

**THE MANAGEMENT AND LEADERSHIP STYLES OF WOMEN IN TOWNSHIP
SECONDARY SCHOOLS**

by


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DEDICATION

I dedicate this work to the following:

My daughter Tidimalo

My son Motheo

My grandmother Letty Setshego Sentle

My supervisor Dr K C Moloji



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SYNOPSIS

This study focuses on the management and leadership styles of women in township secondary schools. It highlights the styles of women principals by examining their impact on school effectiveness. Furthermore, the study highlights that women are better than men in aspects such as the ability to motivate and to acknowledge the efforts of subordinates.

A qualitative research method was employed to investigate the management and leadership styles of women principals in township secondary schools. Purposive sampling was used for the selection of the participants and the sites. Data was collected by means of two individual and two focus group interviews (with two women principals, six male and six female educators), observation and document analysis.

The findings suggest that women management and leadership styles emphasize shared-eldership, shared-decision making and the ability to resolve sensitive issues because they tend to trust, respect and accept other people more easily. Furthermore, the research highlights that the respondents perceived the nature of women management and leadership styles to be conducive to a healthy working environment.

The findings reveals that woman principals in secondary schools need support to develop and enhance their management and leadership styles further. This necessitates the development of innovative intervention programmes tailored to the specific needs of women in management and leadership positions in these schools. If enough support in terms of workshops for development is provided it will assist in improving their schools and thus creating viable institutions of learning. The study on women management and leadership styles provides valuable insight into how women leader-managers perform their roles in township secondary schools.

SINOPSIS

Hierdie studie fokus op die bestuur- en leierskapstyle van vrouens in township sekondêre skole. Dit gaan veral oor die style van vroulike skoolhoofde deur hulle impak op skooldoelwitte te ondersoek. Verder val die klem daarop dat vrouens beter as mans is in aspekte soos die vermoë om te motiveer en om die pogings van ondergeskiktes te erken.

'n Kwalitatiewe navorsingsmetode is gebruik om die bestuur- en leierskapstyle van vroulike skoolhoofde in township sekondêre skole te ondersoek. Doelgerigte steekproefneming is gebruik vir die keuse van deelnemers en plekke wat nagevors is. Data is ingesamel met behulp van twee individuele en twee fokusgroeponderhoude (met twee vroulike skoolhoofde, ses manlike en ses vroulike onderwysers), waarneming en dokumentanalise.

Die bevindinge suggereer dat vroulike bestuur- en leierskapstyle die klem laat val op gedeelde leiding, gedeelde besluitneming en die vermoë om sensitiewe sake op te los, aangesien hulle ander mense meer geredelik vertrou, respekteer en aanvaar. Verder toon die navorsing aan dat die respondente die aard van vroulike bestuur- en leierskapstyle ervaar as bevorderlik vir 'n gesonde werksomgewing.

Die bevindings toon dat vroulike skoolhoofde in sekondêre skole ondersteuning nodig het om hulle bestuur- en leierskapstyle verder te ontwikkel. Hiervoor is die ontwikkeling van innoverende intervensieprogramme wat gerig is op die spesifieke behoeftes van vrouens in bestuurs- en leierskapsposisies in hierdie skole, nodig. As voldoende ondersteuning in terme van ontwikkelingswerkswinkels voorsien word, sal dit bydra tot die verbetering van hulle skole en sodoende tot die skep van haalbare leerinrigtings. Die studie van vroulike bestuur- en leierskapstyle voorsien waardevolle insigte in die wyse waarop vroulike bestuursleiers hulle rolle in township sekondêre skole vervul.

CHAPTER 1

ORIENTATION OF THE RESEARCH

1.1 INTRODUCTION

Global competition and fast-changing technology have pressed the education system to cast aside old cultural values in the leadership and management of secondary schools. This has forced South African educationists to review the leadership and management of secondary schools. In the core reviewing and restructuring of secondary schools' leadership and management, the researchers assumed women leadership and management as crucial aspects of secondary schools' effectiveness (McCauley & Moxley, 1998:291). The South African Schools Act, 84 of 1996 also redresses and maintains equity and equality in secondary schools' leadership and management. This Act also recommends that women be appointed to leadership and management roles at secondary schools. These arguments have motivated the research study to investigate the styles of women leadership and management in secondary schools.

To form a logical argument for the investigation of women leadership and management styles in township secondary schools, this research study briefly outlines the following: the problem statement, aims, research design, conceptual framework, concept clarification, demarcation of the research, methodology to be employed and chapter division.

1.2 BACKGROUND

In the past women have had fewer opportunities of occupying leadership and management positions than men had. They were degraded in the sense that their brains were regarded as too small, their power of reasoning too little and they were not expected to think critically (Murray, 1996:25). Evetts (1994:3) and Hughes, Ginnett and Curphy (1996:531) claim that the work of women educators was to teach, whilst that of men educators was to manage and lead the school. Men were shouldered with activities such as organisational planning, policy designing and decision-making. These unequal opportunities have caused men and women with similar human capital to progress differently.

Apart from this, Prinson and Jimmet (1992:3) state that laws hampered the early efforts of women in leadership and management. These laws prevented women from drafting legal documents, entering into contracts, owning property or bringing legal suits. The laws of the nineteenth century judged women as non-rational human beings who lacked the ability to manage organisational property and funds (Lawenhak, 1992:203; Goodman, 1997:3). These unequal rights impacted on the management and leadership structures of secondary schools: these are constructed as "masculine" enterprises that allowed men to acquire skills and knowledge whilst women were responsible for the domestic work (Silver, 1994:134). This exclusion of women in the research phenomenon created a gap in their opportunities to gain knowledge, skills and experience. These attributes are crucial to their promotion as managers and leaders in secondary schools.

Women were furthermore left out of the strong informal networks that provided men with access to the resources and support for success and survival (Murray, 1996:42). In training and workshops, for example, men were asked factual high-order questions and women low-order ones. Men were praised for their responses more than women educators were (Winstanley and Woodal, 2000:88). This lack of acknowledgement and addressing of their special needs reveals the past neglect of women's need to participate in the organisational development process. Morgan (1994:9) confirms this when he states that this disregard of women has contributed to their lack of confidence, assertiveness and self-esteem. McCayley, Russ & Moxley (1998:292) supports this statement by saying that these historical events discriminated against and affected women in taking up senior posts in secondary schools.

Consequently, women have reacted by opting out of management and leadership spheres (Winstanley and Woodal, 2000:89).

Having discussed the background to this study, the statement of the problem now follows.

1.3 STATEMENT OF THE PROBLEM

This research is concerned with the management and leadership styles of women in township secondary schools. The South African School's Act, 84 of 1996 (subsection (1)) redresses and maintains equity and equality in educational management and leadership of schools. Research indicates that school management and leadership are a key to success or

failure in achieving organisational vision and goals (Carrel, Grobler, Elbert, Marx, Hatfield & Van der Schyf, 1999:601). With the new vision of sustaining a competitive edge, the management and leadership styles of women in secondary schools have become a crucial aspect of school effectiveness, as more women are appointed to management and leadership positions in schools.

In the light of the above, the problem of the research can be encapsulated in the following questions:

- What is the nature of management and leadership styles of women principals in township secondary schools?
- What are the perceptions of educators in respect of management and leadership styles of women principals in township secondary schools?
- What strategies with regard to management and leadership styles can be developed to support women leaders-managers in township secondary schools?

1.4 RATIONALE FOR THE RESEARCH

This study is crucial because its purpose is to investigate the perceptions of educators with regard to styles of women leadership and management in township secondary schools. Moreover, it intends to explore the nature of these leadership and management styles. The researcher believes that women leadership and management are crucial aspects of the success of township secondary schools. Therefore, women leader-managers are assumed to capably maintain the competitiveness of secondary schools (Thomas, 1991:117; Wolpe, 1997:205; Goodman, 1996).

Having provided the rationale for the study, the following section outlines the aims of the research.

1.5 THE AIMS OF THE RESEARCH

The aims of this research are to:

- Investigate the management and leadership styles of women in township secondary schools;
- probe the perceptions of educators in respect of management and leadership styles of women in secondary schools; and
- develop strategies that could enhance the management and leadership styles of women in township secondary schools.

The next section deals with the research design.

1.6 METHOD OF RESEARCH

1.6.1 Research design

In order to investigate the management and leadership styles of women in township secondary schools, the qualitative research method will be employed. The most important reason for selecting this research strategy is that it will allow the study to focus on women leaders-managers and educators' experience about leadership and management. This will once again allow them to name many essential issues that the researcher might not anticipate (Denzin & Lincoln, 1998:6). In this regard, there is the possibility of producing rich, quality data that will become a resource for future researchers.

According to Creswell (1998:127), phenomenology emphasises that if the research is to be conducted on people, they should be permitted to speak. Their words should be used to constitute data for the drawing of ethical and emancipatory findings about them. In order to put this principle in practice, a loose structure will be used to allow women leader-managers and educators to go into great detail in describing their viewpoints at every stage of this survey (Denzin & Lincoln, 1998:144; Creswell: 1998).

1.6.2 Literature review

A literature review on women leadership and management styles will be undertaken to form the theoretical framework for this study. Strauss and Corbin (1995:52) and Lancy (1993:145) argue that a literature study assists the researcher to come up with a better

understanding of the research phenomenon. The questions intended to be asked and the theoretical sampling are easily obtained from the relevant theory. Relevant primary and secondary sources will therefore be utilised to form a foundation for the research. The following aspects will be studied: theories, comparisons of women's styles, barriers and enhancement.

1.6.3 The interview

The interviews on women leadership and management styles will be conducted in order to attain the relevant information. The sample will consist of women leader-managers and educators in township secondary schools.

The interview is defined as a purposeful interaction between two or more people who communicate, converse and negotiate for a specific aim associated with some agreed subject matter (Marshall & Rossman, 1989:82; Altrichter, Posch & Somekh, 1993:101; Hitchcock & Hughes, 1995: 162; Cormack, 2000:294). Accordingly, the interview has been chosen as a tool to bring together selected women leader-managers and educators for the purpose of data collection. The main aim is to provide them with the opportunity to discuss, answer and pose questions openly in relation to the investigation of women leadership and management styles in township secondary schools.

To achieve this, data in this study was collected through individual and focus group interviews. The aim of these focus groups is to provide a frank, open and interactive mode in the interview process (Silverman, 1993:190; Cormack, 2000:20). The interviews were conducted in Potchefstroom and Klerksdorp township secondary schools in the North-West Province.

1.6.4 Data analysis

Analysis is essentially about making sense of the data that has been collected and using the results of this process to answer the research question (Miles & Huberman, 1994:10; Sarantakos, 1998:313; Thakathi, 2001:82). In the light of this, the transcribed interviews obtained from the selected women leader-managers and educators in township secondary schools will be coded, and preconceived ideas about women management and leadership styles will be placed within brackets (Poggenpoel, 1998:337). The concept *women leader-managers and educators* in this survey will be regarded as the catalyst that commences the process of naming the category of the description after transcription (Bruce & Ballantyne, 1994:142).

1.6.5 Trustworthiness, reliability and validity

The process to ensure trustworthiness of the research on women leader-managers' styles in township secondary schools will be regarded as part of the study. This will be maintained from the beginning to the end of the study (Merriam, 1998:20).

Trustworthiness is explained as "being reliable and accepted as true" (Pocket Oxford Dictionary of Current English, 1999:919). Merriam (1993:204) argues that reliability and validity deal with the confidence and belief in the outcomes of the study. Therefore, she calls this phenomenon trustworthiness. To maintain confidence and belief, that will result in the rigour (quality) of this investigation, the question formulated, the selected women leader-managers and educators, the obtained data, analysis of the data, and reporting the results, will be checked. The main aim is to maintain the consistency of this survey phenomenon (Silverman, 1993:147; Fick, 1995:169).

Having stated the method of research, the researcher will now discuss the conceptual framework.

1.7 THE CONCEPTUAL FRAMEWORK

The conceptual framework is an epistemological way of doing things and part of the didactic reality. Babbie (1992:144) describes the conceptual framework as the process specifically outlining the meaning of the terms used. This researcher further explains a

conceptual framework as the process through which we specify precisely what we mean when we use particular terms. This is applied by utilising graphs and narration. In this research study, women leadership and management styles draw heavily on transformational leadership-management styles. Parrini (1994:238) also notes that a conceptual framework guides the researcher in how to do research, why she asks questions and whether her thinking and believing are good reasons for the research. This research study is guided by the relevant literature review. The questions for the interviews were formulated after the conceptualisation of the reviewed literature.

