

BARRIERS FACED BY FEMALE EDUCATORS WHEN APPLYING FOR
PROMOTIONAL POSITIONS IN SCHOOLS

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DISSERTATION

Submitted in accordance with the requirements for the degree of

MASTER OF EDUCATION

In the department

EDUCATIONAL LEADERSHIP AND MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: Dr OC Potokri

July 2022

DECLARATION

I, MATHEBULA DG, hereby declare that the dissertation entitled: “BARRIERS FACED BY FEMALE EDUCATORS WHEN APPLYING FOR PROMOTIONAL POSITIONS IN SCHOOLS”, is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

DEDICATION

I dedicate this study to my beloved parents Mr Magezi Wilson Mathebula, Mrs Mithavini Shinyata Mathebula, My Husband Mr Hlungwani Shaniseka Jackson, My Children, Vutivi, Hlulani, Nsuku and Mfuwo. My brothers and sisters (The Mahambha clan)

ACKNOWLEDGEMENTS

I would like to extend my sincere and heartfelt gratitude to the following people who have assisted me in a special way in carrying out this research work:

- My supervisor, Dr O C Potokri for his support, inspiration and guidance from the beginning of this work until the end. Without his constant encouragement, this work would have never been completed.
- My husband, Mr Hlungwani Shaniseka Jackson, for persistently praying for my success, for his support and for instilling in me that perseverance prevails.
- The Department of Basic Education, Limpopo Province for allowing me to conduct the study in the selected schools of Groot Letaba Circuit in Mopani East District.
- Teachers, heads of department, principals and school governing body, for their participation in the study that I conducted.
- My children, Vutivi, Hlulani, Nsuku and Mfuwo for being there for me when I needed them most.
- My church Hope of Glory, under the leadership of Apostle TW Hlongwane, for praying for me to complete this study.
- My colleagues, Mr Mabunda SJ, Ms Rammabi RE, Mr Shai S, and Ms Nkuna ZN, for always motivating and supporting me.
- My friends, thank you so much for your support.
- My Mentor Dr M M Ndhlovu for his assistance with the editing of this thesis.
- Above all I thank God, the almighty, for his mercy, protection and for renewing my strength day by day.

I thank you all. May God bless you.

ABSTRACT

The aim of the study was to investigate barriers that female educators face when applying for promotional positions in education. This study was based on pragmatic paradigm, mixed method research design and approach. In view of the research design of this study, two types of sampling methods were used in the study, namely; purposive sampling which was used in the qualitative study and simple random sampling, which was used in a quantitative study. In this study, the qualitative sample consisted of five principals, five teachers and five School Governing Body (SGB) chairpersons and the quantitative sample consisted of 25 educators. An unstructured interview method was used to collect qualitative data and the data collected were analysed qualitatively by means of thematic analysis method. Face-to-face questionnaires were used to collect quantitative data and the data collected were analysed quantitatively by means of Statistical Packages for Social Sciences (SPSS). The analysis of data is presented in four sections, namely, the analysis of data collected from (a) principals (b) teachers (c) School Governing Body (SGB) and (d) deputy principals and heads of department. The research results were analysed and interpreted by means of frequency counts, which were translated into charts and tables. The findings of this study revealed several barriers to management positions, for example, domination by men, lack of leadership and management skills, lack of self-confidence, corruption in the schools, discrimination and women do not want to work far from their children or homes. These barriers are a burden to women because they become demoralised, demotivated and bitter. This study will assist in removing the barriers faced by women when applying for promotional positions and improves their positions in schools. I therefore recommend that this study be used to serve as a guideline and a document that can be referred to in order to address the barriers and all the imbalances mentioned in all the chapters. Women also should be given a fair chance to prove their ability and potential as managers in schools.

Keywords: Barriers; female; apply; promotional positions; management; leadership; principals; teachers; school governing body chairpersons; deputy principals; heads of department; domination; discrimination.

ABBREVIATIONS AND ACRONYMS

Abbreviation	Meaning
ACE	Advanced Certificate in Education
DBE	Department of Basic Education
Dep.	Deputy Principal
HOD	Head of Department
Hons.	Honours
MED	Master's in Education
PHD	Doctor of Philosophy
Princ.	Principal
QUAN +QUAL	Quantitative and Qualitative
SADC	Southern African Development Community
SGB	School Governing Body
SPSS	Statistical Packages for Social Sciences
UN	United Nations

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CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND

Before South Africa gained democracy in 1994, black people of South Africa, especially women did not have any rights in all spheres of life (Hall, 2004). For decades, South Africa was the epicentre of apartheid where the rights of black people and women were trampled without concern Harrison (2017) In the working environment, especially in education, the rights of black people, especially women, were non-existent. Hall (2004) identified numerous challenges women experienced before 1994. For example, women in all spheres of life were not regarded as equal to men and were not allowed to vote during elections; they did not earn the same salaries as compared to men; men received better benefits than women in terms of general working conditions in the workplace. In the education sector, a female educator was not supposed to be pregnant before marriage and those who fell pregnant were suspended or dismissed and very few female educators occupied management positions.

After 1994, everybody believed that inequality in education would disappear and this was emphasised by the first President of the Republic of South Africa, Honourable Nelson Mandela, when he said

“Freedom cannot be achieved unless women have been emancipated from all forms of oppression... unless we see in visible and practical terms that the conditions of the women of our country have radically changed for the better, and that they have been empowered to intervene in all aspects of life as equals with any other member of society” (South African Government, 24 May 1994).

Before 1994, the South African democratic government introduced various legislations aimed at eliminating discrimination of women. The South African Constitution (1996) is the first and most important legislation which deals with the challenge of gender equality in the post-apartheid South Africa. The Labour Relations Act No. 66 of 1995 which is based on the Section 27 of the South African Constitution (1996), sets out all the laws that govern labour in South Africa (Republic of South Africa, 1995). In 1998, the Employment Equity Act 55 of 1998, aimed at the promotion of human rights, elimination of unjust discrimination in employment, achievement of an assorted workforce broadly representative of all South Africans, and the promotion of profitable development, was

legislated. The Department of Education introduced Acts such as the Employment of Educators Act, Act No. 76 of 1998 which dealt with the issue of inequality in education. The Employment of Educators Act No. 76 of 1998 stipulates that in the making of any appointment or filling of any post on any educator establishment under this Act, due regard shall be taken to equality, equity and other democratic values and principles. These are contemplated in section 195(1) of the Constitution of the Republic of South Africa (Act 108 of 1996) (Republic of South Africa, 1996).

Regardless of all the efforts on the part of the South African government, and the advancements in women's education levels, gender discrimination is still evident, and glass ceilings still exist for women who seek top supervision positions in South Africa (Grobler, Warnich, Carrell, Elbert, & Hatfield, 2006; De Braine, 2011). There are still a higher percentage of male educators occupying higher positions in schools than female educators which undermines the policies and Acts of the Republic of South Africa. According to International Labour Office (2003), women continue to have lower labour market participation rates, higher unemployment rates and significant pay differences compared to men. The report by the Commission for Gender Equity on 'Gender Equity in South Africa-Progress and Challenges' (Commission on Gender Equality, 2010), revealed that state departments are behind in targets in terms of placing women in middle and senior management service. This is supported by (Booyesen and Nkomo 2010) who state that *"although there has been aggressive employment equity legislation, there is still a persistent race and gender hierarchy in the South African labour force whereby women are still underrepresented in terms of their numbers in managerial positions."*

According to the Department of Public Service and Administration (2013), various departments within the public service, including the teaching profession fail to promote women into managerial positions to match their male counterparts. In addition, the stereotype of a male boss is perpetuated because the statistics show a huge margin between males and females as managers (Booyens & Nkomo, 2010). In 2011, the DBE forced the implementation of the Employment Equity plan in accordance with chapter iii of the Employment Equity Act No. 55 of 1998 (Republic of South Africa, 1998).

The Employment Equity Act, 55 of 1998, encouraged advertised posts to be filled by females in order to address inequality in management posts (Republic of South Africa, 1998). It is clear that women are concentrated at lower levels management. In the view of the

researcher in this study, the contemporary situation of women discrimination itself is a unique research phenomenon that could expose the underlying factors or challenges which prevent the upward mobility of females into management positions in the DBE.

1.2 PROBLEM STATEMENT

The main problem of this investigation is the lack of representation of women on managerial levels in the teaching profession. Women have been found to form the volume of the work force in public education in both developed and developing countries (Padavic 2020). However, many studies have revealed that in school administration, men serve as bosses and they are more likely to be found in positions with the greatest power, pay and reputation in comparison to women (Bruckmiller, Braun 2020)

In 2012, the total number of female educators in public and self-regulating schools in South Africa combined was 285 252 (68%), while the number of male educators was only 132852 (32%) (DBE, 2012). Female educators outnumber the male educators by 7 107. In Limpopo Province there is a total of 58 194 educators. The number of female educators totals 34 074 while 24 120 are male educators. Once again, this is a clear signal that female educators also dominate the teaching workforce in Limpopo Province. This figure clearly shows that there are more female educators than male educators employed by the DBE in South Africa. However, recent figures of 2017 indicate that male educators are promoted to higher positions than female educators. The Minister of Basic Education and Training, Angie Motshekga confirmed this view, when she said:

“There are only 8210 female principals and 14 337 male principals appointed in permanent positions in South Africa. This is a cause for concern, particularly because women constitute the majority in society and in the education sector in particular. The situation is worse in secondary schools where the majority of principals, their deputies and heads of department are male” (City Press, 23/08/2017).

The mentioned figure evidently indicates that the under-representation of women in management positions, and in school management positions is evident and continues unabatedly in post-apartheid South Africa. This is regardless of the fact that government has attempted to address the issue of the under-representation of women in management positions by introducing legal frameworks. These include the South African Constitution (1996), the Labour Relations Act (No. 66 of 1995), and the Employment Equity Act, 55

of 1998, as well as the concept of Affirmative Action, which informs the Employment Equity Act, among many other measures.

Women make a huge number of employees in the teaching profession, but as the ladder goes higher, there are fewer women as compared to men in high level managerial positions. The fact that women are under-represented in general, and women educators in management and headship positions in particular, has been seen continuing in South Africa, regardless of the subsistence of the legislative framework which has promoted gender equality since 1994 and justifies the need in this research to establish why such under-representation has continued unabated. The researcher, therefore, sought to investigate the barriers hindering female educators in the primary schools of the Groot Letaba Circuit of Mopani District in Limpopo Province from applying for and being promoted to school management positions.

1.3 MOTIVATION OF THE STUDY

The researcher was motivated to conduct this study because of the wide range of discrimination of women with regard to promotions in many schools in Limpopo Province of South Africa and Groot Letaba in particular. In many schools of Limpopo Province, principals, deputy principals and heads of department are males. This discrimination violates the right to equality and non-discrimination, which is a status of affairs where all people within a specific society or group have the same status, including equivalent access to social possessions and services (Nieuwenhuis, 2014). The right to equality implies that all human beings are equal in terms of opportunities, access to health and social care services such as food as well as their rights and status. According to this principle, all individuals are equal as human beings and by virtue of the inherent dignity of each human being. Consequently, no one person should suffer discrimination on the basis of race, colour, ethnicity, gender, age, language, sexual orientation, religion, political, national, social, geographical origin, disability, property, birth or other status. This is confirmed by Article 1 of the Universal Declaration of Human Rights (1948), which emphasise that “all human beings are born free and equal in dignity and rights”. “So, discrimination and opportunities including application and promotion at workplaces should be seen as an important issue for women or female educators at schools”.

1.4 AIM AND OBJECTIVES OF THE STUDY

The study was guided by the following aim and objectives:

1.4.1 Aim of the study

The aim of the study was to investigate barriers that female educators face when applying for promotional positions in **Groot Letaba schools, Mopani East District.**

1.4.2 Objectives of the study

1.4.2.1.To identify the factors that female educators perceive as barriers to promotion into management positions.

1.4.2.2.To investigate how promotional barriers impact on women educators' teaching and other responsibilities at school?

1.4.2.3.To investigate how women educators can overcome barriers they face when applying for promotion in schools

1.4.2.4.To explore strategies that could assist female educators overcome promotional barriers to management positions.

1.5 RESEARCH QUESTIONS

This study was guided by the following main question and sub- questions:

1.5.1 Main research question

What are the barriers faced by female educators when applying for promotional positions in schools?

1.5.2 Research sub-questions

In order to address the main question, the following sub-questions were formulated to assist in answering it:

1.5.2.1.What are the barriers female educator's faces when applying for promotion in schools?

1.5.2.2.How do promotional barriers impact on women educators' teaching and other responsibilities at school?

1.5.2.3. How can women educators overcome barriers they face when applying for promotion in schools?

1.5.2.4.What are the strategies that can be implemented to assist female educators overcome promotional barriers to management positions?

1.6 DEMARCATION OF THE STUDY

This study has national relevance but owing to financial and time constraints, it was conducted in the Limpopo Province. The name “Limpopo” is derived from Nguni word “iLimpopo” meaning “rapids” or “waterfalls” (Pauw, 2010). The fleeing army of Mzilikazi coined this name on their way to Bulawayo. The Limpopo Province, previously called the Northern Province, is situated in the Northern region of South Africa and shares borders with Botswana, Zimbabwe and Mozambique (Pauw, 2010). The province also shares provincial borders with Mpumalanga, Gauteng, and North West provinces. Limpopo Province consists of five districts, namely, Capricorn, Mopani, Sekhukhune, Vhembe, and Waterberg (Pauw, 2010). Figure 3.1 shows the districts and local municipalities of Limpopo Province.

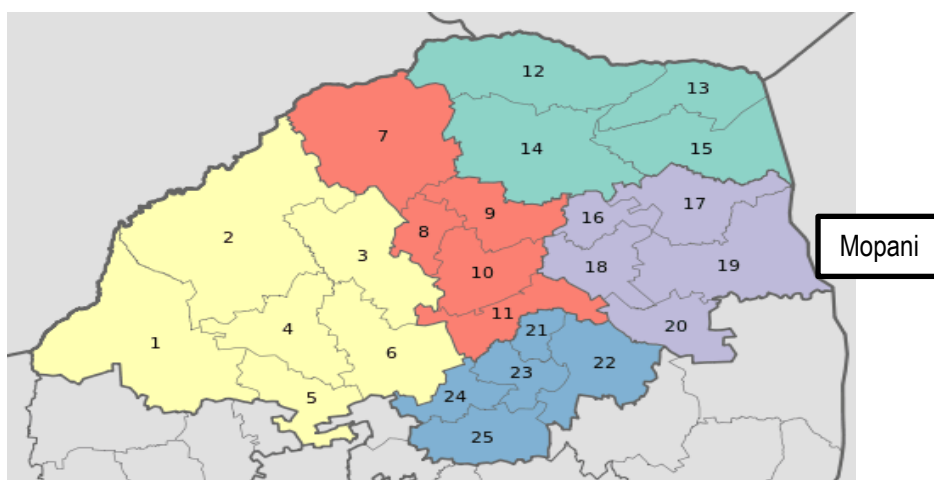


Fig.1.1: Map of Limpopo Province showing districts and municipalities (Statistics South Africa, 2011).

This study was conducted in five primary schools of Groot Letaba Circuit in the Mopani District of the Limpopo Province. In this study, five educators who have applied for promotional positions and failed five principals and five SGB chairpersons from five selected schools were interviewed, while 15 educators who have applied for promotional positions and succeeded, from five selected schools completed questionnaires.

1.7 RESEARCH DESIGN AND METHODOLOGY

This section provides a summary of the research design and methodology used to conduct this research.

1.7.1 Research paradigm

According to Wahyuni (2012), a research paradigm consists of the researcher's beliefs and assumptions about the world, and this is important in guiding the researcher to conduct valid and reliable research. This study is based on a constructivist paradigm. More details are provided in chapter 3.

1.7.2 Research design

According to Mouton (2002), research design refers to the guidelines and instructions that must be followed when conducting research. An exploratory research design was used in this study to investigate the barriers that female educators face when applying for promotional positions in schools in the Limpopo Province. More details on the implementation of the exploratory design are presented in chapter three.

1.7.3 Research approach

In this study, mixed method approaches were used to investigate the barriers that female educators face when applying for promotional positions in schools. A qualitative approach believes in multiple realities, is committed to the participants' viewpoints and limits disruption of the natural context of the phenomenon under study (Streubert-Speziale & Carpenter, 2003). Conversely, quantitative approach is a formal, objective and systematic process in which numerical data are used to obtain information about the phenomenon under investigation (Van Rensburg, 2010). Based on the approaches, the population and sample were identified by the researcher. Respectively, two instruments namely, the interview and questionnaires were used to collect the data, More details on the mixed method approach are provided in chapter 3.

1.8 CLARIFICATION OF MAIN CONCEPTS

The concepts explained in these sections, which are used in, form the basis of this study.

(a) Barrier

Soanes (2002) describes the concept "barrier" as an impediment that hinders movement or admittance, or confines or restricts somebody or something, particularly in terms of preventing the free expression of something. Similarly, Sanchez, Rodriguez and Maldonado (2019), describe a barrier to learning as anything that stands in the way of a

child being able to learn effectively. A barrier to learning is also described as difficulties that arise within the education system as a whole, the learning site and/or within the learner himself/herself which prevents access to learning and development (DBE, 2014). In this research, the term ‘barrier’ is used to refer to the obstacles faced by female teachers when they apply for promotion.

(b) Gender

Gender is used to define masculine and feminine differences that are psychological, cultural or social (Webb & Tossel 1991, in Paneras 2001). Gender is a socially constructed understanding of what it is to be a man and what it is to be a woman. It is the socially imposed divisions between the sexes. It refers to the psychological and physical attributes which a culture expects to coincide with physical maleness or femaleness. Therefore, it is observable that the deliberate social division of the sexes is deeply embedded in our consciousness.

As a result, it influences the way in which societies are organised in terms of men’s roles and women’s roles in the family, the economy and in society. Gender refers to the roles, duties and responsibilities which are culturally, socially and economically ascribed to persons of the male and female sex of all ages (South Africa, 2012). In this research, the word ‘gender’ is used to refer to both males and females.

(c) Sex

The concept “sex” refers to the biological sex of the individual, which is determined by physical features, chromosomes and genitalia. Therefore, the concept “sex” describes human females and males (United Nations Development Programme, 2011). In this study, the concept “sex” refers to the gender of the teachers, whether they are female or male.

(d) Gender stereotypes

A stereotype is any thought widely adopted about specific types of individuals or certain ways of behaving intended to represent the entire group of those individuals (Booyesen & Nkomo, 2010). A stereotype is a set of beliefs about the personal attributes of a group of people. Gender stereotypes are therefore defined as the structured sets of beliefs about

the personal attributes of men and women (Booyesen & Nkomo, 2010). They are overgeneralisations about the characteristic of an entire group based on gender.

(e) Gender equity

Gender equity means fair treatment and equal opportunities and outcomes for all genders in all sectors of life through the recognition of their respective needs and interests (South Africa, 2012). In this research, gender equity is used to refer to equal, fair, impartial treatment of both males and females for equal opportunities on all levels of the organisation including participation in policy making, decision making, leadership positions, and core-business areas of organisations.

(f) Gender equality

Gender equality means recognition, enjoyment or exercise by a person, irrespective of his or her sex, of human right and fundamental freedoms in the political, economic, social, cultural, and civil or any other aspect of life (South Africa, 2012). This term is used in this study to refer to equal treatment of both males and females educators.

(g) Management position

The word “management position” applies commonly to positions of leadership in any public or private organisation, such as the school, hospital, clinic or college (Pirouznia & Sims, 2006). Management position is also described as a position of management functions such as planning, organising, leading, and control (Tovmasyan, 2017). In this study, the concept management position is used for both male and female educators who occupy positions such as principals, deputy principals, heads of schools or heads of departments in schools, but more specifically in primary schools, which are the main focal point and the setting of this study.

(h) Promotion (Advancement)

Soanes (2002) defines the concept “promotion” as an activity that supports or encourages, or an act of moving ahead. A career is a job or profession regarded as a long-term or

lifelong activity (Marriott, 2012). When an employee is promoted, he/she generally faces increased demand in terms of skill, abilities and responsibilities, in return he/she is granted better pay benefits and more authority as well as higher status. Grobler, Warnich, Carrel, Elbert and Hatfield (2006:235) assert that promotion is the reassignment of an employee to a higher-level job.

(i) Affirmative action

According to Taylor (1991), affirmative action refers to specific steps, beyond ending discriminatory practices that are taken to promote equal opportunities and to ensure that discrimination will not recur. Mello (2004) defines affirmative action as laws, programmes or activities designed to redress past imbalances to ameliorate the conditions of individuals and groups who have been disadvantaged on the grounds of race, gender and disability. Affirmative action is a systematic, planned process to redress the imbalances of past and existing disparities in order to establish the objective of equal opportunities in an organisation (Thomas 1996 in Paneras 2001).

More importantly, affirmative action is primarily geared towards opening avenues for marginalised groups, which includes women. Affirmative action is not only about appointing people into positions to enhance representivity, but it is a holistic approach aimed at development, empowerment and establishing an environment conducive to the representivity brought about in implementing affirmative action programmes. This includes changes in behaviour and attitude. These factors can only be established through re-socialisation process (Paneras 2001).

(j) Employment equity

Tinarelli (2000) defines employment equity as a term centred on two statements. The first statement centred on eradication of unfair discrimination in the form of hiring, promotion, training, pay benefits and retrenchments in line with the constitutional requirements, and the second statement focuses on measures to encourage employers to undertake organisational transformation to remove unjustified barriers to employment for all South Africans. Employment equity encompasses both the elimination of unfair discrimination and the establishment of specific measures to accelerate and advance designated groups. All departments including the DBE must have detailed employment equity plans to ensure equitable representation of all employees at all levels.

1.9 SIGNIFICANCE OF THE STUDY

It is envisaged that this study will help to unlock the understanding of the barriers faced by women educators and might supply to the amalgamation strategies of women into all spheres of life, nationally and internationally. The findings of this study will make female educators aware of the barriers and stereotypes that prevent them from occupying promotional posts in schools. In addition, it is envisaged that the findings of this study will make both male and female educators aware of the need of female educators in the management and leadership of schools. More importantly, the findings of this study may serve as a motivational or inspirational document for female educators in teaching or working in schools especially primary schools which this study was confined to.

The findings of this study can as well assist the government and institutions in the formulation of new legislation or amendments of existing ones for better impact on hiring and promotion of women/female educators in school management positions. Solutions to this problem are that women as well are capable to be good managers, and they should be equally considered as men. The government must also focus on giving women a chance to prove their ability.

1.10 STRUCTURE OF DISSERTATION

The dissertation consists of the following five chapters:

Chapter 1: Orientation to the study

Chapter one focuses on the background to the study, problem statement, research questions, aims and objectives, the significance of the study, demarcation of the study, definition of major concepts, summary of research design and methodology, of the study and the research outline.

Chapter 2: Literature review

Chapter two offers a review of the literature and the theoretical background of the investigation. Primary and secondary sources in relation to the topic are used. The literature review concentrates on a wide review of relevant writings such as the latest

articles, journals, and major books on the subject, monographs and dissertations published nationally and internationally.

Chapter 3: Research design and methodology

Chapter three focuses on research design and methodology. In this chapter, the research paradigm, research design, research approaches, methods of investigation including specific procedures, research population and sampling, instrumentation, data collection and analysis are outlined and described.

Chapter 4: Data presentation, analysis and interpretation

This chapter concentrates on the presentation, analysis and interpretation of data. In this chapter, qualitative data which were the responses of the respondents and participants are presented, analysed and interpreted. Quantitative data are elucidated by means of charts and tables, which are accompanied by a detailed analysis and interpretation.

Chapter five: Summary of findings, recommendation and conclusion

This chapter serves as a synthesis of the study and comprises summary of each chapter, summary of findings as well as the recommendations for the future. Finally, the conclusion of the research is provided.

1.11 SUMMARY

Chapter one provided the background and scientific plan for conducting effective research aimed at investigating the barriers that female educators face when applying for promotional positions in education. This chapter focussed on research background, problem statement, research questions, aim and objectives of the study, motivation for the study, summary of research design and methodology, clarification of concepts and chapter layout. The next chapter is the review of literature on the barriers experienced by female employees when they apply for promotion.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter one focused on the background of the study, problem statement, motivation for the study, research questions, research aim and objectives, demarcation of the study, research design and methodology, significance of the study, clarification of concepts and research outline were discussed. This chapter provides a review of the literature on gender inequality and the barriers experienced by women in the workplace as researched internationally and within South Africa. The concept literature review refers to the review of existing or available body of knowledge in order to learn how other scholars have investigated a particular problem (Mouton, 2002). A review of literature entails an evaluative report of studies derived from literature in relation to a specific area of research. It serves to succinctly summarise, describe, evaluate and clarify this literature and forms the theoretical base for the research (Boote, 2005).

This chapter will include among others, the theoretical framework, legal framework, barriers to promotions and strategies to assist female educators to overcome their barriers to promotions. This chapter presents a broad review of relevant writings such as the latest journals, textbooks, academic articles, dissertations and theses and monographs published nationally and internationally.

2.2 THEORETICAL FRAMEWORK

The focus of this section is the theoretical framework of the barriers faced by female educators when applying for promotional positions in educational institutions. The concept “theory” is defined as a statement that clarifies the mechanics of the world around us and frequently explains relations among phenomena (Vogt, 2005). According to Potokri, Noah and Perumal (2018), theories are essential parts of frameworks used to organise and understand a specific social phenomenon especially when we conduct research whether they are practice based or not. Numerous interconnected gender-based conceptual models have been adapted from the social sciences and used to explain the under-representation of women in educational headship positions worldwide (Pirouznia & Sims, 2006). This study is based on three theories, namely, role congruity theory, the

individual perspective theory and the systemic gender bias theory. Figure 2.1 illustrates the three barriers theories.

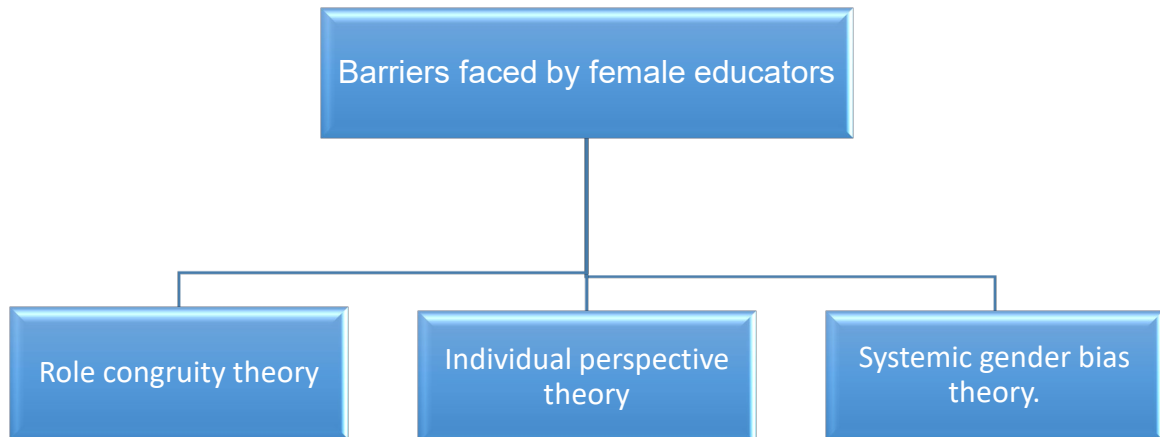


Fig. 2.1: Theoretical framework of the barriers faced by female educators

2.2.1 The role congruity theory

Eagly and Karau (2005) developed role congruity theory. Accordingly, role congruity theory is grounded in social role theory's treatment of the content of gender roles and their importance in promoting sex differences in behaviour. The role congruity theory postulates that prejudice towards female leaders occurs because inconsistencies exist between the characteristics associated with the female gender stereotypes and those associated with the typical leadership. The concept "prejudice" refers to a negative attitude towards someone based on sex, gender, beliefs, values, social class, age, disability, religion, race, ethnicity, language or nationality (Dovidio, & Gaertner, 2010). Prejudice is an affective feeling towards a person based solely on that person's group membership (Eagly & Diekmann, 2005). This view implies that a group will be positively evaluated when its characteristics are recognised as aligning with that group's typical social roles. The role congruity theory of prejudice toward female leaders proposes that perceived incongruity between the female gender role and leadership roles leads to two forms of prejudice. These include perceiving women less favourably than men as potential occupants of leadership roles and evaluating the behaviour that fulfils the prescriptions of a leader role less favourably when a woman enacts it (Eagly & Karau, 2005).

According to the role congruity theory, one of the two main causes of prejudice preventing women from achievement of high-status positions or success is the perception of women when placed in leadership positions (Eagly & Karau, 2005). The possibility of prejudice against female leaders that is inherent in the female gender role follows from its dissimilarity about what people expect from leaders. Prejudice can also occur when people judge women as the wrong replacements of particular leadership positions. People believe that women do not possess the qualities they believe are required to succeed a leader. Furthermore, people tend to have dissimilar beliefs about leaders and women and similar beliefs about leaders and men. Eagly and Karau (2002) emphasise that women who are leaders are perceived in a less positive manner when compared to male leaders. Eagly and Karau (2005) also showed that women have more difficult time achieving high status positions in the workplace and in maintaining these positions through achievement and success. These accepted gender stereotypes allow for a greater prediction of sex differences between male and females in social behaviours which arguably may impact on promotional ambition or desire at places of work. Owing to their socially accepted roles, women are more often perceived in lower status positions than those of their male counterparts and men emerge as leaders than women.

The role congruity theory further indicates that women in schools and academic positions such as lecturers, professors and researchers struggle with meeting the expectations of the male dominated role (Whitley & Kite, 2010). Caplain (1994) asserts that the characteristics associated with the female stereotype such as nurturance, warmth and supportiveness are incongruent with the expectations of the faculty which are masculine in nature, such as directive, assertive and knowledgeable. Therefore, a female faculty member violates societal expectations for both the categories of women and leader. This violation results in both discrepant expectations for men and women and more negative evaluations of women in such positions. The role congruity theory asserts that women are subject to higher standards for leadership competence than their male counterparts. This implies that women have to work harder than men in order to prove their competency and capability as leaders, by putting in more time and energy and monitoring stereotypical expectations that they face as women. However, this hard work has the potential negative side effects of women leaders being unfavourably judged as characteristically trying too hard.

The role congruity theory also emphasises that women are expected to choose between being viewed as competent leaders or being liked by co-workers and followers. The women who adopt a masculine leadership style are often viewed as competent but receive more negative evaluations of their interpersonal skills when compared to women who adopt a feminine style of leadership. When women assert themselves, they run the risk of being seen as competent but cold (Fine, 2010). The role congruity theory predicts that women will be less likely than men to emerge as leaders when expectations for the leader role are incongruent with gender stereotypes. Although women have gained increased access to supervisory and middle management positions, they remain quite rare as elite leaders and top executives. However, Eagly and Karau (2002) emphasise that women should experience reduced prejudice and gain increased representation and acceptance in leadership roles in the future because organisations have shifted away from a traditional view of leadership toward the more democratic and participatory view. The role congruity theory is considered handy in this study because it assisted the researcher to be aware of gender inequality and the barriers experienced by women in the work place.

2.2.2 The systemic gender bias theory or model

The systemic gender bias model also underpins this study. The systemic gender bias model focuses on the differentials in career aspirations of men and women as an effect of the narrow opportunities available to women that accompany systemic gender bias (Pirouznia & Sims, 2006). A major characteristic of the systemic gender bias model, in terms of the under-representation of women in management positions, is that this model turns our attention away from the people to the educational organism itself, and its policies and practices (Khumalo, 2006). According to the systemic gender bias model, it is the structure of the organisation and not the individual's own lack of knowledge, skill and willingness to work hard, desire and aspiration to higher positions, those condition women's behaviours and attitudes in the workplace (Pirouznia & Sims, 2006).

