, 2010). Linehan and Scullion (2008) found that networking was particularly important for women who may not have the benefits of mentors in their careers. Linehan and Scullion (2008) indicated that both mentors and peer relationships could facilitate career and personal development, whereas, networking could be useful at all stages in career development. According to Linehan and Scullion (2008) Women's lack of advancement to high levels of management often result from women having less fully-developed informal networks than men. Linehan and Scullion (2008) indicated that specific barriers which prevented female managers from partaking in internal careers included the lack of networking opportunities, lack of mentors, and lack of female role models. Female managers who are not part of an organizational support network experienced more career disadvantages than women who are part of an organizational network Linehan and Scullion (2008). Benefits provided by formal and informal networking included formal and informal information exchange regarding home and host organizations, career planning, professional support and encouragement, greater visibility with senior management, and career and personal development Linehan and Scullion (2008). According to Forret and Dougherty (2004) networking helps build relationships with others and can serve to broaden women 's reach into the upper echelons of the organizations. Participation in formal networks and informal networks was found to be associated with more career satisfaction (Forret & Dougherty (2004) indicated that differences in gender did have an impact on the usefulness of networking behaviour as a career enhancing strategy.

Vinnicombe and Singh (2002) indicated that women are excluded from informal networks and lack access to mentors to their careers because of this exclusion to from those networks they have less information than the men who are dominant majority.

*Role conflict experienced by female principals

A commonly noted role conflict experienced by female principals is that of work and life conflict (Hansen, 2014). It occurs as these female principals attempt to balance their family and home roles with their professional roles, when there are incompatible demands placed upon them such that compliance with work and would be difficult (Hansen, 2014). Parker (2015) indicated that role conflict theory emphasizes work-family conflict. Women tend to take more responsibility than men do for tasks such as cooking, cleaning, and scheduling appointments and activities Parker (2015). Female principals have an increased risk for experiencing role overload compared to other employed adults because children demand more time and attention from their mothers compared to their fathers (Byron, 2005). Female principals feel exhausted and overwhelmed trying to balance paid work commitments with commitments of being a parent, thus they feel psychological, intellectual and emotionally drained (Wangui, 2012). Some of the female teachers eventually quit work and spend years devoting their efforts to their families (Wangui, 2012).

Studies have found that a majority of the principals felt their commitment to their roles as high school principals had taken a toll on their families (Eckman, 2004).

Being a woman who is principal, teacher, a mother, a wife and a friend to other people is a whole lot demanding for one person (Moorosi, 2010). The option of sacrificing family life in favour of work can be interpreted as woman principals refusing to be judged as incompetent or failing to succeed (Moorosi, 2010). Failure to succeed would mean propagating the perception that women are less competent than men to hold leadership positions (Hansen, 2014). Women principals are virtually absent mothers to their children, ultimately going against the social and cultural expectation of women being relegated to particular roles such as child rearing and performing household chores (Moorosi, 2010).

2.2.3 Social factors that affect female principals

A number of social factors which are pose challenges to female principals have been identified by scholars. These range from gender stereotypes, cultural values, work-life balance, and family support.

*Gender stereotypes

Female principals are faced with gender stereotypes at their work from their staff, some members of school governing body, learners and even parents (Coleman 2001). The most common stereotype about women relates to the perception that they are primarily bound up with the home, children and domesticity, and will naturally take on a caring or pastoral role in school (Moorosi, 2010), (Smith, 2008) and (Coleman 2001). Women are considered inferior and treated as such when compared to men in leadership and management position, women leaders are surrounded with social structures that invalidate and debase their attempts to be effective and powerful (Hansen, 2014) and (Maime, 2011). Gender stereotypes are well explained by Hastie (2016) who indicated that gender stereotypes are generalised beliefs about members of each gender category that are socially shared. They consist of simplified images of what men, women, boys, and girls should do and be. Gender distinctions are so self-evident in our everyday lives that beliefs in differences in men's and women's traits, interests, and behaviours will persist until these connections are disrupted (Moorosi, 2010) (Hastie, 2016).

Eagly and Koenig (2014) posit that an extensive body of research demonstrates that people's belief about gender affect the way they perceive men and women in leadership roles. In their study they found that the characteristics people associate with leadership are often stereotypically masculine descriptors such as "assertive," "forceful," "dominant," and "competitive."

The alignment of the stereotypical characteristics of men and the stereotypical characteristics of good leaders makes it easier for men to be perceived as successful leaders (Eagly & Koenig, 2014). In contrast, women are perceived as less fit for leadership because traditionally feminine characteristics are less consistent with our perceptions of successful leaders (Hansen, 2014). Women thus face a double bind: When they conform to feminine stereotypes and behave communally, they are perceived as weak leaders. When they conform to stereotypes of "good leaders" and behave agentically, they are penalized for bucking gender norms (Eagly and Koenig, 2014 & Maime, 2011).

Implicit stereotypes are thought to be stable and enduring associations because they have been learned through years of environmental influences and should be

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unlearned through diversity training (Duehr & Bono, 2006). Diversity training for stereotypes can be aimed at increasing awareness and appreciation of differences between individuals or decreasing stereotypes held by organisational members. The aim is typically to identify stereotypes and promote inclusion, rather than highlighting differences between men and women (Duehr & Bono, 2006).

* The effects of cultural values on female principals

There are different characteristics, values and practices which societies show and follow as their way of living to build their culture. Cultural values in developing countries such as South Africa play a significant role in the influence of the number of women in leadership position (Kanjere, 2009). Traditional attitudes and stereotypes such as the 'think a manager think a man' are still dominant in impeding women to advance in their career, gender discrimination, low women's participation in secondary education (Nguyen, 2012). Moorosi, (2010) indicated that gendered cultural factors affect substantially the implementation of anti-discriminatory mandate of the law. The notions of 'strong man' and 'a son of the soil' may not be directly related to the law or policy guiding the appointment of school principals, but they are serious cultural issues that affect the implementation of anti-discriminatory policies that need to be addressed in order to improve the situation of women in the management of schools (Moorosi, 2010).

Kanjere (2009) indicated that cultural issues become more conspicuous especially if the female principal works in a different cultural group like a Venda speaking principal working with Sepedi speaking staff. The female principal has to overcome tribal acceptance barrier and then work related issues of leadership and management.
In some areas women are expected to show humility even if it is not necessary. Culturally, women are also expected to be more respectful and this goes to an extend of being expected not to argue her course with a man when necessary and for a female principal to be effective she has to be assertive which can be culturally unacceptable (Kanjere, (2009), Moorosi, (2010).

* The effects of family support on female principals

Noor (2011) indicated that It is believed that balancing a successful career with a personal or family life can be challenging and impact on a person's satisfaction in their work and personal life's roles. Female principals have to effectively manage the juggling act between paid work and all other activities that are important to people such as family, community activities, voluntary work, personal development and leisure and recreation. These principals therefore need the support of their families to succeed.

Lack of family support is another significant issue affecting female principals' performance related to family and domestic responsibilities (Kanjere, 2009). It needs to be emphasized that female principals' performance is also complicated by the overburdening domestic obligation for which they did not receive support (Bartling, 2013). The support from the family, that is, from husbands, parents, children, friends and relatives is an important factor which helps female principals to perform their leadership roles well. That is to say, family support female principals with advices, encouragement, sharing of household duties which allow women to work until late or long hours at their schools. So, family support drives female principals to become strong and succeed in their work (Maime, 2011).

2.3 Leadership roles by female principals

Leadership is defined as is a process of social influence in which female principals are able to enlist the aid and support of others in the accomplishment of a common task. Schools are entitled to good leadership for them to succeed (Daft, 2010: 478). Leadership in school is the ability of the principal as one in charge to influence teachers toward the attainment of the organisational goals (DuBrin 2009:334). Leadership appears to be a critical determinant of the school effectiveness (Carter, 2013). School principals do not provide managerial skill only but have to show some leadership qualities (Daft, 2010: 478). Female principals, as leaders, they take future –oriented perspective, and concerns themselves with the environment internal and external to the school and how the school can capitalise on the changes (Nel, Werner, Haasbroek, Sono and Schultz, 2011:324).

Coronel, Moreno, and Carrasco (2010) stated that leadership, in schools as well, is about what people in position of authority and responsibility like principals do in schools. Coleman (2002) pointed out that female principals' attributes of nurturing, being sensitive, empathetic, intuitive, compromising, caring, cooperative, and accommodative are increasingly associated with effective administration. Dean (2010) stated that literature indicated that women are better in terms of transformational leadership as they provide insight to the development of the institution. They can develop new vision for the institution and mobilise the staff members to accept and work toward attaining the vision (DuBrin, 2009: 355) and (Elisha, 2012). Female leaders tend to focus on relationships between individuals and communities and view power as being multi-dimensional and multidirectional process to empower others, rather than having power over them (Coronel *et al.,* 2010). Transformational leadership style is strongly advocated for schools since it is the one style by which leaders are able to cope with the new reform changes happening in the educational realm (Elisha, 2012). Women embrace relationships, sharing, and process, but men focus on completing tasks, achieving goals, hoarding of information, and winning (Carter, 2013). Female principals focus on instructional leadership in supervisory practices and are concerned with students' individual differences, knowledge of curriculum teaching methods, and the objectives of teaching (Elisha (2012). In the area of instructional leadership, women spend more years as principals and teachers, and have more degrees than men; they emphasize the importance of curriculum and instruction in their work (Smith, 2008).

According to Elisha (2012), Women leaders often exhibit more characteristics of the transformational leadership style because they can increase the interest of the staff to achieve higher performance through developing commitment and beliefs in the organisation.

2.4 Management roles of female principals

According to Ike and Eze (2013) management is a purposive activity by school principals to direct teachers' efforts towards the attainment of certain predetermined school goals. It is the process of working with and through others to effectively achieve the goals, by efficiently using limited resources in the changing world. Management involves creating an internal environment which is conducive to maximum efforts so that teachers are able to perform their task efficiently and

effectively. Maime (2011) posits that this means that management is about making sure that the school as a whole is functioning effectively and achieving its vision. It is also about the implementation of school policies and effective maintenance of the school's activities. Vinnicombe and Singh (2002) posited that management style is important because it sets the framework in which aspiring managers model themselves.

Female principals are inclined to participative management style which is also known as consultative management style. Rosener (1990) states that female principals as women leaders encourage participation or teacher involvement or participative decision-making, and the involvement of stakeholders at all levels in the analysis of problems, development of strategies of solutions in an attempt to enhance other peoples' self-worth. By using this style in management female principals get lots of feedback from their teachers before coming to a conclusion and making a decision (Sidney, 2001). The process can take a bit longer because there are more voices to be heard, but getting a consensus on major decisions can lead to buy in from those who might otherwise have been opposed to the implementation of such changes (Sidney, 2001). The problem is that teachers may feel that the principals do not value others' opinion if after the feedback is received the principals make the decisions without incorporating any of their feedback (Amis, Caroll, A. B. & Hatfield, 2004). If principals are to make policy changes, this type of style can make the teachers feel involved and more apt to go with the flow of whatever changes are coming down (Amis et al., 2004).

Paustian-Underdahl and Woehr (2014) cited articles such as The *New York Times* which concluded that women are better managers; *Daily Mail* (2010) agreed that women in top jobs are viewed as 'Better Leaders' than men. The arguments for female making it in leadership generally stem from the belief that women are more likely than men to adopt collaborative and empowering leadership styles, while men are disadvantaged because their leadership styles include more command-and-control behaviours and the assertion of power Paustian-Underdahl and woehr, (2014).

According to Cheng and Tjovold (2011) studies have found that involving teachers with diverse perspectives by principals can improve decision-making. Evidence

indicates that participation is associated with positive affect, job performance, and reduced turnover.

2.5 Enhancing leadership and management of female principals

To ensure that female teachers also are given opportunities that are available to male teachers, school and the department of education as well have to ensure that they do the following: succession planning, career development for advancements, give organisational support, have induction and mentoring programmes and do training and development directed for promotional positions.

2.5.1 Succession planning

Succession planning is the process whereby a school ensures that teachers are recruited and developed to fill each key role within the institution. It is a deliberate effort to develop competencies in potential leaders through purposed learning experiences such as targeted rotations and educational training in order to fill high-level positions without favouritism (Ngobeni & Bezuidenhout, 2011). Succession planning is described as a dynamic and ongoing process of systematically identifying, assessing, and developing leadership talent within the organization carrier development pipeline (Odhiambo, Njanja, & Zakayo, 2014).

Whether public or private, the organization's survival is based on its ability to bring on board and sustain high quality workforce over a period of time. Many organisations are currently facing mounting pressures to ensure their sustainability, flexibility, and responsiveness to the increasing uncertainty and limitations in the economic world. (Odhiambo *et al.,* 2014).

An effective succession plan must encourage school managers or principals to identify potential high performers and leaders, knowing that apparent successors exist in the event that key local personnel or promoted. Schools lack the flexibility of private businesses in recruiting and hiring leaders and senior administrators, and are generally required to be more transparent and compliant with equal opportunity hiring practices and as such they may face succession challenges if they do not plan proactively for succession (Karien, 2011).

Succession plans identify the people with the skills and potential to perform in future roles, to strengthen the overall capability of the agency, and ultimately, to achieve business goals (Karien, 2011). Succession plans also highlights the most pressing future staffing needs. It can offer management to consider directorial requirements such as Equity Act thereby allowing manager to train and prepare the staff in accordance to the department prescripts.