In addition, the collection, reduction and analysis of the data that was collected is limited to women transformational leadership-management styles in township secondary schools (Mouton, Muller, Franks & Sono, 1998:289). Aspects of this transformative framework will be discussed.

Having discussed the conceptual framework, the next section deals with the demarcation of the research study.

1.8 DEMARCATION OF THE RESEARCH

The research study on the leadership-management styles of women principals is limited to township secondary schools in Potchefstroom and Klerksdorp in the North-West Province. A small sample of two women principals was drawn in the two township secondary schools (De Vos; Strydom; Foché; Poggenpoel & Shurlink, 1998:253). Six educators (three males and three females) were selected in each of the two township secondary schools. The aim of the random sampling was to eradicate bias and maintain ethics in the generalisation of the findings to be reported (Creswell, 1998).

Having stated the demarcation of the research, the essential concepts will now be clarified.

1.9 CLARIFICATION OF CONCEPTS

1.9.1 Leadership style

Grobler (1993:1), Douglas (1996:17), Lethepa (1998:272) and Robbins and Caulter (1999:520) argue that leadership is the ability to create a vision, communicate it, assess, evaluate the situation and change people's behaviour, as well as motivate and inspire them

to achieve goals. Badaraco (1997:44) perceives leadership as the struggle between various responsibilities of individuals. Leadership also represents timely commitments, appointments, schedules, goals and activities (Convey, 1997:45) toward goal attainment.

1.9.2 Management style

Boone and Kurtz (1992:14); Donnelly; James; Gibson and Avancevich (1995:4) and Foster, Smith and Thurlow (1997:189) define management as the process of utilising individuals, groups and other resources to co-ordinate activities for the accomplishment of goals. Most researchers explain management as a process, a series of actions, activities or operations that lead to an end.

For the purpose of this research, management will be considered to identify women leader-managers' activities such as planning, goal-setting, policy-making, budget designing, and conflict-handling in township secondary schools.

1.9.3 Women leader-managers

Knight (1995:32) and Douglas (1996:8) declare women managers to be individuals involved in aspirational motivation, visionalising and risk-taking. The different activities of leader-managers are usually interrelated. They both simultaneously perform activities and persuade followers to achieve goals (Donnelly et al., 1995:380; Douglas, 1996:148; Robbins & Coulter, 1999:525; Mabey & Baim, 1999:150). Women leader-managers are individuals who perform controlling activities such as planning, organising, budgeting and activating with the purpose of coping with the organisational goals. They are responsible for managing the schools' structure, operations, curriculum and finances (Rees, 1991:29; Knight, 1995:5; Garrison & Bly, 1997:360).

1.9.4 Township secondary schools

Good (1959:574) defines a township secondary school as an institution that serves learners between the ages of 11 and 18. This institution designates a governmental subdivision of the country in which black citizens live.

1.9.5 Chapter Division

Chapter 1 provides the introduction, background and rationale of the research. It highlights the research problem, the aim of the research, the conceptual framework, clarification of the concepts and the division of chapters.

Chapter 2 focusses on the relevant literature review regarding management and leadership styles of women principals in township secondary schools.

Chapter 3 deals with the research for data collection. A qualitative research approach is used with the purpose of exploring the respondents' views and drawing information that will yield data.

Chapter 4 outlines the findings from relevant literature, documented observations, and interviews. It also provides recommendations for further research and the conclusion.

1.10 CONCLUSION

In this chapter, the framework for the purpose of the research study was outlined. The researcher argues that women leadership and management styles are essential aspects of the effectiveness of township secondary schools. This research study is motivated by the need to expose women leadership and management styles in township secondary schools.

CHAPTER 2

REVIEW OF RELEVANT RESEARCH LITERATURE

2.1 INTRODUCTION

In the previous chapter, an overview of the research topic was provided. Chapter two focuses on relevant research literature on women leadership and management styles in secondary schools. The review of literature was undertaken to provide the context for the research and to justify the need for such a research study.

The focus of this chapter is to explore women leadership and management styles in secondary schools. To achieve this, the chapter will outline theories of women leadership-management styles, leadership-management effectiveness, comparison of men and women leader-managers' styles as well as women leader-managers' styles. The chapter will also outline the foundations of women leader-managers' styles, factors holding women back from being leader-managers as well as the enhancement of women leader-managers' styles in secondary schools.

Having discussed how this chapter will be organised, the discussion now turns to theories of women leadership-management.

2.2 THEORIES OF LEADERSHIP AND MANAGEMENT STYLES OF WOMEN

The central concern of this chapter is to explore women leader-managers' styles in secondary schools. In investigating women leader-managers' styles, theories will be identified.

In developing a theoretical framework of women management and leadership styles, theories are used to understand the behavioural styles of women leader-managers (Bush, 1995:23). Hodgetts (1990:302), Boone and Kutz (1992:4) and Hannagan (1995:51), state that two theories, viz. theories X and Y, are utilised to identify leaders' behaviour in organisations. Theory X is based on the assumption that subordinates are lazy and dislike

work; therefore they need to be directed and autocratic leadership is utilised as assurance that the work will be done. In theory Y, people see work as a natural phenomenon; therefore they can participate and work under the right conditions.

A number of studies on leaders' behavioural styles were conducted, at the University of Iowa, Ohio State leadership series, the University of Michigan Managerial Grid, the Fielders and Contingency models and path-goals, (Douglas, 1996:22; Robbins & Caulter 1999:534). These studies elucidated that the handling of decision-making depends on three leadership styles. In the democratic style, the behaviour of the leader reveals the stakeholders' involvement in democratisation, which involves co-operation, collaboration and co-ordination. The authoritarian leadership style practises authority and allows no participation and *laissez faire* (freedom) that empowers individuals within the organisation with total ownership of the organisation (Garrison & Bly, 1997:344). In the Ohio study the behaviour of leaders found to focus on initiating structures in which job relationships and goals are emphasised, e.g. relationships, communication, job performance and job evaluation. The Michigan studies found job-centred and employee-centred implementation for effective production. The Fieldler and Contingency models are focussed on task-structured leader-member-relationships, leader-position, power and effectiveness. The path-goal model is based on a work/goal-directed behaviour, reward and achievement-oriented style. According to Robbins and Caulter (1999:534), these theories consider transactional leaders to be transformational leaders.

Moreover Miller and Catt (1989:240) and Garrison and Bly (1997:358) claim that theories such as the contingent, situational and transformational models are applied to represent the assumptions about human nature. These theories have developed because of human leadership traits, behaviour and styles. Therefore, an insight into theories before identifying women styles of leading-managing is vital because managers and leaders have contrasting attitudes toward their subordinates due to manager's various attitudes. However, Miller and Catt (1989:243) claim that characteristics found in successful women managers and leaders differ. They state that leadership requires a different form of behaviour on the part of a person. According to them, the traits approach fails to consider the nature of the leadership situation. Therefore, not all successful women managers-leaders are alike in an organisation. Garrison and Bly (1997:355) argue that women's management and leadership styles shift the organisation from a centralised and autocratic management process to a more participatory approach.

These theories of women's management and leadership styles have led to the consideration of the relationship between management and leadership roles.

2.3 THE RELATIONSHIP BETWEEN WOMEN LEADERSHIP AND MANAGEMENT STYLES

2.3.1 Management and leadership

Rees (1991:28), Boone and Kurtz (1992:4), Garrison and Bly (1997:359) postulate that management is about coping with the organisational goals through planning, organising, budgeting and controlling in order to attain the set goals. Furthermore, managers structure activities, define methods of performing tasks, outline standards, communicate, motivate, solve problems and provide performance feedback in their schools.

On the other hand, Hughes, Ginnett and Curphy (1996:536) reason that leadership entails a situation where there are leaders and followers. According to McCauley, Russ and Moxley (1998), leadership involves ideas to influence, to achieve goals, actions to motivate followers, to create interpersonal relationships and to have self-knowledge. Mabey and Baim (1999:159) claim that it outlines intellectual stimulation, individual consideration, charisma and aspirational motivation. Leadership deals with recognising, exploring, actualising and leading (Smith, 2000:18).

Robbins and Cautler (1999:525) state that management differs from leadership in the sense that a person could have the ability to perform the managerial tasks but fail to persuade followers to achieve organisational goals. Or, conversely, he/she could be capable of influencing people, but incapable of performing the management activities. According to Lethepa (1998:29), managers utilise power to succeed, whilst leaders depend on the ability to acquire and use power for position and personal sources. Most of the researchers (Knight, 1995:29; Douglas, 1996:5) claim that management deals with concepts such as efficiency, planning, paperwork, procedures, regulations, control and consistency. Leadership deals with risk-taking, dynamics, creativity, change and vision.

Donnelly et al. (1995:378) state that leadership is not similar to management, but part of management. Douglas (1996:7) argues that management and leadership is closely related but is not identical. Mabey and Baim (1999:149) support this by stating that management

and leaders are not mutually exclusive. Arguably, without managers, the vision of leaders becomes a dream. Leaders require managers to change visions into reality. They both perform the duty of assisting employees to gain knowledge and experience (Rees, 1991:29). Douglas (1996:3) notes that a leader and manager depends on the principal's ability to adapt personal resources to the job situation as effectively as possible. Robbins and Cautler (1999:525) recommend that all managers should ideally be leaders, hence there is a mutual interrelationship.

2.4 COMPARISON OF MEN AND WOMEN MANAGEMENT AND LEADERSHIP STYLES

Management and leadership in secondary schools involve both men and women. It would be useful to compare their management and leadership styles.

According to Bilimaria (1999:2) and Winstanley and Woodal (2000:87) men and women differ with regard to school management and leadership. They differ in their experiences, ways of interaction and development paths. While men are said to have the physical strength and responsibility for managing material such as textbooks and stationery, women are seen as possessing caring skills and a sense of responsibility towards people. However, Uma and Frederick (1992:11) argue that men and women managers are similar in a wide variety of personality traits, job-related skills and behaviour.

In the light of the above, the following aspects are employed to differentiate women and men leadership-management styles in secondary schools.

2.4.1 Emotional differences

Emotions are feelings that guide one's behaviour and thinking toward certain results (Winstanley & Woodal, 2000:120). Bagilehole (1994:5) states that they develop passive adaptability such as suppression of feelings and an assumption of responsibility. Bagihole (1994:5) and Bailey (1997:81) argue that women are receptive, nurturing, empathetic, intuitive and emotional. Women are interested and influenced by attachments or relationship with others. Therefore, women emphasise sensitive values and relationship through consensus, building more open communication and caring styles in their leadership and management.

Furthermore, Morgan (1994:50), Bush (1995:26) and Bilimaria (1999:1) are of the opinion that men bottle up their emotions by not showing their feelings when they are hurt. Women reveal their feelings of happiness or sadness by crying (Thakathi, 2001:59). For instance they cry because they are proud of something their employees have done or because they have to give a negative appraisal to reveal their own humanity, and to convey that they care about their employees and want to inspire excellence.

2.4.2 Communication styles of women and men

In, both, women and men leadership-management styles, communication is the interaction between two or more people. The research discussed above shows that men possess aggressive competitive behaviour. (Anderson; Blasé; Blasé & Duncan 1995:112; Bush, 1995:21; Bilimaria, 1999:1). Morgan (1994:9) argues that men are rational, analytical, and achievement-oriented. This is due to the fact that they exercise a hierarchical structure with departments based on job definitions set by senior management and vertical communication, power and authority focussed on seniority hierarchy. Men's qualities in management and leadership involve functionality, rationality and instrumentality (Bailey, 1997:81).

Furthermore, Nelton (1991:1), Morgan (1994:48), Marshall (1995:318), Robbins and Caulter (1999:534) claim that men and women managers differ with regard to career paths and styles of leading-managing. These researchers contend that men present the past and women the future of the organisational society. These scholars state that men tend to adopt a traditional style, dealing with things in an autocratic fashion. In this style, men apply a centralised and formalised structure in the organisation, which involves command and control (Marshall, 1995:321). Women managers tend to practise non-traditional styles of management and leadership, which lead them to respond to collaborative-responsive relationships. Therefore, as a team they utilise a flat structure to implement informal communication and consultation in management and leadership styles. Anderson et al. (1995:100) corroborates this by stating that women prefer an organisational structure that is team-focussed, project-specific and job-defined by the individual through active participation.