According to this model, the problems of gender bias are therefore external rather than internal to women (Neidhart & Carlin, 2003). In other words, women are not failing to be promoted to higher positions because they have been socialised as females, but because they are confined to low powered jobs by the male-dominated system itself (Pirouznia & Sims, 2006). The general assumption of this model is that men proceed to privileged positions because they are preferred by the male-dominated system and

women are unable to proceed to higher position even if they desired to do so because the male-dominated system favours their male counterparts and does not favour women (Bezzina, 2010). Pirouznia and Sims (2006) emphasise that women are in fact actively seeking management positions, are prepared and are always available to fill higher positions, but the recruitment and selection procedures which are managed chiefly by men, prevent women from looking for and obtaining high level management positions, such as principalship. This theory is very significant for this study because it assisted the researcher to understand how the education system is responsible for the barriers experienced by women when they apply for promotion.

2.2.3 The meritocracy model or individual perspective theory

The third theory motivating or guiding this study is the meritocracy or individual perspective model (Grove & Montgomery, 2000). The meritocracy model was the first model used by researchers since the eighties, to explain the under-representation of women in managerial positions. The model also outlines an explanation of the persistent and continuing gender segregation in the profession from a psychological orientation (Shakeshaft, 1989 cited in Pirouznia & Sims, 2006). Since this model regards women as individuals who are unable to occupy management positions because of their personal traits, characteristics, abilities, or qualities (Grove & Montgomery, 2000), individual attitudes, such as self-image and self-belief, motivation, and aspirations also fall into this domain (Pirouznia & Sims, 2006). This model is based on the belief that women are seen not to be assertive enough to aspire to leadership positions (Pirouznia & Sims, 2006). According to Shakeshaft (1989), the meritocracy model posits that the most competent people are promoted solely on their competence and qualifications. Women are therefore not promoted because they are incompetent and unqualified. In other words, women are not the most competent and qualified people to be promoted.

Owing to their personal disabilities, women are therefore held accountable for their own challenges or failure to be promoted (Van der Westhuizen, 1997). regrettably, when people are held accountable for their own challenges, the solutions to those challenges are then framed by changing the defects or improving the person rather instead of looking for systemic causes (Pirouznia & Sims, 2006). Pirouznia & Sims (2006) emphasise that many people indicate that women lack self-confidence, they do not want the power, they are not assertive enough, and they do not aspire to top positions” (Sims, 2006).

According to the meritocracy model, the failure of women to be promoted to high management is because of their lack of knowledge, skill and willingness to work hard (Welbourne, 2005). This model recommends that equality will be implemented only when the women transform themselves academically and possess the necessary knowledge, skill and willingness (Pirouznia & Sims, 2006). This implies that in order to be promoted to top management positions, women should first address their own self-perceptions (Pirouznia & Sims, 2001). However, the meritocracy model is regarded by many people as unreasonable and limited because it opposes the systemic gender bias theory. Reasons for adopting the Theories in a dissertation to make sure that it is well structured and to give more emphasis to the rationale of the study. The theories also assist in providing a ground base for the Literature review as well as to give a clearer explanation to the research.

2.3. LEGAL FRAMEWORK OF THE STUDY

2.3.1 International policies

(a) International Convention on the Elimination of all Forms of Discrimination against Women

This study recognises the importance of International Convention on the Elimination of All Forms of Discrimination against Women.” According to the preamble of this UN declaration, all states parties to the International Covenants on Human Rights have the obligation to ensure the equal rights of men and women to enjoy all economic, social, cultural, civil and political rights (United Nations, 1979).

(b) Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa.

According to the African Union (1995), all countries should do away with discrimination against women in order to ensure that the rights of women are being protected. The protocol recognises the principle of promoting gender equality as enshrined in the Constitutive Act of the African Union.

(b) The Southern African Development Community (SADC) Gender Protocol

Of importance as well is the Gender Protocol of the Southern African Development Community (SADC) which includes South Africa, Zimbabwe, Angola, Botswana, Mozambique, Zambia, Malawi, Mauritius, Swaziland, Lesotho, Democratic Republic of Congo, Seycheles, Tanzania, Madagascar and Namibia (Munalula, 2011). The preamble to SADC's Gender Protocol indicates that gender equality and equity are fundamental human rights arising out of various international instruments. The SADC embraces human rights in the development of policies and implementation of programmes which focuses on quality, liberty and dignity, especially the equality, liberty and dignity of women.

2.3.2 The South African Legislative Framework

According to Chapter 2, Section 9 (3), of the Constitution of Republic of South Africa, the state may not unfairly discriminate directly or indirectly against anyone on race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth (Republic of South Africa, 1996). Various Acts were promulgated as legislation in South Africa in order to implement the constitutional mandate in South Africa.

(a) The Labour Relations Act No. 66 of 1995

The Labour Relations Act No. 66 of 1995 entrenches the rights of workers and employers to form organisations for collective bargaining (Department of Labour, 1995). This Act ensures social justice by establishing the rights and duties of employers and employees and regulates the organisational rights of trade unions, deals with strikes and lockouts, workplace forums and other forms of resolving disputes.

(b) Employment Equity Act, 55 of 1998

Before 1994, apartheid policies were characterised by discrimination, inequality and imbalances in the workplace in South Africa (Republic of South Africa, 1996). In 1998, the Employment Equity Act 55 of 1998 was legislated in order to remove inequality in the workplaces. This Act produced affirmative action policy designed to ensure that suitably qualified people, from designated groups are given fair and equal employment opportunities and are equitably represented in all occupational categories and levels in the workplace of a designated employer.

(c) Employment of Educators Act, Act 76 of 1998

Section 2.5.2 of the Employment of Educators Act, Act 76 of 1998 focuses on equality and equity, zero discrimination, the need to address the imbalances of the past, both in the appointment of educators in any educational institution and in the fair treatment of appointees irrespective of race, class or disability (Republic of South Africa, 1998).

2.4 BARRIERS TO PROMOTIONS

According to Greyvenstein (1989), barriers to promotion are all the factors that prevent women or men from achieving fully on a professional level. Women are facing many challenges when they apply for promotion in schools and other workplaces. Before discussing the barriers, it is important to identify the metaphors related to the barriers experienced by women when they apply for promotional positions.

2.4.1 Metaphors relating to obstacles or barriers to promotion of women

The following are the metaphors which are related to the barriers or obstacles experienced by women when they try to advance to higher positions in their workplaces.

(a) Glass ceiling

During the 1960s and 1970s when women attempted to advance beyond middle-management positions, they came up against an invisible, insurmountable barrier that kept them from attaining higher positions and this barrier was called “*glass ceiling*” (Northouse, 2013). A glass ceiling is therefore an acknowledged, unseen and unbreakable barrier that prevents women and minorities from reaching to the higher positions in the organisations, irrespective of their achievement and qualifications.

In other words, invisible upper limits in the organisation, beyond which it is very difficult or sometimes impossible for a woman or minority men to reach, despite his or her efficiency or qualifications. This barrier exists on the grounds of age, ethnicity, and sex, religious or political affiliation. “Glass ceiling leads to inequalities and differentiations that cannot be explained by characteristics that are relevant to the female employees’ work, but can be explained solely, by referring to an employee’s gender” (Cotter, et al., 2001).

(b) Glass escalator

Similar to glass ceiling, the concept “*glass escalator*” is very much prevalent in the corporate world and it means that men are progressing faster in the female dominating

industry, namely; teaching and nursing, than women (Harlan & Berheide, 1994). This indicates that men are given more preference than women.

(c) Glass cliff

This metaphor indicates that cracks have now begun to appear in the glass ceiling and women are making it into top positions, although as yet only in small numbers (Eagly & Carli, 2007). Furthermore, the women who have broken through the cracks are more likely than men to be appointed to positions of leadership in companies facing difficult times (Ryan, Haslam, Hersby, & Bongiorno, 2011). This precarious situation has been termed the *glass cliff*, as it entails higher risk, stress levels and rates of failure than taking charge of a successful enterprise. Distressed companies furthermore attract attention, and the women in charge may be subjected to undeserved criticism and made responsible for a foundering business before they have had a chance to prove themselves. If they fail to turn the company around, they are more harshly judged than men would be in similar situations (Brescoll, Dawson & Uhlmann, 2010).

(c) Pipeline

The lack of women in top leadership positions has been explained using the metaphor of a *pipeline* that staff move through up the organisational hierarchy (Einarsdottir, Christiansen & Kristjansdottir, 2018). According to the pipeline theory, correction of the gender ratio will happen in due time as women and men gain entry-level positions in equal numbers and are therefore expected to reach top-management positions in equal numbers. Research in Iceland has shown that the majority of respondents in top leadership positions hold this view (Rafnsdóttir & Thorvaldsdottir, 2012). This is despite studies showing that the change is not happening at the rate that it should if the theory is held (Mariani, 2008). The pipeline appears to leak, and at its upper limits, an increasing number of women have been flushed out for one reason or another, hence, the term *leaky pipeline* (Blickenstaff, 2005). Research in the Icelandic academia has found that the pipeline is leaking and fewer women reach the position of full professor (Heijstra et al., 2015).

(e) Labyrinth

To emphasise that women are still faced with the interplay of diverse and complex factors which may work against them on their journey toward top-management positions, the metaphor of the *labyrinth* was coined (Eagly & Carli, 2007). Finding their way through a labyrinth requires women's constant awareness and resilience, focus on their professional development, as well as the ability to understand the nature of the challenges that lie ahead of them. Those can be either foreseen or unexpected as for example prejudice against women, stereotypes, views on management styles and credibility, or family responsibilities (Carli & Eagly, 2016).

2.4.2 The actual barriers faced by women

Actual barriers faced by women refer to intrinsic and extrinsic barriers. Intrinsic barriers are internal or personal, which are within women because of their femaleness; while extrinsic barriers are environmental challenges that influence promotion of women into management positions in the teaching profession (Collins, 2019). Globally, about one out of every two adult women participates in the labour force, compared to three out of every four men (World Bank, 2020) and women who do participate in the labour force earn less than their male counterparts, on average (Jayachandran, 2020).

(a) Gender stereotypes

One of the barriers hindering the promotion and development of women to leadership positions is the deeply entrenched stereotype view of women which remains at the core of modern society (Thanacody, Bartram, Barker & Jacobs, 2006). Gender stereotyping refers to the perceived and socially received traditional social roles, status differences, and power inequalities that exist between men and women (Long, 2011).

According to Neidhart and Carling (2003), women's identities and roles have traditionally been linked with parenting and taking care of families, children and do all domestic chores, while men's identities was associated with paid employment as well as becoming public and industrial managers. This perception leads to personal sanctions and guilt feelings, lack of ambition, poor self-image, and poor self-confidence in female educators.

According to Jonsen, Maznevski and Schneider (2010), people use stereotypes as a shortcut to predict how people will behave, and their abilities and stereotypes are

enforced by society. Gender stereotypes are therefore oversimplified ideas, messages and images about differences between males and females. In other words, gender stereotypes make generalisations, assumptions and judgements about a person's personality, behaviour, appearance, skills, and interests.

Sex role stereotypes influence people's perception about women and men. Chung and Sahgal (2007) define sex role stereotypes as men and women who possess different sets of traits and abilities, which are informed by their gender. Traits and abilities inform the sex-appropriate preferences, behaviours and personality characteristics. The family, relationships and societal values and culture inform gender roles and identity. Owing to gender role orientation, men are viewed as being dominant and aggressive while women are viewed as passive and dependent (Potokri, 2015). When the traditional views are broken, and women seek roles that are traditionally reserved for men, then gender stereotyping occurs. Stereotypes have several negative effects on human beings such as the decreased working memory, increased stress and anxiety (Potokri, 2015). According to Tearle (2004), the best way to avoid stereotypes is to focus on the fact that women are more than merely their gender. Tearle (2004) recommends that women should focus on discovering their true power from within, and also find ways to use this power to help organisations achieve greatness, help others to discover the power that they have within them and encouraging others to direct their incredible power (Potokri, 2018)

According to Grevenstein (1989), women face barriers from within, but also face barriers that are presented to them by the education system itself, for example, experience contestations, discrimination, family responsibility, qualifications issues and lack of confidence. Edson (1981) confirms this view when lamenting that, women feel discriminated against when they are repeatedly told that they lack experience. Owing to all these challenges, women are afraid to apply for senior positions owing to lack of confidence or lower self-confidence than males (Edson, 1981). This reason possibly explains why at any job application, there are more male applicants than female and the likelihood that a male can be hired (Shakeshaft, 1985). According to Tsoka (2010), some of the barriers to the advancement of women in senior positions are culture, tradition, prejudice and lack of skill, while Bloot and Browne (1996) identified family commitments, gender-role stereotyping, lack of skills and experience and lack of support as the factors that hinder women from advancing in their careers. Women are therefore not promoted because the contemporary society have not yet reached the point where it

is natural for a woman to be both homemakers and effective career women. Consequently, female educators shy away from applying advertised leadership posts and prefer to remain at the bottom of school leadership.

According to Bergeron, Block and Echtenkamp (2006), there is a strong assumption that when people think of a school principal, they immediately assume that it is a male. The problem with such assumption is that there is an apparent lack of fit when a woman is a principal. The women's level of competency is always questioned when a woman is appointed as a principal because women are seen as less effective managers than men. That is why women in senior positions are expected to possess a masculine mind-set. This implies that women in senior positions need to be strong, powerful and in total control. However, women with such mind-set are regarded as too aggressive. This is confusing because on one hand, for them to be seriously considered, they must be tough and authoritative like their male counterparts, but at the same time they are labelled if they act too aggressively (Bergeron, Block and Echtenkamp (2006). This is double standards and confusing because a woman is regarded as aggressive principal while a man with similar mind-set is regarded as an assertive principal.

(b) Philosophies and attitudes about women

Another barrier to the promotion of women to leadership positions is the philosophies and attitudes about women. This view is confirmed by Greyvestein (1989) who indicates that as from childhood, women have been conditioned and socialised to believe that femininity is synonymous with a gentle and a passive approach to everything.

All over the years, women were conditioned to consciously suppress any characteristic in themselves which display leadership effectiveness. Osumbah (2011) emphasises that women are labelled as mothers and wives and not capable of top management positions. That is why there is a sentiment which says "women take care, men take charge" (Welbourne, 2005). This view is supported by Lipman-Blumen (1984) when he emphasises that women are regarded as unfit for leadership because they are portrayed as weak, soft hearted, people-oriented, sensitive, manipulative, talk too much, prone to lying, protective, passive, emotional, dependent, fearful, and unsure about themselves.

(c) Lack of mobility

Another barrier which prevents female teachers to occupy management positions is their lack of mobility. Mobility is the capacity to move freely from one place to another (Home, 1998). In most cases, promotions require a person who is appointed to move from one place to another and the movement can be from one town or village to another town or village. A study conducted by Home (1998) revealed that both married and single women show no interest in moving their families from one place to another. Another study conducted by Chabaya et al. (2009), revealed that many female teachers turn down promotions which require them to move their families to other places. According to Akpinar-Sposito (2012), many female teachers who are appointed in higher positions are not prepared to relocate to other places because of their children's education and social support systems. The situation is however not the same with male teachers who are promoted and required to move to another places. Pochic (2005) found that male teachers are always prepared to move from one town or village to another town or village when they are promoted. Owing to the unwillingness of female teachers to move from one place to another, however many women can also occupy promotional positions.

(d) Lack of aspiration

Another factor which contributes as a barrier to promotions of teachers is the lack of aspirations. The term aspiration refers to a strong desire to achieve something high or great (Oplatka & Tamir, 2009). Many studies revealed that women do not have aspirations to occupy top positions in the workplaces because of low self-esteem, inferiority complex and lack of confidence (Chabaya, et. al., 2009).

Smith found that "many women have to a certain degree internalised the attitudes and role expectations about women that they have learnt to fit neatly into the stereotypes" (Chabaya, et. al., 2009). Furthermore, Chabaya (2009) found that many female teachers are not interested in promotional positions because of the challenges associated with higher positions. In addition, Coleman (2004) found that women are not interested in becoming principals of schools because of lack of self-confidence. When female teachers are eventually appointed as principals of schools, they are not able to solve the challenges because they do not believe in their own abilities.

(e) Gender discrimination

Another factor which acts as a barrier to female educators to advance to management positions is gender discrimination. The term “gender discrimination” refers to treating someone unfavourably because of that person’s sex (Okechukwu, Souza, Davis & de Castro, 2011). According to Hall (2004), for many decades, women in all spheres of life were not regarded as equal to men because they were not allowed to vote during elections. They did not earn the same salaries as compared to men; men received better benefits than women in terms of general working conditions in the workplace. Furthermore, in education, a female educator was not supposed to be pregnant before marriage and those who fell pregnant were suspended or dismissed and very few female educators occupied management positions. After 1994, everybody believed that gender inequality in South Africa would disappear. This was emphasised by Honourable Nelson Mandela, the first President of the Republic of South Africa, when he said that democracy and freedom will never be acquired until all the people of South Africa and the whole world emancipate women from all types of oppression (South African Government, 1994). Nelson Mandela also emphasised that unless we in South Africa are able to observe that the conditions of the women of South Africa have transformed radically for the better, and that all the women of South Africa are all empowered to intervene equally with all citizens of our country, freedom cannot be achieved (South African Government, 1994). After 1994, the South African democratic government introduced various legislations aimed at eliminating discrimination of women. Although the South African government worked very hard to eliminate discrimination and racism, sexual discrimination is still applied, and women are prevented from occupying top leadership and management vacant posts in South Africa (De Braine, 2011).

There are still a higher percentage of males filling top posts in government institutions than females which undermines the regulations, legislations and Acts of the Republic of South Africa. According to the Minister of Basic Education in South Africa, men continue to dominate school principal positions despite an overwhelming number of women in the education sector (DBE, 2018). In 2018, 31.2% of school managers in the Limpopo Province were females. The districts with the highest female manager ratios are Lebowakgomo (39.8%), Waterberg (38.8%), Mokgalakwena (35.8%) and Mopani (34.8%) (DBE,2018). Most school managers are black African, which shows that women as well, if given a chance, they can be able to manage schools. In contrast to the school

managers who are predominantly male, six out of ten educators (59.9% in the Limpopo Province are female (34.8%) (DBE, 2018).

(f) Home-related factors as barriers

Another important factor which contributes to the under-representation of women in management positions are home-related factors. The barriers that women encounter extend far beyond the confines of the workplace such as the school (Einarsdottir, Christiansen & Kristjansdottir, 2018). For many female managers, the home environment presents several obstacles that must be overcome in order to achieve upward mobility. One obstacle is that some women managers, especially those with families, experience the so-called “second shift syndrome”, where they must work on the first shift in the workplace and continue to the second shift in the home environment (Einarsdottir, Christiansen & Kristjansdottir, 2018). This challenge is caused by the manner in which girls and women have been socialised in many countries, which makes them believe in the overriding importance of being a mother and wife first, and that anything else, including their careers, is secondary (Chabaya et al., 2009). Several women managers are exposed to stress owing to multiple role demands of running a career and managing a home (Meyerson, 2001). Family responsibilities are also a major barrier to women’s advancement to higher positions because when women are appointed to higher positions, they are sometimes required leaving their homes to another country (Brownell, 2004).

The burden of juggling work-related goals with family responsibilities is a serious concern for some women. Women who find themselves in this circumstance are also called “dual career women” where performance at work and at home is necessary. Performing this balancing act between professional development and personal life may prove too difficult for some women in many ways (Brownell, 2004). Some of the women eventually receive inadequate support from their respective families to pursue career advancement goals. Top positions are also a challenge to women because they are required to work more than enough hours, attend lengthy meetings and travel regularly, thereby negatively affecting their families (Chuma & Ncube, 2010). Women are therefore expected to sacrifice long-term relationships and having children. Many women are not able to opt for this challenge because they want to spend more time with their families (Warsame, 2006). Consequently, female teachers are not prepared to apply for management positions.

(f) Uncertainty about own abilities

Another factor which contributes to the under-representation of women in management positions is lack of confidence. According to Chabaya et al. (2009), lack of confidence also contributes to women being under-represented in management positions in schools. Furthermore, Chabaya et al. (2009) have concluded that women are their own worst enemies when it comes to promotional prospects because they lack self-confidence. Owing to their lack of self-confidence, many women are not interested in applying for management positions in the schools. Hansard (1990) also emphasises that women lack self-confidence because of their fear of criticism and taking risks.

(g) Lack of support

The last factor which contributes to the barriers of promotion of female teachers in management positions in schools is the lack of support. Women are scared to participate in management positions because both their male and female colleagues do not support them because they do not want to be led by women (Chisholm, 2001). Lack of family support especially the husband also contributes to the under-representation of women in management positions because the wife applies for a position if the husband approves it (Chabaya et al., 2009).

(h) Organisational factors as barriers

Many studies reveal that the biggest barriers to career advancement or promotions among female teachers are organisational factors (Woody & Weiss, 1994; Klenke, 1996; Bergman, 1996; Cooper & Jackson, 2001; Dreher & Cox, 1996; Davidson & Cooper, 1996). According to Woody and Weiss (1994), organisational and structural barriers are the most predominant barriers towards women's upward climb in the career ladder. A study conducted by Bergman (1996) opined that organisational structures specifically job assignments are designed to prevent women from ascending to the top. Job assignments are considered to be the primary route for career advancement or promotions. Organisational structures steer away women's potential for upward mobility by confining them to work roles that are considered to be "women's occupations".

Another study conducted by Klenke (1996) suggests that women face an exclusion policy that prevents them from penetrating the “old boys” network. An access to such network is considered as a significant step to gaining upward mobility in organisations. Any female teacher can access information and learn more about the school not possible in regular communication channels. Another barrier to career promotion is the lack of mentoring opportunities from male superiors. This view was revealed by a study conducted by Dreher and Cox (1996) that found that females find it difficult to gain informal mentors who are male. If they find a male mentor, they also face many challenges during the mentoring relationships especially in relation to its nature and possibility of misinterpretation (Dreher & Cox, 1996).

Dreher and Cox (1996) emphasise that some female managers are even subjected to sexual harassment. According to Davidson and Cooper (1996), women tend to believe that that in order to achieve their career goals, they have to over-perform to counter the barriers. There is also a prevailing norm that women have to perform even better than their male colleagues to prove themselves worthy of the position (Davidson & Cooper, 1996).

2.5. STRATEGIES TO ASSIST FEMALE EDUCATORS OVERCOME PROMOTIONAL BARRIERS

There is an urgent need to assist female educators to overcome their barriers to promotions to senior positions in schools and other sectors of life. Various strategies may be implemented to overcome promotional barriers of female educators.

(a) Creation of awareness programme

In South Africa, there is need for a very strong awareness programme which will make everyone aware that women are facing serious challenges when they apply for promotions. According to Simpson (2012), an awareness programme is the creation of a clear understanding, as well as an acceptance of the process aimed at changing the status quo in the organisation. Researchers, such as Mckeen and Burke (1991), have suggested the possibility that those male managers who are aware of the issues facing women in management could help by supporting change pertaining to gender issues in their organisations. This implies that awareness programmes should be led by men in order to

demonstrate that men are not against the programme. The programmes designed to reduce bias, such as blind review of resumes, can limit bias in crucial aspects of the hiring process and encourage effective workplace culture change (Ozga, 2017).

(b) Mentorship programme

One of several ways in which women overcome barriers is through mentorship programmes. According to Noe (2008), mentoring is an activity that provides career guidance and psychological support to all employees, especially women. Coleman (2002) recommends that additional support should also be provided to men. The importance of mentorship is emphasised by Bush and Coleman (2010) who state that mentorship is important to career advancement, high salary and greater career satisfaction. Moreover, the mentoring relationship may be critical to the advancement of women in organisations, although demand exceeds supply (Bush & Coleman, 2010). Mentoring should, however, not end when the aspirant achieves a position in management but should continue in order to support the success and advancement of those in management (Noe, 2011). Mentors create opportunities to operate outside of organisational norms and to set high performance standards that stimulate personal motivation. Lumby et al., (2010) found that mentorship has many advantages for women who participate in mentorship programmes and some of the advantages are greater self-confidence, motivation and effective management.

(c) Mobilising and educating women about their own abilities to manage

According to Aifeng (2000), the strategies for mobilising and educating women can be achieved by focusing on girl child education in terms of women in top educational management and leadership providing realistic role models meet their biological and sanitation needs in school, and also remove all negative stereotypes of women at all levels of education. This strategy can be very important in educating female children to be as confident managers as their male counterparts. Pirouznia (2013) supports this view in underscoring that in order to change the attitudes of women it is crucial to start examining what is done about this in early childhood and primary school gender role education.

(d) Changing the views of patriarchal and traditional societies about gender roles

According to Archer and Lloyd (2002), patriarchy has long been identified as the root cause of women's role conflict in traditional societies. This indicates that males, as

husbands, fathers, co-workers, and as the dominant force in school management positions, form part and parcel of the problem of under-representation of women in management positions.

A study conducted in the United Kingdom, Liu (2000) emphasises that the higher demands made on the professional roles of women teachers create more conflict and tension between self-respect and feelings of inferiority even more acute. It is therefore vital that women stand up for their own destinies and to be proactive in order to succeed. Aifeng (2000) also emphasises that males must change their perceptions of the value of women and discard traditional gender concepts formed over thousands of years ago.

(e) Intensifying government intervention

In order to succeed in their fight against the barriers to promotions, women need the support of the government (Osumbah, 2011). The government should organise professional development sessions to equip female leaders with the necessary knowledge, skills and confidence. The workshops should be of more gender sensitive training to both males and females, should promote non-discriminatory working relationships and respect for diversity in work and management styles (Osumbah, 2011).

2.6. SUMMARY

Chapter two focused on literature review on how the world sees women, particularly women who want to advance professionally. The purpose of the review of literature was to shed light on the barriers to the endorsement of women to higher positions and the strategies for improving the promotion of women to management positions in schools. In this chapter, the theoretical framework, legal framework, barriers to promotions and strategies to assist female educators to overcome their barriers to promotions are analysed and discussed. The literature review revealed that women are facing very serious barriers to promotion to higher positions. There are still many gender stereotypes on what is perceived men can do that women cannot do. Some experts express that women lack the necessary attributes such as assertiveness, motivation or skills to advance in careers. Other experts emphasise that the simple fact of “being female” becomes a potent barrier for career development among women. The main problem of gender stereotypes is that when women display competence in leadership, they are viewed negatively while men who visibly lead are appreciated

In the next chapter, the researcher focuses on research design, research paradigm, research approach, population of the study, sampling, data collection, data analysis, ethical considerations, validity and reliability of quantitative data and trustworthiness and credibility of the study.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

The previous chapter provided a review of literature which focused on theoretical framework, legal framework, barriers to promotions and strategies to assist female educators to overcome their barriers to promotions. The aim of this chapter is to discuss the research design and methodology used to conduct the empirical inquiry of the study. This chapter describes the research questions, research paradigm, research design, research approach, population of the study, sampling, pilot study, data collection, trustworthiness and credibility of the study, validity and reliability of quantitative data and ethical consideration.

3.2 RESEARCH QUESTIONS

This study as earlier mentioned in chapter 1 (see section 1.5) was guided by the following main question and sub-questions:

3.2.1 Main research question

What are the barriers faced by female educators when applying for promotional positions in schools?

3.2.2 Research sub-questions

In order to address the main research question, the following sub-questions were formulated to assist in answering it:

3.2.2.1.What are the barriers female educators' faces when applying for promotion in schools?

3.2.2.2.How do promotional barriers impact on women educators' teaching and other responsibilities at school?

3.2.2.3. How can women educators overcome barriers they face when applying for promotion in schools?

3.2.2.3.What are the strategies that can be implemented to assist female educators overcome promotional barriers to management positions?

3.3 RESEARCH PARADIGM

According to Wahyuni (2012), a research paradigm is a set of fundamental assumptions and beliefs on how the world is perceived which then serves as a thinking framework that guides the behaviour of the researcher. In other words, a research paradigm is a set of beliefs about the world and how it should be understood and studied. A research paradigm influences and informs the researcher's decision in terms of research questions and research objectives, which inform how the research should be conducted (Morgan, 2007). There are three types of research paradigms, namely; the positivist, constructivist and pragmatist paradigms (Neuman, 2011). Positivists believe that different researchers observing the same factual problem will generate a similar result by carefully using statistical tests and applying a similar research process in investigating a large sample (Creswell, 2009). Conversely, constructivism is constructed by social factors and people's perceptions of the problem, is associated with subjectivity, can have multiple realities and is making meaning by engaging the world (Wahyuni, 2012).

This study is based on both positivism and constructivism. The integration of both positivism and constructivism is called *pragmatism*. Therefore, *pragmatism* is regarded as the third research paradigm. Pragmatism traces its origins to the ideas of the American scholars like John Dewey, Richard Rorty and Donald Davidson (Maree, 2011). Pragmatism believes that objectivist and subjectivist perspectives are not mutually exclusive (Wahyuni, 2012). In other words, "*what works best for understanding a particular research problem*" is considered the best method. Pragmatism was preferred in this study because it allowed the researcher to use both quantitative and qualitative methods in conducting this study. A paradigm used in a study determines the research design that will be used in a study.

3.4 RESEARCH DESIGN

Mouton (2002) describes a research design as a plan or blueprint of how one intends conducting the research while Creswell (2012) defines it as a set of guidelines and instructions that must be followed in addressing a research problem. There are eight different research designs used by researchers, namely, experimental, co relational, survey, grounded theory, ethnographic, narrative research, mixed method, and action

research designs (Creswell, 2012). A mixed method design was used in this study to investigate the barriers that female educators face when applying for promotional positions in education. Mixed method designs are procedures for collecting, analysing and mixing both quantitative and qualitative data in a single study (Creswell, 2012).

3.5 RESEARCH APPROACHES

There are three types of approaches used in research, namely, qualitative quantitative approaches and mixed method approaches.

3.5.1 Quantitative Research Approach

A quantitative research approach is a type of approach which is deductive in nature and works from the more general to the more specific (Teddlie & Tashakkori, 2009). This implies that if something is true of a class of things in general, it is also true for all members of that class. The quantitative approach is generally used by researchers to test theories and hypothesis as well as to examine the correlation among variables (Creswell & Plano Clark, 2011). In other words, it predict what the observations should be if the theory were correct. The quantitative approach is useful in the establishment of cause and effects as well as the replication and generalization to the population of the study group (Teddlie & Tashakkori, 2009). In his discussion of the quantitative approach, Van Rensburg (2010) notes that quantitative approach is a formal, objective and systematic process in which numerical data are used to obtain information about the phenomenon under investigation. In this study, quantitative research instruments was used to obtain numerical data about the barriers that female educators face when applying for promotional positions in education.

3.5.2 Qualitative Research Approach

According to Denzin and Lincoln (2003), the word “qualitative” implies an emphasis on the qualities of entities and processes and on meanings that are not experimentally examined or measured in terms of quantity, amount, intensity or frequency. Qualitative researchers stress the socially constructed nature of reality, the intimate relationships between the researcher and what is studied, and the situational constraints that shape inquiry (Denzin & Lincoln, 2003). Babbie (2004) and Potokri (2016) indicate that the distinction between quantitative and qualitative data in social research is the distinction

between numerical and non-numerical data. The qualitative approach believes in multiple realities, is committed to the participants' spoken viewpoints, limits disruption of the natural context of the phenomenon under study, acknowledge the participants in the research process and reports data in a literary style rich with participants' commentaries (Streubert-Speziale & Carpenter, 2003). This study was based on both the qualitative and quantitative approaches. A combination of both qualitative and quantitative approaches is called mixed method approach.

3.5.3 Mixed method research approach

A mixed method approach is generally defined as an approach which uses both quantitative and qualitative approaches (see Tashakkori & Cresswell, 2007; Potokri, 2016). The mixed method approach is also called the 'blended approach' (Thomas, 2003), the 'integrative approach' (Johnson & Onwegbuzi, 2007), 'multi-methods research' (Hunter & Brewer, 2003) and 'triangulation' (Sandelowski, 2009). QUAN or QUAL are abbreviations used to indicate whether the method is quantitative or qualitative. Upper case letters (QUAN or QUAL) are used to indicate priority given to a particular method. QUAN+QUAL indicate that qualitative and quantitative data are collected concurrently. QUAN→qual indicate that quantitative data are collected first, followed by qualitative data collection. According to Creswell and Plano Clark (2007), starting research with the quantitative component of mixed methods helps the researcher to develop a qualitative instrument (interview schedule). In this study, the QUAN→qual research implementation was used because the researcher first used the quantitative approach.