Buhler (2008) stresses the importance of succession planning in the war for talent. Opportunities for advancement in the form of successors for retiring staff members are a powerful tool to increase retention rates. Berger and Berger (2004) suggest that successful talent pool solutions should be initiated and designed by the school management team with strong input from the principal. While school principals are planning to groom the possible successors to replace the retiring teachers they should warn employee that it merits greater investigation in line with the changing nature of the demographic composition of the workforce to ensure inclusivity and avoid discrimination.

2.5.2 Career development for advancements

Career development for advancement is working to develop current employees' skills and abilities so that they are able to move into higher level ranks. In order to carry out succession process, people at lower levels in the organisation must be trained in the knowledge and skills necessary to be able to take on higher level duties Lussier, (1996: 242). Career development is the on-going acquisition or refinement of skills and knowledge, including job mastery and professional development, coupled with career planning activities (Kaya & Ceylan, 2014). It can be of great essence to female principals as It involves various alternatives such as developing abilities, current skills by teachers and getting ready for the future ahead of just receiving promotion (Osibanjo, Oyewunmi, and Ojo, 2014). Schools principals can invest in career development programs for motives like developing teacher performance, increasing manager improvement, revealing corporate culture for employees, strengthening principal values, helping employees in career improvement, and offering extra skills to employees (Kaya & Ceylan, 2014). Career development opportunities and training have a direct effect on teacher retention. This is an aspect

for revealing teacher engagement and loyalty which female principals can bank on for the support they need.

Career development programs help school principals because they enable all the teachers to make progress in the institution from the beginning. It also helps to determine career paths and remove all the obstacles against the progress of the teachers (Kaya & Ceylan, 2014) (Osibanjo *et al,* 2014). It accelerates workflow in institution by providing training for the personnel that go through a career stability and increasing work mobility (Osibanjo *et al,* 2014). Teachers, especially the young ones wish to develop their careers and be controlled. It is natural for teachers to be in expectation of more job satisfaction and more career opportunities, as a result, they also go into the effort of personal development (Kaya & Ceylan, 2014) (Osibanjo *et al,* 2014).

"It is what we make out of what we have given, not what we are given, that separates one person from another." Nelson Mandela. Female teachers therefore, should stand up and conquer whatever obstacle that is on their way to principalship position**.**

Schools do this training unintentionally by just showing an interested educator how to can do some management and administrative work (Osibanjo *et al,* 2014). In school there are no set programmes to train for succession and this is the reason why female discrimination when there is a promotional post to be filled. It would help if principals could identify female teachers that should be developed for advancement and give them training for such (Osibanjo *et al,* 2014). This training would help to give enlightment because trained teachers will know well in advance relevant and appropriate person for promotions when need arises.

2.5.3 Organisational support

One of the basic elements of organizational commitment is organizational support (Gündüz, 2014). Organizational support is a factor for revealing both the principals' and teachers' engagement and loyalty. Perceived organization support is the reason for school staff members to stay and committed to their job and institution. It has been found that there is a negative relationship between organizational support and turnover, which eventually leads to job retention (Shakeel & Butt, 2015:34).

Female principals need a range of supportive efforts to can carry out their duties and responsibilities from the staff as well as the department (Gündüz, 2014). Meeting staff expectations, benefits and appreciate their efforts may lead them to produce their positive efforts towards the organization (Gündüz, 2014). In addition, the value that organization gives to the employees may indicate that they are accepted and wanted there. The support will vary from physical, social and emotional depending on the circumstances. Availability of resources ensures that work flows without infringements (Gündüz, 2014). If both female principals and teachers are being supported and supplied with needed resources they are likely to succeed as male principals do (Gündüz, 2014). When principals' fears and anxieties are high counselling and therapy, new skills training, or a short paid leave of absence may facilitate adjustment. Increased paper work which they are daily faced with has now reached a point that support staff should be hired so that they can concentrate on their core business which is providing leadership and management (Grobler, Warnich, Carrel, Nobert, and Hatfield, 2009). Organisational support will also help in addressing stereotype attitudes from any stakeholders.

2.5.5 Mentoring programs for female principals

Mentoring in schools can be referred to a developmentally oriented interpersonal relationship that is typically between a more experienced female principal (i.e., the mentor) and a novice or less experienced female principal (i.e., the protégé). Mentoring is an integral component of an effective and sustained induction program, a one-on-one process where an experienced principal helps guide, advice, and support a novice principal (Ingersoll, & Smith, 2004). Key benefits of mentoring are that it can enhance the new principal's performance as they acquire new skills and knowledge to enhance their competence, increase their motivation and satisfaction by providing support, friendship and guidance, supporting organisational change by making the staff to feel safer and actually welcome change, and ensuring the retention of such principals they feel more valued and cared for they become more committed which leads to improved organisational effectiveness (Klasen & Clutterbuck, 2002). Effective mentoring tailored to the developmental needs of the protégés should enhance and accelerate their development as leaders (Oslon & Jackson, 2009).

2.5.6 Training and development for female principals

According to Swanepoel and Slabbert, (2012: 564) training refers to a specific intervention to enhance performance in a particular activity. In school context training refers to interventions aimed at enhancing the performance of existing work activities or tasks. Female principals can be given job-related learning that is provided by their employers who is the Department of Education. The main aim is the improvement of the principals' capabilities so that they can execute their existing work activities and tasks according to the set standards and enhanced levels of performance. The principals' development includes training and education.

It is important that female principals be developed as they continue with their job, Swanepoel and Slabbert (2012: 568) indicated the following are some of the importance of principal training which can help enhancing work relationship in schools: to improve the performance of the principal who do not meet the required standards of performance; to prepare new principals for future positions; to prepare principals for the forthcoming institutional restructuring or for changes in technology; to help principals make better decisions and increase job satisfaction which in turn benefit the institution; to improve personal skills and to make the institution a better place to work. The Department of Education (DoE) provides these trainings in the form of workshops lasting between a day and two weeks to teachers, head of departments and principals (Moorosi, 2012).

2.5 Conclusion

There is still underrepresentation of female principals around the world. Kone-Kwena still has a circuit without female principals. for female teachers to rise to leadership position they have to overcome challenges and have to prove their abilities and their capabilities so as to be acknowledged and respected.

Challenges which affect female principals stem from various factors such as personal or individual factors, organisational factors and social factors. Personal or individual factors are: low self-image, lack of aspiration, fear of failure, lack of competitiveness, not being assertive and lack of desire to obtain power. Organisational factors that impede female principals are: career path discrimination, staff attitude, networking, role conflict and mentoring. Social factors that bring

challenges to female principals are: gender stereotype, cultural values, work-life balance and lack of family support.

Female principals focus on instructional leadership in supervisory practices and are concerned with students' individual differences, knowledge of curriculum teaching methods, and the objectives of teaching.

Female leaders encourage participation or employee involvement or participative decision-making, and the involvement of stakeholders at all levels of an organization in the analysis of problems, development of strategies of solutions in an attempt to enhance other peoples' self-worth.

To enhance leadership and management roles of female principals, schools and the department of education have to ensure that there is succession planning, give organisational support, have induction and mentoring programmes and there are training and development programmes for newly appointed principals

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The preceding chapter presented a relevant literature review on secondary school female principals' leadership and management. This chapter describes the research design and methodological orientation of study, and the physical context of the problem. Research paradigms, approaches and techniques are explicated to address the research objectives indicated in chapter one. The research methods employed in this study is to establish the successes and challenges which female principals have in their positions; identify leadership and management styles which secondary school female principals use; identify the strategies that can be used by female principals to enhance success and overcome the challenges.

3.2 Research design

According to Fraenkel and Wallen, (2010) the research design is the overall plan for collecting data in order to answer research question. It is also the specific data analysis techniques or methods that the researcher intends to use. The research design refers to the overall strategy which the researcher chooses to outline the study and answer the research questions (Springer, 2012: 33). The purpose of the research design is to ensure that the evidence obtained enables the researcher to effectively address the research problem logically and as unambiguously as possible

The study adopted the mixed design method. Mixed or combined research design combines quantitative and qualitative methods as a way to cross-validate or triangulate results on the same research questions. This method can use either deductive or inductive approach. Qualitative approach can be used when examining experiences of people in a particular context and how they define social reality, thus understanding is created about a certain social or human problem (Cohen, Manion & Morrison, 2011 and Creswell, 2009). The aim of qualitative methodology is to seek an in-depth knowledge of understanding human behaviour and the reasons behind such behaviours. Researchers investigate the why and how decision making, not just what, where and when things occur. Quantitative approach can be used to isolate the causal effect of single variables. This approach follows confirmatory scientific method in that it attempts to hold constant the factors that are not being studied. Quantitative approach focuses on hypothesis testing and theory testing. It relies on collection of numerical data. In quantitative approach, it is assumed that cognition and behaviour are highly predictable and explainable (Johnson & Christensen, 2008:33). Through triangulation, the main aim is use the strength of one method to enhance the impact of the other by offsetting its weakness and together they provide a more comprehensive set of data to the extent that the results from each method converge and indicate the same results (McMillan & Schumacher, 2014:33).

3.3 Research methodology

Research methodology relates to the use of various procedures, techniques and methods in the process of carrying out a study (Creswell, 2009:18). In this study, data was collected through the interviews and questionnaires.

3.3.1 Interviews

Interviews are methods of data collection that involve the researcher asking a series of questions to the participants on the phenomenon of study (Brenner, 2006:358; Jupp, 2006:157). An interview schedule containing self-developed questions was used to gather data from face to face interaction with the research participants.

The questions applied were open-ended to encourage meaningful responses from the interviewees. (McMillan & Schumacher, 2014: 222) maintain that semi-structured interviews are advantageous in that they are flexible. The use of open-ended

questions enabled a researcher to get a complete and detailed understanding of the issues being researched. For this study interviews was be conducted with secondary school female principals. The interviews helped in collecting qualitative data.

In this study the respondents also had the opportunity to express their views, explain their individual perspectives and expand on their answers. The interviews lasted approximately forty-five minutes, and were conducted at the participants' workplace. Each interview was recorded and eventually the transcribed work was confirmed with the participants through phone calls. Interviewing different staff members from different schools will be important as it will allow for a comparison of responses, encouraging different perspectives of secondary school female principals with regard to their management and leadership roles. It was expected that through the interviewing process, an enriched understanding the leadership and management roles by these female principals in secondary schools would emerge, one that would assist in enhancing their retention for the benefit of the schools.

3.3.2 Questionnaires

Questionnaires are data collecting instruments which can be structured and unstructured. They are means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of individuals in the sample. Questionnaires are pre-planned set of questions designed to bring specific information to meet a particular need for research about a pertinent topic. It is advantageous to use questionnaires because they are inexpensive for they do not involve expenses and time in training the interviewers; and questions can be easily being standardised.

In this study four Likert scale questionnaires with strongly agree, agree, disagree and strongly disagree point scales were administered to the teaching staff to collect quantitative data. Each participant received the same set of questions which were phrased in exactly the same way. They responded by ticking or crossing the point scale which they believe it rates their experience.

3.4 Study area

The study area is in Kone-Kwena Cluster which is totally rural in Capricorn District of Limpopo Province. Kone-kwena Cluster is made up of five circuits which are Mogoshi circuit, Moloto circuit, Moletjie circuit, Bakone circuit and Vlakfontein circuit. Mogoshi circuit is located in Ga- Matlala - a- Thaba in the western part of Polokwane, Moletjie circuit, Vlakfontein, Moloto and Bakone circuits are located at Moletjie in the north-eastern side of Polokwane. The cluster embraces secondary schools in both Matlala and Moletjie villages.

3.5 Population

A population is a group of elements or cases, whether individual's objects or events that conform to a specific criteria and to which we intend to generalise the results of the research. (Johnson and Christensen, 2008:224). The target Population under consideration in this study was all ten female headed secondary schools in Kone-Kwena cluster. The population comprises for the study ten (10) female principals who are managing smallest secondary school of less than 200 learners in the area and four master teachers selected from each school to make a total of forty (40) Master teachers in the Kone- Kwena Cluster. This is the group to which the researcher liked the results of the study to generalise (Johnson and Christensen, 2008:224).

3.6 Sample

A sample is a subset of a population and should represent the main interest of the study. This is a group of subjects or participants from whom the data is collected (McMillan & Schumacher, 2014:143). According to Cohen, Manion and Morrison, (2011:89) a sample size need to reflect the population value of a particular variable depends upon the size of the population. The sample size for the study was 100% of the total population of ten (10) female principals who are managing smallest secondary school of less than 200 learners in the area and four master teachers selected from each school to make a total of forty (40) Master teachers in the Kone-Kwena Cluster. This was a group of people from whom information was obtained.

The researcher intends to use purposive sampling which is non-random sampling. Non- probability is a sampling procedure in which the probability of selecting elements from the population is not known (Mcmillan & chumacher, 2014: 4). The method is less complicated and more economical in terms of time and financial expenses. The researcher intends to use purposive sampling method to select sample elements.