Women encourage participation through negotiation, co-operation and shared problems. This assists them in learning from each other, evaluating themselves and experiencing

moral development. Lastly, men apply the transactional style, whilst women implement the transformation style (Robbins & Caulter, 1999:530). Arguably, in patriarchal society, men's ways of performing things are the right and correct ways, showing the world that men are mastering and women guessing. Certainly the issues at stake here are not individual cultural differences, but rather progressive and dynamic corporate cultures that enhance collaborative and directive change agents focussing on equal participation and opportunity for effective school development. Marshall (1995:328) postulates that the different styles of men and women could be combined to develop an organisation to achieve its vision, mission and goals. Many researchers assume that women's participative approach can bring to the school the impression of greater understanding and more commitment to goals and satisfaction in the working environment.

2.4.3 Behavioural differences between women and men leadership-management styles

Behaviour is partly perceived as the personality of a person (Dean, 1992:169). Women exhibit a different kind of behaviour from men and they naturally bring this to the exercise of management and leadership functions (Whatmore, 1999:69). Women's behaviour differs from that of men, but this is not necessarily evident in their differences. For instance, the study indicates that women take fewer risks in decision-making than men do, but the two sexes do not differ in the overall accuracy of their decisions. However, other researchers argue that the differences in men and women with regard to behaviour are created by the development of certain behaviours. These behaviours are linked to gender and have been learned at school, in the family, at work and in the media. An example is the theory that boys learned to be rational, logical and subjective and to conceal their emotions. Girls learn to develop their emotions and be subjective (Dean, 1992:73). However, these researchers postulate that men and women's differing styles are complementary because both men and women can learn from each other.

Bush (1995:23) further postulates that there should be a shift from management and leadership styles that incorporate both female and male in secondary schools. In correlation with the discussed comparison of women and men management and leadership, the theoretical women's styles of leading-managing is now outlined.

2.5 WOMEN LEADERSHIP AND MANAGEMENT STYLES

Determining the extent of women's involvement in principalship positions in secondary schools is not the purpose of this research project. What is essential is to identify their management and leadership styles and at the same time to investigate whether their styles of leading and managing are in line with national and corporate values. The aim is to ascertain which forms of management and leadership style they possess. Are these effective in developing secondary schools and, if not, how should their ways of leading and managing be enhanced in order to develop secondary schools holistically?

To attain the above goals, this section investigates women's management and leadership styles by examining the following aspects: interpersonal relationships, emotional intelligence, communication styles, participative role, collegiality and collaboration, and transformational style.

2.5.1 Interpersonal skills

Dean (1992:169) explains interpersonal skills as the way people react to each other or with one another. Winstanley and Woodal (2000:151) perceive interpersonal skills as the process of relating well to others and revealing the intrinsic characteristics of relationships and communication with others. In relation to this conceptual framework, women's relations to other people in secondary schools are outlined.

Wolpe, Quinlan and Martimez (1997:204) argue that women's ways of leading and managing are influenced by their attributes and the various situations in which they find themselves. These attributes have to do with interpersonal skills (Judith, 1992:22). Women generally have an ethical and caring approach to the leading-managing process. Women demonstrate qualities such as warmth and empathy (Bush, 1995:66). Quinn and Patrick (1997:328) argue that women's management and leadership styles typically reveal ethics, integrity, a sense of humour, sensitivity, caring for people and fairness. They pay special attention to honesty, sobriety, gentleness, compassion, cleanliness, gender and trust (Goodman, 1996:1). Nelton (1991:6), Judith (1992:2) and Hall (1995:151) further claim that women do display emotions such as anger at work. Their anger can be associated with attributes such as being sharp-tongued, persistently annoying, being cruelly nasty and prone to crying. Their tears can be used manipulatively or, on the other hand, reveal their

openness: women show guilt by crying and this crying conveys the message that they care about their employees and inspire excellence.

According to Judith (1992:2), women tend to hold on to anger rather than return to business as usual. This indicates that in their management and leadership roles they may not always have emotional hiding places. Magudi, (2000:15) supports these claims by arguing that women have the capacity to build effective management and leadership through attributes such as confidence, courage and respect for the opinions of others. They are affectionate and considerate of other people's existence and dignity. Women are better listeners, less analytical and less aggressive (Hughes, et al.,1996:536). These traits are necessary for successful managerial and leadership performances (Uma & Frederick, 1992:11).

However, these scholars also argue that some female managers' and leaders' behaviour devalues other women because of their failure to support them. Morgan (1994:69) affirms these ideas when he states that some women display successful managerial and leadership qualities, whilst other women fail to become effective managers and leaders. These arguments indicate some differences in women's ways of leading and managing. Goodman (1996:2) argues that women's ways of leading and managing originate from their domestic responsibilities and limited mobility, changes at work, sexism and styles of childhood socialisation. Women regard each other as colleagues, value each other, show mutual respect and share values.

2.5.2 Women leader-managers' commitment to the job

On a more empirical level, the study indicates that women share characteristics such as attention to detail, commitment to the job, consistent attendance, the desire to work hard and the need to make the business a second home (Thomas, 1996:117). Nelton (1991:3) claims that women possess such critical thinking for future success, concern for people, interpersonal skills, creative problem-solving and intuitive management. According to Allen and Truman (1993:51), they have the ability to keep a lot of balls in the air at once, hence they are capable of making short-term as well as long-term decisions. Bush (1995:67) supports this statement by claiming that women managers and leaders are persons with the willingness to compromise. This is due to the fact that they are dedicated, visible in the school environment, spend more time with colleagues in unscheduled

meetings and are observable to all stakeholders. They are self-motivated and have self-esteem, and this encourages them to make sacrifices by working for long hours (Prinson & Jimmet, 1992:75). Morgan (1994:9) characterises women leaders as people that are decisive, are good listeners, are willing to express their feelings and have the ability to focus on long-term goals. They further argue that women have affections that can be found in other paternalistic societies.

2.5.3 Emotional intelligence in women leader-managers' styles

Women leader-managers' emotional intelligence is described as the intelligent use of emotions in different situations (Winstanley & Woodal, 2000:144). In this, people intentionally make their emotions work for themselves. They utilise their behaviours and thinking in ways that enhance their results. Viewed in this light, this researcher argues that women leader-managers pay more attention to the social, emotional and academic development of learners. Marshall (1995:175) affirms that women have the ability to work with others due to their sense of caring. They possess a sense of caring toward students, educators and parents. Goodman (1997:2) affirms this when stating that women principals are more likely to influence teachers to use more desirable teaching methods and techniques. According to Bailey (1997:96), they are able to encourage high morale, a sense of trust, confidence, enthusiasm and friendliness. This shows that women have skills to persuade people, encourage, motivate them and build interpersonal relationships. This idea is supported by Nelton (1991:2), who asserts that women establish structures that appears to be mechanisms to facilitate team-building, fluidity and empower the entire staff.

In addition, Nelton (1991:3) declares that women have the capacity of building networks, getting people to work together and solving conflicts in the organisation. Therefore, they are visionaries and catalysts in the organisation because they are capable of selling the school to parents and making them feel good (Morgan, 1994:41). Klaus and Zink (1998:246) confirm these findings when they claim that women are willing to compare themselves with others – that is, measuring service, products and practices to identify quality and improvement in their inputs and outputs. Nelton (1991:5) argues that women have a lot that they can teach one another. They can teach their own sex about leading and managing. This is because they believe in the strategy of learning from one another. Goodman (1997:5) says that their behaviour is associated with work for improved social justice, equity for staff and students in their schools, the challenging and resisting of

injustices, and the commitment to empower those they work with. They work to build a caring school community. Their ways of representing individuals' inputs and outputs provide the opportunity for people to open up and to set their spirits free. This encourages them in their efforts and shifts their minds towards participation (Kouzes & Posner, 1990:19-30).

2.5.4 Women leader-managers' communication styles

The mind-shifting arguments assume that communication creates a bond with everyone in the organisation. Women are highly effective in communication styles (Marshall, 1995:176). They utilise unambiguous communication styles. This emanates from their strong sense of identity (Allen & Truman, 1993:47). In their leading of personnel, they possess good effective communication that empowers individuals and groups (Wolpe, et al., 1997:20; Magudi, 2000:15). Women managers and leaders utilise informal communication in a way that treats people as individuals whose ideas and opinions matter to the organisation. Bilimaria (1999:8) affirms this with the claim that in women managers' and leaders' operations there is face-to-face communication. Murray (1996:49) notes that open communication is effective in data surveying. Therefore, women's free communication will assist in obtaining data from individuals and groups to identify what makes up the secondary school's value and what contributes to its failure.

Moreover, women apply collective communication in a way that encourages shared governance of the school (Silver, 1994:36). Bailey (1997:9) confirms this view by arguing that women involve group structures in their collective communication to encourage individuals to think creatively and productively. These communication skills create a complex interaction between women managers, followers and certain circumstances in which they find themselves (Hughes, et al., 1996:1). Kroon (1996:367) argues that women's personal communication skills assist them in identifying stakeholders' needs, demands and goals and in adjusting their leading-managing styles accordingly. This means that they are able to consider parents, learners, educators and the community. They care about their satisfaction and meet their needs. This provides them with the ability to determine how the organisation does things. Since their ways of communicating are claimed to maintain creativity, autonomy and a sense of shared purpose, their conversations could be specifically perceived as a type of leading that regards individuals as resourceful humans rather than human resources (Allen & Truman, 1993:49).

According to Allen and Truman (1993:51), women in their communication have a good sense of humour and the ability to confess to making mistakes. They are sensitive to others' ideas, listen to their opinions and are capable of sharing all facets of work as well as valuing personal needs. From the above, it is clear that women leader-managers' care deeply about the well-being of staff members, learners and parents.

Moreover, Marshall (1995:314) states that women utilise open communication, collaboration, person-oriented empowerment and quality involvement to maintain high performance in inputs and outputs. According to Gordon (1996:9), women generally get groups of people to work together in order to attain a certain goal. They implement face-to-face personal management to share information, build consensus and empower employees. Bailey (1997:12) asserts that women empower stakeholders through ownership to encourage their commitment in sharing the organisation's vision and mission with the purpose of accomplishing organisational goals. This is due to the fact that human beings do not always have a complete knowledge of all possible courses of action. Silver (1994:4) argues that women managers and leaders are job satisfaction implementers in the sense that they apply collective resolution of conflicts, utilise teamwork in planning and action strategising. Their recognition of stakeholders' autonomy and ownership in the holistic organisation could result in curriculum-centred, educator-centred, goal setting-centred, student-centred, parents-centred and achievement-centred management that could lead to the advancement and development of secondary schools.

2.5.5 Participative styles of women leader-managers

Women leader-managers in secondary schools prefer people participation in all school activities. According to Marshall (1995:316), participation means providing formal opportunities for stakeholders to be involved in decisions made for organisational advancement. He further claims that women's participative style involves a group process in which human resources are tapped for greater authority and respect, democratic style, a more co-operative structure and core structure (Allen & Truman, 1993:46). Bush (1995: 69) states that women managers and leaders exercise democracy through participative decision-making, trust-building, team-building and shared governance of the organisation. Silver (1994:26) confirms that they encourage teamwork, collective work, consultation and negotiation since women do not always have a complete knowledge of all possible courses of action. The school thus exists as a socialising agent that needs integrated efforts and full

functioning of women (Bush, 1995:67). Therefore, women's styles tend to be consensus-building, inclusive, more open and encouraging of participation. This assists in creating a culture of transparency in management and leadership performance. By virtue of this, the school will not speak *at* stakeholders, but talk *with* them about the needs, demands, inputs, outputs and productivity with the purpose of advancing the school's development (Quinn & Patrick, 1997:328).