According to Curry et al. (2013), the mixed method approach produces high quality results and it is capable of increasing the quality of the results. Cresswell (2012) indicates that the mixed method approach assists the researcher to look at the research questions from various angles, which enriches the research findings. Wheeldon (2010) asserts that the mixed methods approach establishes new ways of collaboration while making provision for multiple ways of communicating meaning. Cresswell (2008) warns researchers that one type of research approach cannot provide enough answers to a research problem.

The qualitative and quantitative research methods can be implemented in two ways, namely, sequentially or concurrently (Creswell, 2009). The sequential research

implementation may be explanatory or exploratory, which indicates that the researcher may give the same priority to both methods or could emphasise one method over another. In explanatory sequential research implementation, the investigator first collects quantitative data and thereafter, collects qualitative data to help elaborate on the quantitative results. In exploratory sequential research implementation, the researcher first collects qualitative data and thereafter, the quantitative data, to expatiate on the relationships found in the qualitative data (Creswell, 2009). In concurrent research implementation, the researcher gathers qualitative and quantitative data at the same time (Morse, 2003). In this study, the researcher used the explanatory sequential research implementation. This implies that the researcher first conducts the quantitative component of the study by using the questionnaires.

3.6 RESEARCH METHODOLOGY

Research methodology is described as a set of specific procedures, tools and techniques to gather and analyse data within the context of a particular paradigm (Kumar & Ranjit, 2005). It entails a structure of methods used in a particular field to reach a legitimate and reliable perception of phenomena, events, processes or issues at many different levels (Soanes, 2002) or the procedures by which researchers go about their work of describing, explaining and predicting phenomena (Rajasekar, Philominathan & Chinnathambi, 2013). In other words, research methodology is a system of methods to be used in a particular field to reach valid and reliable findings about a particular problem. The research methodology focuses on the population of the study, sampling, data collection, and data analysis.

3.6.1 Research population

A population of a study is the entire group of persons or set of objects and events the researcher is interested in the attainment information and drawing conclusions about (Van Rensburg, 2010) or a collection of objects, events or individuals having some common characteristic that the researcher is interested in studying (Mouton, 2002). The target population of this study are female teachers in primary schools of the Groot Letaba Circuit of Mopani District in the Limpopo Province.

3.6.2 Sampling

McMillan and Schumacher (2010) define sampling as the process of selecting units, for example, subjects, from a population of interest so that by studying the sample we may fairly generalise our results back to the population from which they were chosen. A sample is therefore a group of people selected by the researcher to participate in a study. There are two methods of sampling, namely; probability sampling and non-probability sampling (Babbie, 2004). Probability sampling method is any method of sampling that utilises some form of random selection from a list containing the names of everyone in the population being sampled (Babbie, 2004). Examples of probability sampling are systematic random sampling, simple random sampling, cluster random sampling, and multi-stage sampling and stratified sampling (Babbie, 2004). Non-probability sampling does not involve random selection. Examples of non-probability sampling are convenience sampling, snowball sampling and purposive sampling (Schultze, 2002).

In view of the research approach of this study, two types of sampling methods were used in the study, namely, purposive sampling which was used in the qualitative study and simple random sampling, which was used in the quantitative study. In purposive sampling, the researcher intentionally selected participants and sites with a specific purpose (this purpose aligns with the aim/objective of the study) in mind. Purposive sampling allowed a researcher to select the participants based on the researcher's judgement about which ones will be the most useful or representative (Creswell, 2012). Simple random sampling is a sampling method in which every member of the population has an equal chance of being selected (McMillan & Schumacher, 2010). Owing to the large number of the population, a computer-aided random selection was used to do the selection. In this study, the qualitative sample consisted of five principals and five SGB chairpersons and the quantitative sample consisted of 25 educators.

Fifteen (15) participants were women who have applied for promotional positions and failed while the other five (05) were women who have applied for promotional positions and succeeded. A questionnaire was used in few schools around Groot Letaba, through permission from the school principals. Few educators shown interest on this topic, and that is when they were able to raise their concerns. Majority of those educators were the ones that used to apply for the management positions and failed. The following table, illustrate the sample of the study.

Table 1: The sample of the study

School	Qualitative			Quantitative	Total
	Principals	Teachers	SGB	HOD's & Dep. Princ.	
A	1	1	1	5	8
B	1	1	1	5	8
C	1	1	1	5	8
D	1	1	1	5	8
E	1	1	1	5	8
Total	5	5	5	25	40

3.6.3 Pilot study

A pilot study is described as a small-scale study using a small sample of the population but not the same group that will in the end form part of the sample group in the actual research (McMillan & Schumacher, 2010). According to McMillan and Schumacher, a pilot study is necessary as a check for bias in the procedures, the interview and the questions. During the pilot test, the procedures should be indistinguishable to those that will be implemented in the study. The researcher took special note of any cues telling that the respondent is uncomfortable or does not fully understand the questions. This testing is important to establish the face legitimacy of an instrument and to improve questions, format and the scales (Creswell, 1994). In this study, a pilot study was conducted with three educators from a local school from which the qualitative sample will be drawn. The three (3) educators were invited to give their comments and criticism willingly.

3.6.4 Data collection

The following research methods were used to collect data:

3.6.4.1 Literature review

In this study, literature review was used to collect information in order to shed light on the barriers that female educators face when applying for promotional positions in education. The researcher concentrated on a wide range of relevant writings such as the articles, journals and major books on the subject as well as monographs and dissertations

published nationally and internationally. To supplement the literature review, an empirical investigation was conducted using the survey method of investigation.

3.6.4.2 Survey method of data collection

The survey method of data collection involves a systematic collection of specific information obtained through asking a sample of participants or respondents the same questions at a particular point in time (Van Rensburg, 2010). An interview and a questionnaire were used to collect data from the participants.

(a) Interviews

According to Van Rensburg (2010) and Brynard and Hanekom (2005), an interview is a method of collecting data that allows the researcher to ask one or more participants general, open-ended and/or closed questions and record the answers. An interview was preferred in this study because it was able to supply additional and more detailed information and enable the researcher to establish relationships with the respondents. There are generally two main types of interviews, namely; structured and unstructured interviews. In structured interviews, the questions, order and wording, and their sequence are fixed and identical for every respondent while in an unstructured interview; the interviewer does not follow a rigid structure but covers as much ground on a given topic with the participant (Brynard & Hanekom, 2005). An unstructured interview method was preferred for this study because it allowed the researcher to collect more information and to probe when necessary.

In this study, the interview was intended to gather information of the participants' experiences, understandings and feelings about the barriers that female educators face when applying for promotional positions in education. In this study, five educators who have applied for promotional positions and failed five principals and five SGB chairpersons from five selected schools were interviewed. The interviews involved asking questions, recording and documenting of responses and intense probing for deeper meaning and understanding of the responses. In each interview, the researcher introduced the topic to the respondents and then endeavoured to establish rapport with the respondents. The researcher asked a participant a question and then listened to the participant. The participant was given the latitude and the time to speak freely while the researcher guided the discussion to ensure that all the questions were covered. The

researcher was flexible, allowed slight deviations from the topic and probed where necessary. With permission from the participants, the researcher tape-recorded the interviews. This freed the researcher to focus on the “conversation” and to probe where necessary. The interviews were complemented by the questionnaires.

(b) Questionnaires

In this study, a questionnaire was designed and administered to the participants. A questionnaire is a printed document that contains instructions, questions and statements that are compiled to obtain answers from the respondents (Van Rensburg, 2010). The questionnaires are designed mainly to gather numerical data or data that can easily be converted into numerical values (Basit, 2010). There are two types of questionnaires which are used by researchers to collect information from the respondents, namely; close-ended questionnaire and open ended-questionnaire. A close-ended questionnaire is a questionnaire which consists of questions which can be answered by simply saying yes or no while open-ended questionnaire are those which require more thought and more than a simple one word answer and the respondent answers it in his or her own words (McMillan & Schumacher, 2010). In this study, a close-ended questionnaire was administered to 15 educators who have applied for promotional positions and succeeded, from five selected schools. Respondents were asked to select an answer from among a list provided. Questionnaires were preferred alongside interview for qualitative data as earlier mentioned in this study because they are relatively economical in their design and implementation, had the same questions for all respondents, ensured anonymity, were able to produce very rapid turn-out in data collection; eliminated my subjective bias and the respondents had adequate time to think through their answers (McMillan & Schumacher, 2010).

3.6.5 Data analysis

In every study the data collected need to be analysed before they can be interpreted. Corbin and Strauss (2008) define data analysis as a process of examining and interpreting data in order to derive meaning, gain understanding and develop empirical knowledge. Once data collection had been completed, the researcher began the process of data analysis and interpretation. The purpose of data analysis was to describe the data clearly, identify what is typical and atypical of the data, bring to light differences, relationships and other consistent patterns existing in the data and ultimately answer research

questions. Baxter and Jack (2008) assert that data analysis can increase the level of quality in the research findings. Creswell and Plano Clark (2011) assert that data analysis in mixed research entails the separate analysis of data using quantitative and qualitative methods.

The data collected in this study through the questionnaires were analysed quantitatively and the results were expressed in statistical terminology explained through descriptive statistics. The quantitative data that emanated from the structured questions were edited, coded and analysed using the Statistical Package for Social Sciences (SPSS). The results were then presented descriptively in the form of frequency tables (cross-tabulations), histograms and pie charts. The programme was selected because of its applicability to educational and social science research, its relative simplicity of use and the complete labelling which it provides. The descriptive statistics assisted the researcher to understand the frequency distribution as well as the central tendency in the data collected.

The data collected through interviews were analysed by the Tesch Method of qualitative data analysis (Creswell, 2014). This involved interpreting the data in the basic sense of reflecting on the data until a better understanding of what was meant was achieved. After the transcription of the interviews, a general impression was observed through the reading of all transcripts. Moreover, ideas about possible categories were jotted in the margins as they appeared in the mind. Similar topics were put together. A list of the topics were returned to the data and abbreviated as codes. The codes were written next to the appropriate segments of text. The most descriptive wording for the topics were written and then turned into themes or categories. Related topics were grouped together to reduce the number of categories. Interrelationships between categories were identified and a final decision was taken on the abbreviation for each category. The researcher assembled the data material belonging to each theme or grouping in one place and did a preliminary analysis. Finally, the researcher started interpreting and reporting the research result.

3.7. VALIDITY AND RELIABILITY OF THE QUANTITATIVE STUDY

Validity and legitimacy in qualitative research define the degree of congruence between the description of the phenomena and the realities of the world (McMillan & Schumacher, 2010). This implies the degree to which the interpretations have reciprocated meanings between the participants and the researcher. According to Joppe (2000), validity in

quantitative research determines whether 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 will often look for the answers in the research of others. In this study, validity was ensured by using mixed method research design, reviewing the relevant literature on the problem in order to establish their findings, using a heterogeneous sample (male and female, and younger and older respondents). In addition, validity entailed discussing the research problem with the respondents, assuring the respondents that their identities would not be revealed, and ensuring that the instruments used to collect data are valid. The reliability of the study was also ensured. The term reliability means that measurements made are consistent and if the same experiment is performed under the same conditions, the same measurements will be obtained (De Vos et al. 2002). To calculate the reliability of the items in the questionnaire, Cronbach's alpha was used and the instruments were subjected to a pilot study. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group (Bruin, 2006). To test the internal consistency a researcher can run the Cronbach's alpha test using the reliability command in SPSS. The aim of the pilot study was to determine possible flaws in terms of ambiguity and the possibility of repetition of questions. At the end of the pilot study, the researcher determined if there was a need to refine some research questions.

3.8 TRUSTWORTHINESS AND CREDIBILITY OF THE QUALITATIVE STUDY

The concepts trustworthiness and credibility of the study refers to the degree of congruence between the explanations of the phenomena and the realities of the world (McMillan & Schumacher, 2010). The following methods will be used in this study to ensure the trustworthiness and credibility of the study.

3.8.1 Spending extensive time in the field (prolonged engagement)

This entails staying in the field with the participants until data saturation. In this manner, the researcher gains an in-depth understanding of the phenomenon as well as specific aspects of participants such as their views, cultures and experiences. Spending extensive time in the field will also build trust and rapport between the researcher and participants which is needed in the gathering of rich data (Brink et al., 2012). In this study, the

researcher remained in the field until data saturation occurred through interview discussions. In the same vein, Lincoln and Guba (1985) recommend “prolonged engagement” between the investigator and the participants in order to gain an adequate understanding of an organisation and to establish a relationship of trust between the parties.

3.8.2 Use of heterogeneous sample

In this study, the credibility of the study was censured by using a heterogeneous sample (male and female and younger and older participants).

3.8.3 Interviewing of participants

In this study, the credibility of this study was maintained by

- In-depth interviews that was conducted in natural settings to reflect lived experience.
- ensuring that all participants are asked similar interview questions;
- ensuring that the participants behave and respond naturally and honestly; and that they do not have negative effects on the results; and
- Ensuring that the researcher does not influence the participants.

3.8.4 Participant review or member checks

Guba and Lincoln (2005) consider member checks as the single most important provision that can be made to bolster a study’s credibility. The checks relating to the accuracy of the data took place “on the spot” during the interviews and at the end of the data collection. The participants were asked to read any transcripts of dialogues in which they have participated. In this study, the emphasis was on whether the participants considered that their words matched what they actually intended. They listened to the tape recorder and established whether they have been accurately captured.

3.8.5 Promotion of honesty

For this study to be credible, each person who was approached to participate was given an opportunity to refuse to participate in the project so as to ensure that the data collection sessions involved only those who are genuinely willing to take part and prepared to offer data freely.

3.8.6 Persistent observation

Persistent observation refers to the researcher's focus on the aspects of a situation that are relevant to the phenomena being studied (Polit & Beck, 2010). When conducting the interview, the researcher was observing the participants, probing for clarity on issues raised by the participants and focused on elements that were most relevant to the problem.

3.8.7 Triangulation

Triangulation refers to the use of multiple referents to draw conclusions about what constitutes the truth (Brink et al., 2012; De Vos et al., 2002). It assists in capturing a complete and contextualised portrait of the phenomenon under study (Polit & Beck, 2010). In this study, triangulation was done through the usage of mix methods of data collection. In addition, theory triangulation was used. This involves using multiple perspectives to interpret a set of data (Polit & Beck, 2010).

3.9 ETHICAL CONSIDERATIONS

Ethics is generally concerned with beliefs of what is right or wrong from a moral perspective (McMillan & Schumacher, 2010). This view is confirmed by Babbie (2001) who asserts that ethics is a matter that is related to values or morality and every researcher uses the moral guidelines as standards for evaluating his or her conduct during the research process. For the purpose of this study, the researcher complied with the following most important ethical standards of research described by McMillan and Schumacher (2010), Babbie (2007), Bless and Higson-Smith (2010) and Welman, Kruger and Mitchell (2005):

3.9.1 Obtaining informed consent

In order to guarantee informed consent of participating in the study, the researcher provided complete information of all aspects of the study to the participants. All the participants were invited to a meeting where the whole research project was discussed. The participants were informed about the purpose and importance of the study and the benefits of participating in the study. The participants were also informed that this study was part of master's degree studies at the University of South Africa. As advised by Bless and Higson-Smith (2010), the researcher informed the participants that the research data and findings was only be used for the academic purpose of analysing and understanding

the barriers that female educators face when applying for promotional positions in education.

3.9.2 Voluntary participation

In this study, all the participants were informed that they are free to participate in the study. The participants were given sufficient time to decide whether they intend to participate in the study or not. The participants were, however, informed that they were free to terminate their participation at any stage without any consequences.

3.9.3 Right to privacy (confidentiality)

In this study, the privacy and confidentiality of the participants were guaranteed by not disclosing the names of all the participants to outsiders, where it might have had embarrassing or damaging consequences. In addition, the researcher ensured that all the information collected during the interviews was kept in a safe place. All the hard data are stored in a locked cabinet and the data were stored after completion of analysis. In addition, all electronic data were stored in a computer requiring password access. The participants were assured that the data would only be used for the stated purposes of the research and that no person (except those closely connected to the study) would have access to interview data. These people were also made to sign confidentiality form indicating that no information or identity of participants will be disclosed,

3.9.4 Plagiarism

The term *plagiarism* means “not giving credit to an original source of an idea or writing” (McMillan & Schumacher, 2010). In order to avoid plagiarism, all material used in the study were duly acknowledged.

3.9.5 Minimisation of risk to participants

The researcher ensured that any potential risk to participants was minimised by assuring the participants that their participation in this research would not cause them any physical discomfort, humiliation and emotional stress. This was achieved by meeting all the participants to explain to them in detail about this study. The researcher also assured the participants that the study would not interrupt their normal teaching lessons as data collection would be done after working hours.

3.10 SUMMARY

Chapter three focused on the research design and methodology of the study. The chapter includes the research questions, research paradigm, research design, research approach, population of the study, sampling, data collection methods, data analysis, validity and reliability of quantitative study, trustworthiness and credibility of the study and ethical considerations. The next chapter (Chapter 4) focuses on presentation, analysis and interpretation of research findings.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The main purpose of this study was to investigate barriers that female educators face when applying for promotional positions in education. The previous chapter focused on the research design and methodology of the study, and it included the research questions, research paradigm, research design, research approach, population of the study, sampling, data collection methods, data analysis, validity and reliability of quantitative study, trustworthiness and credibility of the study and ethical considerations. This study was based on two paradigms, namely positivism and constructivism. The combination of positivism and constructivism is called “pragmatism”. Consequently, this study was based on “pragmatic paradigm” which is based on the belief that objectivist and subjectivist perspectives are not mutually exclusive (Wahyuni, 2012). A mixed method design was used in this study to investigate the barriers that female educators face when applying for promotional positions in education. Mixed method designs are procedures for collecting, analysing and mixing both quantitative and qualitative data in a single study (Cresswell, 2012). The study had a total of 40 participants from five schools in Groot Letaba Circuit of Mopani District in Limpopo Province.

The purpose of this chapter is to analyse the data collected by means of interviews and questionnaires. The term “data” means the information that has been translated into a form that is efficient for processing (Terblanche & Durrhem, 2002). Data analysis refers to a process of examining and interpreting data in order to derive meaning gain an understanding and develop empirical knowledge (Creswell, 2014). All the data in this chapter are based on the research questions of the study.

4.2 RESEARCH QUESTIONS

(a) Main research question

What are the barriers faced by female educators when applying for promotional positions in schools?

(b) Research sub-questions

- 4.2.1. What are the barriers female educators' faces when applying for promotion in schools?
- 4.2.2. How do promotional barriers impact on women educators' teaching and other responsibilities at school?
- 4.2.3. How can women educators overcome barriers they face when applying for promotion in schools?
- 4.2.4. What are the strategies that can be implemented to assist female educators overcome promotional barriers to management positions?

4.3 ANALYSIS OF DATA COLLECTED FROM PRINCIPALS BY MEANS OF INTERVIEWS.

This section presents analysis and interprets the data collected from five principals by means of individual interviews. The principals were from five schools in the Groot Letaba Circuit. Thematic data analysis method was used to analyse the qualitative data. (See section 3.6.5 of Chapter 3). In this section, the participants are referred to as participants 1, 2, 3, 4 and 5. This is in compliance with the ethical considerations which indicate that the names of all the participants as well as their places of work should not be revealed in a study. In this chapter, the participants' perceptions about the barriers faced by female educators when applying for promotional positions in schools are presented in a narrative form, supported by evidence mostly in the form of quotations from the interview transcripts. This is in compliance with McMillan and Schumacher's (2014) principle that a detailed approach is necessary to acquire a full comprehension of the context which accurately reflect on the complexities of human behaviour. The responses of the interview questions were categorised into the following four main themes and five sub-themes:

Table 2: Responses from five Principals on all main themes

Main Theme	Sub-theme 1	Sub-theme 2
1. Barriers faced by female educators when applying for promotional positions in schools.	Women are dominated by men.	Women do not have leadership and management skills.

2. How promotional barriers impact on women educators' teaching and other responsibilities	Women become demotivated and bitter by promotional barriers.	
3. How women educators overcome barriers when applying for promotion	Women must improve their qualifications.	
4. Strategies for assisting female educators to overcome promotional barriers.	Women must be encouraged to be self-confident.	

The four main themes are based on the four research questions of the study that is the main and sub-research questions. In the sections, presentation and interpretation of data in line with main theme is presented. Below sections

4.3.1 Main theme 1: The barriers faced by female educators when applying for promotional positions in schools

This theme emerged from the primary research question and first sub-research (secondary) question. The participants were asked questions about the barriers faced by female educators when applying for promotional positions in their schools. An analysis of the findings of this study produced two sub-themes, namely, women are dominated by men and women do not have leadership and management skills.

➤ Sub-theme 1: Women are dominated by men

Sub-theme 1 emerged from Main theme 1. The participants were asked about the barriers faced by female educators when applying for promotional positions in the schools. The participants' responses are indicated in the table below.

Table 3: Responses from five principals focused on main theme 1 sub-theme 1

Participant	Response
1	Applying for a promotional post has never been easy for women as they have to go through a lot. They may be challenged by the fact that they are women and they have to stand up against men, and that has never been easy as men are seen as better candidates compared to women.
3	As a male principal, I think women have more challenges that sometimes hinder their success. Some are controlled by their husbands who do not want to see them in better positions, and that becomes a challenging matter for women who want to grow. Some are challenged by men who don't want to be led by women, so they do everything they can make sure that women do not manage them.
5	

As the table indicates, the majority of the respondents indicated that the main barrier faced by female educators when applying for promotional positions in the schools is that men dominate women. The participants emphasised that challenged by the fact that they are women and they have to stand up against men. Moreover, men are seen as better candidates compared to women, some are controlled by their husbands who do not want to see them in better positions and men do everything they could to make sure that women do not manage them.

Participant 2's response indicate that the barrier experienced by women is that they do not want to work far from their children or homes and they do not believe in themselves. In contrast, participants 4's responses indicate that another barrier is corruption in the schools because other women are told to pay money if they really want the post while others are asked to be in a relationship with a supervisor if they want to be given the post.

➤ **Sub-theme 2: Women do not have leadership and management skills**

Sub-theme 2 emerged from main theme 1 and the participants were asked to explain whether they believe or do not believe that women do not have the necessary skills to be in promotional positions. The participants' responses are indicated in the table.

Table 4: Responses for sub-theme 2 from participants

Participant	Response
1	There is lot that is being said about women when they are in promotional positions simply because women have never been trusted much by the society, more especially when they are in leadership.
2	I do agree with, because in most schools where women are managers, there is a lot of chaos. Female principals have a lot to deal with, be it ill-discipline of learners and conflicts between educators and that become worse when they lack skills and strategies to maintain order. Having said all that, I think women lack skills needed in managerial posts.
4	I have to agree and disagree with this, and my argument is not based on gender, but on what and how I understand this. I agree than some women do not have the necessary skills to be managers, because in most cases when they take decisions for the school, they do not consult all the stakeholders, they do it alone and the consequences are not good at the end.

As can be seen in the table, the majority of the participants' responses indicate that women do not have the necessary knowledge and skills to be in management and leadership positions. They indicate that women have never been trusted much by the society. Where women are managers, there is chaos because they lack skills and strategies to maintain order and women lack skills needed for managerial posts.

Participants 3 and 5 have different views. According to participant 3, it is not correct to say women do not have skills to be in promotional posts because there are schools that are being managed by women, there is a good atmosphere and everything is going. Participant 5 indicates that whenever a woman become a principal and have to work with men, they encounter problems of people who don't want to obey, more especially men, they do not want to be under the supervision of women and they become ungovernable.

4.3.2 Main theme 2: How promotional barriers impact on women educators' teaching and other responsibilities at school

This theme was derived from the second secondary research question (sub-research question 1.5.2). The participants were asked a question about how promotional barriers

impact on women educators' teaching and other responsibilities at school. An analysis of the participants' responses produced one sub-theme, namely; women become demotivated and bitter by promotional barriers.

➤ Sub-theme 1: Women become demotivated and bitter by promotional barriers.

This sub-theme emerged from main theme 2 and the participants' responses are indicated in the next table.

Table 5: Responses from participants for main-theme 2 sub-theme 1

Participant	Response
1	I think barriers may affect the teaching and other responsibilities of women in schools in many ways. They can be discouraged to put more effort in their work, more especially when they know that they were supposed to be in some of those posts, but incompetent people are hired instead. Their performance decline.
2	Barriers can affect women in many ways, as we know that women are very much sensitive and sometimes overact to almost everything that happen around them. So, if there is a promotional post in their school and things don't go their way, they don't take it well. It may happen that they abandon their work, simply because they were not given the post. They become non-productive in all the duties assigned to them.
3	Barriers can affect women in many ways. Some decide not to come to school on a daily basis because they don't want to face their opponents. Some decide not to work as hard as they used to. They don't regularly honour their classes like they use to and as a result the subjects that they are responsible for underperform.
4	Allow me to say barriers to promotions have a negative impact on the performance at school, because if women are not given a chance to express themselves, they become bitter. Their bitterness can extend to not performing their duties at their level best. They start to isolate themselves from what is happening in their school, they can also choose to resign in some committees that they were chairing, sitting family commitments as a reason for their resignation.

5	Women who experience barriers to promotion become difficult to work with, and not because they don't want to be led, but because they see themselves as victims of situations. Whenever they are delegated to do something, they do it in a very slow pace, they believe they would do better than those who are given those posts. They might carry on with the duties assigned to them but the results won't be the same as before.
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The majority of participants' responses indicate that women in the teaching professions are very angry and no more interested in teaching because they are treated unfairly when teachers are promoted. The findings revealed that the unfair treatment of women during promotions of teachers have contributed to the poor performance of teachers in the schools. Women are no longer enjoying their work and they now tend to neglect their work because only men are promoted to higher positions. Many women teachers do not regularly attend classes, meetings, workshops and other school activities because Table 4: Responses for sub-theme 2 from participants they are always dominated by men. The lack of interest in their work is also forcing women teachers to neglect the learners and to be regularly absent from work. Many women teachers are no more interested to participate in school activities and they resigned as chairpersons of various school committees. The promotion of only men in higher positions has also developed negative attitudes of women against men. What can be concluded about the promotional barrier against women is that women are no longer interested in the teaching profession and they are going to leave the teaching profession when they are employed somewhere.

4.3.3 Main theme 3: How women educators can overcome barriers they face when applying for promotion in schools.

This theme is based on the second secondary research question which asked about how women educators can overcome barriers they face when applying for promotion in schools. All the participants responded to the question and an analysis of the data of main theme 3 produced one sub-theme, namely, women must improve their qualifications.

Sub-theme 1: Women must improve their qualifications

The participants were asked how women educators can overcome barriers they face when applying for promotion in schools. The responses provided were different just as the participants are different. However, all the responses are linked to qualifications of women as educators. Shown in the table are participants' responses.

Table 6: Responses of participants about women qualifications

Participant	Response
1	Women must stand up and first upgrade their academic and professional qualifications. In the past women were not interested in improving their qualifications because they were not interested in promotions. Now is their time to be counted as academics. Some women have already started. We want to see many women with masters and doctoral degrees.
3	Female teachers must overcome barriers they face by registering at universities to improve their qualifications so that they get masters and doctoral degrees. This will assist them to improve their management and leadership abilities.
4	We must not always blame the government and men for our barriers to promotional positions. We must just improve our capabilities by registering at universities in order to acquire masters and doctors degrees.
5	Female teachers must improve themselves in order to overcome the barriers to promotional positions. The first improvement is to get a master's degree and a doctor's degree. These two degrees will remove all the barriers to promotional positions.

The majority of the participants' responses indicated that women must overcome the barriers they face when applying for promotional positions by first improving their academic and professional qualifications. This implies that women should register for leadership and management degrees in education at various universities. Participant 1 indicated that women are not able to compete with men because they have low academic and professional qualifications. For many years, women are not motivated to further their academic and professional qualifications and that is why many women do not have

masters and doctoral degrees. Participant 3 who was very assertive about acquiring qualifications when she mentioned masters confirmed this perception and women must acquire doctoral degrees at universities in order to avail and equip themselves for leadership positions. Participant 4 also supported that women should improve their academic and professional qualification in order to compete with men but emphasised that women should stop to blame the government and men for their own mistakes. According to participant 4, acquiring masters and doctoral degrees will assist women to will assist women educators to improve their leadership and management capabilities. Participant 5 also supported the improvement of academic and professional qualification in order to be appointed in leadership and management positions. Participant 5 emphasised that the only effective strategy that will see women promoted to higher positions in schools is to acquire masters and doctoral degrees.

Aside the participants (that is, participants 1, 3, 4 and 5) who stressed the need for qualifications as a major mean of overcoming promotional barrier as shown in the table, participant 2 whose response is not included in the table differ. In participant's 2 views, the only strategy to overcome the barrier to promotional positions for women is to establish an organisation to fight for their rights. Although the participant did not give example of the kind of organisation that she referring to but the researcher suspects that the participant is probably talking about institutions established to promote women affairs at workplaces. This belief may have warranted participant 2 to emphasise that teachers' opinions are not able to protect women against the barriers and gender based discriminations. Therefore, it is important to establish a new organisation which will fight for women's rights. Importantly, the participant indicated that currently, teachers do not have an organisation which fight for their rights and it is now time to start a women's organisation to fight for the barriers facing women in promotions.

4.3.4 Main theme 4: The strategies that can be implemented to assist female educators to overcome promotional barriers to management positions

Main theme 4 is based on the fourth secondary research question. In this question, the participants were asked about the strategies that can be implemented to assist female educators to overcome promotional barriers to management positions. An analysis of the participants' responses to this question produced one sub-theme, namely; women must be encouraged to be self-confident.

Sub-theme 1: Women must be encouraged to be self-confident

This sub-theme emerged from sub-theme 4.

The table indicates all the participants' responses.

Table 7: Responses from all participants on how women should be assisted in having self-confidence

Participant	Response
1	Women need to be encouraged to always apply for promotional posts, by both their families and the society. They need to be told to always believe in themselves. Lastly, women need to be trusted that they can be managers as well. They must be advised to always believe in themselves. I think that is how best they can be assisted.
2	They need to be advised to be bold enough to be able to compete with men. I think it is true that women need to be supported because there is still a lot that they need to learn when it comes to managing an organisation. They need to be assisted by male principals on how to run a well-managed school.
4	Women need to be given the necessary support by their opponents and by their families. When a woman is sitting on a management position, instead of people criticising them, they must encourage them. Whenever they are seen to be struggling, they mustn't be judged based on that, they must be allowed to exercise and display their skills and be corrected where necessary.
5	There is a lot that can be done to assist or support women in promotional posts, starting by allowing them to manage whenever it is their time. Allow them to grow as managers and correct them where necessary. Women also need to be acknowledged as managers and not always be criticised, because if this is not done, we will never see them as better leaders, instead we will see them as women. People should stop associating them with negativity because that is what makes them feel so undermined.

The majority of the participants' responses indicate that women the best strategy of assisting female educators to overcome promotional barriers to management positions is to motivate them to possess confidence in them. Participant 1 confirms this perception when indicating that women are not in promotional positions because they do not apply for promotional positions due to lack of self-confidence. Participant 1 emphasises that it is the duty of the families and the communities to regularly motivate women to have confidence in them and to realise that they are not inferior to men but equal to them. Participant 2 also supported the motivation of women to occupy promotional positions. According to participant 2, women teachers must be motivated to compete with men because they are equal to men. Participant 2 indicates that it is the duty of the community to motivate women teachers to always compete with men, without any fear. It is also the duty of male principals to always assist women about effective management of schools. Participant 4 also supports that women teachers should be supported to have confidence in themselves.

According to participant 4, the community and the teachers should always support women who are in promotional positions. Women who are in promotional position are not successful because the communities and the teachers always undermine their leadership and management competence. When women in promotional positions commit mistakes, they should be supported and assisted instead of criticising them. Participant 5 also emphasised that women teachers should be motivated to have self-confidence. Furthermore, participant 5 indicates that female leaders should be motivated to acquire self-confidence by providing them with the necessary support and instead of always undermining and criticising them.