Purposive sampling is a type of sampling that allows choose small groups or individuals who are likely to be knowledgeable and informative about the phenomenon of interest; selecting cases without needing or desiring to generalise to all cases ((Mcmillan & chumacher, 2014: 5). It is sampling in s deliberate way, with purpose or focus in mind (Punch, 2009: 210). In purposive sampling, the researcher handpicks the individuals to be included in the sample on basis of their judgement of their typicality because they are believed to mirror the whole population with reference to the characteristics in question. In this way, they build up the sample that is satisfactory to their specific need (Cohen *et al.* 2011: 89). Purposive sampling helps to achieve representatives and enables the researcher to make comparisons. This method provides greater depth to the study than does probability sampling (Cohen *et al.*, 2011:156)

For this study the researcher opted to select only ten (10) female principals appointed who are managing smallest secondary school of less than 200 learners in the area and four master teachers selected from each school to make a total of forty (40) master teachers in the Kone- Kwena Cluster. These groups formed the sample for the study. They people who are knowledgeable because they have an in-depth knowledge and relevant information about principals' leadership and management roles in secondary schools.

3.7 Data collection

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. The study adopted a mixed or multi method design and as such both qualitative and quantitative data were collected.

3.7.1 Qualitative data collection

To draw qualitative data, the researcher prepared an interview schedule. An interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal and non-verbal, spoken and heard (Cohen *et al.*, 2011: 409). The researcher obtained personal information, attitudes perceptions and beliefs.

For the purpose of this study, the researcher used structured and open-ended questions during interviews. Personal interviews were conducted face to face and orally with secondary school female principals in the sample. Interview schedule allowed the researcher to clarify the questions for the participants. Participants answered the same questions, which thus increased comparability of responses and it reduces interviewer effects and bias. It also facilitated organisation of the data (Cohen *et al.*, 2011: 413).

3.7.2 Quantitative data collection

To collect data of quantitative nature, a questionnaires were also be prepared for data triangulation. The questionnaire is a self- report data collection instrument that each research participant fills out as part of a research study (Springer, 2011: 197). It is a written or printed form used in gathering information on some subject consisting of a list of questions to be submitted to participants. Questionnaires are inexpensive in that they reduce time and the expense of training interviewers. Questionnaires also yield data that is more comparable than information obtained through interview and they can ensure anonymity (McMillan & Schumacher, 2014: 211).

For this study a questionnaire consisted of closed-end and open-end questions were directly administered by the researcher to teaching staff members at the same time. Each participant received the same set of questions, questions were highly structured and the conditions under which they are administered were controlled to ensure standardisation.

3.7.3 Triangulation of data.

Data triangulation is the use of multiple data sources (Johnson & Christensen, 2008: 583). Triangulation is a technique used to map out or explain more fully, the richness and complexity of human behaviour by studying it from one point of view, by making

use of both qualitative and quantitative data. Through triangulation the researcher seeks convergence and corroboration of the results from different methods studying the same phenomenon (Springer, 2010:394). Triangulation increases the credibility and the trustworthiness of the research findings (Johnson & Christensen, 2008:439).

The use of mixed method allows the researcher to triangulate data collected as interview schedule and the questionnaires were administered to female principals and their teachers. This enabled the researcher to overcome the weakness that is on each data collection method.

3.8 Data analysis

Data analysis is relatively systematic process of coding, categorising and interpreting data to provide explanation of a single phenomenon of interest (McMillan & Schumacher, 2014: 395). It is a process of systematically applying statistically and or logical technique to describe and illustrate, condense and recap and evaluate data. Analytic procedures provide a way of drawing inductive inferences from data and distinguishing the phenomenon from statistical fluctuations present in the data. It refers to the process of unpacking a phenomenon that the researcher is investigating. An essential component of ensuring data integrity is the accurate and appropriate analysis of research findings (Masemola, 2015: 51).

3.8.1 Qualitative data analysis

In this regard the aim of the study is to evaluate secondary school female principals' leadership and management roles. Qualitative data was collected in the form of words in interview and then logical analysis in controlling or accounting for extraneous variables is done. Qualitative researchers sought to portray what they have recorded in all of its richness. Qualitative researchers construct a picture that takes shape as they collected and examined the parts and narrative summary of the results is given (Fraenkel & Wallen, 2008: 423). During data analysis the researcher organised data separate into a few workable units or transcribe data into segments

then coded, then described and then categorize data, and develop a pattern (McMillan & Schumacher, 2014: 397). This process is referred to as memoing wherein memos are written about what is being studied (Johnson & Christensen, 2008: 518).

3.8.2 *Quantitative data analysis*

To achieve the set aim, quantitative data analysis was done using Statistical Package for Social Science (SPSS). This is a comprehensive package which performs highly complex data manipulation and analysis with simple instruction. SPSS has a vast number of statistical and mathematical functions, scores of statistical procedures and a very flexible data handling capability (Punch 2009: 282). Data was analysed by familiarization and organisation then be coding by giving tags, names, or labels against pieces of interview data from the transcripts and then recorded. Then there was a summarising and interpreting of data (Donald, Chester & Sorensen, 2006: 490).

2.9 Ethical consideration

Research ethics are guiding principles that assisted researchers in conducting ethical studies, it was important for the researcher to identify issues that were of major importance such as the relationship between the society and science, professional issues and the treatment of research participants (Johnson & Christensen, 2012:100). In this section the following ethical measures employed in the study are discussed, namely: violation of privacy, anonymity and confidentiality, informed consent, protecting participants from risk and harm, deception of participants, plagiarism, and permission to conduct research at an institution.

3.9.1 *Violation of privacy*

The researcher respected participants' rights to privacy. The researcher kept the nature and quality of participants' performance strictly confidential (Leedy & Ormrod 2005:102). Participants remained anonymous and the researcher will not identify the participants from information that has been gathered.

The interview schedule that was used for the research was reviewed by four of the researcher's colleagues-two fellow students and two colleagues at the workplace in order to help indicate and remove any questions that might be sensitive or biased. It was presented to the researcher's supervisor for his comments and corrections, to ensure that the questions asked do not possibly violate the participants' privacy. Arrangements were being made to ensure that the collection of the data done at a time and a place that was be convenient for the participants.

3.9.2 Confidentiality and anonymity

The participants were assured of anonymity and confidentiality, the risk of the likelihood of the participants being identified was discussed with them. The researcher assured participants that no one will have access to data collected except the researcher only (McMillan & Schumacher 2014: 134). Participants were also fully informed about who the audience of the research project will be, so that they can make informed choices of what to share. The researcher was careful to ensure that names of the schools and the participants are identifiable in print. Instead, pseudonyms were used, and the descriptions of the areas were disguised. The participants were also assured that the raw data collected will be kept in a safe place where it will be accessible to the researcher only.

3.9.3 Informed consent

In this study the research informed the research participants about the nature of the study to be conducted and even gave them the choice of either participating or not participating (Leedy & Ormrod 2009:101). The Circuit managers and school principals were contacted by means of a letter of introduction and the researcher introduce herself and explained the purpose of the research. Before each of the interviews is conducted, the participants had to agree that they are willing to be interviewed. An information sheet containing the interview process and possible concerns were discussed with each of the participants at the start of the interview. The participants were made aware of their freedom to withdraw from the study at their own will (Leedy & Ormrod 2009:101). Being given all the information, the

participants were able to make voluntary, informed and carefully considered decisions in respect of their participation.

3.9.4 *Permission to conduct the research at an institution*

Letters asking permission to conduct the research in the circuits were written to the Circuit Managers. Then letters were written to the individual principals selected for the study. Mailing the letters would have meant wasting a lot of time, seeing that some schools are quite far from towns where they have their post office boxes, thus it was found more convenient to distribute the letters at the circuit office where each principal collect circulars.

4. Measures of quality control

4.1 Validity

Leedy and Ormrod, (2005: 28) define validity as the extent to which the research instruments measures what is intended to measure. Validity is established when the actual measure measures the intended construct. It is therefore refers to the accuracy of inferences or interpretations made from tests scores (Johnson & Christensen, 2008: 137). It is also known as the accuracy of measurement and the extent to which a test measures what it claims to measure. Validity determines what the research truly measures that which it was intended to measure or how truthful the research results are. Researchers generally determine validity by asking a series of questions, and often look for the answers in the researches of others

4.2 Reliability

According to Ary, Jacobs, Razarich, and Sorensen (2006: 278) reliability refers to the extent to which the test is consistent in measuring whatever it does measure. This is

the extent to which an individual score nearly the same in repeated measurements, as indicated in high reliability coefficient (Johnson & Christensen 2008: 132)**.** Reliability is the consistency with which a research instrument yields a certain result when the entity being measured has not changed (Leemrod & Ormrod, 2005: 29). Good research instrument collect data that are reliable and help the researcher to achieve the intended objectives of the study. The extent of which the results are consistent overtime and an accurate representation of the total population under study is referred to as reliability and if the results of the study can be reproduced under similar methodology, the research instrument is considered to be reliable (Golafshan, 2003: 598). Reliability established when tests get the same results when the same participants are given are given the same score under similar conditions. The outcome of the research should be able to hold if another researcher conducts similar research.

The researcher by all means avoided bias in the interview process by concentrating on research questions and eliminate opposing personal views by leading the respondents to the answer. Participants were prepared for interviews in order to establish credibility of the information collected. Participants that are targeted were closely managed to ensure that data is contaminated. The researcher did not divulge information to any of the participants so as to get reliable data from other participants.

5. Conclusion

In this chapter, different research approaches methods and techniques used in collecting data for the study were discussed. The population of the study and sampling methods employed were outlined. The choices of research design and their applicability to the study were also explained.

From the discussion in this chapter, it is evident that the combination of approaches, methods, designs and techniques in conducting the research was prudent. All the research approaches and methods are relevant as long as they are appropriately in the study.

The next chapter focuses on data collection, analysis and interpretation of data collected. The applicability and the relevance of the data collected in the study to an evaluation of secondary school female principals' leadership and management roles in Kone- Kwena Cluster of Capricorn District is discussed in detail.

CHAPTER 4: ANALYSIS AND INTERPRETATION OF DATA COLLECTED

4.1 Introduction

In the previous chapter, research methodology outlined the way the research was undertaken. The purpose of this chapter is to present the quantitative and the qualitative data collected and interpret the findings through tables, figures and discussions. In interpretation, the immediate results are translated into integrated and meaningful statistics and descriptive discussions. The findings are proved to be related to the objectives of the research. The success of this study is assured through both the data analysis and interpretation which are carried out in an orderly manner.

4.2 Data collection

Data obtained from the questionnaires was analysed and interpreted. The results are illustrated, using tables, graphs and charts. This chapter reveals the responses on a question-by-question basis. Results from all sections of the questionnaire are also compared to existing empirical evidence to assess consistency. The data in this chapter is derived from the 10 interview schedules with secondary school female principals and 40 questionnaires completed by teachers from selected schools headed by female principals.

Responses from both the interviews and the questionnaires were used to evaluate leadership and management roles of female principal in secondary schools. Pseudonyms with anecdotes are used in interviews.

4.3 Analysis and interpretation of the results

Data collected from teachers through questionnaires was analysed by means of the Statistical Package for the Social Sciences (SPSS). The researcher received full participation and feedback from the participants who were invited to participate in the research.

The analysis of the data is summarised in the table and figure s as indicated below. The table showing (F), percentage (%), and the total frequency (FX) reflect the total number of the participants in the study. Information obtained from the sample elements in the sample survey was generated by using statistical inferences in order to reach valid conclusion about characteristics of the population as a whole.

4.3.1 Teacher questionnaire data analysis

* Biographical information

Table 2: Demographical details of a sample respondents (n = 40)

	Frequency	Percent

Gender	Male	20	50
	Female	20	50
Age group in years	25-30 years	2	5
	31-40 years	5	12.5
	41-50 years	18	45
	51+	15	37.5
Highest qualification	Teachers certificate	2	5
	Teachers diploma	18	45
	Bachelor degree	10	25
	Post graduate degree	10	25
Years in teaching	0 - 9 years	8	20
	10 - 19 years	9	22.5
	20 - 29 years	17	42.5
	30+	6	15
Induction for your post	Once off	10	25
	On-going	27	67.5
	Regular intervals	3	7.5
Type of the school	State school	33	82.5
	Community school	7	17.5
Learners enrolment	0 – 199	5	12.5
	300 -599	30	75
	600 – 899	5	12.5
	Total	40	100

The respondents composed of 20 male teachers (100%) and 20 female teachers (100%). Both genders were equally considered to avoid to be biased in gender consideration.

The age of the respondent shows that only 1 teacher (2, 5%) has age between 31-40 years' teachers (52, 5%) are between, 41-50 years, and 19 teachers (47, 5%) are

above 51 years. Age groups indicates that there is minimal new entrants in teaching profession and majority of 97, 5% are over 41years of age.

52, 5% of the respondents have Teachers Diploma as their highest, 45% of have Bachelor's degree and 2, 5% have post graduate Degrees and none of the teachers holds teachers Certificate and doctorate as their highest qualification. The above report indicates that most teachers are stuck in their diploma as the highest qualification and they have not acquired degrees as yet.

Of the 40 respondents 5 (12, 5%) have teaching experience range from 0-9 years, 10 respondents, 10 (25%) have 10-19 years teaching experience, 16 respondents (40%) have 20-29 years in teaching experience. 9 respondents (22, 5%) have 30 and more years teaching experience. Statistics indicate that the majority of teachers have teaching experience that ranges from 20-29 year with the leas at 0-9 years. This shows that teaching staff is mostly aging.

Nine (9) respondents (22, 5%) indicated that they have received a once off induction, 25 respondents (62, 5%) received an on-going induction, 4 respondents (10%) received regular induction. The above report shows that most of the teachers are receiving an on-going induction for their post with a smaller percentage that shows that they have regular induction for their posts.

36 respondents (90%) are working at the state schools and 4 respondents (10%) are employed at community schools and no respondent from private school. This clearly indicates that majority of teachers are employed in state schools and minority in the community schools.