Furthermore, Quinn and Patrick (1997:328) assert that women perform functions with integrity and in a collective manner. At this point, team management will be able to select what should be done, transform what is wrong and retain what is important through joint ventures between parents, learners and educators. This will develop the knowledge and skills required to alter individual behaviour and the school itself. There will be group learning because of an exchange of opinions about structuring, problem-solving and decision-making. Effective management needs to have a clear insight into the present organisational performance – for instance, transparency about management efforts and productivity, Bailey (1997:9) and Bush (1995:89). Therefore, the participative management style of women could lead to an investigation into and understanding of factors affecting secondary schools positively or negatively. This can be done through collective scanning of the school environment with the purpose of mastering the school's plan for development.

Silver (1994:38) maintains that women managers and leaders tend to delegate authority to enhance a healthy interpersonal school environment with the purpose of advancing the school as a whole. Increasingly, schools need to be competitive in marketing, and there should therefore be an increased role for local management in which all stakeholders are required to have responsibility and accountability in the process of designing school policies and planning strategic scenarios for various activities (Marshall, 1995:310). These ideas confirm the notion that women managers are persons who implement interdependence and a humanistic approach among all stakeholders in the day-to-day activities with the aim of increasing their ability to perform different tasks (Jacksons, 2000:58). However, Bush (1995:69) argues that participative management and leadership styles are slow, cumbersome and have no guarantee on outcomes.

2.5.6 Collegiality and collaboration as women leader-manager leader styles

Another aspect of women management and leadership styles is that women practise collegiality and collaboration in their styles. According to Gordon (1996:3), their collaborative framework involves sharing of management, vision and mission of the organisation and other capabilities to benefit the school's purpose. Bush (1995:66) supports this statement by affirming that women implement a collegial culture that focuses on collaboration, while also emphasising the individual. In these women management and leadership styles the school can be identified as an organisation with a culture of corporation, co-ordination and commitment. Women's managing and leadership styles of collaboration and collegiality will maintain a healthy relationship with all stakeholders (Arnold, 1996:145; Douglas, 1996:13; Murray, 1996:240/248). The healthy atmosphere created by women's styles emanates from their power to encourage the collective sharing of ideas in the formulation of a vision, mission and strategies leading to goal attainment.

Although participation increases stakeholders' willingness and commitment to become involved in efforts focussed on development, it does not always build ownership and commitment. Participation takes time; hence everyone's opinions are honoured and analysed before consensus is achieved. Furthermore, not all problems and decisions are suited for a participatory or group approach. There are times when stakeholders are in "zones of indifference" – that is, are not interested in participation. Even though women's styles are appreciated in the sense that they seek increased involvement to attain successful decision-making, this does not mean that bureaucracy, orderly administrative procedures and controls must be ignored. A bureaucratic system assists in having structures and procedures that guide day-to-day activities.

2.5.7 Transformational styles women leader-manager conceptual framework

Finally, from the theoretical framework of women leader-managers' styles, this research study conceptualised transformational leadership-management as a framework of the study.

According to Lethepa (1998:51), transformational leadership is perceived as charismatic, delegating, responsible, open, and communicative; and it identifies the organisational strengths, weaknesses, threats and opportunities. Women apply transformational styles

that allow people to transform their self-interest into goals, and to perform well when they feel good about themselves. They prefer work that involves sharing of power and information that encourages involvement. According to Bailey (1997:7), this style of leadership builds transactions between women as leaders and followers. He mentions the slogan "you do this for me, I do that for you, you do this to accomplish organisation goals, therefore it is in my best interest to do all I can to assist you to be successful". This encourages stakeholders' abilities and independence (Allen & Truman, 1993:52). Richards (1999:122) affirms this when he claims that women's transformational styles include a shared vision, empowerment of others, challenge to the *status quo*, an adoption of a proactive stance, communication, vision and positive self-regard. However, some researchers are against the ideas that link transformational management and leadership directly to women. Effective management and leadership are not clearly understood, according to Morgan (1994:69).

Thakhathi (2001:42) claims that, in future, women might be better than men at managing secondary schools. This idea challenges the notion that school-based management requires traditional masculine attributes. In management and leadership situations some circumstances need a degree of control over what is to be done and a shift of responsibility when things go wrong. Although women school leaders are claimed to be friendly and collaborative, this also has a negative side, because women take organisational life too seriously and too personally.

In the next section, the study explores the foundations of women as leader-managers.

2.6 THE FOUNDATIONS OF WOMEN LEADER-MANAGERS

The nature of women's management and leadership styles is investigated by way of an examination of domestic leadership and primary school heads.

2.6.1 Domestic responsibility of women

According to Thakhathi (2001:46), women in management and leadership positions are traditionally labelled as charismatic because of their domestic leadership. This emanates from their attributes that consist of greater independence and understanding when they were still girls. As girls at home, they were traditionally responsible for undertaking duties

such as cooking, cleaning and preparing for cultural functions. They replaced men in the workforce during the Second World War. This provided them with opportunities to develop the skills and confidence required for management and leadership positions (Prinson & Jimmet, 1992:5). This has motivated them to become responsible, committed and accountable in planning, organising and activating home activities.

Women are regarded as bearing the primary responsibility for child-rearing and household duties. Women management and leadership emanates from the fact that as mothers they are responsible for guiding and supervising girls and boys in their growing process. Marshall (1995:175) claims that women as leaders in the home encourage children to have positive principles. This domestic situation enhances and empowers them with effective management and leadership skills and knowledge of practising cross-functional duties in schools (Morgan, 1994:159; Robbins & Caulter, 1999:54). It influences their ability to work with others (Morgan, 1994:175).

Lewenhak (1992:180) states that women as mothers transmit structured and unstructured decisions such as values of all kinds, teaching laws in homes, integrating new young individuals into society, providing them with skills, knowledge and experience in good communication, co-operation, affiliation and attachment (Hughes, et al., 1996:539). Their work at home, which is regarded as low in social status and which is not recognised universally, has impacted on their effective participative management and leadership styles. Thus, for example, they tend to share ideas and work towards consensus. Their abilities in these matters originate from their tasks as voluntary workers in society with duties such as those of secretaries, treasurers and social workers. Arnold (1996:131) supports this view and states that women are creative in thinking and performing because initially they performed cultural tasks such as needlework and knitting. This led to women forming social clubs such as clothes-making clubs in which they practise management and leadership.

2.6.2 Women as principals at pre-school and primary school

During the nineteenth century women were charged with the pastoral side of education exemplified by nursery, pre-school and primary schools. They ran schools for working-class children in their own homes and remained in complete control of their schools' financing, running and teaching. This practical experience of organising an educational

venture in a familiar domestic environment promoted women's abilities of leading-managing activities inside and outside the home. This has gained them skills and values to manage effectively at home and in schools, for instance, managing finances, solving problems and decentralising decision-making (Morgan, 1994:178).

We turn now to women's management and leadership effectiveness in secondary schools.

2.7 WOMEN LEADERSHIP AND MANAGEMENT EFFECTIVENESS

2.7.1 Core-principalship

Dean (1992:2), McCauley, et al., (1998:128) argue that an effective management style involves purpose, vision, and a sense of mission, resolution to delegation, values and philosophy. Knight (1995:32) claims that the management role is effective when there is delegation with the aim of maintaining discipline in the managerial activity. This reveals the implementation of a collective strategic planning in which vertical management structures are formed to apply to decision-making as regards the school as a whole through the token language of participation. From this perspective, women managers should be in the centre of the secondary school and other members such as educators, parents and learners must be connected to have access to her. This will encourage these stakeholders' commitment to decision-making during the process of planning, organising, staffing, co-ordinating and controlling. Thus women managers should facilitate delegation and be concerned and interested to know who is responsible for whom and for what, who answers to whom, who reports to whom and who does what (Dimmock, 1993:3) and (Douglas, 1996:5).

2.7.2 Customer-oriented

An effective management style inculcates collective and collaborative venturing in the process of goal-setting strategising, implementing, monitoring and evaluating activities with the purpose of rectifying where necessary. This should be done through authority and power (Douglas, 1996:5; Klaus & Zink, 1998:188). Viewed from this angle, women's styles should strongly consider the question of knowing how to serve educators, parents and learners in secondary schools. The question should be holistically considered with a mutual contract for essential results, focused on secondary schools and stakeholders'

satisfaction and productivity accomplishment. In this manner, women manager's role such as interpersonal roles which accept school stakeholders inputs and outputs will bring about secondary school effectiveness and development (Matterson & Ivancevich, 1996:49-51). Furthermore, these researchers postulate that, styles of managing should be differentiated with the purpose of adopting new balanced approaches that involve equity-oriented, top-down allocation, best client service and delegation. Women managers applying this role strategy will be more analytical and develop critical thinking that enhances the effective management of secondary schools.

2.7.3 Self-renewal

Leadership-management effectiveness involves decisiveness, knowledge and verbal abilities (Matterson & Ivancevich, 1996:387). It consists of managerial skills such as technical administration, communication, motivation and guidance (Hodgetts, 1990:229). Viewed in this light, this research argues that women leaders should have knowledge of how things work, how to deal with matters and how to fit all departments together in secondary schools. Furthermore, when in a leadership position, they (women leaders) should apply flexibility that will assist them to know people's (educators and learners) work and production and have a clear picture about the situation in which these people work better.

2.7.4 Situational analysis

Based on these arguments, women leaders should understand the preferred leadership by people and match the styles with the situation and the people (educators, learners and parents). Dimmock (1993:4) concedes that to nourish their styles of leadership women leaders should exercise SWOT analysis for the availability of information on the process of their leading. The implementation of strengths, weaknesses, opportunity and threats as strategic development in secondary schools will help women leaders' styles to be effective. This will also assist them to attain efficiency at the functional level, the business level, the global level and the corporate level approaches that considers both internal and external environment of the secondary schools (Garrison & Bly, 1997:378; Snyman, 1993:90).

2.7.5 Shared values

In addition, good women leaders should consider self-leadership consisting of personal values, vision and courage that leads to collective visualizing, connecting and interacting in order to engage educators', parents' and learners' hearts and minds (Hesselbein, Goldsmith & Beckhaard, 1996:189; Rees, 1991). To attain this, it is essential for women leaders to act by doing real work in co-ordination with others, providing others with the ownership of leading the leader and seeking a common understanding instead of consensus (Hall, 1995:308). Women leaders who encourage the free flow of ideas are likely to create core characteristics in secondary schools (Thakhathi, 2001:49).

In order for women's management and leadership styles to be effective, this research argues, women manager-leaders need to have technical skills. These skills should be implemented with the purpose of facilitating the values of creativity in the ability to utilise tools and methods to attain set goals through planned scenarios and strategic planning (Garrison & Bly, 1997:368). Furthermore, the styles of women manager-leader in secondary schools are assumed to apply effective authority when they (women manager-leaders) practise interpersonal skills that lead and motivate educators, learners and parents through open communication, understanding each other and co-ordinating their objectives as well as activities. According to Jackson (2000:49), to do this, women manager-leaders need the ability to collect information about educators, parents and learners. In strategic planning and budgeting, women manager-leaders should build a tradition of academic research, policy-making and professional decision-making to focus on secondary school effectiveness and development (Harris, Jamieson & Russel, 1996:4).

Having outlined management and leadership effectiveness, the discussion will now turn to the barriers to the advancement of women as managers and leaders.

2.8 FACTORS HOLDING BACK WOMEN FROM BEING MANAGERS AND LEADERS

The values, qualities and talents of women seem to be beneficial to an organisation but there is still a numerical disadvantage in secondary school management and leadership positions (Arnold, 1996:1; Hall, 1995:309 and McCauley, et al., 1998:292). Bailey (1997:82) also claims that variables such as qualifications are standardised between

women and men but that women educators still face obstacle to becoming managers and leaders in secondary schools. Bagilehole (1994:120) states that these barriers are the result of a previous culture, history, gender, and career plateau. Given these facts, this section will explore the impact of culture, history, gender and career plateau on women managers and leaders.

2.8.1 Culture as obstacle to women leader-managers' position

There are more women than men in schools, but cultural attitudes could have serious negative implications for women as school leaders. Miller and Catt (1989:349) and Marshall (1995:190) argue that the male-dominated culture fails to support newly appointed women managers and leaders. They treat them differently, fail to take them seriously and underestimate their experience. Most male educators withdraw their support for women when the organisation experiences difficulties. These conditions discourage women from taking on their natural style and persuade them to adopt men's management and leadership style with the aim of overcoming the organisational problems. When they enter male-defined practical fields they risk losing confidence and their selves in their positions in the hierarchy.