People should understand that any human being can commit a mistake and therefore women should be supported and guided when they commit mistakes. According to participants 3, who differs with the majority, women must be motivated to improve their management and leadership competence by attending professional development summits, wherein they will be able to know all the dynamics surrounding this whole issue of overcoming barriers.

4.4 ANALYSIS OF DATA COLLECTED FROM SGB CHAIRPERSONS BY MEANS OF INTERVIEWS

In this section the data collected from five chairpersons of the School Governing Bodies by means of individual interviews, are presented, analysed and interpreted. The five chairpersons of the School Governing Bodies were from five schools in the Groot Letaba Circuit. In this section, the participants are referred to as participants 1, 2, 3, 4 and 5. The responses of the interview questions are categorised into four main themes and 4 sub-themes.

Table 8: Responses from SGB participants on the main –themes and sub-theme 1

Main Theme	Sub-theme 1
1. The barriers faced by female educators when applying for promotional positions in schools.	Women are discriminated against.
2. How promotional barriers impact on women educators' teaching and other responsibilities at school.	Women become demotivated and bitter
3. How women educators overcome barriers they face when applying for promotion in schools	Women must be self-confident and fearless.
4. What are the strategies that can be implemented to assist female educators overcome promotional barriers to management positions.	Respecting women's rights.

4.4.1 Main Theme 1: Barriers faced by female educators when applying for promotional positions in schools.

This theme is based on the first secondary research question. The participants were asked a question about the barriers faced by female educators when applying for promotional positions in schools. An analysis of the findings of this study produced one sub-theme, namely; women are discriminated against.

➤ Sub-theme 1: Women are discriminated against

This sub-theme emerged from main theme 1, which focused on the barriers faced by female educators when applying for promotional positions in schools. The table indicates that SGB members discriminate against women.

Table 9: Responses from SGB participants on main-theme 1 sub-theme 1

Participants	Responses
1	Women face a lot of challenges when applying for promotional positions. Some are being side-lined into these positions, simply because they are women and they cannot be equal to the task. Others are not employed into these positions because it is believed they cannot be good managers as men. As an SGB chairperson I think men should be given a chance more than women, I say this because in some schools where women are managers, things are not going well, and there is lack of discipline by learners. I think men are better than women.
4	Some SGB chairperson does not believe in women leadership. They still believe men are the best leaders who can be able to manage a school and not women. Some SGBs believe men are the best when it comes to disciplining learners at school and women can't as they are weak. Some male educators are not ready to be led by a woman and as such they oppose the issue of including women in management posts
5	I also heard that some women are asked to pay some SGB members if they want to win the posts. Some are subjected to offering their bodies to some SGB members and their supervisors for them to be considered.

The majority of the participants' responses indicate that the main challenge experienced by women is the discrimination against women. Participant 1 supports this view when they indicated that women are not appointed in promotional positions because they are just discriminated against. Many people believe that women are not capable to be educational leaders as men and should never be appointed in higher positions. Participant 1 is aware that women are discriminated against but he supports the discrimination

against women because he believes that men are more capable than men and women are not fit to be principals.

Participant 4 also supports the discrimination of women as the major challenge that prohibits women from occupying promotional positions. According to participant 4, some SGB members do not believe that women can be good educational leaders and only have confidence on men as effective educational leaders. In his own words, he said “women can’t, as they are weak.” Participant 4 emphasised that it is very difficult for women to become educational leaders because many men do not want to work under women as they believe that they are weak. Participant 5 also emphasised the discrimination of women in occupying promotional positions. Participant 5 indicated that corruption also contributes to the discrimination of women because some SGB members demand to be paid bribes by women only, who want to be promoted to higher positions.

There is however two participants (participant 2 and 3) who have different perceptions about women barriers to promotions. Participant 2 believes that women do not have any barriers when applying for promotional positions. Participant 2’s responses indicate that women do not experience any barriers when they apply for top positions. Participant 2 indicates that it was common in the past that women are not given top positions just because they were not fit to be managers, but nowadays women are seen to be the best managers than men. Participant 2 indicates that in the past women were not discriminated against for promotional positions but they were not able to occupy promotional positions because they did not possess the capability to be leaders. Participant 2 also believes that most women are today highly academically fit to compete with men unlike in the past, where women were only subjected to early marriages and were discouraged to study and improve their education.

Participant 3’s responses, on the other hand, indicate that women are not appointed to top positions because they do not have self-confidence, they do not believe in their strength, they do not think they can compete with men and perform better than them and are afraid to face challenges. Participant 3 also indicates that some women even confess that leadership is for men and not women because women have soft hearts and being a leader require someone who’s a very strong character; someone who will be able to instil discipline in learners.

4.4.2 Main Theme 2: How promotional barriers impact on women educators' teaching and other responsibilities

This theme is based on the second secondary research question. The participants were asked a question about how promotional barriers impact on women educators' teaching and other responsibilities. An analysis of the data in this regard produced one sub-theme, namely; women become demotivated and bitter.

- Sub-theme 1: Women become demotivated and bitter

Table 10: Responses from SGB members on how women fail to be appointed

Participants	Responses
1	I think the barriers affect them in many ways; some do not go to work regularly as they stay far from their workplaces. Sometimes they resign from the committees they are responsible for citing reasons of too much workload as a problem. We sometimes get reports as SGBs that so and so are not at work due to personal reasons and I think that shows that barriers really affect them.
3	Women get disappointed when they are not given management positions and as such, they become a problem to work with. They feel so undermined and underrated at the same time. They become so unworkable at work, to an extent that when we are in the SGB meetings, you will judge by the way they comment that they are no longer the same person you have known for three years. They oppose every decision that is being made without giving any reason to back up their story.
4	Barriers to promotions have a negative impact on women more especially on what they do on a daily basis in their work places. They become discouraged and not willing to put more effort on what they

	used to do. Some women only take part in the process of teaching and learning and not involve themselves in the extra-mural activities.
5	Allow me to say that according to my opinion and from what I have observed, barriers affect women in a bad way. They encounter many problems and as such it affects them negatively, some resign to be in structures of the SGB if it happens that they are a committee member. Some do not honour their classes as they used to. Some do not even report for work like they normally do, and that can be a sign that they feel not considered when it comes to being included in the management positions.

This sub-theme also emerged from main theme 1. The following table indicates the responses of the majority of the participants:

The majority of the participants' responses indicate that the women who fail to be appointed become demotivated and bitter. According to participant 1, promotional barriers have a strong impact on the life of the impact on the women educators' teaching and other responsibilities. Participant 1 indicates that most women who were discriminated against for promotional position begin to be absent from school regularly and some of them resign to be members of SGB committees. Participant 3 also concurs that many female teachers become demotivated and bitter because of barriers against women. According to participant 3, when women are not appointed in promotional positions, they are they become very disappointed and begin to be negative towards other teachers because they believe that the people who are responsible for appointment are undermining them. Participant 3 also argues that the women who were not appointed in senior positions are very disruptive in SGB meetings, they always oppose decisions taken and everyone can see that they are just negative towards everything. Participant 4 also concurs that women become demotivated and bitter owing to barriers against women. Participant 4 emphasises that the performance of women has declined because of the barriers to promotions of women, they are no more enjoying their work and are no more participating in extra mural activities. Participant 5 also concurs that demotivation and bitterness as the impact of the barriers to the promotion of women. According to

participant 5, many women are now resigning to be members of the SGB committees, more women do not always go to their classes and some of them do not come to work every day.

There was, however, one participant who believes that the women teachers are not impacted by the barriers to promotions. Participant 2 indicated that challenges might be there but women are known to be people who endure a lot, they always take things they way they are and that is why it is very rare to hear that a woman has lodged a dispute when they detect that something did not go well in interviews or so. This revelation tends to suggest that women educators do not complain even when they are not promoted.

4.4.3 Main Theme 3: How women educators overcome barriers when applying for promotion

Main theme 3 is based on the third secondary research question. The participants were asked how women educators overcome barriers when applying for promotion. An analysis of the participants' responses to the question produced three sub-themes, namely, women must attend workshops, women must be self-confident and fearless and women must improve their academic qualifications.

➤ Sub-theme 1: Women must be self-confident and fearless

This sub-theme emerged from main theme 1 and it focuses on overcoming barriers by becoming self-confident and fearless. The table indicates the responses of the majority of the participants.

Table 11: Responses from SGB members on how women can overcome barriers

Participants	Responses
2	As an SGB person, I think women must keep on applying for promotional posts and stop under rating themselves. They need to encourage each other that now is their turn to occupy better positions and they will make it. I think the SGBs in school should also take charge of their position, they shouldn't recommend according to what other people want them to do, they must recommend accordingly.

4	I think women now need to exercise their rights by claiming what rightfully belongs to them. Women have been oppressed for a very long time, they were not allowed to occupy management positions, and it was believed that managers can only be men. I suggest women also be given a chance to show case their ability in leadership. They also need to learn how to face the challenges women experience in the changing world.
5	As SGB we think women first need to have self-confidence. Believe that what man can do, they can even better. I suggest the SGB must show women that they support their leadership. Women should keep on applying for any promotional position without being intimidated.

The responses of the majority of the participants indicate that to be able to overcome barriers when applying for promotion, women must first be self-confident and fearless. This finding is confirmed by participant 2 who asserts that women must apply or promotional positions regularly and they should not stop applying. They should never ever regard themselves as inferior to men, they must have confidence that they will succeed because this is their time to occupy high positions in South Africa and the SGB must perform their responsibilities morally and ethically and not be dictated by other people, to ensure that there is no gender-based discrimination. This finding was also supported by participant 4 who emphasised that it is the time for women to exercise their rights by claiming what is due to them because they were under oppression for a long time. Participant 4 indicates that women have suffered for a long time because the communities believed that women are capable to be leaders and they should never occupy higher positions. Participant 4 also emphasises that women must be strong enough to transform themselves and be able to face all the challenges that they face in the world, because they are equal to men and can be effective managers and leaders. Participant 5 also supported that women must be self-confident and fearless in order to overcome the barriers to promotion. Participant 5 accentuated that women must first possess self-confidence and believe that they are equal to men and they can do whatever men are able to do and they can even do better than men. Participant 5 recommends that should apply

for all promotional positions regularly and fearlessly and the SGB should always support women during the interviews.

There were however, responses of participants 1 and 3, which differed significantly to the majority of the participants. The two participants indicate that women must overcome their barriers to promotions of women by improving their knowledge and skills about management and leadership. Participant 1 argues that women should overcome their barriers to promotions by regularly attending professional development about how to become good managers by attending workshops. Avoiding barriers to promotions by professional development was supported by Participant 3, who indicated that women must always be ready to compete with men. Participant 3 emphasises that it is possible to regularly compete with men but they should first be trained on how to become effective managers. The responses of participant 1 and 3 indicate that the participants are aware that women do not possess sufficient knowledge and skills to become effective managers and leaders.

4.4.4 Main Theme 4: Strategies for assisting female educators to overcome promotional barriers

Main theme 4 is based on the fourth secondary research question. The participants were asked how they could assist female educators to overcome promotional barriers. An analysis of the participants' responses to the question produced one sub-theme, namely, respecting women's rights.

➤ Sub-theme 1: Respecting women's rights

This sub-theme is derived from main theme 1 and it focuses on assisting women to overcome promotional barriers by respecting women's rights. The responses of the all the participants are indicated in the table.

Table 12: Responses by SGB participants on how women's' rights should be respected

Participants	Responses
1	As SGB I think we also need to believe in women empowerment by giving them a fair chance.

2	I don't think women are fairly considered when it comes to being given a chance to occupy top positions. Women are seen as weak opponents compared to men. I think that is why they are still not given a fair chance and that is what SGBs must look at when deciding on who must get the post between a man and a woman and also based on the interview results.
3	In order to make sure that women are given a fair chance, the SGB structure must work according to their job description. I say this because I once encountered an incident where a chairperson of the SGB was given money to organise a panel. I conclude by saying the SGB must act according to their stipulated rules and not according to other people's opinion.
4	I don't think so, women are still underrated, and some people still believe that women do not have the necessary skills to be in promotional positions. As SGB, we have a role to see that the issue of gender equity is being addressed and implemented correctly.
5	I think they are given a fair chance, though we cannot say the issue of women empowerment has been implemented accordingly. There are still women out there that are still working as second in charge to men. The SGB must come up with strategies that will work as a solution to this problem. They need to work hand in hand with the Department of Education to ensure that women also get to be in the driving seat, maybe that when we can say we are living in a democratic country.

All the participants' responses indicate that the SGB should assist female educators to overcome promotional barriers by respecting their rights. Participant 1 confirmed this perception when indicating that the SGB should assist women to overcome the barriers to promotions by believing in women empowerment by respecting women's rights and giving them a fair chance. According to participant 2, women should be treated fairly and equally when they apply for higher positions in schools and they should be seen as equal to men and not weaker when compared to men. Participant 2 also emphasises that the SGB should be guided by interview result when they appoint the applicants to higher

positions and not be guided by men. According to participant 3, the SGB must always be guided by policy, rules and regulations when they appoint teachers in higher positions and they should avoid corruption because many male teachers are used to bribing the chairperson of the SGB. Participant 4 also supports adherence to policy when appointing teachers to higher positions. According to participant 4, many people wrongly believe that women are unequal to men because they do not have the essential skills to be in promotional positions. Participant 4 asserts that the SGB should adhere to the rules and regulations and they should always implement the principles or policies of human rights and gender equity. Participant 5 also emphasises the principle of human rights when appointing teachers in higher positions. According to participant 5, women and men should be treated equally because in South Africa, many women are working under men. Participant 5 recommends that the SGB should design effective strategies of ensuring that men and women are equal in leadership positions and they should collaborate with the DBE to ensure gender equality when promoting teachers to higher positions. Participants concluded by saying we are currently not yet living in a democratic country because there is no gender equality.

4.5. ANALYSIS OF DATA COLLECTED FROM TEACHERS BY MEANS OF INTERVIEWS

This section presents analyses and interprets the information collected from five teachers by means of individual interviews. The teachers were from five schools in the Groot Letaba Circuit. In this section, the participants are referred to as participants 1, 2, 3, 4 and 5. The responses of the interview questions are categorised into the following four main themes and 5 sub-themes:

Table 13: Responses by teachers on the main-themes

Main Theme	Sub-theme 1	Sub-theme 2
1. The barriers faced by female educators when applying for promotional positions in schools.	Women do not have self-confidence.	Women are fit to occupy management positions

2. How promotional barriers impact on women educators' teaching and other responsibilities at school.	Women become so demoralized that they are not able to perform to their level best.	
3. How women educators overcome barriers they face when applying for promotion in schools	Upgrading their knowledge and skills.	
4. What are the strategies that can be implemented to assist female educators overcome promotional barriers to management positions.	Men and the government should support women to overcome barriers to management positions	

The five main themes are based on the five research questions of the study. The next section focuses on the presentation, analysis and interpretation of data collected from teachers by means of individual interviews.

4.5.1 Main theme 1: The barriers faced by female educators when applying for promotional positions in schools

This theme is based on the first research question. The participants were asked three questions about the barriers faced by female educators when applying for promotional positions in schools. An analysis of the participants' responses produced one sub-theme, namely, women lost self-confidence because they are not supported.

➤ Sub-theme 1: Women lost self-confidence because they are not supported

Sub-theme 1 is based on main theme 1 which focuses on the barriers faced by female educators when applying for promotional positions in schools.

The following table indicate the participants' responses to the question:

Table 13: Responses from teacher participants on barriers faced by women

Participant	Response
1	I think women themselves lost self-confidence because they are not supported. Most women are not interested in management positions because they are afraid of being victimised by men. For Deputy Principalship posts and Principalship posts, men dominate the most. When women are given schools to run and have to work with men, they find it difficult and always think that men are undermining them and they will not cooperate. They also fear that men will take advantage of them when they are in promotional positions
2	Women are not given support by people who were supposed to and it discourages them. Male educators are sometimes harsh to women and they are afraid as such. At times women themselves are not sure if they can perform in those positions. Women are naturally and culturally taken as weak vessels and they may not be equal to the task sometimes. Some are afraid to leave their families behind in case they get the post far from their homes.
3	I think women lost confidence because they are being labelled as people who are only fit to occupy kitchens and not fit to be given schools to run. They are also being discouraged to apply for promotional posts by people who think they may not succeed in running a successful organization as a school. Whenever a woman get a chance to occupy a principalship positions, people start to attach many statements, such as saying, "that school is heading for fall because no women can ever run a successful school." People do not believe that women can be good leaders as men.
4	I believe that women have been discouraged to apply for those positions because even if they make an effort to apply, their application is not

	taken seriously as that of men. Every time when there are in principalship posts, women are not taken into serious consideration as men, so I think that might be the reason why women have lost interest.
5	Women lost confidence because they are still looked down by the society and they are still regarded as people who are powerless. Women also lost confidence because they feel oppressed by men and they are afraid to challenge men. Women also think they do not have strength to lead men, which I think it is not true because strength is not necessarily required for these, only skills and knowledge count. I don't think women are respected enough when it comes to giving them authority. They are still not trusted in anything they do and people believe that women are unfit for management positions.

As indicated in the tables, all the participants indicate that the main barrier faced by female educators when applying for promotional positions in schools is that women do not have self-confidence. According to the participant 1, women are not promoted because they do not have self-confidence. They always fear men because men always undermine them. Participant 1 emphasises that when women happen to be appointed to these posts, they are always not supported by men. Participant 2 also supported the perception that women are not promoted to higher positions because they do not possess self-confidence. In this regard, participant 2 also emphasised that women do not believe they can be successful in leadership positions and the local communities who reckon that not all women are fit to be leaders worsen this problem. According to participant 2, when women get a post far from their homes, they are afraid to leave their families behind and they are naturally and culturally taken as weak vessels because they lead institutions by heart which creates problems. Participant 3, who indicated that women are afraid to occupy promotional positions because they have lost confidence in themselves, also supported the lack of confidence as a barrier to occupying promotional positions. According to participant 3, the women lost this confidence because they are labelled as unfit for management positions and people believe that women cannot run a school successfully like men. Participant 4 also emphasised that women have lost confidence because they are not supported. According to participant 4, they have lost confidence because they are always undermined for promotions. Women are always discouraged to

apply for promotional positions because they are regarded as weak for those positions when compared to men. What is surprising is that women are always compared to men and not to other women. This perception indicates that there is a gender-based discrimination in the appointment of teachers in higher positions.

4.5.2 Main theme 2: How promotional barriers impact on women educators' teaching and other responsibilities at school

Table 14: Responses by all teachers on the impact of barriers experienced by Women.

The following table indicates the participants' responses to the question:

Participant	Response
1	It affects me negatively when I am always failing to be appointed to a promotional position because of my gender. In the interviews, I am able to answer many questions but I am not appointed to a higher post and the only people who are appointed to these positions are men. I am very angry about this discrimination and it affects my daily work. I am no more performing my work effectively because I am demotivated by my anger.
2	I am no more able to do my work effectively because I am always angry and demotivated when I work. I am angry because only men are appointed as principals. I am no more happy and satisfied at school and it affects my work negatively. I no more enjoy my work because of this barrier.
3	Promotional barriers causes a lot of conflict at my school because those women who are being sidelined do not perform to their level best, they become so demoralised. They do not even bother to upgrade themselves because they know that even if they are more skilled and more learned than men, still they won't be considered.

4	As an educator I feel like I am being affected much by this barriers, because what happens is when people are given posts without having checked if they will be able to cope, it becomes a problem as most of them struggle even to know their position as managers. This happened to most men who earned their positions simply because of their friends were in charge, struggle even to execute duties allocated to them. This also affectsme as I have to carry duties those were supposed to be done by others. I feel so overloaded with jobs which then cause a lot of stress.
5	Barriers can affect ones work because you sometimes feel so concern when you see a person in a managerial position, not knowing what to do whilst they occupy higher positions. People should work for those positions instead of just sitting there and become spectators. I will say I am affected by this because when you apply for a position and not win, you become demoralised or sometimes think I am not competent enough for not having given the post and as such, I do not have that much power to work or display my skills. I don't work whole heartedly.

This theme was derived from the secondary research question (Question 2). The participants were asked a question about the impact of promotional barriers on women educators' teaching and other responsibilities at school. An analysis of the participants' responses as indicated in the table produce done sub-themes, namely; women become so demoralised that they are not able to perform to their level best.

- Sub-theme 1: Women become so demoralised that they are not able to perform to their level best.

Sub-theme 1 emerged from main theme 2 which focused on the impact of promotional barriers on women educators' teaching and other responsibilities at school.

As indicated in the table, the findings of the study revealed that all the participants indicates that promotional barriers demoralise women to an extent that they are not able to perform their work effectively. This view was confirmed by participant 1 who indicated that the barriers to promotional positions are affecting her work negatively

because she is always angry when she performs her work. The anger which is caused by discrimination against her because of her gender demotivates her to work hard. The participant indicates that she always perform very well in the interviews but she is not appointed because she is a woman and this is clear because only men are appointed to senior positions. Her work is always poor because she is always angry and demotivated when she performs her work. Participant 2 also supported that she is experiencing a negative impact on her work because of demotivation. Participant 2 indicates that the barrier to occupying promotional position is negatively affecting her work. She believes that she is capable to be a principal but she is not appointed. She is demotivated in her work because she is not appointed as a principal and only men are appointed. She is no more able to perform her work effectively because she is always worried about this barrier. Participant 3 also confirms that discrimination against her is affecting her work at school. According to participant 3, promotional barriers cause many problems at school because all women who are sidelined do not perform their work to their best level. Participant 3 emphasises that the promotional barrier is also demoralising women to improve their academic and professional qualifications, which indicates that their performance is poor. Participant 3 knows several women who have high qualifications but are not promoted. Participant 4 also supports that gender discrimination on promotional positions is affecting her work negatively. Unlike participant 1, 2 and 3, who emphasise that the barrier is affecting the performance of women. Participant 4 indicates that the gender-based barrier is affecting both female and male teachers because incompetent male teachers are appointed to higher positions such as school managers. Owing to their incompetence, the male principals struggle to manage and lead the schools. Owing to her high competence of management and leadership, she is forced to perform many duties of the male principal, which creates overload that causes a lot of stress on her part. The overload and stress result in poor performance of the female teacher. Participant 5 also confirms that gender-based barrier result in poor academic performance. Participant 5 indicates that some principals who are in managerial positions are not competent, which result in poor performance of the school. This situation demoralises and demotivates her and she is no more able to work wholeheartedly, which result in her poor performance.

4.5.3 Main theme 3: How women educators can overcome barriers they face when applying for promotion in schools

This theme emerged from the secondary research question. The participants were asked questions about how women educators can overcome barriers they face when applying for promotion in schools. An analysis of the participants' responses as indicated in the table, produced one sub-theme, namely; upgrading their knowledge and skills.

➤ Sub-theme 1: Upgrading their knowledge and skills

Sub-theme 1 emerged from main theme 3.

Table 15: Responses by teachers on women upgrading their skills

Participant	Response
1	Female educators can overcome barriers by making sure that they upgrade themselves academically so as to be able to compete with men when it comes to occupying managerial positions. They also need to attend workshops that deal with barriers that women are faced with and how to address them.
2	They can always further their studies to be seen as more qualified than the male counterparts and also be bold enough in whichever position they themselves in.
4	To overcome this barriers, women need to improve their qualifications and this will enable them to learn to stand for themselves and not always pave way for men who even fail to support them when they are managers.
5	Women must further their studies in order to acquire more knowledge and skills about management and leadership. This will enable them to be confident managers and leaders and to make sure that whenever they are called for interviews, they deliver, so that it will not be easy for their opponent to out-play them. They must prepare thoroughly for those interviews and make sure that they know all the dimensions. They also need to guard against the malpractice that happens during shortlisting

	and interviews, which is to exchange the posts with money by people who think they have power to do anything.
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As the table indicates, the majority of participants indicate that women educators can overcome the barriers to promotions by upgrading their knowledge and skills. This finding is confirmed by participant 1 who indicated that women can be able to compete with men by improving their academic and professional qualifications and attending professional development workshops. The workshops will assist them to understand how they can address the challenges that they face when they apply for promotional positions in schools. Addressing the barriers to promotions of women by improving their knowledge and skills was supported by participant 2 who indicated that women can overcome this challenge by furthering their studies more than men. In other words, women should ensure that they possess the highest academic and professional qualifications such as doctoral degree in management and leadership. Participant 2 emphasises that when women possess highest qualifications, they will be confident and bold to manage educational institutions when they have been promoted to higher positions. This perception was also supported by participant 3 who emphasised that female teachers should always further studies until they possess the highest qualifications in the teaching profession. Highest qualifications will increase the knowledge and skills of women and they will be able to manage the schools effectively and male teachers will no more compete with them. Participant 4 also supported overcoming promotional barriers through further studies. According to participant when women possess highest qualifications than men in the teaching profession, they will become confident and independent from men and will never allow men to occupy promotional positions. Participant 5 also confirmed that their promotional barrier can be overcome by enrolling at universities in order to improve their knowledge and skills. The high knowledge and skills will assist the women to prepare thoroughly for the interviews and make it difficult for men to compete with them and they must avoid any malpractices such as corruption such as bribing the interviewers. More knowledge and skills will also assist the women to be confident when they are appointed as managers and leaders.

4.5.4 Main theme 4: The strategies that can be implemented to assist female educators overcome promotional barriers to management positions

Main theme 4 was produced by analysing participant's responses related to secondary research question 4. The participants were asked questions about the strategies that can be implemented to assist female educators overcome promotional barriers to management positions. An analysis of the participants' responses produced one sub-theme, namely, men should support women.

- Sub-theme 1: Men and the government should support women to overcome barriers to management positions

This sub-theme emerged from main theme 4 which focuses on the strategies that can be implemented to assist female educators overcome promotional barriers to management positions. An analysis of participants' responses to the question, as revealed in the table, revealed that men should support women who apply for promotional positions.

Table16: Responses by participants on strategies to assist women to overcome promotional barriers.

Participant	Response
1	I think male teachers have a role to play on this issue. They need to give moral support to women who wish to apply for managerial positions. They need to help them with the necessary support that will see majority of women occupying better positions. They must advice women to acquire skills that are necessary for those positions. Also need to advise them to upgrade themselves academically so that they can be able to contend with men. The government needsto monitor the implementation of the Equity Act because it is not yet fairly put into practice.
2	The government and teachers must always give them responsible positions at work or delegate women in the areas which are of challenges such that the women themselves feel empowered. They must implement the Equity Act effectively and always act in the manner that women are also professionals who can take care of whatever task delegated to them.

3	Men can assist by allowing women to exercise their ability and not discourage them when they are in managerial positions. They can also assist by giving them a chance to occupy managerial positions and not side-lining them. The government needs to assist by monitoring the implementation of the Equity Act, which will to see the majority of women being promoted as managers. The government must make sure that delegates are deployed to monitor the process of shortlisting and interviews so that they can be able to detect the malpractices, that happens there.
4	Male educators can help female educators by giving them a chance to occupy promotional position and help them to run those schools in a professional manner. The government needs to allocate posts strictly for women and give them a chance to exercise their rights. The SGB must stop taking bribes.
5	They just need to give them the necessary support, always carry up the duties allocated to them in a good manner. Assist them to apply for promotional posts. That will be enough and it will indicate that they are ready to welcome women as managers and not as subordinates.

According to the participants' responses indicated in the table, the majority of the participants indicate that the best strategy to assist women to overcome promotional barriers to management positions is that the government and men should support the female teachers to overcome the barriers to learning. Participant 1 emphasises that the government should support women by ensuring that the Equity Act of South Africa is effectively applied and avoid discrimination of women and gender-based violence. The government must apply these strategies by ensuring that interviews are conducted fairly and without discrimination and corruption and ensure that more women occupy managerial positions. Participant 1 also emphasises that the government should always advise women to further their studies and always submit applications for promotional positions. The support of female teachers as a strategy to fight promotional barriers facing women is confirmed by participant 2 who indicates that the government and teachers must always give women responsible positions in schools, avoid discrimination of women, empower women and ensure that Equity Act is effectively implemented. The

provision of support to women as a strategy of avoiding barrier for promotional positions of women is also supported by participant 3 who asserted that men, especially male teachers should support women by respecting the rights of women and support women when are appointed in managerial positions. The government should always monitor the interview processes in order to avoid discrimination and corruption.

4.6 ANALYSIS OF DATA COLLECTED FROM DEPUTY PRINCIPALS AND HEADS OF DEPARTMENT BY MEANS OF QUESTIONNAIRES

This section presents analyses and interprets the quantitative information collected from deputy principals and heads of department through questionnaires. The data were collected from 25 teachers who are deputy principals and heads of department.

4.6.1 Biographical information

Current management position

Current management positions of respondents are shown in the table.

(a) Positions of respondents

Table 17: Positions of Respondents

Rank	Frequency	Percentage
Deputy Principal	8	32
Head of Department	17	68
Total	25	100

The data on the table indicates the various positions or ranks of the respondents of this study. The table indicates that 32% of respondents are deputy principals and 68 %heads of department.

(b)Age of the respondents

Table 18: Age of the respondents

Age in years	Frequency	Percentage
30-34	2	8
35-39	6	24

40-44	7	28
45-49	7	28
50-54	2	8
55-59	1	4
Total	25	100

The table above reveals that there are 2 (8%) youngest female teachers and only 1 (4%) oldest teacher who participated in this study. The findings also revealed that 22 respondents (88%) who participated in the study are middle-aged teachers. These findings indicate that all the age groups of young, middle aged and elderly participated in the study.

(c) Teaching experience

Table 19: The teaching experience of the respondents

Years	Frequency	%
Less than 7 years	2	8
7 years	3	12
8-9 years	7	28
10-15 years	5	20
16-20 years	5	20
More than 20 years	3	12
Total	25	100

The table above reveals that the 2 or 8% of the respondents have less than 7 years teaching experience. Furthermore, 3 or 12% of the respondents have 7 years teaching experience, 7 or 28% of the respondents have 8-9 years teaching experience, 5 or 20% of the respondents have 10-15 years teaching experience, 5 or 20% of the respondents have 16-20 years teaching experience, 3 or 12% of the respondents have more than 20 years teaching experience. The findings indicate that many teachers (92%) who participated in the study have experienced in the teaching profession. This implies that the data collected in this study is reliable.

(d) Highest qualification

Table 20: Academic qualification of the respondents

Academic Qualification	Frequency	Percentage
3 year diploma	1	4
3 year diploma + ACE	5	20
4 year bachelors' degree	5	20
3 year bachelors' degree + teaching certificate	3	12
Hons, MED, PHD + teaching certificate	11	44
Total	25	100

The quality of education is directly dependent on the academic qualifications and competence of educators. According to table 19, the findings of this study reveal that 6 or 24% of the respondents have passed matriculation only, 8 or 32% passed bachelor's degree, 11 or 44% passed honours bachelor's degree. This implies that all the participants of this study are well qualified.

4.6.2: Barriers to promotion

The respondents were asked ten questions about barriers to promotions and the responded. Below sub-headings capture their responses and interpretation or analysis that applies.

(a) Women are discriminated upon when they apply for management positions.

The respondents were asked to confirm whether women are discriminated upon when they apply for management positions in schools. The data reflected in Figure 4.1 show their responses. The responses indicates that 44% of the respondents strongly agree, 32% agree, 16% disagree and 8% strongly disagree that women are discriminated upon when they apply for management positions in schools.