12, 5 % of the respondents are working in schools with 0-199 learner enrolment, 82, 5% of the respondents are in schools with 200-599 learner enrolment, 5% are in schools with 600-899 learner enrolment and there is no respondent from schools with 900 and over enrolment. The above report on learner enrolment, it is evident that majority of 95 % of teachers are in schools with 0-599 and none from 900 and over learner enrolment.
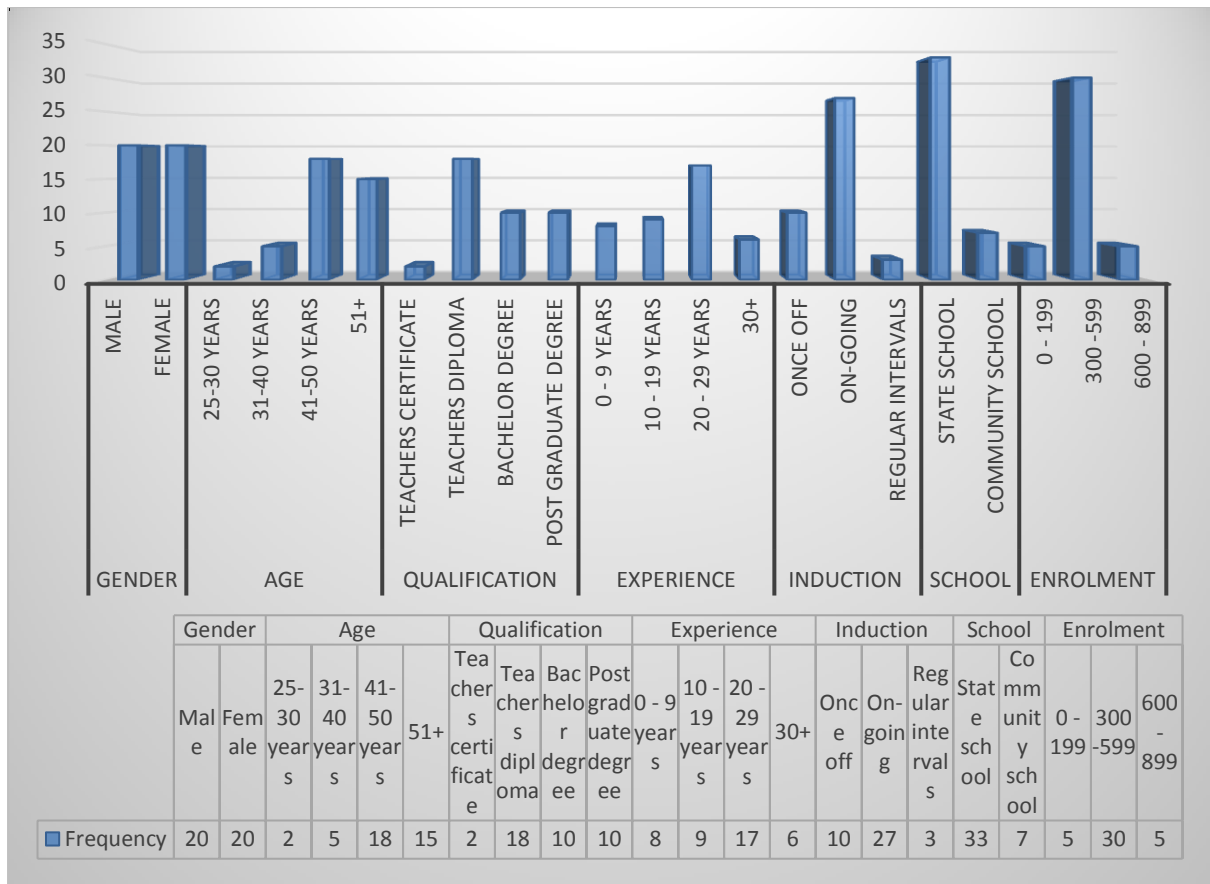
Figure 1: Demographical details of a sample respondents (n = 40)

	Gender		Age				Qualification				Experience				Induction			School		Enrolment		
	Male	Female	25-30 years	31-40 years	41-50 years	51+	Teachers certificate	Teachers diploma	Bachelor degree	Post graduate degree	0 - 9 years	10 - 19 years	20 - 29 years	30+	Once off	On-going	Regular intervals	State school	Community school	0 - 199	300 -599	600 - 899
Frequency	20	20	2	5	18	15	2	18	10	10	8	9	17	6	10	27	3	33	7	5	30	5

4.3.2 Information about leadership and management

* Personal factors to female principals' challenges.

Table 1: Response (n=40) of items on level of information about personal factors to female principals' challenges

Item No	Questions	Strongly agree	Agree	Disagree	Strongly disagree	Total
B4	Would you submit yourself under female leadership?	14	22	3	1	40

	PERCENTAGES	35%	55%	7,5%	2,5%	100
B18	Female teachers do not apply for principalship position because they lack confidence.	3	12	17	8	40
	PERCENTAGES	7,5%	30%	42,5%	20%	
B24	Female teachers lack knowledge on how application and interviews for principalship posts are done.	8	8	14	10	40
	PERCENTAGES	20%	20%	35%	25%	100%
B25	Would you ever apply for principalship post?	9	23	5	3	40
	PERCENTAGES	22,5%	57,5%	12,5%	7,5%	
B30	Female teachers are conversant with principalship post requirements.	9	22	7	2	40
	PERCENTAGES	22,5%	55%	17,5%	7,5%	

Data shows that 90% of responded teachers agree that they can submit themselves under female leadership10% disagree to submit under female leadership. This shows that majority of teachers do not have a problem serving under female principal leadership.

It is revealed that 35% agree that female teachers do not apply for principalship position because they lack confidence whereas the majority 65% disagree. A smaller percentage of teachers who agree that female teachers do not apply for principalship position, majority disagree with the statement that female teachers do not apply for principalship position because they lack confidence this means that there can be another reason for female teachers not to apply.

40% agree that female teachers lack knowledge on how application and interviews for principalship posts are done and 60% disagree with the statement. The above report shows that it is a minority of teachers that agree with the statement that female teachers lack knowledge on how application and interviews for principalship posts are done whereas the majority disagree with such statement.

The majority of 80% agree that they can apply for principalship post but 20% disagree with the statement. There is a majority of teachers that agree that they can apply for principalship post with a smaller percentage of those that object.

Data also indicates that 82, 5% agree that female teachers are conversant with principalship post requirements 17, 7% disagree. There is a higher percentage of teachers that agree that female teachers in Kone- Kwena Cluster are conversant with principalship post requirements.

Organisational factors that affect female principals

Table 4: Response (n=40) of items on level of information about organisational factors that affect female principals.

Item No	Questions	Strongly agree	Agree	Disagree	Strongly disagree	Total
B1	Secondary schools principal ship posts are dominated by males	8	23	9	0	40
	PERCENTAGES	20%	57,5%	22,5%	0%	100%
B2	Female teachers face challenges if they want to become principals	8	17	15	0	40
	PERCENTAGES	20%	42,5%	37,5%	0%	100%
B3	Do you think female teachers can overcome these challenges?	10	27	3	0	40
	PERCENTAGES	25%	67,5%	7,5%	0%	100%
B7	Female staff members do not respect female principals	4	8	23	5	40
	PERCENTAGES	10%	20%	57,5%	12,5%	100%
B8	Female principals do not have network of their own.	0	17	21	2	40
	PERCENTAGES	0%	42,5%	52,5%	5%	100%

B20	Female principals must be supported by the staff and the department in any manner so that they achieve their goals.	17	20	2	1	40
	PERCENTAGES	42,5%	50%	5%	2,5%	100%
B26	Affirmative action guarantees success of a female principal.	7	26	7	0	40
	PERCENTAGES	17,5%	65%	17,5%	0%	100%
B27	Teaching profession has a well-documented career-path to principalship post to be followed which teachers are familiar with.	5	23	8	4	40
	PERCENTAGES	12,5%	57,5%	20%	10%	100%
B28	Male teacher have good networks that enables them to succeed career wise.	8	18	12	2	40
	PERCENTAGES	20%	45%	30%	5%	100%

It has been revealed that 77, 5% of teachers agree that Secondary schools principalship posts are dominated by males and 10% disagree with the view. This shows that the teaching staffs is aware of the small number of female principals in secondary schools in Kone-Kwena Cluster.

Data shows that 62, 5% of teachers consent that female teachers face challenges if they want to become principals but 37, 5% disagrees. The small number of female principals is a confirmation of the fact that there are challenges regarding the employment of female teachers as principals of secondary schools in Kone- Kwena Cluster.

Majority of 90% of the respondents agree that female teachers can overcome these challenges whereas 10% disagree with this view. Majority of respondents are optimistic that these challenges can be overcome

A small percentage 30% of respondents concur that female staff members do not respect female principals but thereof 70% disagree with the view. Majority of teachers disagree that female teachers do not respect female principals.

According to data collected 90% affirm that female principals must be supported by the staff and the department in any manner so that they achieve their goals and 10% disagree. The above report clearly shows that agree that female principals must be supported by the staff and the department in any manner so that they achieve their goals.

45% teachers agree that female principals do not have network of their own 55% disagree. This is an indication that female principals have networks of their own.

It is revealed that 85% agree that Affirmative action guarantees success of a female principal but 15% disagree. Statistic indicates that majority agree that Affirmative action guarantees success of a female principal.

Majority of 72, 5% respondents accord that teaching profession has a well-documented career-path to principalship post to be followed which teachers are familiar with 27, 5% disagree. Based on the above report it is evident that majority of teachers agree that teaching profession has a well-documented career-path to principalship post to be followed which teachers are familiar with.

There is a 70% of respondents who agree that male teacher have good networks that enable them to succeed career wise with 30% that disagree. Great percentage indicates that male teacher have good networks that enable them to succeed career wise.

Social factors that affect female principals

Table 5: Response (n=40) of items on level of information about social factors that affect female principals.

Item No	Questions	Strongly agree	Agree	Disagree	Strongly disagree	Total
B6	Work and family life create role conflict for female principals.	3	20	16	1	40

	PERCENTAGES	7,5%	50%	40%	2,5%	100
B10	Stereotypes do exists in schools in this 21st century.	2	18	14	6	40
	PERCENTAGES	5%	45%	35%	15%	100%
B13	Cultural values can impact negatively on female principal.	3	22	12	3	40
	PERCENTAGES	7,5%	55%	30%	7,5%	100%
B14	Family support is essential for a principal to succeed in her career	11	23	4	2	40
	PERCENTAGES	27,5%	57,5%	4%	5%	100%
B19	Male principals discriminate against female teachers as they apply for leadership position	4	15	17	4	40
	PERCENTAGES	4%	37,5%	42,5%	8%	100%

Data shows that about 55% accord that work and family life create role conflict for female principals with 45% that disagree. This shows that there is a perception by teachers that work and family life creates role conflict for female principals

Statistical analysis shows that 52, 5% agree that male principals discriminate against female teachers as they apply for leadership position and 47, 5% disagree. Most teachers agree that male principals in Kone- Kwena Cluster discriminate against female teachers as they apply for leadership position.

There is 50 % of respondents consent that stereotypes do exist in schools in this 21st century 50% disagree. Having half of those that agree to the notion that stereotype do exist in schools in Kone- Kwena Cluster in the 21st century and half of those that do not agree, this shows that there are those that still see it happening and those that do not come across it.

Negatively impact of cultural values on female principal is consented by 62, 5%, but 37, 5% disagree with such statement. Majority of teacher agree that cultural values can impact negatively on female principals.

Majority of 85% of teachers agree that family support is essential for a principal to succeed in her career with 15% that disagree with the statement. This percentage clearly shows that many teachers agree to the fact that family support is essential for a principal to succeed in her career

4.4 Leadership roles of female principals

Table 6: Response (n=40) of items on level of information about leadership roles of female principals.

Item No	Questions	Strongly agree	Agree	Disagree	Strongly disagree	Total
B5	Do you think female principals are competent enough to manage secondary schools?	10	25	5	0	40
	PERCENTAGES	25%	62,5%	12,5%	0%	100%
B9	Female principals often use leadership style of nurturing and empowering their followers.	6	21	11	2	40
	PERCENTAGES	15%	52,5%	27,5%	5%	100%
B11	Female principals should be forceful and tough to succeed in leadership position.	6	14	17	3	40
	PERCENTAGES	15%	35%	42,5%	7,5%	100%

There is an affirmation of 87, 5% of teachers who think female principals are competent enough to manage secondary but a smaller percentage of 12, 5% does not think so. Based on the above evident, it is clearly indicated that female principals are competent enough to manage secondary schools.

Data collected indicates that 65% of respondents agree that female principals often use leadership style of nurturing and empowering their followers but 35% disagree. Based on this report, it is evident that female principals in Kone- Kwena Cluster often use leadership of nurturing and empowering their followers

Statistics shows that 52, 5 % of teachers agree that female principals should be forceful and tough to succeed in leadership position but 47, 5% disagree. Based on the statistics above it is clear that teachers want to see female principals in Kone- Kwena Cluster being forceful and tough so that they can succeed in leadership position.

4.5 Management roles of female principals

Table 7: Response (n=40) of items on level of information about management roles of female principals.