In view of this, the struggle for gender justice is gaining women more recognition. However, there is a paradoxical love-hate relationship with women who reach top management and leadership positions. Queston (1993:5) and Silver (1996:12) argue that men, as the prime barriers to women's success, are reluctant to hang their heads to women (Queston, 1993:5). Male teachers resist supervision by women and sabotage their efforts. In most cases ineffective management and leadership by women are exacerbated by female educators who believe in men.

Moreover, Queston (1993:13), Morgan (1994:28) and Thomas (1996:90) state that the present male-dominated dispensation means that, in the education field, women are frequently interviewed by men. Most of the time, they require men's attributes such as leadership, competitiveness, task-orientation, efficiency and assertiveness – which are men's leadership characteristics. In the process of appointing women to management and leadership positions, women are prejudiced if they display the "feminine" qualities of caring, tolerance, warmth and valuing. Therefore, women in their applications for out-of-role jobs experience discrimination.

Furthermore, Queston (1993:13), Morgan (1994:28) and Thomas (1990:90) assume that women doubt themselves, lack self-confidence, and also often have an inferiority complex. They have a negative attitude about themselves, their abilities and roles. This impacts on other stakeholders, who perceive women leaders as incapable, and this leads to the creation of a glass ceiling to women's promotion in school management and leadership.

2.8.2 Gender impact on women teacher-managers' position

Researchers like Marshall (1995:14) and Morgan (1994:19) claim that problems created by the sexual stereotyping of women have been documented in the home, classroom and society. Women are subjected to ideologies about their place and their obligations to the household and family. Their contributions are not formally recorded as unpaid workers. Historically, this resulted in unequal distribution of work at home as well as their qualifications, and led to women being denied the opportunity of becoming school leaders. Drafke and Kossen (1998:486) support this when they argue that high school rules did not permit women in academic courses such as science. This created a feeling of inferiority in women.

Bullock (1994:15), Bagilehole (1994:1) and Bush (1995:22) declare that in the process of promotion, gender still contributes to career identity, socialisation and expectations in women management and leadership positions. In most research findings, descriptors of men are positive: they are to be valued and emulated, while female descriptors are negative and to be ignored at all costs. It has also been argued that the accepted management and leadership theories are modelled on male behaviours, perceptions and values (Allen & Truman, 1993:47). Women are perceived as incapable of leading and managing. These perceptions have degraded women's effectiveness and helped socialise them into the prevailing male world. This is due to the fact that the researched management and leadership theories consider men as efficient in leading and managing secondary schools (Goodman, 1996:1). Bullok (1994:1) affirms this when saying that the recognition of men and the failure of appreciation of women by the media and people at top level reveal the perception of women as "outsiders" and men as "insiders". This is the "glass ceiling" that women have to contend with in management and leadership positions in secondary schools.

2.8.3 The influence of career plateau on women leader-managers' position

Career is explained as a succession of related jobs arranged in a hierarchy of prestige through which people move in an ordered, predictable sequence (Queston, 1993:28).

Having discussed the barriers to women's promotion in the management and leadership of secondary schools, the study will offer basic strategies to enhance women manager-leaders' styles.

2.9 THE DEVELOPMENT OF WOMEN MANAGEMENT AND LEADERSHIP

The main aim of this research section is to investigate and explore how to enhance women management and leadership effectiveness in secondary schools. To accomplish this, factors such as positive attitudes, equity maintenance, education and training, continuous learning, interaction and career path are considered.

2.9.1 Developing positive attitudes to women's leader-manager style

At this point it is appropriate to consider women's preparation as a crucial aspect for them going into management and leadership positions. According to Prinson and Jimmet (1992:131), taking up new positions is never easy: there are peaks and valleys. Therefore women secondary school leaders should prepare themselves for a difficult time. For example, they have to keep a positive attitude even if their mistakes have been recognized. They should be calm in sharing their mistakes, learn from them, move on, work long and hard enough and believe in themselves. It is argued that they must utilise the golden rule of "do unto others as you would have them do unto you". The research shows that women as school leaders must always be sure to treat learners, parents, educators and non-staff with care and respect. They should be prepared to value other stakeholders because without them the school cannot exist. This will also assist them to receive more referrals and returns.

2.9.2 Equity maintenance

Uma and Frederick (1992:17) define equity as a process of implementing freedom, fairness and justice. Equity maintenance here is not a focus on equalising differences but rather on responding to individuals' needs and abilities to transform schools into institutions providing quality education. For instance, individual participation in South African educational activities should be encouraged in order for educators to feel that they belong to communities and societies (Morgan, 1994:43). Effective maintenance of this equity could be exercised through the consideration of the contribution of the Constitution of South Africa, Act 108 of 1996. In Chapter 2 of the Constitution (1996) the Bill of Rights outlines the fundamental rights guaranteed to all South Africans. According to Uma and Frederick (1992:113), legislative measures for women's development should be considered. Uma and Frederick (1992:16) recommend affirmative action as an important tool in women breaking the glass ceiling and climbing to top management.

Closely related to the above argument is the notion that equitable opportunities should be implemented to address the unequal position of women and men in management and leadership positions. This could be done through the utilisation of designed and formulised policies and procedures in appointing principals to secondary schools (Winstanley & Woodal, 2000:89). The criteria should also be formulised in order to place women in key positions with status and authority (Uma & Frederick, 1992:16). This for instance means an equal number of women and men in the process of interviewing. The focus should be on women's attributes and not those of men. This will ensure an equitable approach to the promotion of women.

This indicates the necessity of re-examining promotion policies. Bilimaria (1999:4) and Winstanley & Woodal (2000:92) recommend the practice of moral incentives to enhance women's enthusiasm for management and leadership. This could be exercised through the equitable allocation of resources and opportunities with the purpose of creating a gender-positive culture.

2.9.3 Education and training women leader-managers

Education and training is perceived as teaching to impart knowledge and workshopping for best acquiring and understanding that knowledge. This means that women manager-

leaders should be educated and trained in order to have the skills, knowledge, information, experience and values about management and leadership styles. They should be trained in management and leadership in order to manage and lead effectively. This, for instance, would enhance their capacity to be able to identify the following: what is the organisation's dream, where is the organisation presently, what is it doing now and what does it want to achieve? The Constitution (1996) promotes the achievement of equality through legislative and other measures. Such measure are designed to protect or advance persons or categories of persons disadvantaged by unfair discrimination through sensitive training in human resources. Therefore women need training and support in order to resist sexism in senior positions (Wolpe, et al., 1997:205). Women should be empowered through projects aimed at advancing their productivity and access to resources (Letsoalo, 1999:24).

Based on the above arguments, programmes presenting ways of interaction and career issues such as interaction and mentoring should be practised through group interaction. This could be applied by means of pre-service courses, in-service programmes and an understanding of human rights (Wolpe, et al., 1997:111). Therefore, workshops and programmes focused on women-centred knowledge and development should be conducted (Morgan, 1994:18). Newly appointed women managers should be trained to be comfortable in their positions. Marshall (1995:321) affirms this by claiming that they need to be trained as participants to avoid their displacement or disappearance from senior jobs. In the training process, theories such as knowledge, ethics, legality and communication in management and leadership should be mandatory. Skills such as human, technical and conceptual skills should be considered to sustain the ability of seeing the school as integrated parts that entail a holistic development (Donnelly, et al., 1995:48). In their interaction, women must ensure that they seek and have inside knowledge of internal and external hurdles keeping them from attaining their goals. They must be aware of their thoughts and attitudes. They can be successful if they utilise group interaction to identify their strengths, weaknesses, opportunities and threats in their way of leading and managing.

2.9.4 Fostering continuous learning among women leader-managers

Marshall (1995:324) and Morgan (1994:21) recommend learning as essential for newly and previously appointed women secondary school leaders. Prinson and Jimmet (1992:216) also recommend continuous learning by reading books, newsletters and

periodicals on the subject of management and leadership. Women secondary school leaders' effectiveness requires a set of skills that have to be learned very fast. Therefore, creative groups should perceive every task, project and event as a learning opportunity (Whatmore, 1999:210). This author further states that women should learn by doing and being on the job and constantly being self-aware. In this process, they should consider sources of learning such as approaches, courses, colleagues, peer contacts, tasks, projects and events. Further, Whatmore (1999:210) recommends the application of behaviour modelling in which women secondary school leaders will learn by watching and participating – for example, demonstrations through films and videotapes to improve their skills and to increase their effectiveness.

2.9.5 Women's interactive leadership and management

The mind-shifting argument is that the school is perceived as an eco-system that functions by establishing a balance among the various parts of the system. Therefore, the advancement of women should be increased through the process of interaction. According to Uma and Frederick (1992:24), the power relationship between women and men should be balanced by increasing the centrality of women's positions in secondary schools. Karl (1995:109) holds the view that they should be empowered through capacity-building to create their self-esteem in principal positions. According to Prinson and Jimmet (1992:63), experts should be invited to assist in areas they are weak in. For instance, they should gather the best advisers, employees and friends to help and guide them in their mission. Their appraisal would be effective if the mentors who have been in the management and leadership arena were involved.

Marshall (1995:329) supports this idea by claiming that men holding positions of power should be actively and reflectively involved in the process of enhancing women's management and leadership development. Female-male solidarity as a partnership to maintain equity rather than subordination and exploitation should be sustained (Gordon, 1996:105). Moreover, maintenance of power relationships between women and men managers should be practised through networking and mentoring. This will assist in information exchange, professional support, inter-group perspective and sharing of understanding and experience.

2.9.6 Career path

Prinson and Jimmet (1992:55) consider a career path to be imperative for women's management and leadership development. Women must be pro-active in considering their next job and must want to transform and make changes in their management and leadership performance. According to Marshall (1995:318), women should learn to listen to their voices in order to choose what they love to do and make their business.

Murray (1996:11) postulates that women should act as carriers, catalysts and gatekeepers for new ideas within the framework of advancing their careers. They should learn continuously by affiliating with universities to obtain degrees or certification in line with their career paths (management and leadership). They should learn through reading and asking advice from other professionals. Murray (1996:10) further states that women's styles can be developed through group work, role-play, discussions and introduction to the theoretical framework of management and leadership. Further, they should have a strong sense of self and get used to presenting their ideas confidently and assertively. They must have insight into the external and internal barriers that prevent them from achieving their goals – that is, have self-knowledge about their weaknesses and strengths. They must use their strengths maximally and capitalise on them. In their identified areas of weakness, they must plan to improve their performance.

2.10 CONCLUSION

This research investigates women's leadership and management styles in township secondary schools. In this chapter, the important aspects such as theories of women leader-managers, comparison between men's and women's leadership-management styles and the styles of women leader-managers have been dealt with. The chapter further highlighted factors holding back women leader-managers as well as the those that would enhance women leader-managers' styles.

The most important lesson learned from this literature review on women leader-managers' styles in secondary schools is transformational styles. This encompasses the following aspects:

- empathy
- kind-heartedness
- optimism
- social skills
- responsibility
- energy
- tolerance
- continuous learning
- growth and development.



CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The literature review in Chapter 2 formed a theoretical foundation for the consideration of leader-managers' styles. This literature study also investigated how other primary and secondary sources perceive the research topic being outlined. Chapter 3 outlines the research method and design. The qualitative method is employed to explore women's management-leadership styles in township secondary schools.

In this chapter, the research design focusses on the following aspects:

- Sampling and selection of the participants;
- the researcher's role in the interviewing process;
- data analysis of the respondents' responses; and
- trustworthiness.

3.2 THE RESEARCH DESIGN

The qualitative research method was regarded as the most suitable approach for this survey. It gives the researcher insight into the perceptions of educators and principals' philosophical viewpoints and beliefs and an understanding of the styles of women manager-leaders in secondary schools. This research design is an open design to accommodate the participants' opinions at every stage of the investigation (Janesick, 1998:60; De Vos, et al., 1998:240; Cormack, 2000:19)). It is important to define the types of qualitative designs and to provide the rationale for choosing this approach.

3.2.1 Definition of the qualitative method

Qualitative research is a multiperspective approach to social interaction, which aims at describing, making sense of, interpreting, or reconstructing this interaction in terms of the meanings that are subject to it (Denzin & Lincoln, 1994:44). Anderson (1998:119) defines qualitative research as a form of inquiry that explores phenomena in their natural settings.