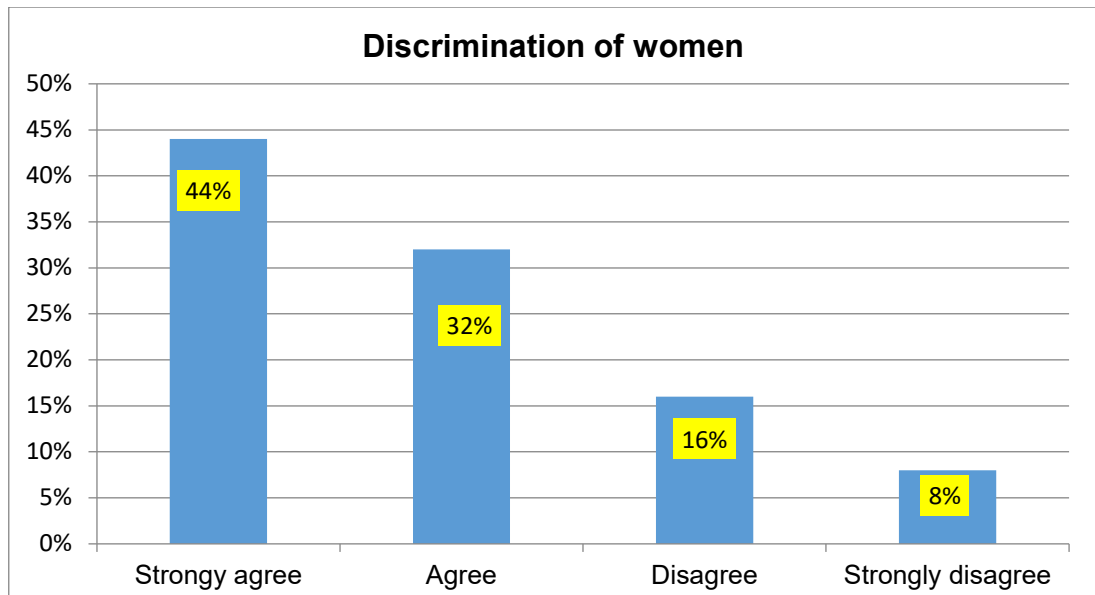


Figure 4.1: Women are discriminated upon

This implies that the majority of the respondents (76%) concur that women are discriminated upon when they apply for management positions in schools, while the minority of the respondents (24%) disagree that women are discriminated upon when they apply for management positions in schools. The responses of the majority are confirmed by Pirouznia and Sims (2006) who accentuate that women are in fact actively seeking management positions are ready and are always accessible to fill higher positions, but the recruitment and selection procedures which are managed principally by men, prevent women from seeking and obtaining high level management positions, such as principalship. This revelation or finding implies that women are interested in applying and occupying management positions but they are discriminated upon when they apply for the positions.

(b) Women are afraid to apply for senior positions owing to lack of confidence

The respondents were asked to indicate whether women are afraid to apply for senior positions owing to lack of confidence. The data reflected in Figure 4.2 show their responses. The data reflected in Figure 4.2 indicates that 32% of the respondents strongly agree, 48% agree, 16% agree and 8% strongly disagree that women are afraid to apply for senior positions due to lack of confidence. An analysis of these responses revealed that the majority of the respondents (80%) agree that women are discriminated upon they apply for management positions in schools while the minority of the respondents (20%) disagree that women are afraid to apply for senior positions owing to lack of confidence.

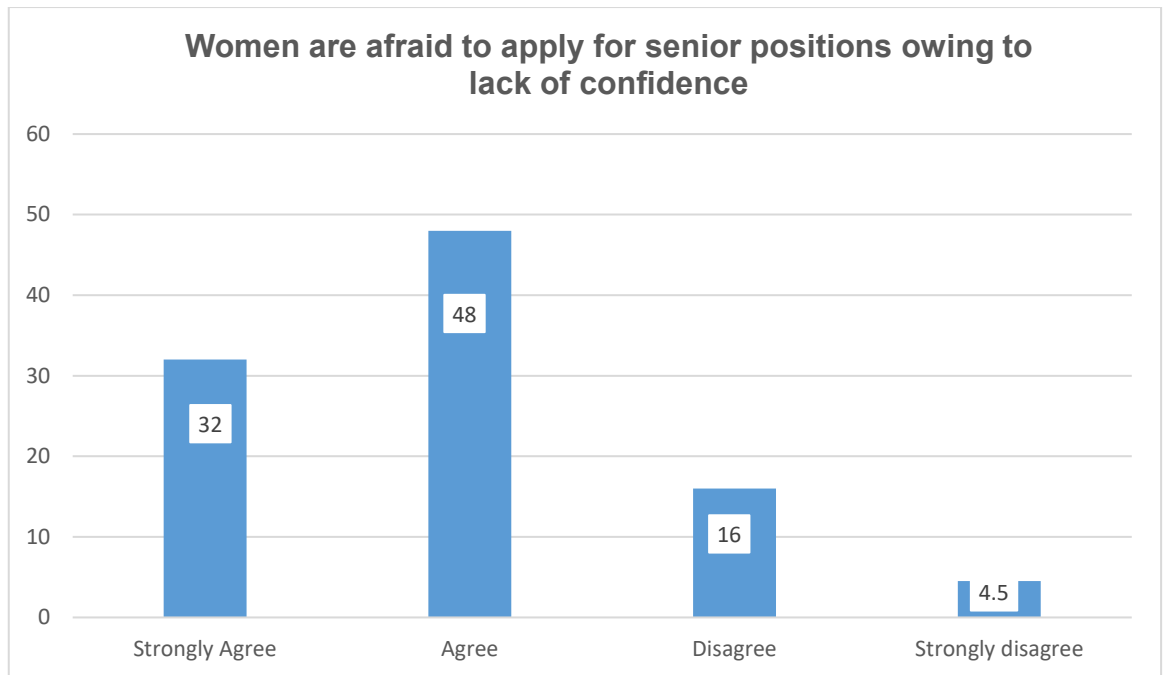


Figure 4.2: Women are afraid to apply for senior positions

Chabaya et al., (2009) support the responses of the majority when stressing that women are their own nastiest enemies when it comes to promotional diagnosis because they lack self-confidence when they apply for senior positions. These findings imply that women are afraid to apply for promotional positions because of their fear for criticism and fear of taking risks. In contrast, De Braine (2011) indicates that women are just prevented from occupying top leadership and management vacant posts in South Africa.

(c) Family commitments hinder women from advancing in their careers

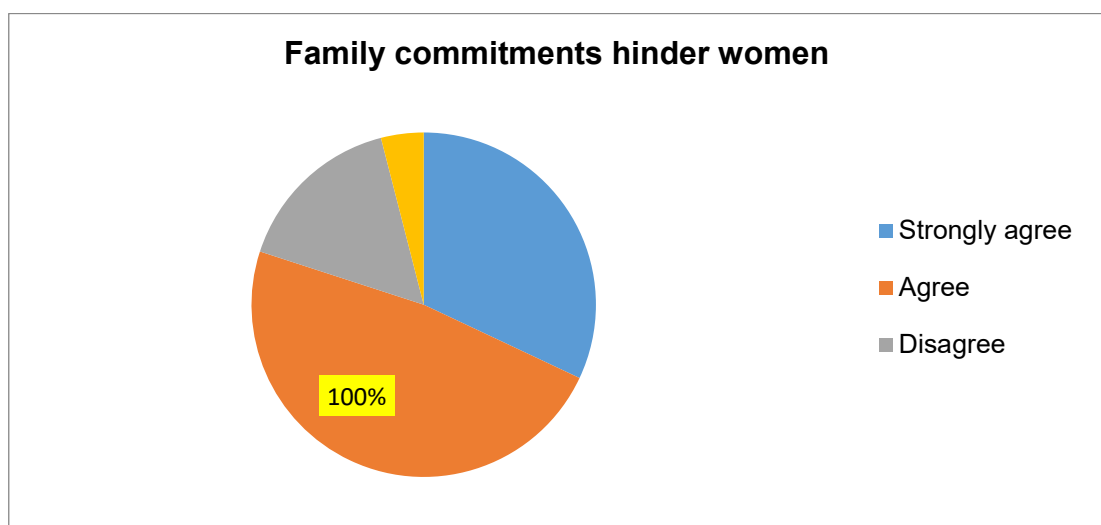


Figure 4.3: Family commitments hinder women from advancing in their careers

The respondents were asked to indicate whether family commitments hinder women from advancing in their careers. The data reflected in Figure 4.1 show their responses. According to the data reflected in Figure 4.3, all the respondents (100%) agree that family commitments hinder women from advancing in their careers. These findings suggest that women have many commitments in their families, such as cooking food, looking after children, cleaning and washing clothes, which make it difficult for them to perform their management duties in schools. The responses of the majority are supported by Einarsdottir, Christiansen and Kristjansdottir (2018), who indicate that one obstacle is that some women managers, especially those with families, experience the so called “second shift syndrome”, where they must work on the first shift in the workplace and continue to the second shift in the home environment. Brownell (2004) adds that family responsibilities is also a major barrier to women’s advancement to higher positions because when women are appointed to higher positions, they are sometimes required to leave their homes to another country.

(d) Women are less effective managers than men.

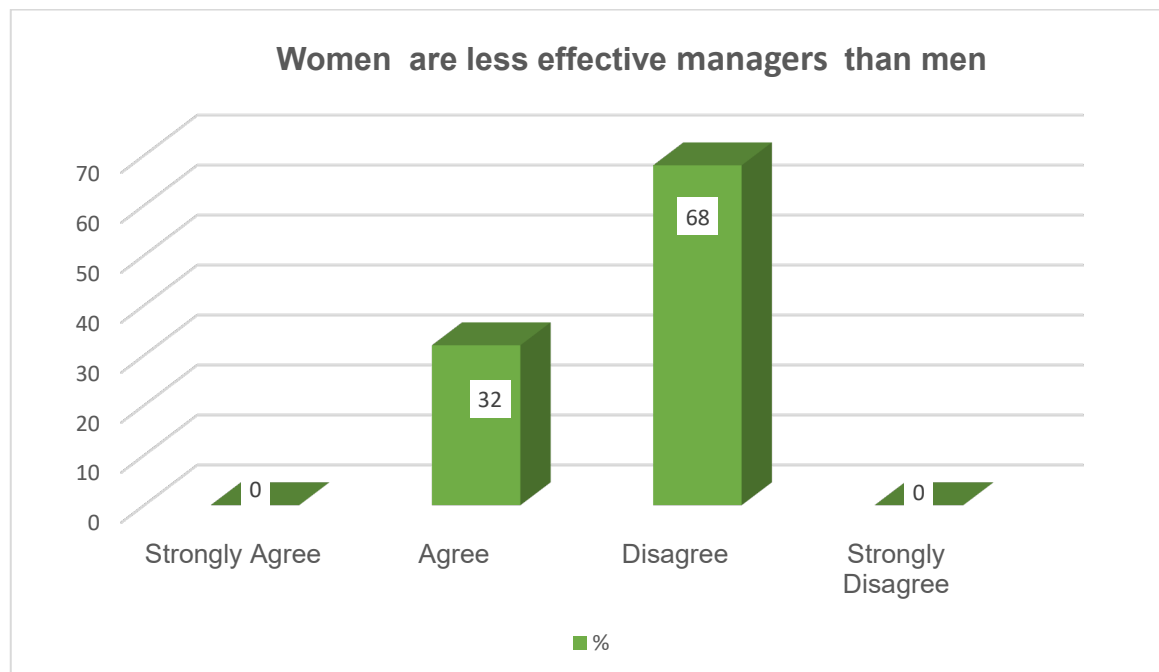


Figure 4.4: Women are less effective managers than men.

The respondents were asked to confirm whether women are not as much of effective managers as men. The data reflected in Figure 4.4 show their responses. An analysis of the responses revealed that 68% of the respondents disagree, 32% agree, while 0% strongly

disagrees and 0% strongly disagrees. This finding indicates that the assumption that women are less effective managers than men is just a negative prejudice towards women. The role congruity theory supports this perception of prejudice toward female leaders. The theory proposes that perceived incongruity between the female gender role and leadership roles leads to two forms of prejudice, namely; perceiving women less favourably than men as potential occupants of leadership roles and evaluating the behaviour that fulfils the prescriptions of a leader role less favourably when it is enacted by a woman (Eagly & Karau, 2005). Eagly and Karau (2002) emphasise that women who are leaders are perceived in a less positive manner when compared to male leaders.

(e) Women are unfit for leadership because they are weak, soft hearted, people-oriented and fearful.

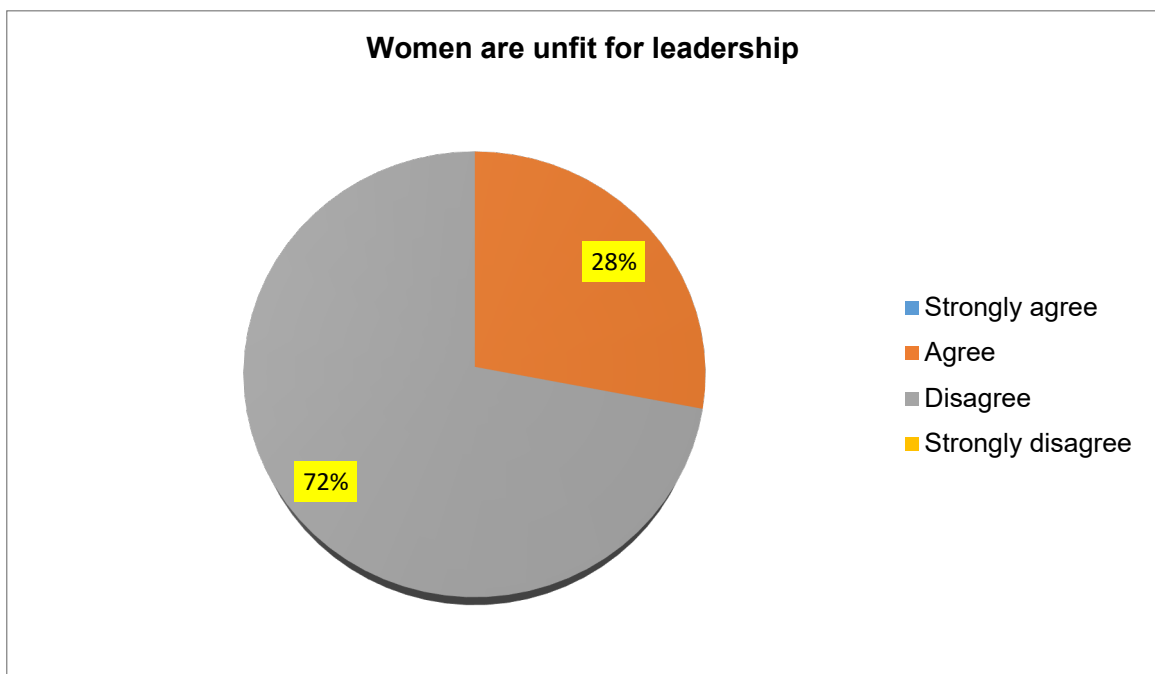


Figure 4.5: Women are unfit for leadership because they are weak, soft hearted, people-oriented and fearful

A question was posed to establish whether the respondents agree that women are unfit for leadership because they are weak, soft-hearted, people-oriented, and fearful. The data reflected in Figure 4.5 below shows their responses. The data reflected in Figure 4.5 indicate that 72% of the respondents disagree while 28% agree that women are unfit for leadership because they are weak, soft-hearted, people-oriented and fearful, while, 0% strongly agree and 0% strongly disagree. These findings suggest that many women are fit, fearless and strong for leadership positions although they are soft hearted and people-oriented. Pirouznia and

Sims (2006) support this view when they indicate that women are not failing to be promoted to higher positions because they have been socialised as females, but because they are locked into low power-driven jobs by the male-dominated system itself.

- (f) Women do not apply for management positions because they are not interested in moving their families from one place to another.

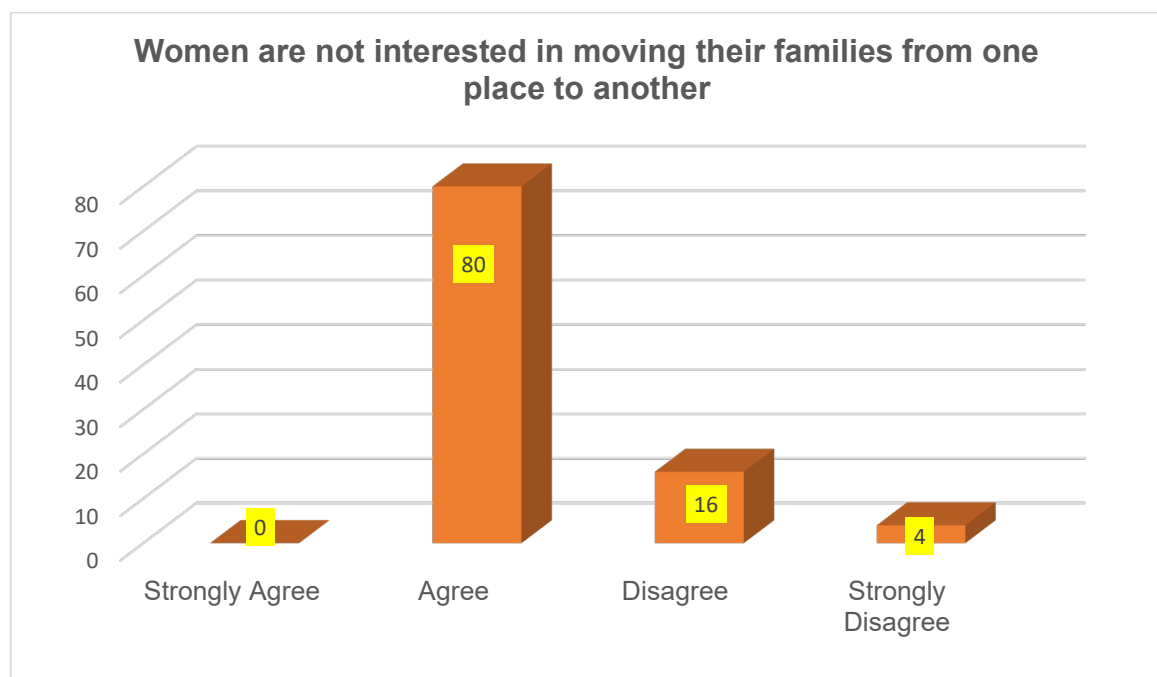


Figure 4.6: Women are not interested in moving their families from one place to another.

When teachers are promoted, they are sometimes forced to change their residence and move their families from one place to another. Therefore, respondents were asked a question to establish whether they agree or disagree with the assumption that women do not apply for management positions because they are not interested in moving their families from one place to another. The data reflected in Figure 4.6 show their responses. The data reflected in Figure 4.6 indicate that the majority of the respondents (80%) agree, 16% disagree and 4% strongly disagree that women do not apply for management positions because they are not interested in moving their families from one place to another. These findings suggest that the majority of women teachers do apply for management positions and they are not worried about moving their families from one place to another. This perception is supported by the findings of a study conducted by Home (1998), which revealed that both married and single women are not fascinated in moving their families from one place to another. Chabaya et al. (2009) found that many

female teachers turn down promotions which require them to move their families to other places. According to Akpinar-Sposito (2012), many female teachers who are appointed in higher positions are not prepared to relocate to other place because of their children's education and societal support systems.

- (g) Women are hindered from occupying senior positions because they are not supported by both their male and female colleagues

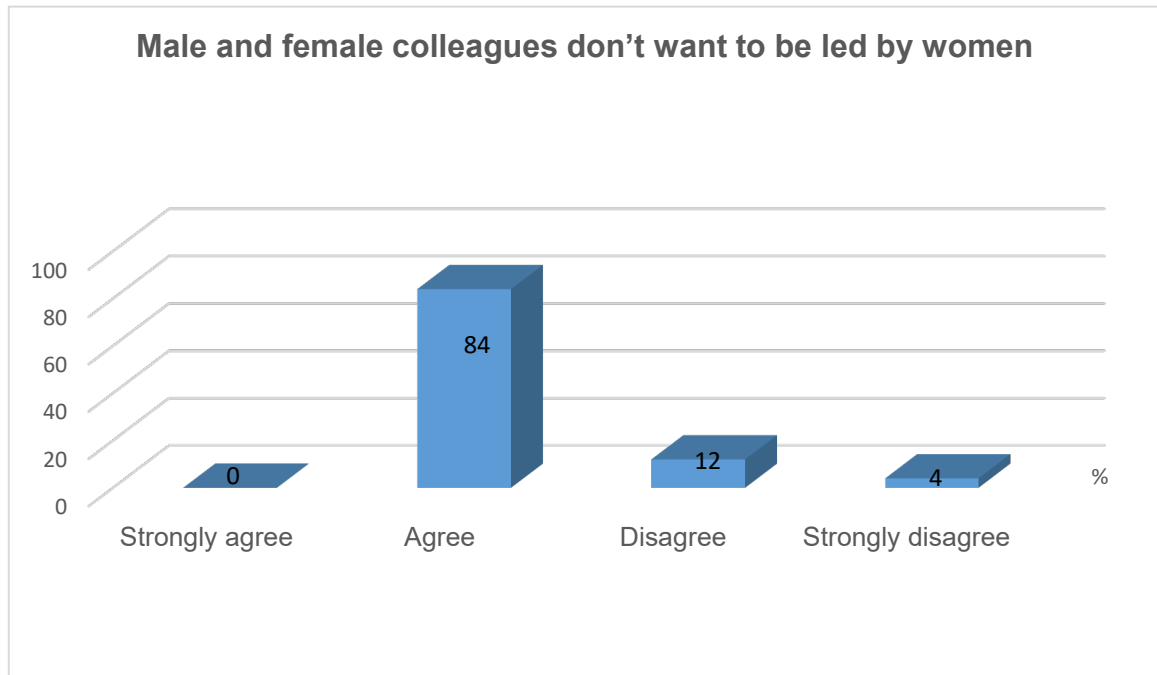


Figure 4.7: Male and female colleagues do not want to be led by women

There is an assumption that women are hindered from occupying senior positions because both their male and female colleagues do not support them because they do not want to be led by women. The respondents were therefore asked whether they agree with this assumption. The data reflected in Figure 4.7 show their responses. According to the responses, the majority of the respondents (80%) agree that women are hindered from occupying higher-ranking positions because they are not given the necessary support by both their male and female colleagues because they do not want to be led by women, while 12% disagree and 4% strongly disagree. These responses indicate that many teachers do not want women to occupy management positions. This is confirmed by Lipman-Blumen (1984) who emphasises that women are regarded as unfit for leadership because they are portrayed as weak, soft hearted, people-oriented, sensitive, manipulative, talk too much, prone to lying, protective, passive, emotional, dependent, fearful, and unsure about themselves.

(h) Communities do not like women to occupy management positions.

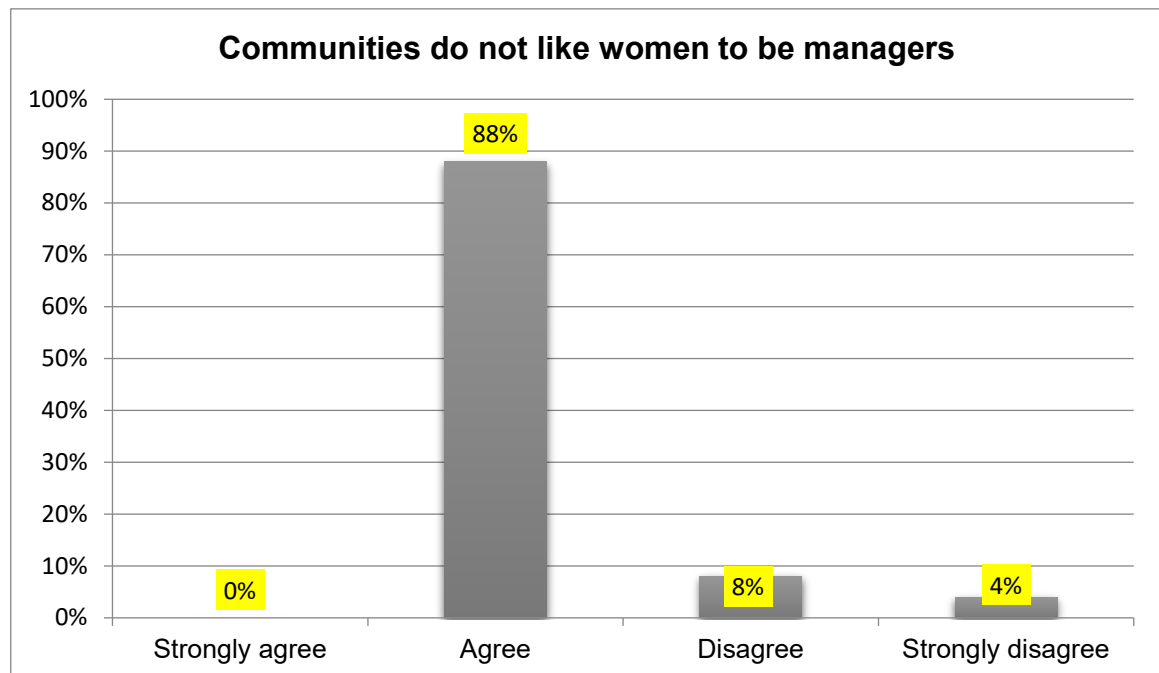


Figure 4.8: Communities do not like women to occupy management positions

A question was posed to the respondents to establish whether they agree that communities do not like women to occupy management positions. The data reflected in Figure 4.8 show their responses. The data reflected in Figure 4.8 indicate that the majority of the respondents (88%) agree, 8% disagree, while 4% strongly disagree that communities do not like women to occupy management positions. These findings suggest that the whole society do not want women to occupy management positions because they believe that women are not on top form to occupy management positions. Osumbah (2011) confirms this view when emphasising that women are branded as mothers and wives and not skilful to occupy top management positions. That is why there is a saying which says, “women take care, men take charge” (Welbourne, 2005).

(i) Women do not have aspirations to occupy top positions in the workplaces

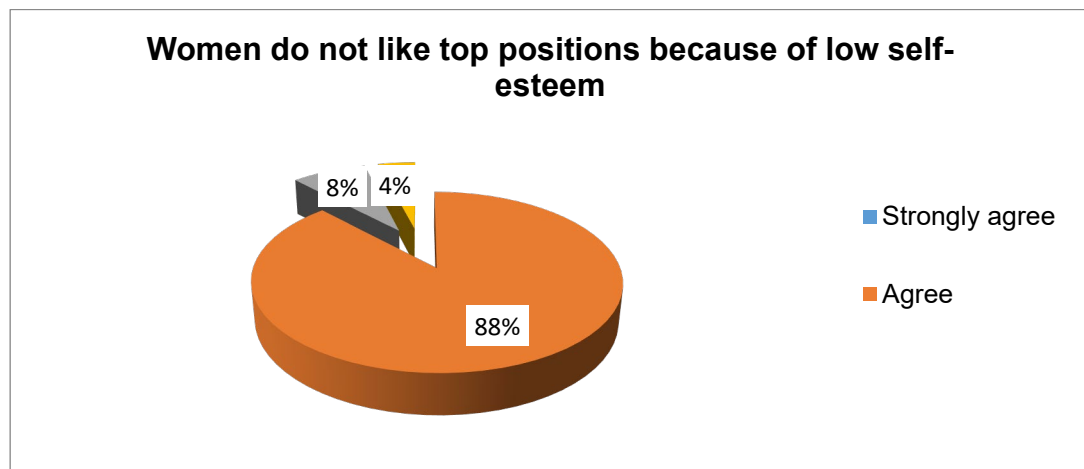


Figure 4.9: Women do not like top positions because of low self-esteem

The respondents were asked a question in order to establish whether they agree that women do not like top positions because of low self-esteem. The data reflected in Figure 4.9 show their responses. The data reflected in Figure 4.9 indicate that the majority of the respondents (88%) agree, 8% disagree, while 4% strongly disagree that women do not like top positions because of low self-esteem. The response of the majority suggests that many women do not like top positions because of their low self-esteem or self-confidence. This is confirmed by Chabaya et. al, (2009) who indicate that women do not have aspirations to occupy top positions in the workplaces because of low self-esteem, inferiority complex and lack of self-confidence.

(j) Lack of mentoring opportunities from male superiors prevents women from occupying management positions.

The respondents were asked a question in order to establish whether they agree that lack of mentoring opportunities from male superiors prevents women from occupying management positions. Mentoring refers to a system of guidance whereby one person shares their knowledge, skills and experiences to assist others to progress in their own lives and careers (Oxford English Advanced Dictionary, 2014). The data reflected in Figure 4.10 show their responses. The data reflected in Figure 4.10 indicate that 76% of the respondents strongly disagree, 20% agree and 4% strongly agree that lack of mentoring opportunities from male superiors prevents women from occupying

management positions. These responses indicate that many women teachers do not have mentors who teach them about management.

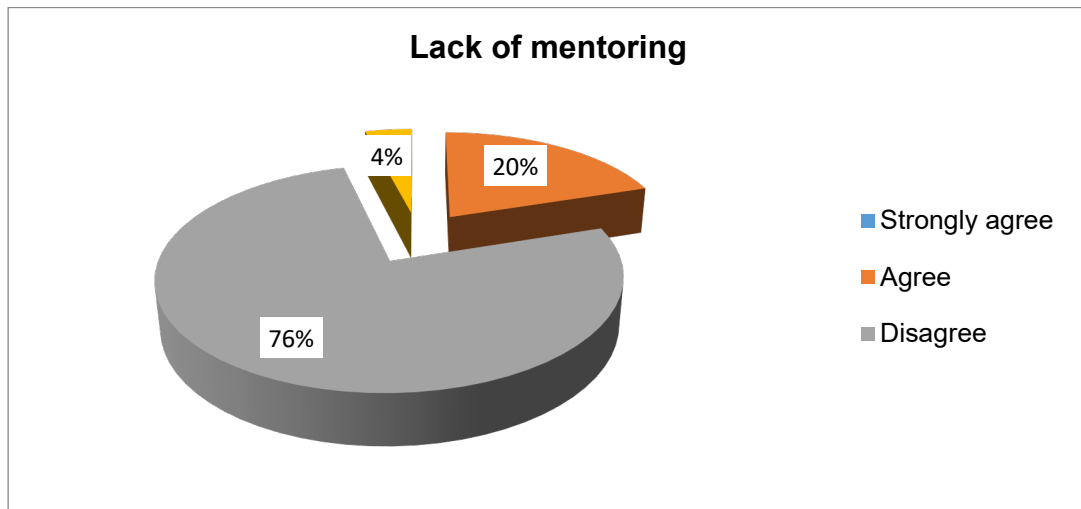


Figure 4.10: Lack of mentoring opportunities from male superiors prevents women.

Dreher and Cox (1996) confirm this view when indicating that another barrier to career promotion is the lack of mentoring opportunities from male superiors. Females find it difficult to gain informal mentors who are male and if they find a male mentor, they face many challenges during the mentoring relationships, especially in relation to its nature and possibility of misinterpretation.

4.6.3 The challenges experienced by female educators in management positions

(a) Female teachers in management positions are not respected by male teachers

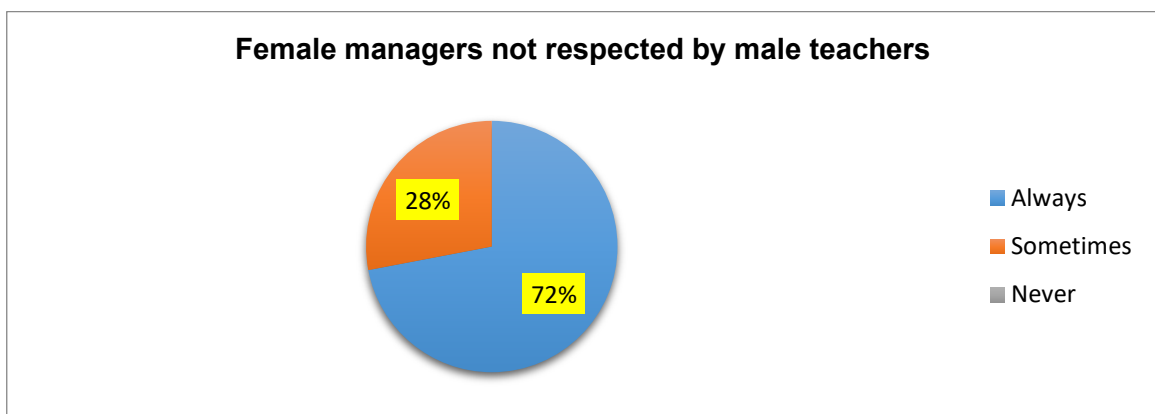


Figure 4.11: Female managers are not respected by male teachers.