Item No	Questions	Strongly agree	Agree	Disagree	Strongly disagree	Total
B12	When a female principal manages by engaging staff members decisions are not easily taken.	7	10	23	0	40
	PERCENTAGES	17,5%	25%	57,5%	0%	100%
B15	Management is about implementation of school policies.	15	23	2	0	40
	PERCENTAGES	37,5%	57,3%	5%	0%	100%
B23	Staff members want to be led and managed and not mothered by female principals.	9	24	6	1	40
	PERCENTAGES	22,5%	60%	16%	2,5%	100%

42, 5% of respondents agree that when a female principal manages by engaging staff members' decisions are not easily taken but 57, 5% disagree. The fact that the

above report indicates majority of teacher disagrees that when a female principal manages by engaging the staff members' decision are not easily taken

The majority 95% of respondents agree that management is about implementation of school policies and 5% disagree with the statement. This is evident that majority of teachers agree that management is about implementation of the policies.

It is revealed in data collected that 87, 5% agree that staff members want to be led and managed and not mothered by female principals 12, 5% disagree. Majority of teachers has shown that that staff members want to be led and managed and not mothered by female principals.

4.6 Enhancing leadership and management roles of female principals

Table 8: Response (n=40) of items on level of information about enhancing leadership and management roles of female principals

Item No	Questions	Strongly agree	Agree	Disagree	Strongly disagree	Total
B16	Succession plan must be in place to ensure that female teachers are also considered for promotion.	17	20	2	1	40
	PERCENTAGES	42,5%	50%	5%	2,5%	100%
B17	Induction programs are essential for new member in any position for them to succeed	14	22	4	0	40
		35%	55%	10%	0%	100%
B21	It is important that mentors are deployed for new members in various levels of teaching profession.	12	22	4	2	40
	PERCENTAGES	30%	55%	10%	5%	100%
B22	Training and development programmes that are available can help in developing female	14	22	3	1	40

	principals.					
	PERCENTAGES	35%	55%	7,5%	2,5%	100%
B29	Male teachers find it easier to mentor each other.	3	23	14	0	40
	PERCENTAGES	7,5%	57,5%	35%	0%	100%

Data has shown that 92, 5 % of teachers concur that succession plan must be in place to ensure that female teachers are also considered for promotion with 7, 5% that disagree. There is a highest percentage of teachers who opine that succession plan must be in place to ensure that female teachers are also considered for promotions.

Majority of 90% of respondents accord that induction programs are essential for new member in any position for them to succeed 10% disagree. Most teachers agree that agree that induction programs are essential for new member in any position for them to succeed.

57, 5% agree that male teachers find it easy to mentor each other, 37, 5% disagree Statistics that teachers agree male teacher have good networks that enable them to succeed career wise.

Majority of 87, 5% of respondents' consent that it is important that mentors are deployed for new members in various levels of teaching profession but 12, 5% thereof disagree. A small percentage of teacher disagree with the statement that it is important that mentors be deployed for new members in various levels of teaching profession whereas majority see the importance if mentors are deployed.

92, 5% agree that training and development programmes which can be made available can help in developing female teachers and principals and 7, 5% disagree with the notion. Statistics indicates that majority of teacher agree with the statement that training and development programmes if presented can help in developing female principals and it is only the minority that disagree with such statement.
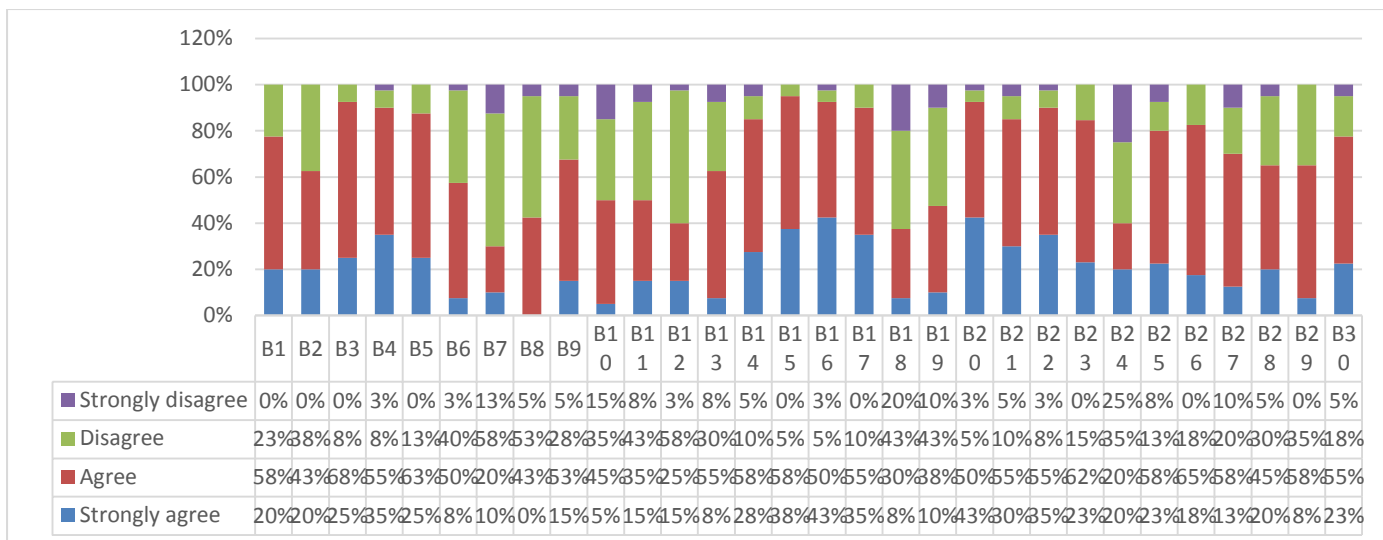
Figure 2: summary of all responses (%) of items on information about leadership and management roles of female principals.

	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	B16	B17	B18	B19	B20	B21	B22	B23	B24	B25	B26	B27	B28	B29	B30
■ Strongly disagree	0%	0%	0%	3%	0%	3%	13%	5%	5%	15%	8%	3%	8%	5%	0%	3%	0%	20%	10%	3%	5%	3%	0%	25%	8%	0%	10%	5%	0%	5%
■ Disagree	23%	38%	8%	8%	13%	40%	58%	53%	28%	35%	43%	58%	30%	10%	5%	5%	10%	43%	43%	5%	10%	8%	15%	35%	13%	18%	20%	30%	35%	18%
■ Agree	58%	43%	68%	55%	63%	50%	20%	43%	53%	45%	35%	25%	55%	58%	58%	50%	55%	30%	38%	50%	55%	55%	62%	20%	58%	65%	58%	45%	58%	55%
■ Strongly agree	20%	20%	25%	35%	25%	8%	10%	0%	15%	5%	15%	15%	8%	28%	38%	43%	35%	8%	10%	43%	30%	35%	23%	20%	23%	18%	13%	20%	8%	23%

PRINCIPALS INTERVIEW DATA ANALYSIS

Journey from teacher to secondary school principal.

Data collected indicated that of the 10 principals interviewed 5 started working prior 1994 and the other 5 after the new democratic government. This shows that there is a 30.35% increase in secondary school principals since 1994.

Years being a school principal

Duration being a school principal

The experience of participants in terms of their number of teaching years and as members of the school management team and school principal is summarize in table below:

Table 9: Duration being a school principal

School principal by names	Number of years as a

	school principal
Palesa	2
Dimpho	6
Hetta	11
Victoria	2
Lucy	18
Valerie	19
Makgasho	14
Elbie	10
Jowie	6
Kwena	10

Table 9 reflects the number of years as a school principal. According to the table more than half of respondents indicated that they have 10 and more years as principal in their respective schools. Some Principals experienced a quick progression to management positions while others took a long time. Additionally, it was also revealed that all principals went through promotion criteria, starting from being a teacher, HOD, Deputy Principal to become principal.

All these principals got promoted from 1996. Of the all secondary school female principals interviewed none was promoted before 1994, they got promoted in the government dispensation.

Motivation on aspiring for principalship post

Data indicated that most of the participants have been motivated by other people like family member and former managers to aspire for the post.

Response by Lucy was: "My former principal was hands on person and would follow everything to detail and that made me wanted to do things his way and I started to feel and behave like him".

Some participants stated that they had self-drive that motivated them to aspire for principalship post. The fact that most of the participants stated that they have been motivated by other people like family member and former managers to aspire for the post is a clear indication that female teachers need some encouragement and help to aspire for principalship post.

Personal or individual's factors to female principals' challenges

Female principals lack confidence

Most of the participants are of the opinion that most female teachers do not apply to become principals because they lack of confidence that they will succeed.

Response by Dimpho was "Yes, it is true female teachers are scared of challenges; they can rather wait until someone is promoted to criticize and defame".

The other four principals are of a different opinion in that they do not agree with the notion that female teachers do not apply to become principals because they lack of confidence that they will succeed. Majority of participants indicate that female teachers do not apply for principalship post because they lack confidence and hence we have only 30.35% increase in Kone- Kwena Cluster in the number of secondary school female principals.

Nine participants agree that female teachers are not interested in managerial positions because they lack of confidence.

Response by Palesa was "Yes, cowards are there in each and every group. Fear is a barrier to be overcome by all. Women are soft, loving and caring they would not like hostile environment may be they are to be understood for them to manage well".

Female teachers fear confrontation

Only one participant disagreed and indicated that female teachers are interested in principal positions but their male counterparts scare them off. The responses given

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by most participants indicate that because of fear of confrontation female teachers are less interested in managerial posts.

Female teachers are not assertive

50% of the participants agree that female teachers are not assertive enough and as such they don't want the power and even stated that leading a secondary population needs a good skill considering the people one is dealing with and this will need much confidence to succeed. Female teachers can be assertive but not within the ambit of their work responsibility and their nature of being soft and caring they do not want to hurt anyone can be a challenge. This is emphasised by the response by Palesa:

"Sometimes being assertive can hurt other people but it's a way of life, female teachers prefer to be friendly and understanding and this can be seen as not being assertive enough" Palesa explained.

On the contrary, the other 50% of the participants disagree that female teachers are not assertive enough and as such they don't want the power and indicated that assertiveness is not a major issue, but it is becoming a principal that one has to know how to manage people female teachers need some encouragement and support to climb up unfortunately there are still stereotypes who do not believe in woman power. There have been an equal percentage of those that agree and those that do not agree that female teachers are not assertive enough and as such they don't want the power and as such those sides need special investigation for reality check.

Female teachers are ignorant and lack information and knowledge

All interviewed female principals agreed that Ignorance, lack of information and knowledge about educational matters are the most common factors for lesser number in female principals. Some even pointed out that female principal are mothers, wives and caregivers of their families, it is difficult for them to acquire more information and be capacitated with their work issues. They are so engaged such that even when information is at hand sometimes it slips their hands and because of they are many activities at home and in the communities they have limited time to pursue educational affairs to gain knowledge. Female teachers are found to have a

lot to handle in their day to day such that they do not have time to search for information that can lead them to aspire for principalship positions

Response by Kwena is that secondary school staff have a lot of work to do and adding to the personal activities as woman no one has to be sure of the success in the sought performances and this is why female staff members retreat.

Preparation to become principal

Most of the respondents indicated that their superior did not prepare them for the principalship post but they had to figure it out themselves.

Palesa elaborated: "I watched my former principal the way he managed his school made me feel that I can do better than that, but this was not formal it was my personal endeavours".

Some of the participants stated that they were prepared but not formally so but through being delegated to do some of the managerial duties. Dimpho stated that her former principal who would delegate her in everything and that served as preparation, Hetta indicated is that her being positive with everything made her principal relinquish all his duties for her to do and   Elbie pointed out that she worked with a very wise principal he would engage her in every activity in the school. It has been found that there is no preparation that teachers receive from their superiors and what really happens is that teacher have to figure it themselves or on their own.

The relationship with staff members

Five (5) of the participants indicated that the relationship with staff members is good because they are all old staff members who respected from the beginning and they still continue as such and are very supportive though I not hundred percent but most of them are co-operative and understanding.

Response by Jowie was: "my staff's members respect and love me and help me carry the burden because they can see my lack of knowledge they are supportive".

There are participants that indicated that the experience with the staff members is both good and bad; they are like all assorted biscuit because all types of people are there. There are those who would like to see things done and those that want things

falling apart. Some indicate that it is not easy because their staffs are highly unionised such that even small matters are referred to union decisions and are reluctant and reserved in terms of support such that principals resort on enforcing policies.

Makgasho responded by saying that: "I regard myself as a manager and not a female whatever come, I deal with it as a manager and the staff member are my subordinates who are supposed to do their work, they do their work and I do my work".

50% of the respondents indicate that there is a commendable relationship between teachers and secondary school principals. They enjoy the support they receive from their teachers. The given support has to help them succeed. Those that are not supported can bring a decline in the performance of the school.

Secondary school female principals have both favourable and unfavourable experiences with their learners but would not complain about it considering the ages of learners they are managing. They further explained that secondary learners are mostly adolescence which is a very difficult stage of growth they want to be both young and adult and they behave as such and have to be directed and there is no respect for authority unless seriously subjected to. The rule of the law in their school policy makes my work easier as I extend my hand through.

Response by Palesa was: "Learners are so humbled and very prepared to learn through the influence of LRC is strong. I think politics of the community has great influence on the learners but with their school work they at par".

The relationship with learners

Some of the participants stated that learners are good because they try to emulate their teachers. Learners are very respectful and obedient to the latter. They obey their school rules but except for a few that are opposite, fortunate enough, I know how to deal with such.