Qualitative research is further perceived as a research method aimed at analysing concrete cases in their temporal local particularity, starting from people's expressions and activities in their local contexts (Fick, 1995:13).

3.2.2 Types of qualitative design

In the qualitative research design, different aspects such as ethnography, phenomenology, biography, rhetoric and methodology are regarded as qualitative research design strategies (Baugh, 1990:32; Snyman, 1993:90; Fink, 1995:83 & De Vos, et al., 1998:253). In the research on women's management and leadership styles, the phenomenological approach was chosen and used as a tool to collect data. The aim of employing this strategy was to obtain rich, quality data from the secondary-school educators and women principals sampled. In order to obtain reliable and valid findings, the researcher has focussed on the research topic and the used naturalistic techniques. The researcher approached the respondents in a simple and friendly manner.

3.2.3 Personal reason for the choice of this qualitative method

The reasons for choosing the qualitative research method are based on the theory that has been conceptualised in the work of the following researchers: Vulliam, Lewin & Stephen (1990:11); Miles & Huberman (1994:10); De Vos, et al., (1998:240); Janesick (1998:60); Anderson (1998:119); Cormack (2000:19).

- Qualitative research has different descriptions. It reveals both complexity and the truth, which has a strong impact on the readers.
- The researcher is able to obtain a good insight into the nature of reality or the world.
- The phenomenon is easily understood.
- The focus is on participants' perceptions and experiences.
- It focusses on the occurrence of events, products or outcomes.
- In the research process, ordinary events in natural settings portray real life.

- It assists in the identification of suitable life skills and career success.
- It emphasises description, induction and grounded theory.
- It includes participant observation, in-depth interviews, oral history and conversational analysis.

The qualitative research method is used in the investigation of the styles of leader-managers in township secondary schools. This method is employed to reveal different individual respondents' philosophical perspectives about women leader-managers' styles in secondary schools (Sarantakos, 1998:55; 1993:90 and De Vos, et al., 1998:80). In order to understand the respondents in their rendering of what the world of women's management and leadership styles is like, this qualitative research will apply interviews (De Vos, et al., 1998:80).

To implement the phenomenological strategy, the following process should be considered, according to Merriam (1998:16-17):

- Firstly, the "subjective experience" is explained. This research study is limited to the investigation of women's management and leadership styles in secondary schools.
- Secondly, the mechanism utilised to address the experience of the nature of women management and leadership styles is considered.
- Thirdly, these experiences are conceptualised. This concerns the perception of educators regarding the management and leadership styles of women in secondary schools.
- Lastly, intuitively reflecting on the experience, the researcher investigates how secondary school women leader-managers' styles could be enhanced.

Having outlined the research design, the research sample follows.

3.3 SAMPLING AND SELECTION

In the qualitative research method, the main question is the description of the site and sample (Seal, 1998:320) – for instance, how, where and with whom a particular phenomenon exists. According to Gesne and Peshkin (1992:24), Frey and Oishi (1995:14) and Seal (1998:329), the selection strategy should be used in order to obtain a sub-set of the population in which data will be collected by means of interviewing, observation and documentation. It is therefore essential to conceptualise sampling as an aspect.

Frey, Bothan & Friedmen (1991:44), defines sampling as scientific research in which a few people are studied to find out something about a large number of people. Sampling is perceived as the portion or subject of the population the researcher is interested in interviewing (Frey & Oishi, 1995:14). Mouton et al, (1998:132) explain a sample as a process of selecting a small group of people from a defined population. A specific small population of educators and women principles were selected as respondents. The sampling took place in the North-West Province. From the list of educators' names six educators from Potchefstroom and six from Klerksdorp township secondary schools were selected. Each group consisted of three male and three female educators. Women principals of the above secondary schools were automatically included without sampling. This is because of the small number of woman principals.

Based on these views, two educators consisting of one male and one female have been chosen from each of the two secondary township schools in Potchefstroom.

The women principals were automatically included as there are only two secondary schools with women heads in Potchefstroom township.

A discussion of the research method employed now follows.

3.4 METHODOLOGY EMPLOYED

In qualitative research methodology is understood as the study of the principals that underlie scientific inquiry (Baugh, 1990:1). Snyman (1993:56) affirms that methodology is the assumptions about the research: what is to be studied, and how it is to be studied. Sarantakos (1998:30) further maintains that methodology entails theoretical principles and frameworks that provide guidelines about how research is to be undertaken in the context of a particular paradigm. The methodology employed in this study is able to explain, approach or survey the styles of women managers-leaders in secondary schools.

It is essential to identify and discuss the dimensions of a qualitative research paradigm. These include the epistemological, rhetorical, ontological, axiological and methodological aspects.

a. Methodological dimension

The research method uses a qualitative inductive method. The inductive method is applied to conduct interviews with educators and women principals. The researcher has approached data collection with an "open mind". This has been done empirically and everything that is considered to be essential is noted. The creative reasoning is employed with the purpose of obtaining new thoughts about women's management and leadership styles. The scientific knowledge is also provided to make tentative conclusion and findings (Snyman, 1993:57; Sarantakos, 1993:29; Cresswell, 1998:4; De Vos, et al., 1998:91). In this study, the situation is observed and generalisation is made from the observed situation.

b. Epistemological dimension

Parrini (1994:15) argues that the epistemological approach is a process in which the arguments are found against scepticism. Qualitative research is concerned about the way in which the world is known to us or can be known to us. In this scientific inquiry both researcher and participants interact in a collective quest for answers to questions directed to the resistant character of the provided empirical world under study (Baugh, 1990:33; Cresswell, 1998:4). It is therefore crucial for the researcher to ensure that nothing disturbs the qualitative inquiry process.

c. Rhetorical dimension

The rhetorical dimension deals with the informal utilisation of the language by the researcher. In the rhetorical approach, participants are regarded as an element of the research paradigm (Bruce & Ballantyne, 1994:186). Therefore for quality data collection, language for interaction should be considered a pre-condition. The researcher and participants should make a practical decision with regard to the language to be utilised in the research paradigm. There must be freedom in the choice of the language when the participants are to be interviewed for quality data collection. This will assist both the researcher and the participants in raising and answering the intended questions (Bruce & Ballantyne, 1994:185). Snyman (1993:131) maintains that the choice of a common language will help in limiting the possibilities of subjective bias in the interpretation and the relativity of meaning.

d. Ontological dimension

Snyman (1993:56) states that the ontological dimension entails what sorts of entities the universe contains. The context that informs both the researcher and the respondents can be found in the report findings (Parrini, 1994:18; Cresswell, 1998:4).

e. Anxiological dimension

In this methodology employment, the nature of the study is outlined. The researcher's values and bias are identified (Cresswell, 1998:4).

3.4.1 The interview

The interview is a purposeful interaction between two or more people who are in the process of communication, conversation and negotiation for specific purposes associated with some agreed subject matter; Atrichter, et al., 1993:101; Hitchcock & Hughes, 1995:162; Keeves, 1997:306; Anderson, 1998:190; Cormack, 2000:294). An interview is chosen as a tool for gathering data. This is because interviews bring different persons and personalities together. Through the interview the participants have the opportunity to discuss, answer and pose questions related to the phenomenon. The interviewer is able to identify what is in the respondents' minds and generates data that must be collected

(Patton, 1990:278; Gesne & Peshkin, 1992:75; Silverman, 1993:190 & Cormack, 2000:20). In this study, the interview is used with the aim of providing the respondents with the opportunity to speak and construct their reality with the purpose of obtaining deeper insight into issues relating to the survey project. The semi-structured interview is utilised to create a frank, open and interactive mode. Through this interview, women principals are provided room to develop their own concerns and answer questions freely. In interviewing women principals, one set of questions is focussed on their life history and the other question on their management and leadership styles.

The interviews were conducted at the two township secondary schools in the North-West Province. The women principals and educators were individually interviewed in their offices. The interviews ranged from one-and-a-half to two-and-a-half hours. Permission was granted to tape-record the interviews.

3.4.2 Participant observation

Participant observation is a field strategy that simultaneously combines document analysis, interviews and introspection (Denzin, 1989:157). According to Marshall and Rossman (1989:79), Gesne and Peshkin (1992:44) and Sarantakos (1998:218), observation entails the systematic description of events, behaviours and artefacts in the social setting chosen for the study.

The aim of choosing observation in this research is to obtain data in cases where the women principals were unable to offer information. To identify the hidden areas, the observation is linked up with techniques such as the interview and school documents. The ways women principals communicate and interact during the interviews were observed to obtain clues and pointers to other deeper feelings. This assisted in drawing and linking the background familiarity of the women principals to the setting and behaviour. The offices of the women principals, the school grounds and school documents were also taken into account and linked to and identified with their management and leadership styles.

3.4.3 Documentation

Documents were carefully scrutinised. The scrutiny of documents involves looking at documents such as school policies and school newsletters. The following documents were checked:

- The school mission statement.
- The school policy statement.
- Examples of school newsletters, journals and yearbooks.

The next section deals with the research role in qualitative research.

3.5 RESEARCH ROLE

In this research, the researcher's role during interviews is not to be an expert but to be an empathetic listener and transformer (Patton, 1990:355). A climate of mutual trust and refraining from making any judgement and bias was created. The researcher informed the participants about confidentiality and notes taken will not disclose the identity of participants at all (Altrichter, et al., 1993:77).

Moreover, the researcher has considered educators' and women principals' values such as beliefs, judgements and personal views about styles of women managers-leaders in secondary schools (Hitchcock & Hughes, 1995:44).

3.5.1 Ethical issues

Ethics deals with questions of values and morality. It is focused on what is right and correct and what is wrong (Hitchcock & Hughes, 1995:46; Altrichter, et al., 1993:77). Ethical standards such as the respondents' rights, confidentiality, mutual respect and anonymity are imperative in the qualitative research method (Altrichter et al., 1993:77; Denzin & Lincoln, 1994:20; Hitchcock & Hughes, 1995:45).

Based on these theorists' findings, this researcher reduced the effects of this study by entering into a contract with the women principals in the selected township secondary schools. The aim of doing this was to create a safe and confiding atmosphere that

encouraged women principals to answer questions and comment freely and easily. To develop a feeling of trust and rapport, this researcher sought consent from the district managers responsible for the selected schools. Letters to request permission for conducting the research were sent to the superintendent-general. After this, the researcher posted letters to women principals in the selected schools to invite them to be participants in the research process. Telephonic calls were made to confirm their willingness to involve themselves, to arrange the interview schedule and to prepare them for dialogue with regard to the research study. The respondents were informed about data that was to be recorded during the interview and they were assured of the fact that the interviews would be treated confidentially and their responses would be anonymous. The aim was to create a rapport between the interviewer and the interviewees taking part in this research study.

The data analysis strategy is presented below.

3.6 DATA ANALYSIS

Data analysis is the process of selecting, sorting, sharpening, focussing and discarding. In this phenomenological study the mass of collected data is analysed and interpreted with the purpose of bringing order and structure to information (Marshall & Rossman, 1989:112; Miles & Huberman, 1994:10; Hitchcock & Hughes, 1995:161; Sarantakos, 1998:312; Thakhathi, 2001:82). In this paradigm, the researcher moved from a description of what is the case to an explanation of why. The researcher has the belief that, what is the case, is the case. To achieve this, the researcher of this phenomenological study has to focus on the themes and styles that emerge (Creswell, 1998:153).

To obtain quality findings and reporting in the qualitative research method, the researcher has to apply coding to the process of data analysis. According to Strauss and Corbin (1995:212), coding entails the breaking down of data, conceptualising and putting it together in new ways. To produce believable and trustworthy findings, the researcher has to code the interviews that were recorded. It is argued that in order to be successful in the coding process, the three major types of coding, namely open, axial and selective coding need to be implemented logically.

In open coding the data is fractured, examined, compared, conceptualised and categorised. After open coding of data, this data is put together in new ways in a process that is termed axial coding. In selective coding the categorised and core data is integrated and refined (Miles & Huberman, 1994:10; Keeves, 1997:305; De Vos, et al., 1998:321; Sarantakos, 1998:315; Thakhathi, 2001:82).