The respondents were asked whether male teachers do not respect female teachers in management positions. The data reflected in Figure 4.11 show their responses. The data

reflected in Figure 4.11 reveal that 72% of the respondents indicate that male teachers do always not respect female teachers in management positions while 28% of the respondents indicate that male teachers do sometimes not respect female teachers in management positions. These findings suggest that there are no female teachers in management positions who always respected by male teachers, which indicates that male teachers are undermining female teachers in management positions. According to Bergeron, Block and Echtenkamp (2006), female teachers in management position are not respected because men always question the women's level of competency and they are viewed as not as much of effective managers than men.

(b) Married female teachers in management positions are not supported by their husbands.

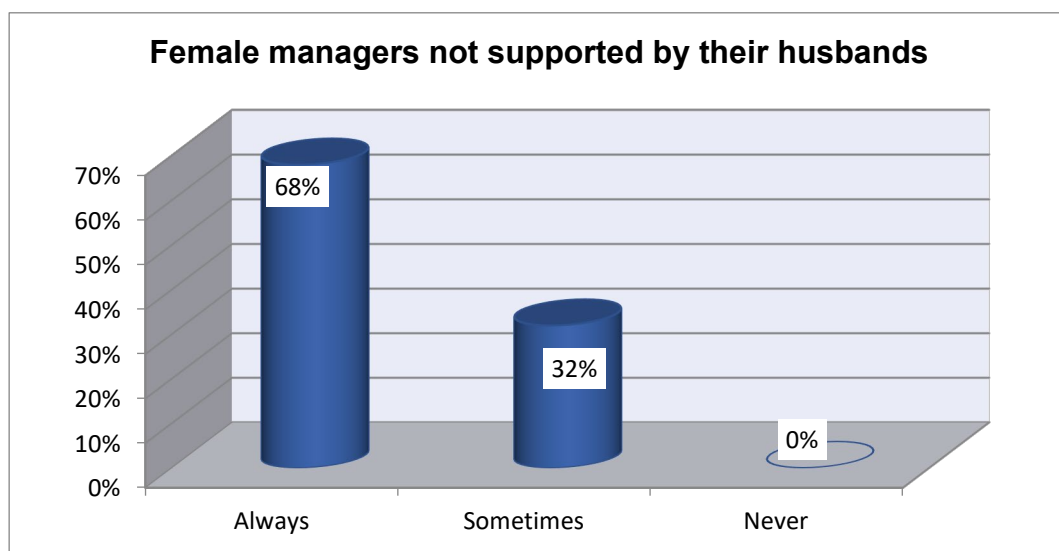


Figure 4.12: Female managers are not supported by their husbands.

The respondents were asked whether their husbands do not support female managers in management positions. The data reflected in Figure 4.12 show their responses. The data reflected in Figure 4.12 reveal that 68% of the respondents indicate that their husbands do always not support female managers in management positions while 32% of the respondents indicate that their husbands do sometimes not support female managers in management positions. These findings indicate that there are no female managers in management positions who get full support from their husbands. This indicates that many husbands of female managers in management positions do not want their wives to be managers because of gender discrimination. These findings are confirmed by Chabaya et al. (2009), who emphasise that lack of family support especially the husband, also

contribute to the under-representation of women in management positions because the wife apply for a position if the husband approves it.

(c) Female managers are not able to solve management problems.

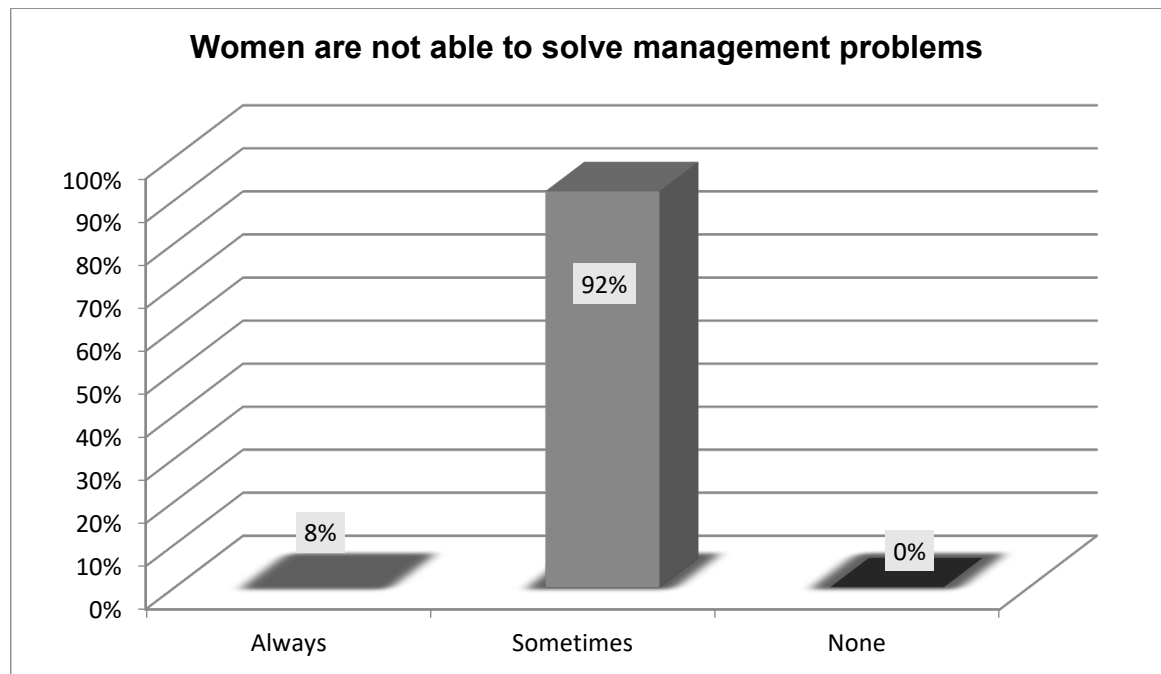


Figure 4.13: Female managers are not able to solve management problems

This question was posed to establish whether female managers are not able to solve management problems. The data reflected in Figure 4.13 show their responses. The data reflected in Figure 4.13 reveal that the majority of the respondents (92%) indicate that sometimes female managers are not able to solve management problems while 8% of the respondents indicate that female managers are always not able to solve management problems. The findings indicate that there are no female managers who are always able to solve management problems. This indicates that female managers always have challenges when they solve management problems.

(d) Female teachers in management positions are sexually harassed by their seniors

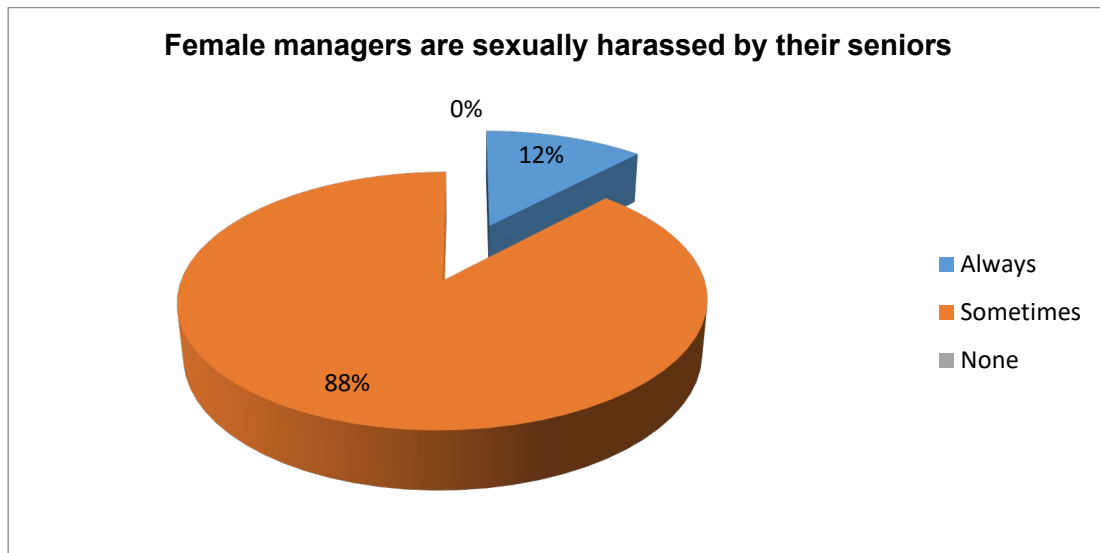


Figure 4.14: Female managers are sexually harassed by their seniors

This question was posed to establish whether their seniors sexually harass female teachers in management positions. The data reflected in Figure 4.14 show their responses. The data reflected in Figure 4.14 revealed that the majority (88%) of the respondents indicated that female teachers in management positions are sometimes sexually harassed by their seniors, while 12% of the respondents indicate that female teachers in management positions are always sexually harassed by their seniors. These findings indicate that their seniors sexually harass many female teachers in management positions. Dreher and Cox (1996) support this view in emphasising that some female managers are even subjected to sexual harassment.

(e) Female teachers in management positions are afraid to take strong decisions.

The respondents were asked a question to establish whether female teachers in management positions are afraid to take strong decisions. The data reflected in Figure 4.15 show their responses.

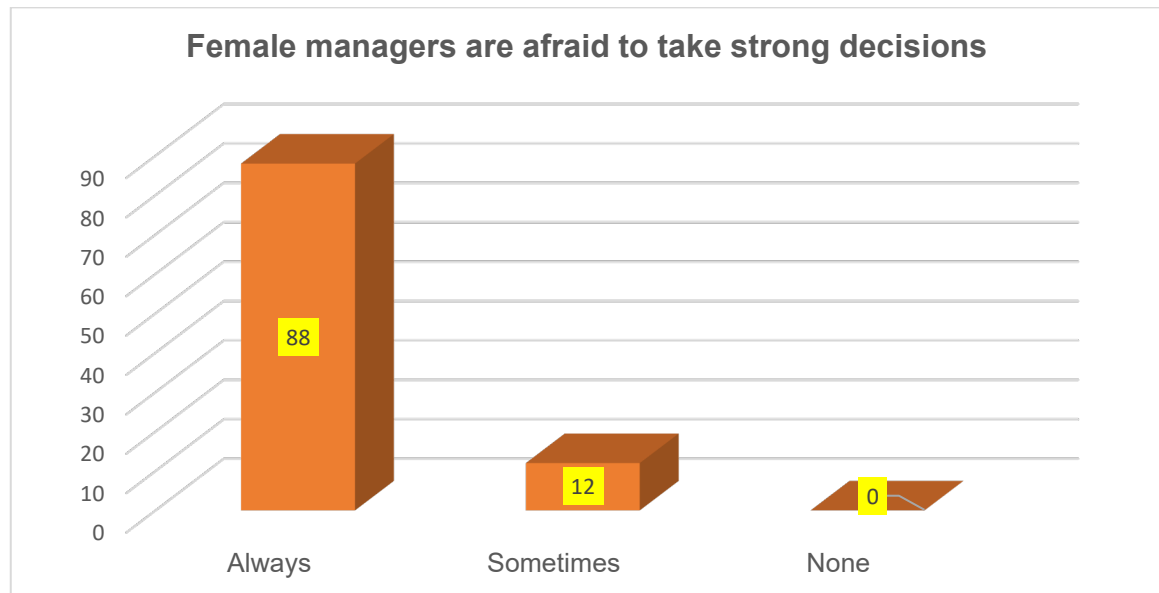


Figure 4.15: Female managers are afraid to take strong decisions.

The data reflected in Figure 4.15 indicate that the majority (88%) of the respondents indicate that female teachers in management positions are always afraid to take strong decisions, while 12% of the respondents indicate that female teachers in management positions are sometimes afraid to take strong decisions. These findings suggest that all female teachers in management positions are always afraid to take strong decisions. Hansard (1990) confirms this perception when emphasising that women lack self-confidence because of their fear for criticism and fear of taking risks.

(f) The learners do not respect female school managers.

This question was posed to establish from the respondents, whether female school managers are not respected by the learners. The data reflected in Figure 4.16 show their responses. The data reflected in Figure 4.16 indicate that the majority of the respondents (80%) indicate that the learners do always not respect women, while 20% of the respondents indicate that the learners do sometimes not respect women. The findings suggest that in many schools, learners do not respect female managers.

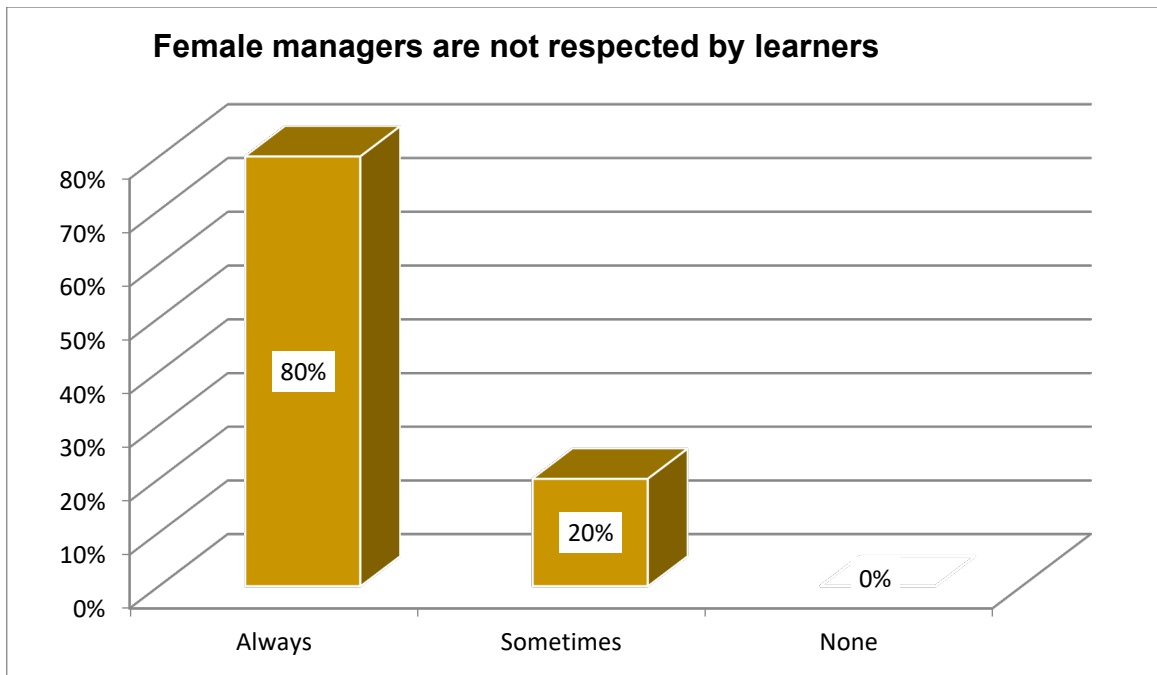


Figure 4.16: The learners do not respect female school managers

Settembre (2018) confirms these findings who indicate that students tend to push the limits more with female teachers in terms of leaving the classroom, talking in class, whipping out cell phones or asking for extensions with assignment, than they would with male teachers.

(g) Female school managers are afraid to give instruction to male educators.

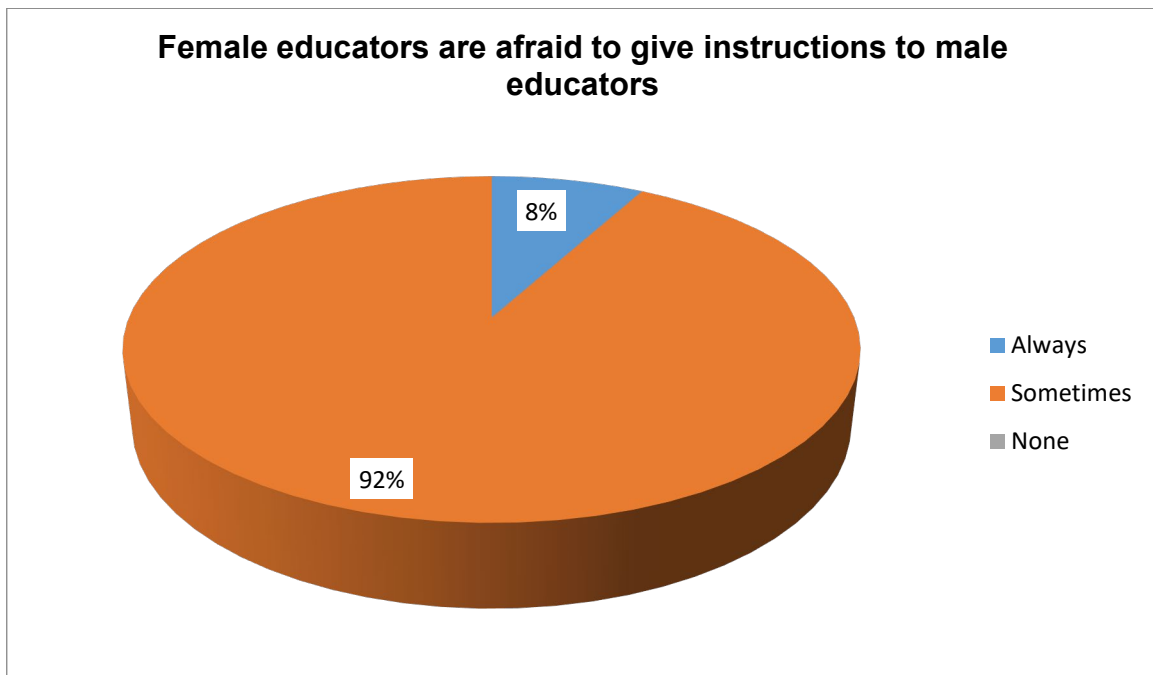


Figure 4.17: Female school managers are afraid to give instruction to male educators

The respondents were asked a question to establish whether female school managers are afraid to give instruction to male educators. The data reflected in Figure 4.17 show their responses. The data reflected in Figure 4.17 indicate that the majority (92%) of the respondents indicate that female school managers are sometimes afraid to give instruction to male educators, while 8% of the respondents indicate that female school managers are always afraid to give instruction to male educators. These responses suggest that male educators dominate female educators.

(h) Female school managers are not able to maintain good discipline in schools.

Learner discipline management by the principal should be the cornerstone of effective instruction (Belle, 2014). A question was therefore posed to the respondents to establish whether female school managers are not able to maintain good discipline in schools. The data reflected in Figure 4.18 show their responses. The data reflected in Figure 4.18 revealed that the majority (40%) of the respondents indicate that female school managers are sometimes not able to maintain good discipline in schools. Furthermore, 8% of the respondents indicate that female school managers are always not able to maintain good discipline in schools and 4% of the respondents indicate that there are no female school managers who are not able to maintain good discipline in schools. According to these findings, most female school managers struggle to maintain discipline in the schools.

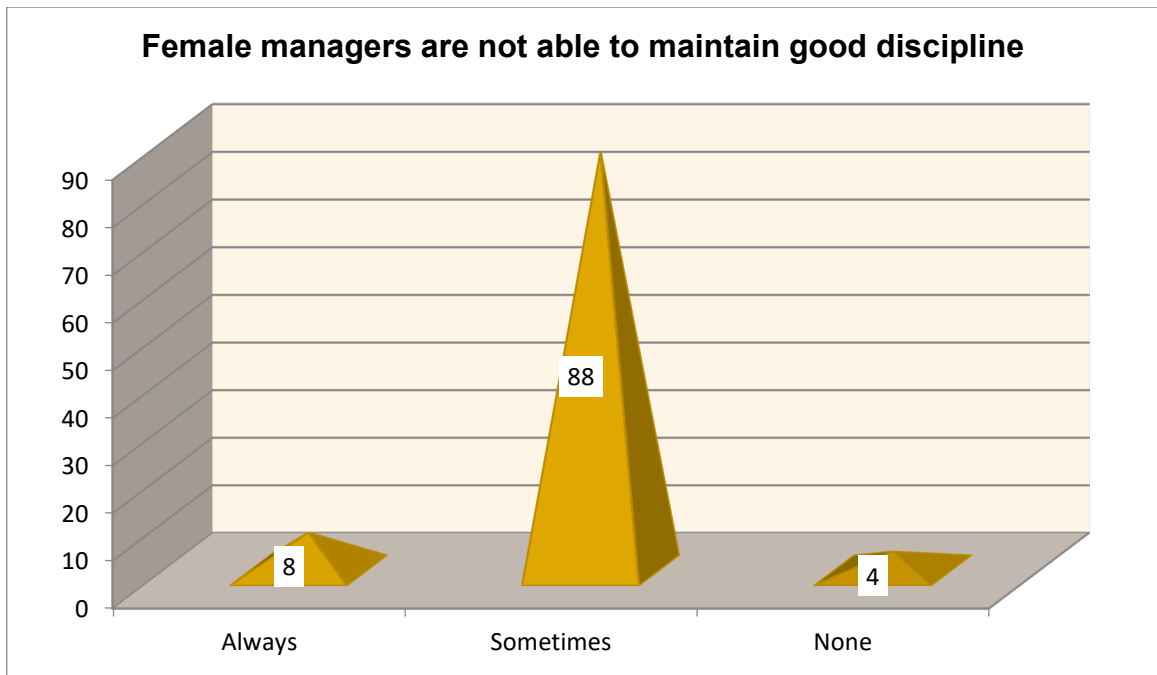


Figure 4.18: Female school managers are not able to maintain good discipline

(i) The School Governing Bodies (SGB) do not respect female principals.

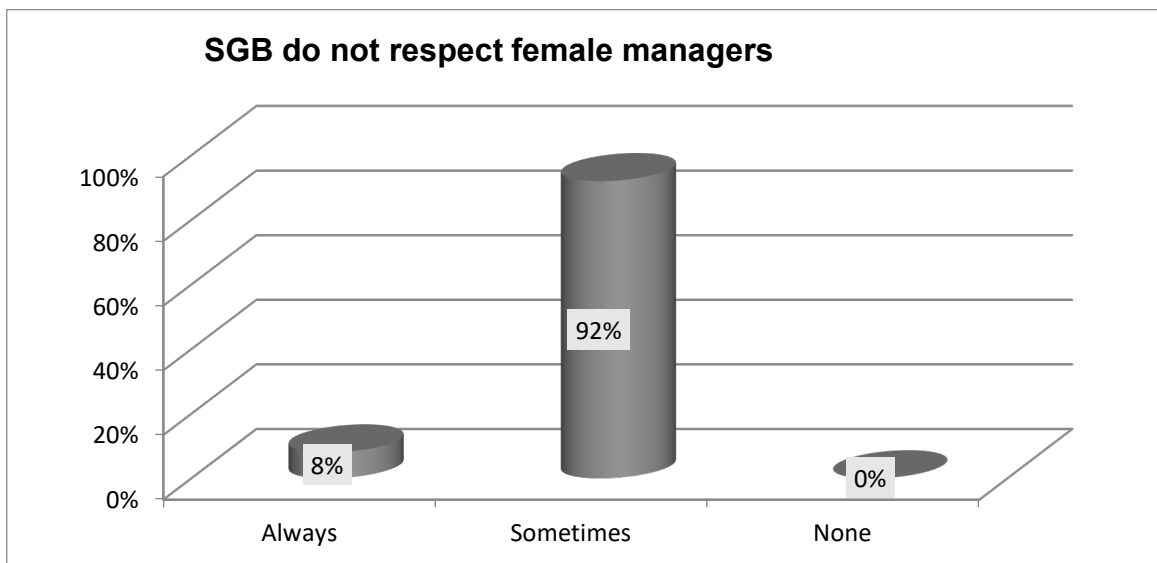


Figure 4.19: SGB does not respect female principals

The respondents were asked a question in order to establish whether the School Governing Bodies (SGB) do not respect female principals. The data reflected in Figure 4.19 show their responses. According to the data reflected in Figure 4.19, the majority of the respondents (92%), indicate that sometimes the School Governing Bodies (SGB) do not respect female principals, while 8% of the respondents indicate that the SGBs do not

always respect female principals. These findings suggest that the SGBs do not support female principals. This view is emphasised by Chisholm (2001) who indicates that women fear to take part in management positions because they are not supported by both their male and female colleagues and the SGB because they do not want to be led by women (Chisholm, 2001).

(j) Schools with female principals have poor academic performance of learners

The respondents were asked a question about the impact of female principals on the academic performance of the learners. The data reflected in Figure 4.20 show their responses. The data reflected in Figure 4.20 indicate that 8% of the respondents indicate that the schools with female principals always have poor academic performance of learners, 36% of the respondents indicate that the schools with female principals sometimes have poor academic performance of learners, while 56% of the respondents indicate that there is no school with female principals which has poor academic performance of learners. These findings indicate that most schools with female principals have good academic performance of learners.

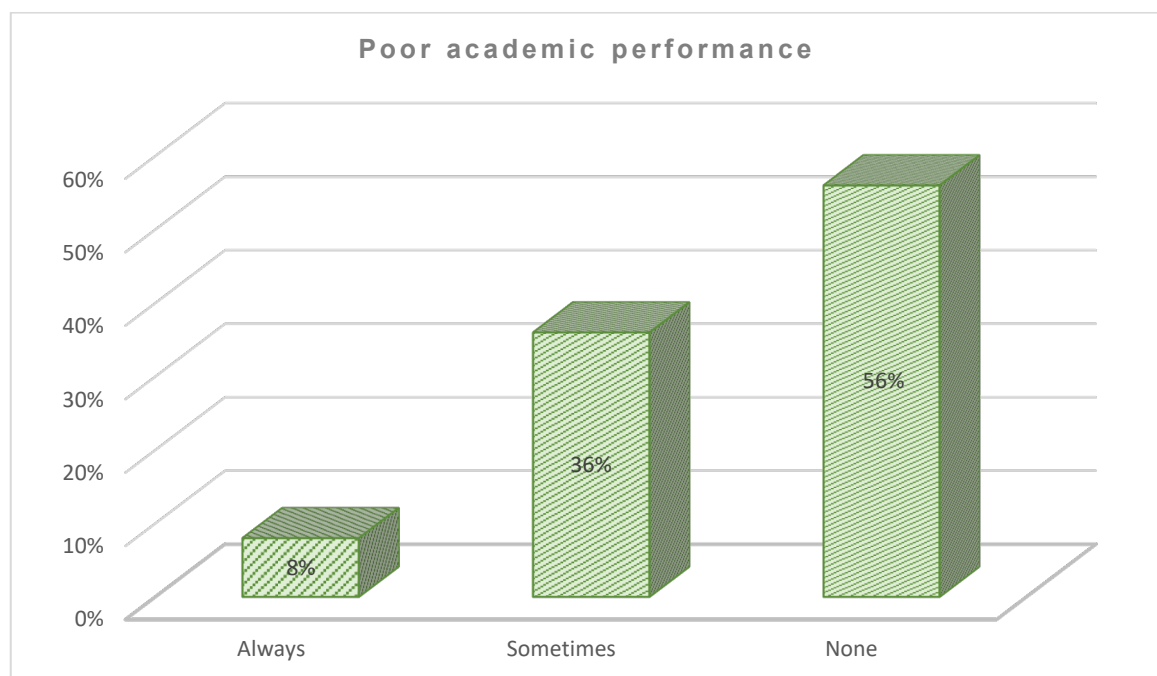


Figure 4.20: Schools with female principals have poor academic performance

4.6.4 Competence of female school manager

(a) Competence in instructional leadership

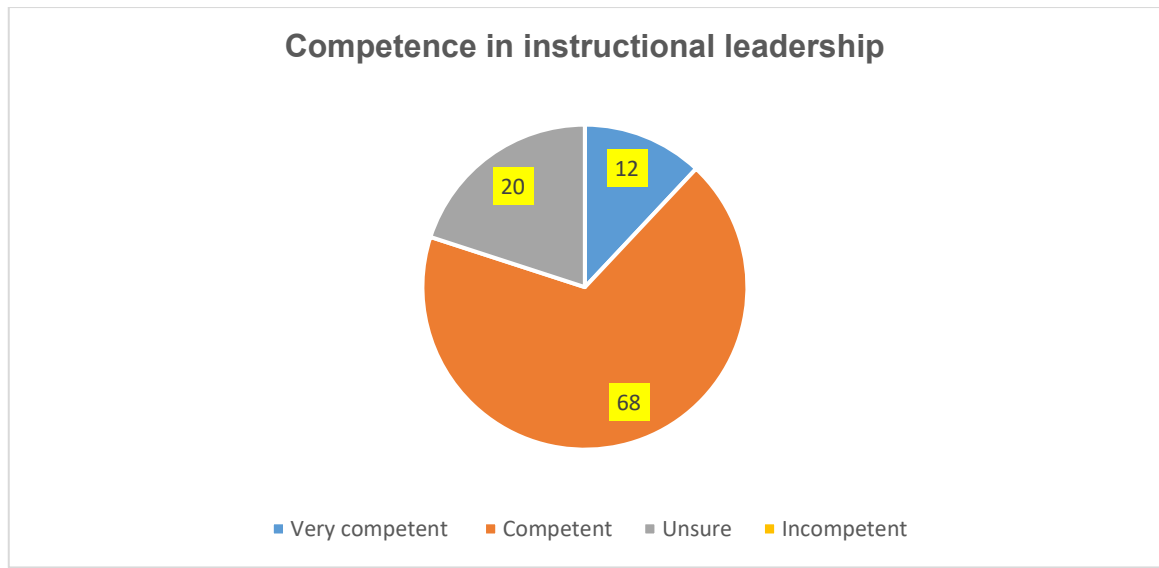


Figure 4.21: Competence in instructional leadership

The respondents were asked to indicate about their own competence in instructional leadership. The data reflected in Figure 4.21 show their responses. According to the data reflected in Figure 4.21, 68% of the respondents indicate that the respondents are competent in instructional leadership, 12% of the respondents indicate that they are very competent, while 20% of the respondents indicate that they are very competent. These findings indicate that the majority of the respondents (80%) are competent in instructional leadership. The responses of the majority comply with the views of Sindhi (2013), who indicates that as instructional leaders, principals are required to be involved in direct supervision of the instructional process and had to ensure that their schools remained focused on learning and teaching.

(b) Competence in the allocation of work

The respondents were whether they are competent in the allocation of work to the teachers. The data reflected in Figure 4.22 show their responses. According to the data reflected in Figure 4.22, 72% of the respondents indicate that the respondents are very competent in the allocation of work to the teachers, 12% of the respondents indicate that they are competent, 12% of the respondents indicate that they are unsure.

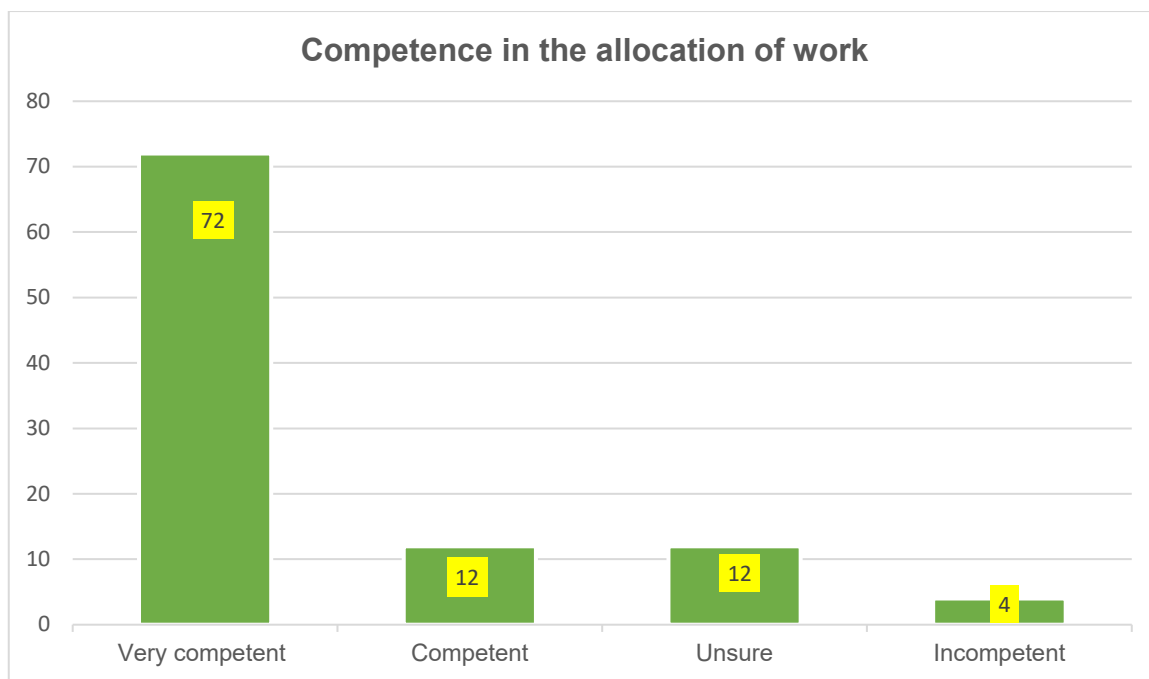


Figure 4.22: Competence in the allocation of work

In contrast, 4% of the respondents indicate that they are incompetent. These findings indicate that the majority of the respondents (84%) are competent in instructional leadership. The responses of the majority comply with the views of Rigby(2014), who indicates that the principal as an instructional leader is responsible for coordinating curricula and general administration of a school, which includes the allocation of work.