The relationship with parents

Most of the participants indicated that their experiences with parents are good though illiterate but they are very understanding. This is so because some of the participants have been working in the area with them for a very long period such that

some are even their former learners. But because they are not literate their children exploit their illiteracy for their mischievous behaviours.

Other participants (two) indicated that parents at their schools are sceptical about female leadership because they still rely on royal leadership such that if there are issues they have to discuss they refer them to royal meetings but they finally agree though it takes time to make decisions by parents.

Response by Dimpho was that parents are still sceptical about me being a female principal and I do not blame them because of the community they are coming from.

Preparation for promotion by the school

Most of the participants indicated that the schools which they were working in offered them an environment conducive for training to become principals. Some indicated that that they learnt from delegated responsibilities because then they would be instructed and not asked if they can do something and that also it offered them an opportunity to make mistakes and to correct them without persecution. They further explained that they took all delegated task very serious and even volunteered to do other work of which made them unpopular with their peers but that did not matter.

Of course not all participants were prepared because there are those that stated that their former schools did nothing to prepare them for principalship position but they had to ensure that they do it themselves.

Response by Palesa was "I prepared myself by involving myself in all school activities to learn, I would volunteer to be in many school activities asking how things are done as I do them I would volunteer to do all which other people refused to do".

Networking of female principals

50% of the participants indicated that connection of secondary schools female principals is very minimal because of our workload they only meet in the meetings or visit those that are your neighbours to ask or collect something. Most of secondary

principals are male principals and as such female principals find it is difficult to get closely connected to them.

There are few participants who stated that there is no connection amongst secondary school principals.

Response by Dimpho was that because of their hectic schedule principals do not have much time to connect and share knowledge unless if they are attending a meeting.

Role conflict of female principals

Most of the respondents stated that their focus is mainly on their job such that they are aware that they have neglected their families if not abandoned them. They advanced the reasons that irrespective of the size of the school the workload is a challenge because principals have to oversee everything and as such my family suffers.

Response by Hetta was: "My husband and my in-laws are very traditional and would expect me to be a wife and do household chores and this makes it difficult for me such that sometimes I survive by becoming rude and float as I do my work".

Negative staff attitude toward female principals

Most of the participants indicated that the attitude of their staff toward their leadership is negative but they do not let this intimidate them or interfere with the execution of their duties.

Response by Palesa was: "As newly appointed female principal there are those that feel they can do better than I do. But that does not bother me because I can beat them at their game. Some males still feel they can test my strength and leadership; some females want to show me that I am not better than anyone but that's life. I do my work".

Some participants indicated that the attitude of their staff toward their leadership is good and it makes their work a lot easier.

Valerie added by saying this: "My staff have positive attitude towards my leadership such that when I hear of negative attitudes in other schools I

wonder how and why, my staff members concentrate on doing their work and are very helpful if I need their help".

Resistance by staff members toward female principals

Participants indicated that they face resistance from their staff members and lot of times teachers would demand tasks that are not challenging and that do not demand much from them, if a task is demanding they tend to resist. They however acknowledge that one cannot get hundred percent supports not even from your own family but this does not bother them, they only look at what has to be done.

Response by Elbie was: "Yes, when I arrived there was severe resistance and it even caused a drop in grade 12 results, teachers wanted to show me that I am a woman and I can't do anything".

Only one participant stated that they have no experience of resistance from their staff members

Valerie was of different opinion and she said she does not take decisions alone, most of the things done at her school its teachers who bring suggestions and she as a principal endorses them.

Social factors that affect female principals.

Interference of cultural values on management

All participants indicated that cultural values interference when managing the school because culture is ones root. They further indicated that people are born in culture and brought up therein; everything about people has culture as the base; people are grounded by their culture; culture is there on how one talks, instructs, reprimands, and it is actually observed in how most of the things are done.

Hetta agrees that cultural values interfere with school management and indicates that because of the location of the school, villages are led by headmen and they have authority and if one wants to succeed one have to be tactful.

50% of the participants stated that it is very difficult to balance their work and their social life because they no longer have time for social life anymore because they spend much of their time doing their work even at home.

Response by Victoria is that: "I do not have a social life because of the workload I do not even attend church services anymore".

"My social life is now going to funerals and sometimes weddings, but either than that it is work all the way" Jowie says.

Work- life balance by female principals

The other 50% of the participants indicated that they have reduced their social life only to attending funerals, church and weddings. They cannot have any other thing to do besides that because of the tight schedule of their work. This shows that to female principals, the position is so demanding such that it is difficult for them to go for social gatherings.

Most of the participants have stated that there is a satisfactory family support to female principals. This is a good ground for them to succeed as family support assures them that there are people who have their back who will be with them through thick and thin. Most of the participants stated that they are supported by their families in executing their duties by being exempted from household chores.

Palesa explains: "The position is a pride to my family; my daughters are so proud that they are very supportive so that I can succeed in managing. They most often do all other things so that I can see my work, but I feel have to be there for them as well".

Some of the participants indicated that they have no support from their families in executing your duties as a principal at all

Hetta disagrees as she lamented she stated: "I have to do all by myself; they are not even interested to know an inch about what I do. Even my husband, all he wants is that I keep the house in order as a wife".

Majority of the participants indicated that the perception of principal is not good because they are perceived as weak managers; others treat them like they are handicaps to others they regarded as being lost in pride and even incomplete. This is a sign of the presence of stereotypes to date.

Victoria responded by saying: "I have realised that to some a female principal is like a cripple person who needs to be helped if that person does not acknowledge the need for help he/she will be left alone to a greater fall".

Some of the participants indicated that the perception on secondary schools' female principals in general is that they treated as mothers and are respected and honoured.

Response by Makgasho is that female principals are perceived as mothers and are expected to behave as such but that does not reduce me to something else. I am the principal.

Leadership roles of female principals

All participants agree that female principals can increase the interest of the staff to achieve higher performance because that is what they are employed to do and their motherly nature helps them to reach every heart. This has been stated with conditions that the principals must take interest in the affair of the staff and help them where ever necessary and need be. Principals must take their work serious so that they can also be taken serious by others. It believed that everyone that is ready and prepared to achieve something can be helped. This is a positive believe that ensure success on part of female principals and has to be enhance to it maximum.

Female principals move their staff to a common vision by building trust

All participants agree that female principals move their staff to a common vision by building trust in them as long as the vision is explicit and known to everyone; by giving them space and let them execute given tasks according to the best of their abilities and involving those that are ready and run with them but still encouraging the ones that are left behind. This assures capabilities which female principal have that can be used to enhance their leadership and managerial roles.

Female principals are able to form a relationship of mutual stimulation

More than 50% of the participants agree that female principals are able to form a relationship of mutual stimulation and elevation that converts followers into leaders.

Female principals can therefore easily convert their teachers into leaders without putting much effort into it.

Response by Palesa is that female principals are easy to work with people that are friendly; they can convert such people to be the best but those that are not hostile towards them they can miss out the opportunity to be capacitated.

Female principals' exemplary personal achievements, character and conduct.

All participants indicated that female principals have exemplary personal achievements, character and conduct that can model the behaviour of their teachers. This is because they are the centre of attraction, they can influence people who are watching them negatively or positively, over and above teaching is the measuring stick for all people and as such principal is the first one to be observed. This enabled them to land in this male- dominated position and assures the authorities of good behaviour from them. Elbie confirms:

"Most females' principal that managed to climb the throne have lots of achievement's, character and conduct of personal nature which catapult them to the position".

Management role of female principals

Female principals can make the team feel involved

All participants agreed that female principals can make the team feel involved and more apt to go with the flow of whatever changes are coming down because women like and enjoy working in groups; women can show humility that can draw people to them. These were stated with conditions that only if the team members know why they are in the team and that it is for their glory not for the principal.

Response by Palesa is that woman like working in groups as they discuss and bring life in perspective and such a female principal finds it very easy to make team involved in changes if they remain focus.

Female principals create an internal environment which is conducive to maximum efforts

Most of the participants agree that female principals able to create an internal environment which is conducive to maximum efforts so that people are able to perform their task efficiently and effectively. The have advanced the reasons such as that women have their natural abilities thereto and that they have fine-tuned attitudes, over and above it is the responsibility of every manager whether male or female.

Kwena concurred she points out that: "Most female principals are perfectionists but the challenge is the workload on secondary teachers which are too much such that efficiency and effectiveness is a challenge".

Implementation of policies

50% of the respondents think that female led staff implement school policies and effectively maintain school's activities just like their male counter parts. They further explained that they do because policies are a guide to the way things are to be done.

Makgasho confirms: "Yes, they can, but the problem is that being a family mother, a school leader and a wife maybe it is a whole lot of responsibility such that some policies are overlooked or not known".

The other 50% of the participants think that female led staff do not implement school policies and effectively maintain school's activities because they do not have time to read or study them they therefore do not even know them. It is believed that most female principals use their God-given instincts in decisions that need the policy. This indicates a shortfall in female principals that needs immediate attention because most of their activities are governed by policies.

Adoption of collaborative and empowering leadership styles

Most of the participants indicated that they agree with the statement that female making it in leadership generally stem from the belief that women are more likely than men to adopt collaborative and empowering leadership styles. Females do not compete with male counterparts and such they do their work at their best possible way, they become collaborative only to those that understand them.

Lucy pointed out that female principals would like everyone on board and mostly women are void disapproval and as such they allow everyone to have a share of thought

Some participants indicated that female leadership is successful because in other instances these women have to be tough as men.

Encouraging participation to enhance other peoples' self- worth

Majority of the participants agree that female principals encourage participation to enhance other peoples' self- worth. Participation is open to everyone who is ready to participate but not that people are to increase their self-worth. Those who participate do it for free will. Female principals would not like to leave other staff members outside unless if the members are not interested in the matter.

Lucy agrees and indicated that they encourage participation and self-worth would come unnoticed. Female principals can motivate people even when instructing people to do things which they do not know.

Some of the participants do not agree that female principals encourage participation to enhance other peoples' self- worth. Female principals have to fight very hard for their success and such to consciously encourage participation would be inviting completion.

Allowing participation of teachers to discuss problems and influence school decisions.

Most of the participants consent that female principals allow participation of teachers that they have an opportunity to discuss problems and influence school decisions. If they want endorsement of the bigger decision they are about to make. Depending on a decision to be taken, but mostly in decisions that will put more pressure on teachers, this is where female principals face resistance and are derailed and most often it backfires as the staff would like to show their intellectual abilities and sway the decisions to their desired direction.

Jowie concurred with the statement as she says: female principal will opt for peace and smooth running of the school, but they are not immune for antagonistic attitude.

Some of the participants do not agree that female principals allow participation of teachers that they have an opportunity to discuss problems and influence school decisions but do it if they are not sure of what has to be implemented, but not if they feel they are going to find staff resistance, they do not involve staff as a norm.

Kwena says that female principals do not lack problems and   when faced with problems they can downplay or avoid them.

Identified with communal behaviours such as nurturing, supporting others

All study participants indicated that that female gender role is identified with communal behaviours such as nurturing, supporting others and being helpful.

Elbie agrees but also pointed out that female principals are expected to be very bold, assertive and courageous like their male counterpart.

Facing oppositions when implementing changes

There are participants who concur that female principals are faced with oppositions in implementing changes but not always and not in everything. Opposition comes from those people who feel threatened by such changes or from people who disregard female leadership.

Response by Jowie is that depending on whom they are managing or in schools infested with stereotypes who think a female principal is lesser than a male principal one can face opposition.

Most of the participants do not agree that female principals faced with oppositions in implementing changes, it depends on what changes are to be implemented because most of changes that are opposed are the ones that are imposed on people. They even indicated that they are supported in changes they want to implement because they involve their staff members in decision making.

Response by Makgasho is that people oppose changes which are not well communicated to them either by male principal or female principal

Enhancing leadership and management roles of female principals

Succession plan

Most of the principals do not have succession plan for your school. They explain that they don't have power to draw such, but they have a list or a just a Staff line-up which shows seniority in terms of employment.

Some participants agree that they have a succession plan for your school. Some indicated that they do not have succession plan because the positions are out for grabs anyone can grab and learn as they go like "I did it". This is why some schools do not succeed with new principal. Succession in schools is according to tenure and not according to abilities and as such only the Line-Up which determines succession and this does not guarantee the success of the school. Principals are not the ones that determine the final succession in leadership because all powers are with Head of the Department (HOD). Some of the responses are stated below.

Response by Valerie is that: "No I don't have succession plan, because I don't hire and fire but from my staff I can tell who should succeed from top to bottom according to their abilities".

Lucy agrees to have succession plans, and she further said "I know I have it in black and white who should take the reins if I have to leave but it is at school level".

Majority of the participants indicated that they as principals offer support to their staff by supplying them with needed teaching and learning materials and even with development through Integrated Quality Management System (IQMS and also the Department of Education in a form of minimal subject workshops and Curriculum Advisors.

Jowie stated that: "As a principal I ensure that all support at school is offered to my staff members otherwise there is nothing except departmental workshops for subjects only"

Data indicated that there are those that say there is no support that is offered to the staff.

Response by Dimpho is that currently no one is supporting teachers because she does not regard going to workshops only for a day as support.

Induction programs for teachers and principals

All participants agree that induction programs for newly appointed teachers necessary and indicate that they should be given to highlight important facts about their profession; that if offered to newly appointed principals it can be helpful; if given they can be helpful because teachers would know what to expect first time in the class; if given there would be profitable because teachers   would be enlightened on what to expect in school arena; it is really important that new teachers know what to expect in their jobs and how to deal with situations and it can help teachers to face teaching badly and with much love.