In this phenomenological research the data analysis process is performed by utilising different types of coding. To do interview transcripts, this researcher utilised different types of coding in order to guide her to analyse data systematically and to judge on what grounds and in what sense readers can accept the final categorisation as satisfactory. The aim is to make sense of the collected data, make data meaningful, accurate, relevant, to enhance validity and to use the results to answer the research question.

3.6.1 Open coding

The collected data was transcribed from the tape recording by means of note-taking, accompanied by creative thinking. All the transcriptions were made carefully – that is, the passages, ideas, words and phrases were critically considered. In this process, the researcher looked for statements and meanings in the transcribed data. Re-reading was done thoroughly with the purpose of identifying the concrete respondent responses. The main arguments were highlighted.

3.6.2 Axial coding

A column indicating major topics, unique topics and leftovers, was drawn. Re-reading, creative thinking and selecting similar ideas were performed simultaneously. When taking note of similar phrases, relationships between variables and differences between expressed ideas, the researcher looked for negative cases and surprises. The researcher identified the emerging styles and themes in order to categorise them together – that is, most descriptive bonding topics were clustered under one category. The final decision was made after checking and rechecking themes according to the main categories.

3.6.3 Selective coding

In this process, the researcher did a preliminary analysis by re-identifying the number of categories relating to each other. The categories were integrated, regrouped and refined. The categories of responses were thereafter described in terms of data collected. The results were written down and discussed under the headings of the emergent themes.

3.7 TRUSTWORTHINESS

For any study to be scientific it must be regarded as credible, reliable, believable and trustworthy by readers. To attain this, data must be carefully measured by means of reliability and validity instruments (Merriam, 1998:204; Seale, 1998:137). According to Merriam (1998:205), reliability and validity deal with the confidence and belief about the outcomes of the study. This phenomenon is called trustworthiness.

It has been claimed by Merriam (1998:204) and Lancy (1993:127) that reliability and validity are the "key concepts" in the trustworthiness of data finding. It is consequently important to elaborate what reliability and validity is.

3.7.1 Reliability

Reliability is understood as the degree of consistency in which instances are assigned to the same category by different observers. In this measurement, the particular method of data collection is replicable. That is, the same results are obtained each time the researcher utilises several techniques for measuring the collected data (Silverman, 1993:145; Fink, 1995:41; Hitchcock & Hughes, 1995:107; Fick, 1995:175). Reliability is further regarded as the fit between what is recorded data and what has actually occurred in the setting being studied after the collected data has been analysed and interpreted in a uniform manner. There might be possible errors in this researcher's set of collected data; therefore reliability is used with the purpose of obtaining a more accurate reflection of the truth. Clear and relevant questions were formulated for the interview with the aim of getting reliable data that is free from measurement errors (Fink, 1995:46).

3.7.2 Validity

Validity is the degree to which findings of a research study present a true and accurate picture of what is claimed to be described (Silverman, 1993:149; Hitchcock & Hughes, 1995:105; Seale, 1998:134). Thakhathi (2001:85) defines validity as the correspondence between the research and the real world. Fink (1995:49) outlines it as the degree to which a survey instrument assesses what it purports to measure. For instance, a study of women management and leadership styles in secondary schools in township areas is valid if the researcher formulates and asks questions in alignment with secondary school management and leadership.

Based on this theory, validity is utilised to ensure that the data includes everything it should and that it does not include anything it should not include. Thakhathi (2001:85) claims that, to achieve validity, the researcher has to use standards such as the fit between the research question, data collection, data analysis, effective data application and analysis techniques to guide him or her in making valid arguments, findings and reports.

This research has attempted to ensure validity by implementing the standard guidance identified by Thakhathi (2001:86) and Denzin and Lincoln (1994:420). These standards claim that the way an interviewer acts, questions and responds in the interviewing process shapes the relationship and the participants' accounts of their experiences. To adopt this strategy, the researcher has paid more attention to the respondents – talking little and listening a lot to the accounts of the informants, allowing them the freedom to talk to the researcher. Time, purpose, approach, language, styles and loyalties were incorporated. The researcher made sure that the recording was accurate, allowing readers to see for themselves and report fully. Feedback was checked in order to ensure correctness, completeness and whether reporting was overblown or underdeveloped. This was done by cross-checking data, where the researcher reviewed records to ascertain the accuracy of data with the interviewees. This was done to ensure readers that the survey findings are worth paying attention to and taking account of.

3.7.2.1 Internal validity

Internal validity relates to the instrument significance for the study situation (Sarantakos, 1998:78). Based on this view, the researcher is getting the reality from educators and

women headteachers through interviews and observations. With regard to this statement, the reliability and objectivity of this research depends on the participant's agreement with the research results.

3.7.2.2 External validity

In this instrument, the researcher depends on the responses of educators and women managers-leaders from whom data is collected. The data gathered was accepted irrespective of whether educators and women manager-leaders were positive or negative in their responses (Creswell, 1998:158). From these responses, the researcher has generated a perspective with the aim of striving for rigour in this qualitative research process (Sarantakos, 1998:84).

3.7.3 Triangulation

Triangulation is defined as the process of corroborating the field observed (Thakhathi, 2001:89). To ensure the validity and reliability of data collected, the field observations should be corroborated. Data was obtained from multiple sources such as the in-depth interview, observation and documentation from different secondary schools in township areas. For instance, different woman principals at various times, different situations and various contexts were interviewed and observed. Their school policies were analysed to identify their ways of leading and managing. Their individual behaviours were observed and recorded during the interviewing process. The observation was done to collect data on the school policies, and books and minutes of meetings providing information. The different data that was collected from the various participants in different schools was compiled to form quality triangulated data.

3.8 LIMITATIONS

The sample of research was small because of the small number of woman principals in secondary schools. A semi-structured interview in which an individual is interviewed was conducted due to the fact that secondary schools in which women principals are found are far apart. Although triangulation is applied with the purpose of reducing problems and getting quality data, observation contributed little to the collection of data because, during the interview process, the focus is more on one aspect than another. The "hidden agenda" in some of the schools, such as school policies, made data collection and document analysis difficult. Little data was also found. The request for school documentation irritated and made some women principals feel insecure.

3.9 CONCLUSION

In this chapter, the researcher has outlined how the research was conducted. The rationale for the choice of the qualitative research method for this study was described. The semi-structured interview, observation and documentation were utilised as methods of data collection. The protocol of data analysis was also clarified.

In the next chapter, the data generated by using the research methodology that was outlined will be presented and discussed.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF RESEARCH DATA

4.1 INTRODUCTION

In this chapter, the data collected from school documents and the qualitative research interviews with two women principals and twelve educators is analysed. The purpose is to qualitatively reveal the relevant practical styles of women's management and leadership in secondary schools. The responses obtained from these respondents are explained and discussed in Chapter 5.

The findings are interpreted by integrating the interviews, the literature review and school documents. Consequently, corroboration of data will consider an integrative approach.

4.2 ARRANGEMENT OF INTERVIEWS

A total of two secondary schools with women principals were visited. The researcher personally contacted each principal to discuss permission for interviews. Official letters were sent to them to request their participation and some educators' involvement. Of these schools, only one school agreed and was interviewed. One school declined to be involved even after repeated attempts to elicit a response from the woman principal. The researcher then extended her study to Klerksdorp in the North-West Province. One more township secondary school was then selected and the principal of this school agreed to be interviewed. Data was then collected from two secondary schools managed and led by women principals. Male and female educators were selected from the staff list as stated in Chapter 3. All selected educators at the chosen schools agreed to be interviewed.

A pseudonym indicating the respondent's gender, age, qualifications and experiences is stated in Table 1 in Annexure B.

TABLE 1

Secondary School A in Potchefstroom

PSEUDONYM DESCRIPTION	DESIGNATION	GENDER	AGE	QUALIFICATION	EXPERIENCE
Ms Sentle	Principal	Female	43	B. Ed	14 years
Sisi	Educator	Female	34	HED	9 years
Simon	Educator	Male	45	Degree	10 years
Coert	Educator	Male	47	B. Ed	16 years
Ina	Educator	Female	46	Degree	24 years
Baiphepi	Educator	Female	33	Degree	10 years
Don	Educator	Male	34	HED	11 years

TABLE 2

Secondary School B in Klerksdorp

PSEUDONYM DESCRIPTION	DESIGNATION	GENDER	AGE	QUALIFICATION	EXPERIENCE
Mrs Loate	Principal	Female	49	HED	16 years
Sami	Educator	Female	35	BED	10 years
Thato	Educator	Male	37	M.Ed.	14 years
Ourma	Educator	Female	36	STD	12 years
Nkele	Educator	Female	38	FDE	13 years
Floyd	Educator	Male	37	B.Ed.	10 years
Magic	Educator	Male	38	B.Ed	15 years

4.2.1 School A: Environment and population

The school is a fairly new building with separate offices and classrooms. The administrative office consists of the staff room, clerk's office, deputy principal's office, principal's office and the departmental heads' office. The schoolyard and buildings are very neat. The gates are always open but during teaching and learning hours learners are not seen.

The learner enrolment is 950 and provides tuition from Grade 8 to 12. It offers two African languages, namely Setswana and Sesotho. The staff consists of the principal, deputy principal (male), four female departmental heads and ten male educators. The public service staff comprises four persons.

School commences at 08:00. Break is from 10:00 - 10:15, and lunch from 12:00 - 12:45.

4.2.2 School B: Environment and population

This school is an old building with an original administration block of four offices. School B uses one classroom as the principal's office. The schoolyard is not very clean.

The learner enrolment is 450 and provides tuition from Grade 8 to 12. It offers one African language, Setswana. The staff consists of the principal, deputy principal (female), ten female educators and six male educators.

School starts at 12:00. Break is from 14:00 - 14:15, and lunch from 15:00 - 15:45. Formal tuition ends at 16:30.

4.2.3 The woman principal at School A

Mrs Sentele is in her early forties. She was born and raised in the North-West Province by her grandmother. She is the only child of an unmarried mother who did not take responsibility for her upbringing. Her grandmother, who is her guardian, supported her with her state old-age pension. Her grandmother has had a significant influence on her life. After she completed her matric in 1986, Mrs Sentele worked as a domestic worker in

Rustenburg. She managed to complete her tertiary education and obtained a Teacher's Diploma with the little she earned.

While growing up, Mrs Sentele liked to play with girls and fight boys. Among girls she played a leadership role and controlled all her girl friends. She was active in sports and athletics and was always a winner in the high jump event when competing against schoolboys. After applying unsuccessfully for four principalships, she eventually obtained the post of principal in 1996.

4.2.4 The woman principal at School B

Mrs Loate is 49 years old, married and has three children. She was born in a Potchefstroom township and grew up in her mother's house among boys who were rather overprotective of her. She obtained her Teacher's Diploma in 1988 and was an educator for ten years. She completed her Higher Education Diploma in 1992 and is still furthering her studies. She motivated herself to become a professional woman. She was appointed principal at a primary school in 1993. She became a secondary school principal in 1996.

4.3 INTERVIEWS WITH WOMEN PRINCIPALS

Both Principals A and B were interviewed individually in their respective offices. Each interview took one hour.

The research indicates that with regard to leadership, women principals in secondary schools have varied abilities. They are capable of creating a caring school community by playing the role of mother to everybody. They are caring in the sense that they always act for the benefit of parents, learners and educators. They encourage both the students and the staff to develop their capacity. As stated in 2.5.1, women leader-managers demonstrate qualities such as warmth and empathy towards staff members. Bush (1995:66) further maintains that women leader-managers are affectionate and considerate of other people's feelings.

Principal at School A: *"I am caring and do not like conflict. I feel sorry when it is necessary to reprimand an educator. When there is a need to discipline the educators in accordance with departmental policy, I feel that I am hurting them and chasing that*

educator from his or her work. I would like us to communicate, creating a good working environment."