(c) Competence in the maintenance of discipline

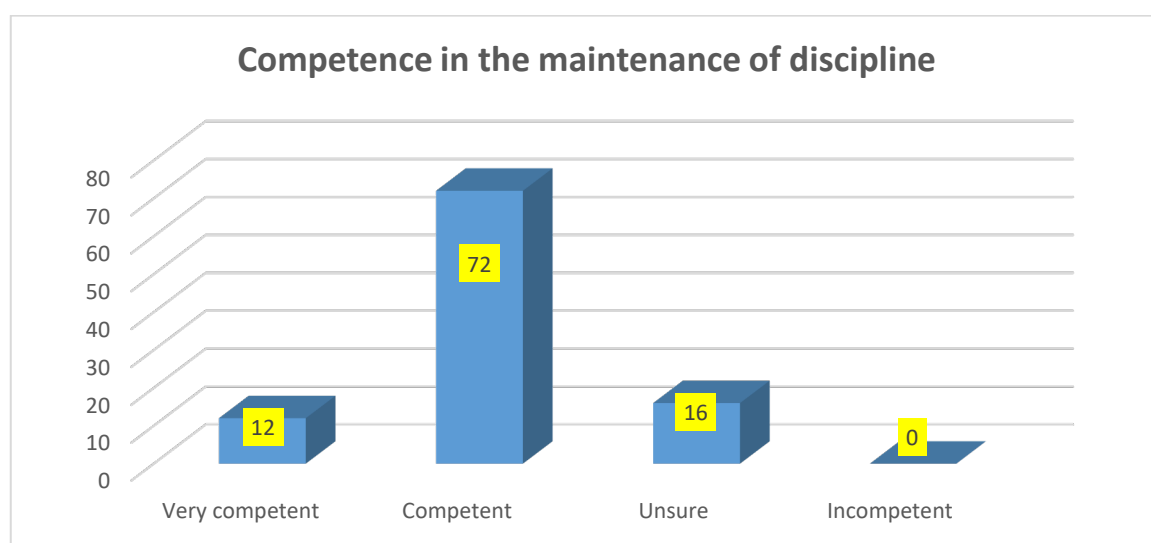


Figure 4.23: Competence in the maintenance of discipline

The respondents were whether they are competent in the maintenance of discipline. The data reflected in Figure 4.23 show their responses. According to the data reflected in Figure 4.23, 12% of the respondents indicate that the respondents are very competent in the allocation of work to the teachers, 72% of the respondents indicate that they are competent while 16% of the respondents indicate that they are unsure.

(d) Professional development of educators

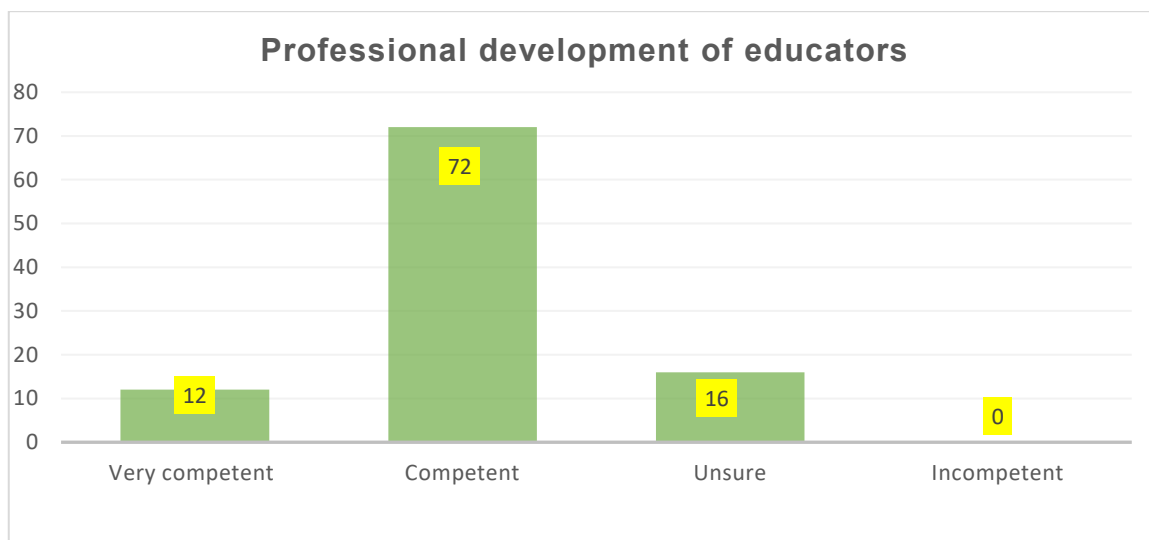


Figure 4.24: Professional development of educators

The respondents were asked to indicate their own competence in the maintenance of discipline. The data reflected in Figure 4.24 show their responses.

According to the data reflected in Figure 4.24, 72% of the respondents indicate that they are competent in instructional leadership, 12% of the respondents indicate that they are very competent while 16% of the respondents indicate that they are unsure. These findings indicate that the majority of the respondents (84%) are competent in instructional leadership. The responses of the majority comply with the views of Rigby (2014) who emphasises that highly effective principals must be able to create a positive school climate, an orderly atmosphere and high expectations for students and staff. This is confirmed by Pogodzinski (2015) who indicates that the principal should create a culture that is warm, friendly and respectful for the staff and learners so that the learners can be able to learn at their highest potential. The respondents were asked to indicate their own competence with regard to professional development of educators. The data reflected in Figure 4.24, 72% of the respondents indicate that they are competent in instructional leadership, 12% of the respondents indicate that they are very competent while 16% of the respondents indicate that they are unsure. These findings indicate that the majority of

the respondents (84%) are competent in conducting professional development of educators. Hallinger (2012) confirms the professional development of educators by the instructional leaders in indicating that instructional leaders are also responsible for conducting professional development workshops.

(e) Competence in school financial management

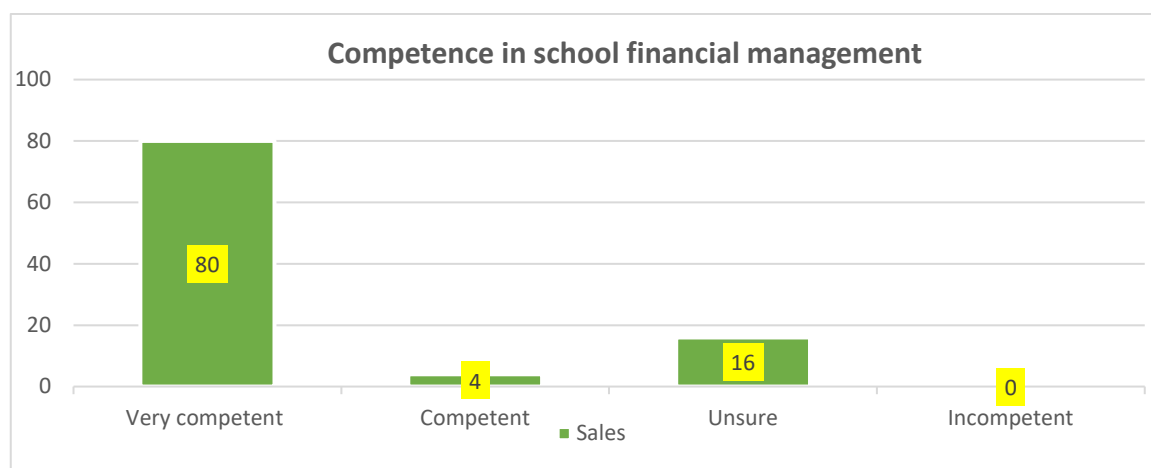


Figure 4.25: Competence in school financial management

The respondents were also requested to indicate their own competence in school financial management. The data reflected in Figure 4.25 show their responses. The data reflected in Figure 4.25 reveal that 80% of the respondents indicate that they are very competent in school financial management, 4% of the respondents indicate that they are competent, while 16% of the respondents indicate that they are unsure. These findings indicate that the majority of the respondents (84%) are competent in instructional leadership. The responses of the majority are confirmed by Rigby (2014) who emphasises that the principal is also responsible for general administration which included financial management.

(f) Competence in designing of school timetable

The respondents were requested to indicate whether they are competent in designing a school timetable. The data reflected in Figure 4.26 show their responses. The data reflected in Figure 4.26 indicate that 80% of the respondents indicate that they are very competent in competent in designing a school timetable, 4% of the respondents indicate that they are competent in designing a school timetable, while 16% of the respondents indicate that they are unsure.

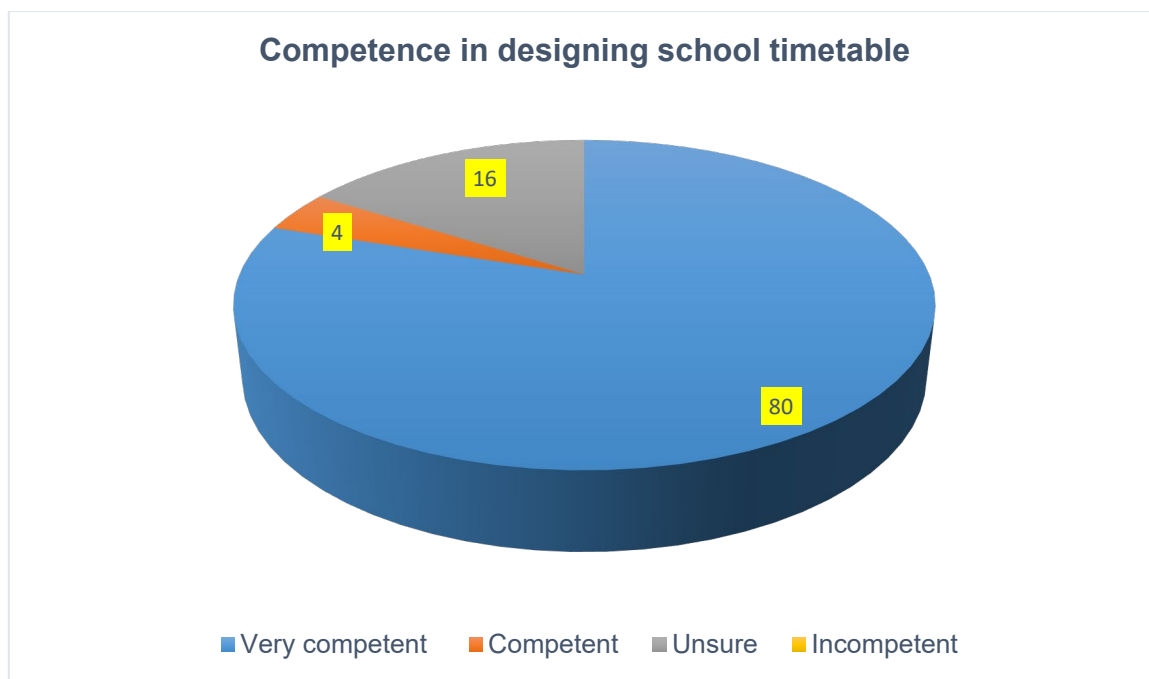


Figure 4.26: Competence in designing school timetable

These findings indicate that the majority of the respondents (84%) are competent in designing a school timetable. Hallinger (2012) confirms the responses of the majority when indicating that the primary purpose of the school is to provide instruction to the learners according to the allocated time and any infringement upon time designated for instructional activities is a failure to achieve that purpose.

(g) Competence in control of teachers' work

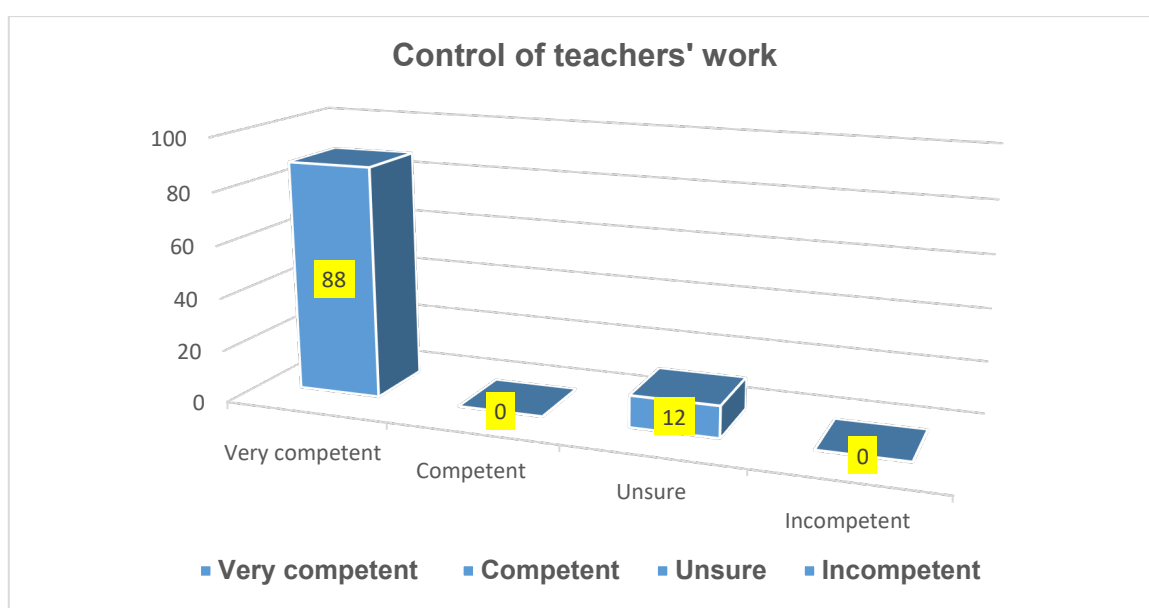


Figure 4.27: Competence in control of teachers' work

The respondents were requested to indicate whether they are competent in controlling of teachers' work. The data reflected in Figure 4.27 show their responses. According to the data reflected in Figure 4.27, the majority of the respondents (88%) indicate that they are very competent in controlling of teachers' work while 12% of the respondents indicate that they are unsure about their competence in controlling of teachers' work. These findings indicate that there is no respondent who is incompetent in controlling of teachers' work. The control of teachers' work by instructional leaders is supported by Brazer and Bauer (2013) who indicate that instructional leaders are responsible for instructional supervision and ensuring the implementation of the educational mission of a school by overseeing, equipping and empowering teachers to provide meaningful learning experiences to learners.

(h) Competence in conducting teachers' meetings

The respondents were requested to indicate whether they are competent in conducting teachers' meetings. The data reflected in Figure 4.28 show their responses. According to the data reflected in Figure 4.28, the majority of the respondents (88%) indicate that they are very competent in conducting teachers' meetings while 12% of the respondents indicate that they are unsure about their competence in conducting teachers' meetings. These findings suggest that many respondents are able to support the teachers regularly.

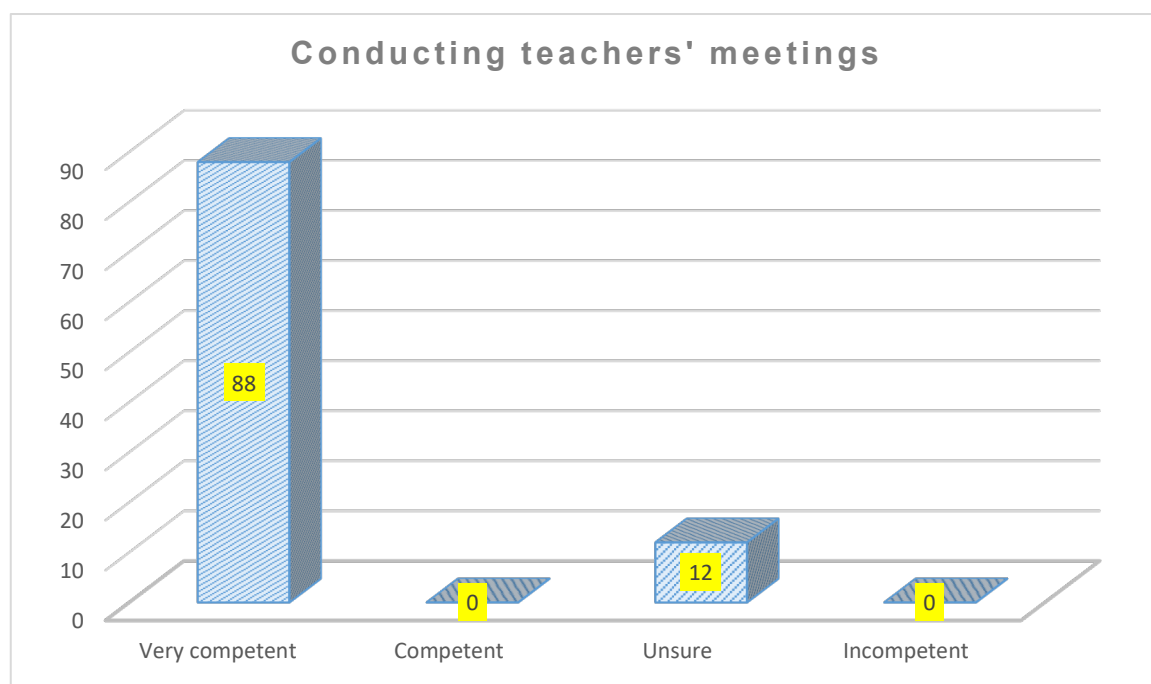


Figure 4.28: Competence in conducting teachers' meetings

Du Plessis (2013) support the conducting of teachers' meetings by instructional leaders when indicating that the instructional leader must always convene meetings to provide feedback on the teaching and learning process, communicate a shared vision and goals for the school, and to provide teacher development.

(i) Competence in designing school annual plan

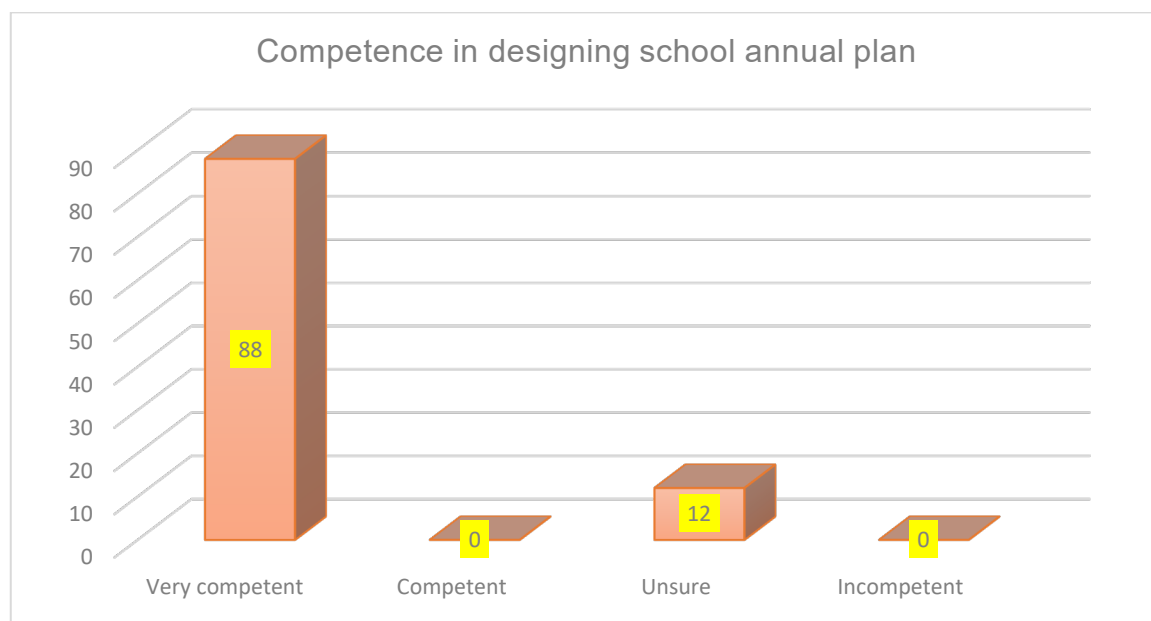


Figure 4.29: Competence in designing school annual plan

The respondents were requested to indicate whether they are competent in designing school annual plan. According to the data reflected in Figure 4.29, the majority of the respondents (88%) indicate that they are very competent in designing school annual plan while 12% of the respondents indicate that they are unsure about their competence in designing school annual plan. These findings suggest that many respondents are able to support the teachers regularly. The designing of school annual plan by instructional leaders is supported by Hallinger (2012) who emphasises that school principals are responsible for determining the central purposes, goals and agenda of the school in order to make it clear to all the stakeholders what the schools want to achieve in order to create a shared purpose amongst all stake holders.

(j) Competence in settling of disputes among staff

The respondents were requested to indicate whether they are competent in settling of disputes among staff. The data reflected in Figure 4.30 show their responses.

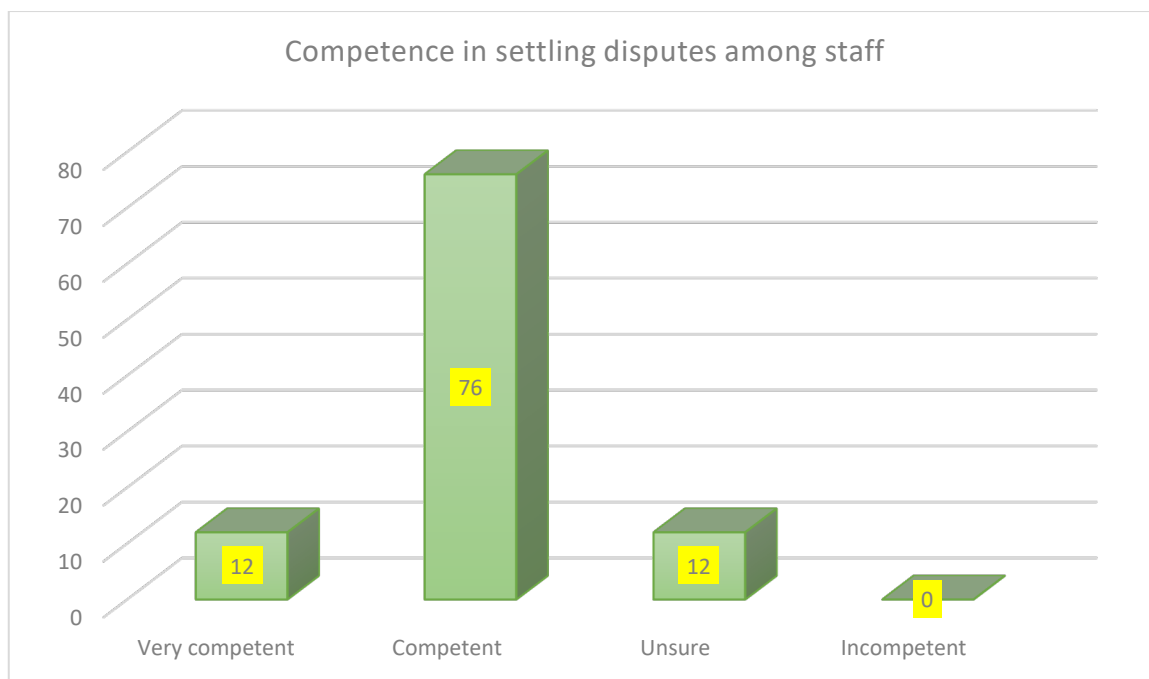


Figure 4.30: Competence in settling of disputes among staff

According to the data reflected in Figure 4.30, 76% of the respondents indicate that they are competent in settling of disputes among staff while 12% of the respondents indicate that they are very competent in settling of disputes among staff while 12% of the respondents are unsure about their competence in settling of disputes among staff. These findings suggest that the majority of the respondents (88%) are competent in settling of disputes among staff. Hallinger (2012) supports the settling of disputes among staff by instructional leaders in asserting that one of the instructional leadership functions of the principal is to create a school culture and climate which is able to promote effective teaching and learning by settling disputes amongst the staff and promoting harmony.

4.6.5 Solving the barriers of promotion to management positions. What can be done to promote the endorsement of female educators to management positions?

The data reflected in Figure 4.31 show their responses. According to the data reflected on Figure 4.31, the respondents identified the strategies for promoting the promotion of female educators to management positions as follows:

- Female educators should be trained in school management: 100% of the respondents identified this strategy.
- Male educators should be trained in gender equality: 100% of the respondents identified this strategy.

- The department should suspend promotions of male educators for five years: 100% of the respondents identified this strategy.
- All female educators with PhD in education should be appointed as principals without applying: Only 8% of the respondents identified this strategy.
- Creation of awareness programme led by men to make everyone aware that women are facing serious challenges when they apply for promotions: Only 8% of the respondents identified this strategy.
- Female principals should be paid more than male principals: Only 4% of the respondents identified this strategy.
- Changing the views of patriarchal and traditional society about gender roles: 100% of the respondents identified this strategy.
- Intensifying government intervention by organise professional development sessions to equip the female leaders with the necessary knowledge, skills and confidence: 100% of the respondents identified this strategy.
- Ensuring that all female principals have deputy principals: Only 4% of the respondents identified this strategy.
- All primary schools should have female principals: Only 4% of the respondents identified this strategy.

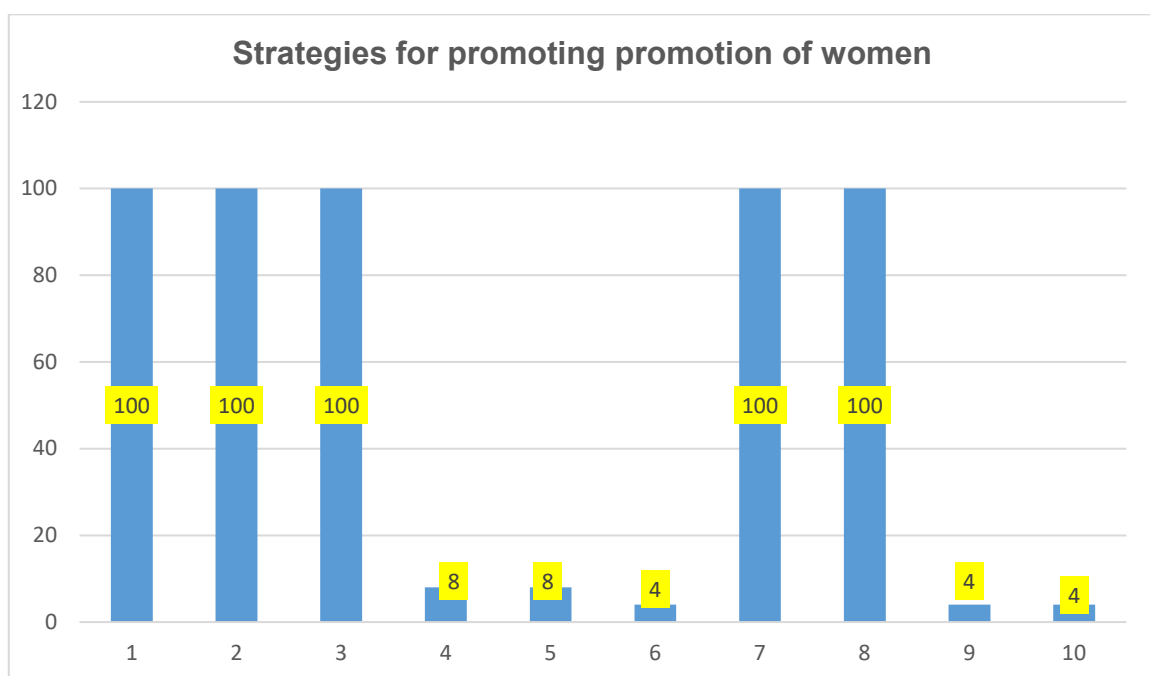


Figure 4.31: Strategies for promoting promotion of women

The data reflected in Figure 4.31 show their responses. According to the data reflected on Figure 4.31, the following are the best strategies for promoting the promotion of female educators to management positions:

- Female educators should be trained in school management.
- Male educators should be trained in gender equality.
- The department should suspend promotions of male educators for five years.
- Changing the views of patriarchal and traditional society about gender roles.
- Intensifying government intervention by organising professional development sessions to equip the female leaders with the necessary knowledge, skills and confidence.

The strategies are the best strategies for promoting the endorsement of female educators to management positions because the majority (100%) of the respondents preferred them.

4.7. SUMMARY

This chapter presented data obtained via interviews and statistical analysis. This study used qualitative and quantitative approaches to investigate the barriers faced by female educators when applying for promotional positions in schools in selected schools of Groot Letaba Circuit in Mopani District of the Limpopo Province. The data analysed and interpreted in this chapter was collected by conducting individual interviews to 5 principals, 5 teachers and 5 schools governing body members and administering questionnaires to 25 instructional leaders. The data were presented in four sections. The first section presented data collected from principals by means of interviews, the second section presented data collected from school governing body members by means of interviews, the third section presented data collected from teachers by means of interviews and the fourth section presented data collected from instructional leaders by means of questionnaires.

The thematic data analysis method was used to analyse qualitative data and analysis and interpretation of the quantitative research results were done by means of frequency counts, which were translated into charts and tables. All the questions of this study were responded, which indicate that the questions were clear and easy to understand. The findings of this study revealed several barriers facing women when applying for promotional positions in the schools. Chapter 5 provides a summary of the study, discussion of findings, recommendations, and conclusions.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter four (4) focused on presentation, analysis and interpretation of data collected during the interviews, questionnaires and testing of grade 8 learners. The main aim of this study was to investigate barriers that female educators face when applying for promotional positions in education. The objectives of the study were

- 5.1.1. To identify the factors that female educators perceive as barriers to promotion into management positions
- 5.1.2. To investigate how promotional barriers impact on women educators' teaching and other responsibilities at school
- 5.1.3. To investigate how women educators can overcome barriers they face when applying for promotion in schools; and
- 5.1.4. To explore strategies that could assist female educators overcome promotional barriers to management positions.

This study was specifically designed to answer the following main research question:

- 5.1.5. What are the barriers faced by female educators when applying for promotional positions in schools?

Questions that were formulated in order to answer the main question were:

- 5.1.6. What are the barriers female educators' faces when applying for promotion in schools?
- 5.1.7. How do promotional barriers impact on women educators' teaching and other responsibilities at school?
- 5.1.8. How can women educators overcome barriers they face when applying for promotion in schools?
- 5.1.9. What are the strategies that can be implemented to assist female educators overcome promotional barriers to management positions?

The purposes of study and research questions were used as a reference point for designing interview questions and questionnaires. The summary of findings and conclusion of this chapter are also based on the purpose of study and research questions.

In this study, five educators who have applied for promotional positions and failed five principals and five SGB chairpersons from five selected schools from Groot Letaba District in the Limpopo Province were interviewed. An open-ended questionnaire was administered to 15 educators who have applied for promotional positions and succeeded from five selected schools. This chapter (chapter 5) outlines the conclusions that emanate from the findings of the investigation as discussed in the previous chapters. In this chapter, an overview of previous chapters, discussion of findings, recommendations, and conclusions are presented.

5.2 OVERVIEW OF THE STUDY

In chapter one, the background and rationale of the study, statement of the problem that triggered the study, main and sub-research questions, aim of the study and objectives of the study, conceptual framework, research design and methodology, the significance of the study, and chapter outline of the research were presented (cf.1.2 to 1.9).

Chapter two provided an overview of the literature reviewed on the barriers faced by female educators when applying for promotional positions in schools. The literature review focused on the theoretical framework, legal framework, barriers to promotions and strategies to assist female educators to overcome their barriers to promotions (cf. 2.2 to 2.8).