Response by Victoria is that we do not have induction programmes and even the department does not have any induction programs.

The necessity of induction programmes has been consented by most of the participants who stated that induction programs for newly appointed teachers and principals should be given to highlight important facts about their profession and that if offered to newly appointed principals.

Mentoring programs for principals

Most of the study participants indicated that they do not have mentoring relationships that are taking place. They further explained that there is no one, monitoring another; people do not have time to teach others because of their workload. Over and above there is no payment for that. Principals have time constrains and too much work load but what they have is just friends or associates that can help each other. This shows that there is lack of mentorship in the Cluster; and as such all benefits that available in mentorship is missed.

Jowie says: "I mentor my head of departments only; the rest of the staff members are not. I did so that they can do the delegated work perfectly as I would do it".

Further training to develop managers

All participants advocated for training to develop managers to become better. They indicated that if people can be trained to be teacher they can also be trained to be managers and such managerial trainings are essential. It is also indicated that well-structured programmes that are made available to people and reasons behind the training are made known to them they can be not only better but best ever.

This shows that principals believe in training and development of principals for them to be equipped for better leadership and management.

CONCLUSION

Data was summarised and presented by making use of descriptive statistics. Tables, charts, graphs and percentages were used in the presentation of the findings. The mean, standard deviation, minimum and maximum values for all scaled questions was also computed and used in the explanation of the findings.

CHAPTER 5: RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

Overview of the study, findings, recommendations and conclusion are discussing in this chapter. The findings and recommendations are deliberated in this chapter and are based on the objectives indicated in chapter one.

5.2 Overview of the study

The purpose of this study was to evaluate the leadership and management roles of secondary school female in Kone- Kwena Cluster of Capricorn District.

The reasons were to establish the successes and challenges which female principals have in their positions; to identify leadership and management styles which secondary school female principals use; to identify the strategies that can be used by female principals to enhance success and overcome the challenges.

The literature review on challenges which female principals face in their positions; leadership and management styles which secondary school female principals apply in running their schools; and the strategies that can be used by female principals to enhance success and overcome the challenges was presented in chapter two.

The operational research design, methods and techniques employed by the researcher to collect, analyse and interpret data were discussed in chapter three and chapter four outlined the findings and recommendations as outlined in this chapter are discussed against the background of the problem stated in chapter one.

5.3 Findings from the literature review

Literature review revealed that female principals are still underrepresented in Kone-Kwena Cluster. It further revealed factors that contribute to this underrepresentation. Here below are the findings about these factors:

Personal factors that affect female principals' challenges

Personal factors that pose challenges to female principals or to women that aspire to be principals are such as low self- image, lack confidence, fear of failure, poor

motivation and lack of competitiveness. These challenges impede female teachers in their aspiration for principalship positions. Most of teachers think they can go for the post but they are discriminated against by male principals because they prefer holding on power and authority while women share power with others.

Organisational factors that affect female principals

Female principals experienced extreme resistance from their School Management Teams (SMT) and their School Governing Bodies (SGB) who distanced themselves from decisions taken at management and governing meetings and discussed these issues outside the meetings with other teachers and parents.

Networking has been shown to of great importance for female managers because those who are not part of an organizational support network experienced more career disadvantages than women who are part of an organizational network.

Female principals are to rise above role conflict which is between their work and their family life to. Female principals as working mothers feel exhausted and overwhelmed trying to balance paid work commitments with commitments of being a parent, thus they feel psychological, intellectual and emotionally drained.

Social factors that affect female principals

Irrespective of their position female principals are considered inferior and treated as such when compared to men in leadership and management position, women leaders are surrounded with social structures that invalidate and debase their attempts to be effective and powerful. They are also expected to be more respectful and this goes to an extend of being expected not to argue her course with a man when necessary and for a female principal to be effective she has to be assertive which can be culturally unacceptable. The female principals have to overcome tribal acceptance barrier and then work related issues of leadership and management. Female principals' performance is also complicated by the overburdening domestic obligation for which they do not receive support.

Leadership roles of female principals

As leaders, female principals tend to focus on relationships between individuals and communities and view power as being multi-dimensional and multidirectional

process to empower others, rather than having power over them. They even exhibit more characteristics of the transformational leadership style because they can increase the interest of the staff to achieve higher performance through developing commitment and beliefs in the organisation.

Management roles of female principals

Management involves creating an internal environment as they put into use the various factors of production. Therefore, it is the responsibility of management to create such conditions which are conducive to maximum efforts so that people are able to perform their task efficiently and effectively.

Enhancing leadership roles and management roles of female principals

While managers are planning to groom the possible successors to replace the retiring employees, they should warn employee that it merits greater investigation in line with the changing nature of the demographic composition of the workforce to ensure inclusivity and avoid discrimination.

Career development for advancement is working to develop current employees' skills and abilities so that they are able to move into higher level ranks. In order to carry out succession process, people at lower levels in the organisation must be trained in the knowledge and skills necessary to be able to take on higher level duties.
Female principals need a range of supportive efforts to can carry out their duties and responsibilities from the staff as well as the department. Through Induction programs the effectiveness of new principals can be accelerated, fast-tracking their progress to exemplary teachers who have the ability to positively impact student achievement.

Mentoring is can also be used to enhance the new principal's performance as they acquire new skills and knowledge to enhance their competence, increase their motivation and satisfaction by providing support, friendship and guidance, supporting organisational change by making the staff to feel safer and actually welcome change, and ensuring the retention of such principals they feel more valued and cared for they become more committed which leads to improved organisational effectiveness.

It is important that female principals be engaged in training and development as they continue with their job, It is also indicated the following are some of the importance of principal training which can help enhancing work relationship in schools: to improve the performance of the principal who do not meet the required standards of performance; to prepare new principals for future positions and to prepare principals for the forthcoming institutional restructuring or for changes in technology.

5.4 Findings from the empirical research

The following information was extracted from the questionnaire that was sent to teachers in Kone- Kwena Cluster. It first gives the biographical information of the teachers then their response on leadership and management roles of their female principals

Biographical information

This study revealed that there is minimal new entrants in teaching profession and majority of 97, 5% are over 41years of age. Most of these teachers are stuck in diploma as the highest qualification and they have not acquired degrees as yet, hence they must be considered for promotional posts. Their teaching experience ranges from 20-29 year and is receiving an on-going induction for their posts.

The research revealed that majority of secondary school principals are males, hence it was indicated in chapter one that only 30.35% in Kone-Kwena Cluster in secondary schools are female principals. This domination by male principals indicates clearly that there are challenges regarding the employment of female teachers as principals of secondary schools.

Information about leadership and management

Personal or individual factors to female principals' challenges

There are challenges regarding the employment of female teachers as principals of secondary schools. Most teachers indicated that male principals discriminate against female teachers as they apply for leadership position.

There is a perception by teachers that work and family life creates role conflict for female principals.

Organisational factors that affect female principals

Majority of teacher agree that cultural values can impact negatively on female principals and that family support is essential for a principal to succeed in her career. Most teachers agree that female principals must be supported by the staff

There are teachers that agree to the notion that stereotype do exist in schools the 21st century and half of those that do not agree, this shows that there are those that still see it happening and those that do not come across it.

Social factors that affect female principals

Majority of teacher agree that cultural values can impact negatively on female principals. Most of the teachers accord to the fact that family support is essential for a principal to succeed in her career

Leadership and Management roles of female principals.

This report reveals that female principals in Kone- Kwena Cluster often use leadership of nurturing and empowering their followers. Teachers want to see female principals being forceful and tough so that they can succeed in leadership position and dismiss that the fact that when a female principal manages by engaging the staff members' decision are not easily taken. This is evident that majority of teachers agree that management is about implementation of the policies.

Enhancing leadership and management roles of female principals

A large percentage of teachers would like to see that succession plans are in place to ensure that female teachers are also considered for promotions. Most teachers agree that agree that induction programs are essential for new member in any position for them to succeed. Most teacher consent for mentors deployed to help new members in various levels of teaching profession. Statistics indicates that majority of teacher concur with the statement that training and development programmes if presented can help in developing female principals.

The report shows that majority of teachers disagree with the statement that female teachers lack knowledge on how application and interviews for principalship posts are done and agree to the fact that female teachers are conversant with principalship post requirements.

Teachers agree that they can apply for principalship post with a smaller percentage of those that object and that Affirmative action guarantees success of a female principal.

5.5 Findings from the interviews

Interviews with ten female principals in Kone- kwena Cluster were conducted to get their general evaluation of the evaluation of the leadership and management roles of secondary school female in Kone- Kwena Cluster of Capricorn District.

The interview mainly focused on the challenges which female principals have in their positions, leadership and management styles which secondary school female principals use and identify the strategies that can be used by female principals to enhance success and overcome the challenges.

The following findings emerged from the interview data:

Biographical information

The study shows that there is an increase in secondary school principals since 1994. Of the all secondary school female principals interviewed none was promoted before 1994, they got promoted in the democratic government.

Personal challenges

Most of the participants stated that they have been motivated by other people like family member and former managers to aspire for the post

Majority of participants indicate that female teachers do not apply for principalship post because they lack confidence and hence we have only 30.35% increase in the number of secondary school principals in Kone- Kwena Cluster after 23 years of democracy.

The responses given by the majority indicate that because of fear of confrontation female teachers are less interested in managerial posts.

There has been an equal percentage of participants agree and those that do not agree that female teachers are not assertive enough and as such they don't want the power.

Female teachers are found to have a lot to handle in their day to day such that they do not have time to search for information that can lead them to aspire for principalship positions.

Social challenges

The respondents are divided in two halves of those that find it is very difficult to balance their work and their social life and those that have reduced their social life only to attending funerals, church and weddings. This shows that female principals, the position is so demanding such that it is difficult for them to go for social gatherings.

Majority of the respondents shows that there is a satisfactory family support to female principals. Family support is essential for a principal to succeed in her career.

Organisational challenges

It has been made clear that there is no preparation that teachers receive from their superiors for leadership position but what really happens is that teachers have to figure it themselves or on their own.

Half of the study participants indicate that there is a commendable relationship between teachers and secondary school principals. They enjoy the support they receive from their teachers.

The majority of the participants are happy about the experiences they have with their learners though there are issue with them. They indicate that they understand that secondary school learners are mostly adolescence which is a very difficult stage of growth they want to be both young and old and they behave as such and principals have to direct them.

Illiteracy of parents is a challenge to female principal headed schools but because most participants have been working with them for a longer period they have built good relationship with them.

Majority of participants indicate that schools which they worked in offered them opportunity to learn to lead as they were resources and even delegated with some responsibilities and even volunteered in some instances.

Half of the participants in the study indicated that connection of principals is minimal because of their busy schedule and if such happens it is informal as there is no set organisation for them to can connect.

It is clear that majority of female principals find it difficult to effectively manage their family and staff simultaneously because of the workload such that their families are neglected.

Majority of female principals stated that the attitude of their teachers is unfavourable but they are not intimidated as such. This shows that these female principals have to be tough to conquer.

Most of the participants lamented of the resistance experience from their teachers just because they are female principals and that teachers want work that is not challenging for them.

The fact that all respondents indicated that there is cultural values interference when managing the school. This shows that cultural value plays a crucial role in managing people and as such it is imperative that principals take it into consideration when leading and managing.

Most female principals are of the opinion that public perception of female principals is still sceptical in relation to their work. This is a sign of the presents of stereotypes.

Enhancing leadership and management of female principals
Data revealed that majority of participants indicated that they do not have succession plans for their schools. They explain that they don't have power to draw such, but they have a list or a just a Staff line- up which shows seniority.

Participants indicated that they as principals offer support to their staff by supplying them with needed teaching and learning materials and even with development through Integrated Quality Management System (IQMS).

The necessity of induction programmes has been consented by most of the participants who also stated that induction programs for newly appointed teachers and principals must be given to highlight important facts about their profession to newly appointed principals.

Majority of the participants indicated that they do not have mentoring relationships that are taking place. They further explained that there is no one, monitoring another; people do not have time to teach others because of their workload. Over and above there is no payment for mentorship. This shows that there is lack of mentorship in the Cluster; and as such all benefits that available in mentorship is missed.

All study participants advocated for training to develop managers to become better. They indicated that if people can be trained to be teacher they can also be trained to be principals.

5.6 Recommendations

In the light of the above findings from the literature review, empirical research and the interviews the research has drawn the following recommendations for the study:

- The Department of Education in Limpopo Province must continue giving the teachers the opportunity to improve the qualifications to a higher level than the current status.
- The Limpopo Province Department of Education (LDPE) must in all earnestly ensure that all challenges with which female teachers are faced with when applying for principal ship posts are established and dealt with so as to ensure that all teachers, males and females obtain equal opportunity to become principals and that female teachers are not discriminated against.
- The department of education should effectively be engaged in developmental programs to capacitate female teachers and principals with leadership and managerial skills that would result in their success. Female teachers still need to be motivated so that they on their own can have the desire and urge to

aspire for principalship position without anyone to talk to them into it. They should to be encouraged to take the leadership reigns on their own.

- The department of education should come up with alternative strategies to empower secondary female teachers to build confidence and dispel fear to take reigns in principalship posts. It is imperative that female confidance be worked on and the basis of this lack of confidence has to be established and be dealt with. Confidence can be built on them by giving them relevant information. Having relevant information dispels fear and improves their assertiveness.

- The department of education should strengthen their support to secondary school principals to ensure that their leadership and management roles are at the expected performance levels. It is important that all teachers be conversant with information pertaining to their profession and as such it is important that they be supplied with relevant resources and encouraged to search for information related to their work. If need be the department of education has to conduct workshops and trainings on new matters pertaining to teacher promotions.

- The fact that most teachers are not officially prepared for leadership positions it means that teachers stumble and find themselves landing in the position and as such their success is not guaranteed but comes through luck. It is therefore very important that teachers that are eligible for promotion must officially be prepared for the post so as to ensure their success in the position.

- It is evident that all principals even their teachers indicated the workload in managing a secondary school such that for them to have time to help each other formally but their informal connections can also be fruitful if enhanced by the department. Principals are to be encouraged to delegate other responsibilities to their teachers. By so doing they will be capacitating them and help them grow professionally.

- There is a need of training on female principals to empower them on how to deal with resistance from their subordinates. Implementation of departmental policies can also be a good strategy for success. Resistance and negative attitude are detrimental to the effectiveness of the school must be address as

soon as it emerges to avoid it effects of school work and performance of management as well as that of teachers.

- The interference of the culture influences people behaviours on school activities has been identified as a challenge to principals they can establish niches through which they can be able to influence stakeholders for the benefit of the school once promoted. Principals should take the responsibility of dealing with the interference of cultural values as matter of serious nature to ensure good management.

- Principals can be advised on how to delegate some of their responsibilities to their subordinates, this alleviates the burden they carry and will allow them time with their families but in broader sense they will be capacitating their teachers as well as preparing them for promotion.

- The Department of Education in Limpopo Province The department of education should develop and implement monitoring and evaluation strategies to keep secondary school principals on regular check and support them where deviation or shortfall is established so that they too can enjoy their work and remain motivated this will defuse fear from those that do not apply for principalship posts. This will ensure that female principals who are not supported by their families are given more departmental support.

- The Department of Education in Limpopo Province together with Teachers Unions should develop awareness campaign to address gender equity so as to ensure that gender discrimination and stereotype is utterly uprooted from their members in Kone-Kwena Cluster as it impedes success of female principals in secondary schools. The existence of stereotype in schools in the 21st century undermines the country's constitution.

- The Department of Education has to ensure that schools have all departmental policies advocated for to new principals. Thiis will make new principals aware of the importance thereof and how to effectively implement them. To have principal be conversant will the education policies, can be done by having these policies be revised to all new principals and their importance in management be advocated so as to keep all principals abreast with the prescripts and precepts in education.

- The Department of Education in Limpopo Province must ensure that properly documented succession plans which are uniform in schools are in place. Succession plans in schools can play a significant role because it will ensure that only relevant people are promoted to posts than having corruption wherein promotional posts are sold and that wrong people are recommended for post to which they do not qualify. The presence of a succession plan alleviates problems of leadership jockeying by staff members as each member will exactly know how promotions will be handled.

- The department of education should develop induction programs that will help new principals. Induction programs will ensure that even newly appointed principals are inducted to help them become aware of the scope of their position. This will accelerate the effectiveness of new principals and teachers, fast-tracking their progress to exemplary teachers who have the ability to positively impact teachers' and students' achievement.

- The Department of Education in Limpopo Province ensure that mentors are deployed for new members in various levels of teaching profession. The LPDE must fully understand and endorse experienced principal/ novice principal mentorship meetings to cultivate a thriving learning community.

- The Continuing Professional Teacher Development (CPTD) can also be of essence so as to ensure that teachers receive proper and sufficient support that will enhance their skills. The department of education can have sessions whereby senior teachers are trained in management aspect. They can also arrange for developmental workshop to prepare those that are in management positions. This would enable them to take the post with confidence.

- The Department of Education in Limpopo Province can use training to prepare new principals for future positions and to improve the performance of the principal who do not meet the required standards of performance and help them make better decisions and increase job satisfaction.

5.7 Recommendations for further study

Further research is required for every research study because there is no research that is complete in itself. The following topics are suggested for further research:

- An extension of the study of the evaluation of secondary school principals' leadership and management roles in the whole Limpopo Province.
- The experience of secondary schools' female principals in Limpopo province.
- Women in management at secondary schools in Kone- Kwena Cluster.

5.8 Limitation of the study

The study does not claim to have successfully exhausted all success and challenges and which female secondary school principals are faced. The findings reviewed were based on the evaluation of secondary school female principals' leadership and management roles. However, the researcher hopes that the results of the study can be referred to by other clusters in the Limpopo Province and other provinces in the country.

Other limitations include the fact that the research only managed to collect data from fifty (50) participants purposefully selected for the study. In addition, the researcher had resource barriers, financial constraints and very limited time at her disposal to achieve the intended goals and objectives.

5.8 Conclusions

This study is aimed at evaluating secondary school female principals' leadership and management roles in Kone-Kwena cluster.

The basis if the study was the increase in female leadership at a slow rate and the drop in the results especially in female principal led secondary schools raised the researchers concern about secondary school female principals' leadership and management roles. The Challenges which secondary school female principals are faced with were appraised in chapter four. The findings reviewed were based on leadership and management roles of secondary school female principals.

Conclusion may be drawn that secondary school female principals' leadership and management roles can be improved by dealing with challenges that impede success of female principals.

It may further be concluded that strategies such as succession plan to which indicate possible candidates for the promotion has to be in place, induction programs to newly appointed principals, mentoring of these principals by veteran principals and further training and development are vital for the realisation of the success of secondary school female principals.

Solutions to the research problems stated in Chapter one has been briefly discussed in this chapter. This study is virtuously intended to create awareness for authorities and stakeholders involved on the success and challenges of female principals in secondary schools. Authorities and relevant stakeholders have to take responsibility to consider the researcher's findings and recommendations to possibly review their policies and strategies appropriately directed at achieving the success of secondary school female principals.

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APPENDIX A

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PO BOX 1529

LADANNA

0746

2 October 2016

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The District Senior Manager

Capricorn District

Private bag x

Polokwane

0700

REQUEST FOR PERMISSIOM TO CONDUCT RESEARCH AT KONE- KWENA CLUSTER

I, Muthuli M.J., student no 200906562 a registered student at university of Limpopo for Master in Business Administration in fulfilment of my study, I, hereby request for permission to conduct a research at Kone- Kwena Cluster with female headed secondary schools on the topic below:

AN EVALUATION OF SECONDARY SCHOOL FEMALE PRINCIPALS' LEADERSHIP AND MANAGEMENT ROLES IN KONE- KWENA CLUSTER OF CAPRICORN DISTRICT.

A complete study can be supplied on request after completion.

In deep appreciation, I await your positive response.

Yours faithfully

………………………………………………………

Muthuli Matevhutevhu Joyce (Ms.)

APPENDIX B

QUESTIONNAIRE TO BE COMPLETED BY TEACHERS

This questionnaire has to be administered to teachers in secondary schools

Indicate your response by making a cross or a tick in the appropriate box.

SECTION A

DERMOGRAPHIC INFORMATION

1.	Gender	Male		female		

2.	Age group in years	25 -30	31- 40	41- 50	51+

3	Highest qualification	Teachers certificate	Teachers diploma	Bachelor degree	Post graduate degree	PhD

4.	Years in teaching	0 – 9 yrs	10 – 19	20 – 29	30 +

5.	Induction for your post	Once off	On-going	Regular intervals

6.	Type of the school	State school	Community school	Private school

7.	Learners enrolment	0 - 199	300 – 599	600 – 899	900 and over

SECTION B

INFORMATION ABOUT LEADERSHIP AND MANAGEMENT IN SCHOOL

No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Secondary schools principalship posts are dominated by males				
2.	Female teachers face challenges if they want to become principals				
3.	Do you think female teachers can overcome these challenges?				
4.	Would you submit yourself under female leadership?				
5.	Do you think female principals are competent enough to manage secondary schools?				
6.	Work and family life create role conflict for female principals.				
7.	Female staff members do not respect female principals				
8.	Female principals do not have network of their own.				
9.	Female principals often use leadership style of nurturing and empowering their followers.				
10.	Stereotypes do exists in schools in this 21st century.				
11.	Female principals should be forceful and tough to succeed in leadership position.				
12.	When a female principal manages by engaging staff members decisions are not easily taken.				
13.	Cultural values can impact negatively on female principal.				
14.	Family support is essential for a principal to succeed in her career				
15.	Management is about implementation of school policies.				
16.	Succession plan must be in place to ensure that				

	female teachers are also considered for promotion.				
17.	Induction programs are essential for new member in any position for them to succeed				
18.	Female teachers do not apply for principalship position because they lack confidence.				
19.	Male principals discriminate against female teachers as they apply for leadership position				
20.	Female principals must be supported by the staff and the department in any manner so that they achieve their goals.				
21.	It is important that mentors are deployed for new members in various levels of teaching profession.				
22.	Training and development programmes that are available can help in developing female principals.				
23.	Staff members want to be led and managed and not mothered by female principals.				
24.	Female teachers lack knowledge on how application and interviews for principalship posts are done.				
25.	Would you ever apply for principalship post?				
26.	Affirmative action guarantees success of a female principal.				
27.	Teaching profession has a well-documented career-path to principalship post to be followed which teachers are familiar with.				
28.	Male teacher have good networks that enables them to succeed career wise.				
29.	Male teachers find it easier to mentor each other.				
30.	Female teachers are conversant with principalship post requirements.				

THANK YOU

APPENDIX C

QUESTIONING SCHEDULE FOR SECONDARY SCHOOL FEMALE PRINCIPALS

1. How long was your journey from after graduation i.e. from being employed as a teacher until you become a secondary school principal? Please the milestones of your career

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2. How long have you been a school principal?

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3. What motivated you to aspire for principalship post?

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Personal factors to female principals' challenges

4. It is believed that most female teachers do not apply to become principals because they lack of confidence that they will succeed. What is your opinion on that?

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5. Most female teachers are not interested in managerial positions because of fear of confrontation. Please give your view.

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6. Do you agree that female teachers are not assertive enough and as such they don't want the power? Please state your reasons.

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7. Ignorance, lack of information and knowledge about educational matters are the most common factors for lesser number in female principals. What is your opinion

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8. How were you prepared for the leadership position by your superiors?
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9. Please share your experiences as a female principal in your work with:

Staff members

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Learners

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Parents.

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Organisational factors that affect female principals

10. How were you prepared for the principalship position?

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11. How are secondary school principals connected to help each other?

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12. How do you manage your family and your staff simultaneously effective?

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13. How is the attitude of your staff toward your leadership?

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Social factors that affect female principals

14. Do you or have you experience resistance just because you are a female principal? Please support your response.

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15. Do you find any cultural values interference when managing the school? Please explain why?

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16. How do you balance your work with your social life?

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17. How does your family support you in executing your duties as a principal?

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18. In your view, how are female principals in general perceived?

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Leadership roles by female principals

19. Do you believe that female principals can increase the interest of the staff to achieve higher performance? Why?

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20. Can female principals move their staff to a common vision by building trust in them? How?

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21. Do you think that female principals are able to form a relationship of mutual stimulation and elevation that converts followers into leaders?

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22. Do female principals have exemplary personal achievements, character and conduct that can model the behaviour of their teachers?

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Management role by female principals

23. Do you agree that female principals can make the team feel involved and more apt to go with the flow of whatever changes are coming down? Please substantiate.

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24. Are female principals able to create an internal environment which is conducive to maximum efforts so that people are able to perform their task efficiently and effectively? State your reason.

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25. Do you think female led staff the implement school policies and effectively maintain school's activities? Why is that?

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26. Female making it in leadership generally stem from the belief that women are more likely than men to adopt collaborative and empowering leadership styles. Give your view.

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27. Do you agree that female principals encourage participation to enhance other peoples' self- worth? How so?

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28. Female principals allow participation of teachers that they have an opportunity to discuss problems and influence school decisions. What is your view on this?

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29. Do you agree that female gender roles are identified with communal behaviours such as nurturing, supporting others and being helpful and this is why female principals opt for participative management style? Please explain.

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30. Are most female principals faced with oppositions in implementing changes? Please substantiate.

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Enhancing female teachers' participation in secondary school leadership

31. Do you have a succession plan for your school?

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32. What support is being offered to your staff currently and by whom?

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33. Do you find induction programs for newly appointed teachers necessary? Why?

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34. Do you have any mentoring relationships that are taking place? Please give reasons

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35. How can teachers be trained and developed to become better managers?

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THANK YOU

SECTION D

EDITORS LETTER AND REPORT

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Cell: 0822198060
Rammalaj@ul.ac.za

Dr J R Rammala
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Sovenga
0727

To whom it may concern

19 December 2017

Confirmation letter: Ms Muthuli Joyce

Dear Sir/Madam

This memo serves to confirm that I edited a dissertation by the above-mentioned candidate on female principals in the Kone-Kwena circuit of education

Editing was done on language, typesetting and technical appearance. There were not so many language errors. Technically the document was well written and not much was done is this area except rearranging headings and subheadings to differentiate the first, second and third headings. 1st headings are bold in upper case, 2nd headings are bold in lower case and third headings are un-bolded and italicized.

I also re-looked at the table of contents and made additions. Punctuation was also attended to and it was mainly with referencing in-text where a comma was left out between the author and the year of publication. I confirm that the document is now readable and clean with regard to language issues and recommend that it can be submitted for assessment.

Thanks

Signed: ....

Dr J R Rammala