Chapter three focused on research methodology and design. In this chapter, the research questions, motivation of the study, demarcation of the study, assumptions of the study, research paradigm, research design, research approach, and research methodology were described. These include population and sampling, instruments of collecting and analysing data, trustworthiness and credibility of qualitative data, validity and reliability of quantitative data, ethical considerations and limitations of the study were outlined and described (cf.3.2 to 3.11).

In chapter four, the findings of the study were presented, analysed and interpreted qualitatively. Chapter four included research questions, demographic information, findings of interviews with teachers, and findings of the questionnaires were presented (cf. 4.2-4.4).

Chapter five focuses on the overview of the findings, summary of research findings and recommendations of the study. The findings are summarised in the next section according to the research questions.

5.3 SUMMARY OF RESEARCH METHODOLOGY

This study is based on pragmatic paradigm (pragmatism) in order to investigate the barriers faced by female educators when applying for promotional positions in schools. Pragmatism is a research paradigm which consists of two paradigms, namely; constructivism and positivism. A mixed method design was therefore used in this study to investigate the barriers faced by female educators when applying for promotional positions in schools. The justification for using this methodology is presented in section 3.7. A mixed method research design was employed in this study.

The target population of this study was all the female teachers in five schools of the Groot Letaba Circuit of Mopani District in the Limpopo Province. In view of the research design of this study, two types of sampling methods were used in the study, namely, purposive sampling which was used in the qualitative study to select five principals, five educators and five SGB chairpersons and simple random sampling was used to select 25 educators who participated in the study. In this study, two methods were used to collect the data, namely; the interviews and questionnaires. In this study, five principals, five educators and five SGB chairpersons were interviewed and also completed questionnaires in this study, while 15 educators who have applied for promotional positions and succeeded, from five selected schools completed questionnaires. The data collected were analysed through two methods of data analysis. The data collected through the interviews were analysed qualitatively by means of thematic method of data analysis and the data collected by questionnaires was analysed by means of SPSS Method. In this section, the summary of the research findings are presented. Firstly, the results from literature review are presented and this is followed by a summary of findings from the empirical investigations.

5.4 CONCLUSIONS FROM LITERATURE REVIEW

The review of literature related to this study was conducted in chapter 2. This study is based on three theories, namely, role congruity theory, the individual perspective model and the systemic gender bias model. Eagly and Karau (2005) developed role congruity theory. Role congruity theory is grounded in social role theory's treatment of the content of gender roles and their importance in promoting sex differences in behaviour (Eagly, et al., 2000). The role congruity theory indicates that prejudice towards female leaders

occurs because inconsistencies exist between the characteristics associated with the female gender stereotypes and those associated with the typical leadership. The role congruity theory of prejudice toward female leaders proposes that perceived incongruity between the female gender role and leadership roles leads to two forms of prejudice. These include perceiving women less favourably than men as potential occupants of leadership roles and evaluating the behaviour that fulfils the prescriptions of a leader role less favourably when a woman enacts it (Eagly & Karau, 2005).

This study is also based on the systemic gender bias model. The systemic gender bias model focuses on the differentials in career aspirations of men and women as an effect of the inadequate opportunities available to women that go along with systemic gender bias (Pirouznia & Sims, 2006). A major characteristic of the systemic gender bias model, in terms of women being under-represented in management positions, this model turns our concentration away from the people to the educational system itself, and its policies and practices (Khumalo, 2006). According to the systemic gender bias model, it is the structure of the organisation and not the individual's own insufficient knowledge, skill and willingness to work hard, desire and aspiration to elevated positions that condition women's behaviours and attitudes in the place of work (Pirouznia & Sims, 2006).

The third theory guiding this study is the meritocracy or individual perspective model. This model regards women as individuals who are unable to occupy management positions because of their personal character, traits, abilities, or virtues (Grove & Montgomery, 2000). This model is based on the belief that women are not assertive enough to aspire to leadership positions (Pirouznia & Sims, 2006). Many people indicate that women lack self-confidence, they do not want the power, they are not assertive enough, and they do not aspire to top positions (Sims, 2006). According to the meritocracy model, the failure of women to be promoted to high management is because of their lack of knowledge, skill and keenness to work hard (Welbourne, 2005). This model recommends that equality will be implemented only when women transform themselves academically and possess the necessary knowledge, skill and willingness (Pirouznia & Sims, 2006).

This study's framework was also anchored on national and international policies and regulations. According to the "International Convention on the Elimination of All Forms

of Discrimination against Women”, all states have the compulsion to warrant the equal rights of men and women to enjoy all economic, social, cultural, civil, and political rights (United Nations, 1979). According to the “Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa”, all countries should eradicate every discrimination against women in order to ensure the protection of the rights of women. The “Southern African Development Community (SADC) Gender Protocol “postulates that gender equality and equity are fundamental human rights arising out of a variety of international instruments. The study is also based on the Constitution of Republic of South Africa. According to Chapter 2, Section 9 (3), of the Constitution of Republic of South Africa, the state may not unfairly discriminate directly or indirectly against anyone on race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth (Republic of South Africa, 1996). More specifically, the “Employment Equity Act, 55 of 1998 produced Affirmative Action Policy” designed to ensure that suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels in the workplace of a designated employer. Lastly, the Employment of Educators Act, Act 76 of 1998 focuses on equality and equity, zero discrimination, the need to tackle the imbalances of the past, both in the appointment of educators in any educational institution and in the fair treatment of appointees irrespective of race, class or disability (Republic of South Africa, 1998).

The literature review also revealed the barriers faced by women when applying for promotional positions, namely; gender stereotyping, philosophies and attitudes about women, lack of mobility, lack of aspiration, gender discrimination (Hall, 2004; De Braine, 2011), home-related factors (Einarsdottir, Christiansen & Kristjansdottir, 2018), uncertainty about own abilities (Chabaya et al., 2009) and lack of support (Chisholm, 2001). Despite the seriousness of these barriers, some strategies can be used to eliminate barriers to women. These include creation of awareness programme (Simpson, 2012), mentorship programme (Noe, 2008), mobilising and educating women about their own abilities to manage (Aifeng, 2000), changing the views of patriarchal and traditional societies about gender roles (Archer & Lloyd, 2002) and intensifying government intervention (Osumbah, 2011).

5.5 CONCLUSIONS FROM THE EMPIRICAL INVESTIGATION

An empirical study, based on a qualitative approach, was utilised for this study. In this study, two methods were used to collect data, namely, interview and questionnaires.

The following is the summary of the findings of the empirical research:

5.5.1 CONCLUSIONS OF FINDINGS FROM INTERVIEWS

The study carried in-depth interviews with principals, teachers and SGB chairpersons of the local primary schools. The conclusions in this section have been interpreted in accordance with the research questions (cf. 5.1).

(a) Conclusions on Research Question 1: What are the barriers female educators' faces when applying for promotion in schools?

The principals, teachers and SGB chairpersons were asked several questions about the types of barriers that female educators' faces when applying for promotion in schools. An analysis of data revealed the following barriers those female educators' faces when applying for promotion in schools:

- Women are dominated by men.
- Women do not have leadership and management skills.
- Women do not want to work far from their children or homes.
- Women do not have self-confidence.
- Corruption in the schools because other women are told to pay money if they really want the post while others are asked to be in a relationship with a supervisor if they want to be given the post.
- Women are discriminated against because people believe they are unfit for management positions.
- Women are afraid to face challenges.
- Women have soft hearts.

(b) Conclusions on Research Question 2: How do promotional barriers impact on women educators' teaching and other responsibilities at school?

The principals, teachers and SGB chairpersons were asked a question about the impact of promotional barriers on women educators' teaching and other responsibilities at school. An analysis of participants' responses produced the following three impacts of promotional barriers on women educators' teaching and other responsibilities at school:

- It is a burden because women are compelled to do other people's work.
- Women who are being sidelined do not perform to their level best because they become so demoralised.
- Women become demotivated and bitter by promotional barriers.

(c) Conclusions on Research Question 3: How can women educators overcome barriers they face when applying for promotion in schools?

The principals, teachers and SGB chairpersons were asked a question about how women educators can overcome barriers they face when applying for promotion in schools. An analysis of participants' responses produced the following strategies that can be used by women educators to overcome barriers they face when applying for promotion in schools:

- Upgrading themselves academically.
- Attend workshops about barriers to promotions.
- Establish a union which fights and represents the rights of women.
- Women must be self-confident and fearless,
- Women must improve their academic qualifications.

(d) Conclusions on Research Question 4: What are the strategies that can be implemented to assist female educators overcome promotional barriers to management positions?

The principals, teachers and SGB chairpersons were asked a question about the strategies that can be implemented to assist female educators overcome promotional barriers to management positions. An analysis of respondents' responses produced the following strategies that can be implemented to assist female educators overcome promotional barriers to management positions:

- Male teachers need to give moral support to women who wish to apply for managerial positions.
- Women should be advised to upgrade themselves academically.
- People should respect women's rights.
- Women must be encouraged to attend management summits, wherein they will be able to know all the dynamics surrounding this whole issue of overcoming barriers.

- Women must be encouraged to be self-confident.
- Men must always give women responsible positions at work.
- Men must give women a chance to occupy managerial positions and not sideline them.
- Men must advise women to acquire skills that are necessary for management positions.
- The government must monitor the process of shortlisting and interviews.
- Men, government and SGB must monitor the implementation of Equity Act.
- Men must assist women to apply for promotional posts.

5.5.2 CONCLUSIONS FROM QUESTIONNAIRES

The questionnaires were administered to 25 teachers from five selected schools. In this section, conclusions were interpreted in accordance with the research questions (cf. 5.1).

(a) Conclusions on Research Question 1: What are the barriers female educators' faces when applying for promotion in schools?

Teachers who are deputy principals and heads of department were asked questions about the barriers faced by female educators when they apply for management positions in schools. An analysis of participants' responses revealed the followed barriers faced by female educators when they apply for management positions in schools:

- Discrimination of female educators.
- The female educators lack self-confidence.
- Family commitments of female educators.
- The assumption that women are less effective managers than men.
- The assumption that women are weak, self-hearted, people-oriented and fearful.
- Female educators are not interested in moving their families from one place to another.
- Lack of support by both male and female teachers.
- Female educators are not supported by their husbands.
- Communities do not like women to occupy management positions.
- Women do not have aspirations to occupy top positions in the workplaces because of low self-esteem.

- Lack of mentoring opportunities from male superiors.(b) Conclusions on Research Question 2: How do promotional barriers impact on women educators' teaching and other responsibilities at school?

The respondents were asked a question about the impact of promotional barriers on the performance of women. The following impacts of barriers were revealed by the findings:

- Female teachers are not able to solve problems in schools.
- Female educators are afraid to give instructions to male educators.
- Male educators sexually harass some female educators.
- Poor performance of learners.
- Female educators are not able to maintain discipline in schools.

(c) Conclusions on Research Question 3: How can women educators overcome barriers they face when applying for promotion in schools?

The respondents were asked about how women educators can overcome barriers they face when applying for promotion in schools. The respondents recommend the following strategies:

- Female educators should improve their academic qualifications by studying school management and leadership at universities.
- Female educators should attend professional development workshops on school management and leadership.
- Female educators should change their patriarchal and traditional views about gender roles.
- Female educators should have self-confidence.
- Female educators should attend professional development sessions to equip themselves with the necessary knowledge, skills and confidence.

(d) Conclusions on Research Question 4: What are the strategies that can be implemented to assist female educators overcome promotional barriers to management positions?

The respondents were asked several questions about the strategies that can be implemented to assist female educators overcome promotional barriers to management positions. According to the findings of the study, the following strategies should be implemented to assist female educators overcome promotional barriers to management positions.

- The DBE train female educators in school management.
- The DBE should train male educators in gender equality.
- The DBE should suspend promotion of male educators for five years.
- The patriarchal and traditional views of society about gender roles should be changed.
- The DBE should organise professional development sessions to equip the female leaders with the necessary knowledge, skills and confidence in management and leadership.

5.6 CONTRIBUTION OF THE RESEARCH

It is anticipated that the findings of this study will have many positive implications for all the stakeholders of teaching and learning, schools and theory.

(a) Contribution to the stakeholders of schools

It is hoped that the findings of this study will have many positive implications for all the main stakeholders of schools, namely; women, principals, SGB members, educators, community and the government. The findings of this study will make all the main stakeholders of schools aware of various barriers that have a negative impact on the promotion of women to senior positions. It is believed by the researcher that the findings of this study will motivate all the main stakeholders of schools to remove all the barriers to promotion of women and ensuring that more women teachers are promoted to senior positions.

(c) Contribution to theory

This study was underpinned by three theories, namely; role congruity theory, the individual perspective model and the systemic gender bias model. The role congruity theory postulates that prejudice towards female leaders occurs because inconsistencies exist between the characteristics associated with the female gender stereotypes and those associated with the typical leadership. The systemic gender bias model focuses on the differentials in career aspirations of men and women as an effect of the inadequate opportunities available to women that accompany systemic gender bias (Pirouznia & Sims, 2006). According to the systemic gender bias model, it is the structure of the organisation and not the individual's own lack of knowledge, skill and keenness to work hard, desire and ambition to superior positions, those condition women's behaviours and

attitudes in the workplace (Pirouznia & Sims, 2006). The meritocracy or individual perspective model regards women as individuals who are unable to occupy management positions because of their personal traits, characteristics, abilities, or qualities (Grove & Montgomery, 2000). This model is based on the belief that women are not assertive enough to aspire to leadership positions (Pirouznia & Sims, 2006). The findings of this study will corroborate the usefulness of the three theories as a means of exploring the strategies of the improvement of endorsement of women to supervision positions in schools. The findings of the study will enable the designers of the three models and other experts to evaluate the theories and improve them wherever is necessary. The findings of this study will also assist the DBE to improve and even design new policies which will facilitate the appointment of women in management positions.

5.7 LIMITATIONS OF THE STUDY

While designing this study, the researcher realised that there are limitations that may hinder the smooth running of the research. The following limitations were found:

- Time and finances limited the researcher to spread the sample size of the study. The research was conducted in Mopani East only, which is one of the five districts in Limpopo Department of Education.
- The research was conducted in one district only. And this had a negative impact on the generalisability of the study as it has caused a massive decrease in terms of gathering information from different stakeholders in different districts.
- Lack of finance also contributed to the research being conducted in a specified area, rather than including other districts which might have helped the researcher to collect more information, that might have been of significance to the study in question.
- Generalisability of the study was also compromised as it was limited specifically to one circuit, namely Groot Letaba, and the total number of circuits in Mopani East amount to 24. The opinion of the researcher is that this should have been avoided by conduction by trying to involve as many circuits as possible, since there are many circuits in the district.

Despite the limitations outlined, the researcher is very optimistic and confident that the outcome of the study will enhance academic performance in schools that has been affected negatively by the topic itself and those that are being investigated for that matter.

5.8 RECOMMENDATIONS FROM THE STUDY

In view of the barriers that female educators face when applying for promotional positions in education, the following recommendations for the improvement of practice and future research are made:

(a) Recommendations for the improvement of practice

The main problem of this study is the barriers that female educators face when applying for promotional positions in education. According to the findings of this study, men dominate women and women do not have leadership and management skills. Moreover, women do not want to work far from their children or homes, women do not have self-confidence, women are discriminated against because people believe they are unfit for management positions and women are afraid to face challenges because they have soft hearts. It is therefore recommended that the DBE should motivate the communities, men, principals, SGB members, teachers and heads of department to support the elevation of women to management positions in schools. It is therefore recommended that the DBE should organise and conduct effective workshops to discuss about improving promotion of women to management positions.

The DBE should also design new policies which will improve the promotion of women to management positions. The communities, principals, SGB members, teachers and heads of department should always promote gender equality by supporting the promotion of women to management positions in schools. It is also recommended that the school management teams should be equipped with the necessary skills to promote the promotion of women to management positions.

(b) Recommendations for future research

This study focused on the barriers that female educators face when applying for promotional positions in education. The findings of this study revealed that many women are not able to be promoted to management positions because of many barriers and challenges. In order to change the attitude of all the main stakeholders of schools, namely; women, principals, SGB members, educators, community and the government, to

investigate the effective strategies that can ensure 50-50 appointment of women and men in management positions in the schools. The study should also investigate how 50-50 appointment in promotional positions can be implemented in each school to ensure that if the principal is a male, the deputy principal should be female, or vice versa. If the school has four heads of department, two of them should be female. The study should also focus on the types of policies that should be designed to remove all the barriers to promotion of women to management positions. The findings of such research will motivate female teachers to apply for promotional positions in schools and to improve their academic qualifications. Furthermore, it is recommended that the demarcation of this study this study should be extended to all the districts of Limpopo Province. The findings of such studies could be vital in improving the endorsement of women to management positions in the Limpopo Province.

5.9 CONCLUDING REMARKS

In this chapter an overview of the previous chapters, summary of research methodology, conclusions from literature review, conclusions from empirical investigation, contribution of the research and recommendations for the study were discussed. The main aim of this study was to investigate the barriers faced by female educators when applying for promotional positions in schools.

The major findings of this study responded to the main and secondary research questions and main aim and objectives of the study as stated in sections 1.4 and 1.5 of chapter 1. This study revealed many barriers to promotion of women to management positions. These include the following:

- Women are dominated by men.
- Women do not have leadership and management skills.
- Women do not want to work far from their children or homes.
- Women do not have self-confidence.
- There is corruption in the schools because other women are told to pay money if they really want the post while others are asked to be in a relationship with a supervisor if they want to be given the post.
- Women are discriminated against because people believe they are unfit for management positions and women are afraid to face challenges because they have soft hearts.

The study also revealed that the barriers are a burden to women because they are compelled to do other people's work. Women who are being side-lined do not perform to their level best because they become so demoralised and women become demotivated and bitter by promotional barriers. The study also outlined the contributions of this study and recommendations that may be used to improve the promotion of women to supervision positions. The researcher understands that the findings of this study will add more value into improving the endorsement of women to management positions in schools.

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APPENDIX 1: PROOF OF REGISTRATION



2017

MATHEBULA D G MISS
P O BOX 4962
GIYANI
0826

STUDENT NUMBER : 31490573

ENQUIRIES TEL : 0861670411
FAX : (012)429-4150
eMAIL : mandd@unisa.ac.za

2020-02-24

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: MED (EDUC MANAGEMENT) (98420)

CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	PROVISIONAL EXAMINATION EXAM.DATE CENTRE(PLACE)
@ DFEDU95		MED - Education Management	**	E	
DFEDU95		MED - Education Management	**	E	

@ Exam transferred from previous academic year

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

Your attention is drawn to University rules and regulations (www.unisa.ac.za/register).

Please note the new requirements for reregistration and the number of credits per year which state that students registered for the first time from 2013, must complete 36 NQF credits in the first year of study, and thereafter must complete 48 NQF credits per year.

Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESOnline for study material and other important information.

Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating academic activity to the satisfaction of the University, you will not be re-admitted, except with the express approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same college for a period of five years after such exclusion, after which you will have to re-apply for admission to any such qualification.

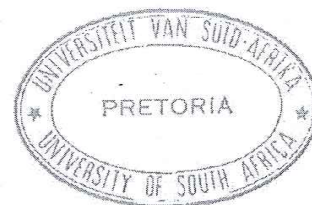
Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

BALANCE ON STUDY ACCOUNT: 0.00

Yours faithfully,

Dr F Goolam
Registrar

0108 0 00 0



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX 2: LETTER TO THE LIMPOPO EDUCATION DEPARTMENT:
REQUESTING PERMISSION TO CONDUCT THE STUDY



Enquiries: Mathebula, DG
Cell: 073 552 2700

PO Box 4962
Giyani
0826
24 June 2019

The Head of Department
DBE
P/Bag x 9325
Polokwane

Dear Sir,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN GROOT LETABA
CIRCUIT

1. I am requesting permission to conduct research at five selected secondary schools in the Groot Letaba Circuit. I am currently a teacher at a secondary school in Groot Letaba Circuit.
2. The research is part of my Master's Degree in Education at the University of South Africa.
3. The topic of my research is "Barriers faced by female educators when applying for promotional positions in schools."
4. The participants of the study consist of 5 principals, 5 teachers, 5 SGB members and 25 deputy principals and heads of department.
5. The selected participants will complete questionnaires and be interviewed after school hours, from 10 – 20 October 2019.

Yours Faithfully,

.....

Mathebula, DG (Researcher)

APPENDIX 3: RESPONSE FROM THE LIMPOPO EDUCATION DEPARTMENT



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Ref 2/2/2 Enq: MC Makola

PhD Tel No. 015 290 9448 E-mail:makolaMC@edu.limpopo.gov.za

Mathebula DG

P O Box 4962

Giyani

0826

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The matter bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: "BARRIERS FACED BY FEMALE EDUCATORS WHEN APPLYING FOR PROMOTIONAL POSITIONS IN SCHOOLS".
3. The following conditions should be considered:
 - 3.1. The research should not have any financial implications for Limpopo Department of Education.
 - 3.2. Arrangements should be made with the Circuit Office and the Schools concerned.
 - 3.3. The conduct of research should not be conducted during the time of Examinations especially the fourth term.
 - 3.4 During the study, applicable research ethics should be adhered to; in particular, the principle of voluntary participation (the people should be respected)
4. Furthermore, you are expected to produce this letter at Schools where you intend to conduct your research as an evidence that you are permitted to conduct the research.
5. The Department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes

29.04.2020

Ms NB Mutheiwana
Head of Department

Date

APPENDIX 4: A LETTER TO THE CIRCUIT MANAGER REQUESTING
PERMISSION TO CONDUCT RESEARCH



Enquiries: Mathebula DG

Contact: 0735522700

P.O. Box 500

Giyani, 0826

25 April 2019

The Circuit Manager

Groot Letaba Circuit

Private Bag x 78

Giyani

0826

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. I, Mathebula Dorris Goodness, a Master's Degree student at the University of South Africa, request permission to conduct research.
2. The research is part of my Master's Degree in Educational Leadership and Management at the University of South Africa.
3. The topic of my research is "Barriers faced by female educators when applying for promotional positions in schools."
4. The participants of the study consist of 20 educators from five schools in the Groot Letaba Circuit of the Mopani District of Limpopo Province.
5. The participants of the study will be interviewed after school, from the 12 – 16 August 2019.
6. For future enquiries you can contact me at 0735522700, and my Supervisor can be contacted at 0842671740.

Yours Faithfully

.....

Mathebula, DG (Researcher)

APPENDIX 5: A LETTER TO THE PRINCIPAL REQUESTING PERMISSION TO CONDUCT RESEARCH IN THE SCHOOL



Enquiries: Mathebula DG

Contact: 0735522700

P.O. Box 4962

Giyani, 0826

25 April 2019

The School Principal

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

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

1. Thematter bears reference.
2. I am a Master’s Degree (Educational Leadership and Management) student at the University of South Africa.
7. The title of my dissertation is “Barriers faced by female educators when applying for promotional positions in schools.”
3. Five educators from your school will be selected as the sample of the study.
 1. I plan to conduct the research from 12 – 16 August 2019.
 2. Data will be collected from the participants after school hours.
 3. I hope to receive your positive response in this regard.
 4. For future enquiries you can contact me at 0735522700, and my Supervisor can be contacted at 0842671740.

Yours Faithfully

.....

Mathebula DG

APPENDIX 6: LETTER TO THE PARTICIPANTS REQUESTING THEM TO
PARTICIPATE IN THE STUDY



Enquiries: Mathebula DG
Contact: 0735522700

P.O. Box4962
Giyani, 0826

25 April 2019

Dear Sir/ Madam

INVITATION TO PARTICIPATE IN RESEARCH

1. I hereby cordially request you to voluntarily participate in an academic research which I will conduct at your school.
2. I am a Masters' Degree student working on a dissertation with the title: "Barriers faced by female educators when applying for promotional positions in schools
3. The participants of this study are 20 educators from 5 primary schools in the Groot Letaba Circuit.
4. You will be interviewed / complete questionnaire from the 12 – 16 August 2019.
5. The aim of the interviews and questionnaires is to seek evidence that will assist in improving the appointment of female teachers in management positions.
6. There is no risk involved in participating in the study and your names will not be mentioned in any of the reports about the study and no one will be able to connect you to the answers you give. A report of the study may be submitted for publication, but the names of participants will not be identifiable in such a report.
7. Hard copies of interview transcripts and analysed data will be securely stored for five years in the locked / filing cabinet.
8. There will be no reimbursement, reward or any incentives for participating in the research and the participants will not incur any costs
9. This study has received written approval from the Research Ethics Review Committee of the University of South Africa.
10. Your participation in this study is voluntary and you are free to withdraw at any time without any consequences.
11. In case of any inquiry, you are free to contact me telephonically at 0735522700 and if you are willing to take part in this study, please complete the attached consent form.

Yours Faithfully

.....

Mathebula DG

CONSENT FORM

1. I hereby give free and informed consent to participate in the -mentioned research study.
2. I understand what the study is about, why I am participating and that there are no risks anticipated in my participation.
3. I hereby confirm that I will participate in the interview.
4. I also give the researcher permission to make use of the data gathered from my participation, subject to the stipulations he/she has indicated in the letter.

Name and signature of the teacher:

.....
 Signature of the teacher:
Date:.....
 Signature of the researcher: Date:

APPENDIX 7: INTERVIEW SCHEDULE

TEACHERS' INTERVIEW SCHEDULE

BARRIERS FACED BY FEMALE EDUCATORS WHEN APPLYING FOR PROMOTIONAL POSITIONS IN SCHOOLS

Good morning. Firstly, I want to thank you for granting me permission to interview you. The purpose of this interview is to request your opinions about the barriers faced by female educators when applying for promotional positions in schools. I request to tape-record the interview so that I do not miss any part of our deliberations. I fear that I might miss something valuable or even somehow change your words unintentionally when I rely on note taking. The success of this interview is dependent on your honest responses and comments. There is no right or wrong answer and please feel free to express your opinions with regard to the barriers faced by female educators when applying for promotional positions in schools. Is there any question or comment before we commence?

INTERVIEW QUESTIONS

1. According to statistics, female educators are less represented in management positions in the schools. What do you think are the main barriers which contribute to the underrepresentation of women in management positions in the schools?
2. Research findings clearly show that some female educators are not interested in leadership positions in the schools. What do you think is discouraging them to occupy management positions in the schools?
3. There is an assumption throughout the world that women are not fit to be managers in the work places. Do you agree or disagree with this assumption? Motivate your answer.
4. Please explain how the promotional barriers negatively affect your work at school?
5. How can female educators overcome the barriers they face when applying for promotion in schools?
6. How do you assist the school management team (SMT) in managing the school?
7. Explain how male teachers can support female teachers to overcome the barriers experienced by female educators in occupying management positions?

8. The government has promulgated a variety of legislations such as the “Equity Act” as a way of assisting women to get into promotional posts. Is this legislation improving the appointment of women in promotional positions?
9. Explain what the government should do to improve the appointment of women in management position?
10. Explain what the school governing body should do to promote the promotion of women on management positions.

Thank you very much for your time and contributions. May God bless you.

APPENDIX 8: QUESTIONNAIRE

QUESTIONNAIRE

(For educators in management positions)

BARRIERS FACED BY FEMALE EDUCATORS WHEN APPLYING FOR
PROMOTIONAL POSITIONS IN SCHOOLS

Dear Participant,

1. I am conducting research with educators to understand the barriers faced by female educators when applying for promotional positions in schools. The title of my research study is: "*Barriers faced by female educators when applying for promotional positions in schools.*"
2. You have been identified as an important participant for this study, because you are a female educator in management position.
3. The survey will ask you questions in order to understand your perceptions about the *Barriers faced by female educators when applying for promotional positions in schools.*"
4. There is no risk involved in participating in the study given that your name and school's name will not be mentioned in any of the research reports.
5. The findings of this study will assist you and other educators to understand why female educators are poorly represented in management positions.
6. Your participation in this study is voluntary and you are under no obligation to take part in this study.
7. If you experience any discomfort or unhappiness with the way the research is being conducted, please feel free to inform me.

I will appreciate your participation in this important study.

Yours sincerely,

Mathebula DG

Part 1: Biographical information

Place an "X" in the appropriate box.

1. What is your current management position?

Head of Department	Deputy Principal	Principal
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2. What is your age?

Under 25	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-65
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3. How long have you been teaching?

Under 7 years	7 - 11 years	5 - 9 years	10 - 15 years	16 - 20 years	Over 20 years
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4. Highest qualification

3-year Diploma	3-year Diploma + ACE	4-year Bachelors' Degree	3-year Bachelors + Teaching Certificate	Hons, MEd, PhD + Teaching Certificate
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Part 2: Barriers to promotion

	SD	D	A	SA
(a) Women are discriminated upon when they apply for management positions				
(b) Women are afraid to apply for senior positions due to lack of confidence				
(c) Family commitments hinder women from advancing in their careers.				
(c) Women are less effective managers than men.				
(d) Women are unfit for leadership because they are weak, soft hearted, people-oriented and fearful.				

(e) Women do not apply for management positions because they are not interested in moving their families from one place to another.				
(f) Women are hindered from occupying senior positions because they are not supported by both their male and female colleagues because they don't want to be led by women				
(g) Communities do not like women to occupy management positions.				
(h) Women do not have aspirations to occupy top positions in the work places because of low self-esteem.				
(i) Lack of mentoring opportunities from male superiors prevents women from occupying management positions.				

The statements are the possible barriers experienced by female educators to promotion.

SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree Mark the statement that resembles your view with a "tick" in the relevant space

Part 3: The challenges experienced by female educators in management positions. Mark the response that most closely resembles your view with an "X".

	Always	Sometimes	Never
(a) Female teachers in management positions are not respected by male teachers.			
(b) Married female teachers in management positions are not supported by their husbands.			
(c) Female managers are not able to solve management problems.			
(d) Female teachers in management positions are sexually harassed by their seniors.			
(e) Female teachers in management positions are afraid to take strong decisions.			
(f) Female school managers are not respected by the learners.			
(g) Female school managers are afraid to give instruction to male educators.			

(h) Female school managers are not able to maintain good discipline in schools.			
(i) The School Governing Bodies (SGBs) do not respect female principals.			
(j) Schools with female principals have poor academic performance of learners,			

Part 4: Competence of female school manager

Indicate your level of competency in the performance of the following using the key:

VC=Very competent; C=Competent; UN= Unsure; IN=Incompetent

		VC	C	UN	IN
1	Instructional leadership				
2	Allocation of work				
3	Maintenance of discipline				
4	Professional development of educators				
5	Financial management				
6	Designing of school timetable				
7	Control of teachers' work				
8	Conducting teachers' meetings				
9	Designing school annual plan				
10	Settling of disputes among staff				

Part 5: Solving the barriers of promotion to management positions.

What can be done to promote the endorsement of female educators to management positions? Choose the correct answers by making a cross in the relevant space.

1	Female educators should be trained in school management.	
2	Male educators should be trained in gender equality.	

3	The department should suspend promotions of male educators for five years.	
4	All female educators with PhD in education should be appointed as principals without applying.	
5	Creation of awareness programme led by men to make everyone aware that women are facing serious challenges when they apply for promotions.	
6	Female principals should be paid more than male principals.	
7	Changing the views of patriarchal and traditional society about gender roles.	
8	Intensifying government intervention by organise professional development sessions to equip the female leaders with the necessary knowledge, skills and confidence.	
9	Ensuring that all female principals have deputy principals.	
10	All primary schools should have female principals.	

Thank you so much for answering the questionnaire. God bless.

APPENDIX 8: LANGUAGE EDITING CERTIFICATE

7542 Galangal Street

Lotus Gardens

Pretoria

0008

02 November 2020

TO WHOM IT MAY CONCERN

This certificate serves to confirm that I have edited DG Mathebula's dissertation entitled BARRIERS FACED BY FEMALE EDUCATORS WHEN APPLYING FOR PROMOTIONAL POSITIONS IN SCHOOLS.

I found the work easy and intriguing to read. Much of my editing basically dealt with obstructionist technical aspects of language, which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I hope that the work will be found to be of an acceptable standard. I am a member of Professional Editors' Guild.

Hereunder are my particulars:



Jack Chokwe (Mr)

Contact numbers: 072 214 5489

jackchokwe@gmail.com

Professional
EDITORS
Guild