Principal at School B: *"I have the ability to understand educators' and learners' difficulties. I am concerned about their problems and like to sit down with them and discuss it. I like to tell them that when I look at him or her, I see his or her potential, that what he or she is doing, is not good and that he or she should perhaps focus on what is best for him or her."*

In response to a question about relationships with others in the school, the two principals made these contributions:

Principal at School A: *"I like to be with my staff members. During breaks and school hours I normally discuss general and educative issues with those who are free in the staff room. Sometimes I even forget to eat during break times. I relate well with my staff. I regard the relationship as good ever since I was appointed principal."*

Principal at School B: *"I think we relate the same any manager-leader could relate. Normally, I discuss school activities with them. I am always in my office and keep my door open for anyone who wants to see me."*

The response from the principal at School A clearly indicates that she regards relations with people at school as the most important issue, while the comments of the principal at School B show job centralisation. This is endorsed in 2.2, stating that individual leader-managers are likely to concentrate on a single part of an organisation. In this manner, women leader-managers that pay more attention to job-centred or employee-centred matters create dissatisfaction in the school (Murray, 1996:143).

As outlined in 2.5.1, women leader-managers' style of communication is linked with negative aspects such as a sharp tongue, something that often annoys people. However, Allen and Truman (1993:53) argue that open communication ensures that people will cover for each other in a crisis situation.

Principal at School A: *"I prefer face-to-face communication with staff, learners and parents. Through this open conversation, it is easier for us to understand things better. I normally invite school stakeholders to consult with me at any time and on any issue."*

Principal at School B: *"Talking is my job. I do a lot of talking whenever I communicate with educators and learners. Sometimes educators feel uncomfortable about my talking. I regard this as both my strength and weakness because I talk in meetings until I accomplish what is to be attained."*

The responses from principals in Schools A and B indicated the power of sharing, trust building and collegiality in their schools.

Principal at School A: *"I allow educators, learners and other staff members to consult me at any time if they experience problems. Concerning educational issues, the School Governing Body and educators are used to share values and beliefs with regard to school development and improvement."*

Principal at School B: *"I think we are really working together. During our quarterly planning of activities, we invite all different kinds of formed committees and other educators to share ideas in this process."*

Both statements confirm the idea of teamwork in the schools.

In 2.5.5 it is stated that women leader-managers do not always believe that they have a complete knowledge of all possible courses of action. Therefore, women principals' transformation styles appreciate shared governance of the school. Allen and Truman (1993:52) and Holt, Stamel and Field (1996:55) state that the more you know, the more you do not know. Therefore, a team-based situation with power sharing creates win-win results to the satisfaction of all parties.

The responses to the question of decision-making revealed the involvement of caregivers and the setting up of a core principalship with their staff members.

As stated in 2.5.6, the culture of co-operative practice by women leader-managers maintains a healthy relationship with all organisational members. Murray (1996:139) argues that a situation in which there is co-operation with others gives women leader-managers and educators a competitive edge.

Women principals involve caregivers and set up a core principalship with all staff members. On the question of their decision-making, their opinions were:

Principal at School A: *"There are times that we don't see things eye to eye. Where there is a need to make decisions, I always consult the deputy principal to sit around a table and discuss things. In the process of maintaining discipline, I involve educators, liaison officers, learner representatives and the School Governing Body (SGB) to apply consensus decision-making."*

Principal at School B: *"I would not say that I make decisions alone. I usually invite the SGB where there is anything to discuss and conclude. In problem-solving and planning of school activities, I invite parents, learners and educators to collaboratively initiate and decide on a strategy and scenario. Collective decision-making influences the way I make decisions. But there are times when I feel I should make decisions alone, particularly when decisions are to be taken using SASA measures."*

The interviews with the woman principal revealed their feelings of frustration: they showed emotions of alienation / anger in their responses toward the question of their emotions in the workplace. Their comments were:

Principal at School A: *"I think my emotions are positive. I always wait to understand the situation before I could provide an input. If there were problems, we jointly look into it and ask a person who is wrong to apologise. With this strategy, we are all winners in our emotional intelligence."*

Principal at School B: *"I am very impatient and become angry when the educator does not know things that I think he/she should know and understand. This is particularly the case with any misconduct that is clearly outlined in the school policy and the South African Schools Act, 84 of 1996. These are things that educators should be sensitive to. When there are problems, I am accessible. I sit down with them and talk about the difficulties."*

But if the problem needs common sense, I usually demand the problem to be solved because I believe that they know the answer."

In this way, women leader-managers create an environment that challenges and encourages educators to experiment and take risks beyond what they consider safe (Holt, et al., 1996:180). This also encourages staff members to feel that the maintenance of good organisational behaviour is their business as well as that of the woman principal.

When the women principals' responses and data were analysed and interpreted, they indicated that women educators distort the gaining of respect towards themselves within the school environment. This is evidenced by comments such as:

Principal in School A: *"Men do whatever I instruct them to do. Women are always complaining, dragging their feet, grouching and coming with silly excuses."*

The views of this woman principal clearly indicate gender stereotyping in some women educators.

Principal at School B: *"Men respond positively whenever I delegate responsibilities. They always show commitment and accountability in their assigned duties. Most women intentionally respond negatively but they never come to me. Some of them think that when I allocate duties to them, I hate them. It seems women educators prefer men to be their manager/leader."*

This study highlighted women principals' commitment and vision to improve academic achievements. The following opinions illustrate this fact:

Principal at School A: *"I believe and trust that in the near future, the matric results will be highly improved at our school. I like to talk to other women principals about my vision of this school to become a Model C school in Ikageng. I can accomplish this dream through my hard work with the staff members."*

Principal at School B: *"There is a lot that we need to achieve in our school. I personally would like to improve on the matric results and have a hundred percent pass rate. There is a lot to improve with regard to the work of the educators. I want to put more effort in monitoring and controlling to develop this school."*

From the above responses, it is also clear that women principals focus on school development and improvement.

Both women principals revealed a willingness to shift their focus. The following responses prove this statement:

Principal at School A: *"Well, I think having a relationship with people dealing with labour relations and education law is really helping me to handle issues and maintain discipline. I always compare my school with Model C schools and investigate what makes them so effective and successful. I think that this knowledge will help me a lot with school development and improvement."*

Principal at School B: *"I read a lot about the work that I am doing. Reading about different cases and how they are handled keeps me up to date with my work. I really like to attend principal courses like the one that has been held in Port Elizabeth. These courses will assist me to know what is expected from women principals."*

As stated in 2.4.2, women leader-managers represent the future of education in society. In view of this, women principals are aware of the fact that even if they were on the right track, they will get run over if they just sit there (Holt, et al., 1996:25).

Having presented the responses from women principals, the educators' opinions now follow.

4.4 THE EDUCATORS' RESPONSES ABOUT THE PRINCIPALS

The researcher interviewed a total of twelve educators in two township secondary schools. Each group consisted of three male and three female educators. During the interviews the researcher tried to reveal their perceptions of their respective woman principal's

management/leadership style. During the informal interviews, data analysis and interpretations revealed various perceptions regarding women principals.

In response to a question about the planning of school activities, some educators at School A explicitly expressed the idea of ownership. Others reported that the school principal is emotionally in control (applied herself in the context of events) of school activities and is also approachable. As mentioned in 2.5.2, women leader-managers share characteristics such as commitment to the job and a desire to work hard.

"She involves herself in school activities and participates." The other respondents commented that the principal is always eager to ensure everyone's involvement together with herself.

At School B the respondents conveyed a lack of core decision-making when stating that the principal is the only one to give instructions, and that she overpowers the educators. Ouma and Magic further stated that *"when different committees had planned to do something, she acted against their decisions and changed everything. She makes her own decisions and wants these to be adopted, however hard it is"*. Magic and Sani talked about the principal's belief in labelling as bad educators all those who comment on her decision-making. Thato felt that she was not centrally involved in educators' decision-making.

The responses to the question on educators' perceptions regarding women principals' conflict handling indicated both schools A and B to have a lack of transparency in problem-solving and a lack of a safety-net. This exposes educators' personal fears about the school environment. The perspectives arose from the following state of affairs:

At School B: *"Life of educators and learners include many kinds of abuse. The members of School Management Team had on two occasions assaulted subordinate educators. The principal did not drive for or urge immediate action. When a boy assaulted a girl, the principal called the police before hearing each side of the story and notifying the educators."*

At School A, the educators' point of view was:

Ina: *"She buys favours from men. Not all female educators' cases are handled in the same manner as those of men."*

Cloke and Goldsmith (2000:96) argue that women leader-managers yell at staff members because they are afraid and because they think they are not "good enough". Therefore they need to be thick-skinned in order to protect their vulnerability.

However, women principals' effective transformational leadership-management styles should solve problems to create a safe working environment for everyone. In view of this, the person should be separated from the problem, the future and the past and negotiating be collaborated (Cloke & Goldsmith, 2000:16).

Coert: *"In her conflict-handling, she adheres to the slogan: 'If I hate, you lose'."*

Sisi: *"I remember that when there was a meeting earlier this year, I wanted to initiate with the SGB measures to remedy the sour relationship in our school. Before even the chairperson could respond, the principal jumped into my throat claiming the irrelevancy of my statement. She said the situation had already been damaged and it was not the chairperson's responsibility to persuade educators to talk to each other."*

Although the principal hesitated to talk for fear of looking stupid, staff meetings are regarded as a vehicle for discussing and working together (Holt, et al., 1996:181).

To the question: *"How do you feel about your principal's communication?"*, the following comments affirmed the above.

Educators at School A

Sisi: *"Our principal is very eager to talk, but she does what she wants to do without considering the situation."*

Baiphei: *"She allocates duties and gives instructions."*

Don: *"Our principal relies upon whom is she talking to; she converses more positively with men than women."*

At School B, the educators' opinions were:

Thato: *"She talks very well with us."*

Sani supported this statement and said: *"The principal says things openly. She talks a lot during and after school hours. In some conversations, such as meetings, she pays more attention to men. It seems that she thinks men like her more."*

Nkele: *"She buys favours from men."*

Many respondents indicated that women's communication styles are not articulate. Two comments in support of this are: *"Our principal talks about her feelings at meetings"* and *"anything related to school is communicated by notes and message displayed on the notice board."*

From the analysis, it appears that women leader-managers in secondary schools hesitate to talk for fear of looking stupid. Although they fear to be unsuccessful, learning from their mistakes provides the opportunity to turn around and enjoy future success (Holt, et al., 1996:181).

When asked about interaction between the researcher and educators, the educators revealed different experiences. However, the majority confidently indicated that women principals practise a healthy interpersonal relationship with their staff members. From other educators' personal accounts, the relationship in the school environment revealed a tense situation.

"The principal enjoys working and assisting educators and learners in the difficulties they are facing". "The principal is not sensitive to the feelings and opinions of others."

One educator commented: *"When the principal gives instructions, we respond positively for the sake of unity, but we are not happy about the way she works with us. She is not the one who is producing the results, it is us."* In this conversation, the educators conveyed an emotional conflict situation where there is lack of common trust.

From the educators' responses, it has been noted that women principals are committed and dedicated to their work. This is evident from the following comments:

Educators at School A

Coert: *"My principal is always eager to know what educators are doing at a particular time. She always ensures that educators are in their classrooms."*

Simon: *"I wouldn't say they [women principals] persuade us to be more responsible in our duties. Actually she does not try to obtain answers to what the school wants to achieve at the end. The main issue should not be to ensure that educators are in their classrooms, but to concentrate on motivating them and providing incentives for effective teaching and learning."*

Ina: *"The principal does not give up, she follows up on planned and performed duties."*

As stated in 2.5.2, women leader-managers are capable of making short-term and long-term decisions. Women principals accomplish achievement in what they have collectively envisioned and planned.



Educators at School B

Thato: *"The principal works hard for the purpose of developing the school. She is going all out to get sponsorships to advance our school. She is good at administration and she is always organising whatever our school is intending to do. Most of the time our school gets what it needs."*

Floyd: *"We have access to such facilities as computers, a fax and photostat machines because of our principal's efforts."*

Ouma: *"The principal controls and monitors the educators' work continually. According to her, she wants our school to produce a hundred percent matric results. She checks the work of learners monthly."*

The respondents exposed women principals' formidable way of facing challenges when stating the following:

Educators at School A

Don: *"The principal always gets us together when there are difficulties at the school. She usually considers our ideas in assessing the situation."*

These opinions made the researcher increasingly aware of the transformational framework of women principals' styles. Changing has influenced women leader-managers to turn away from telling people what to do and start asking for help, ideas, advice, opinions and solutions (Holt, Stamel & Field, 1996:55).

Educators at School B

Thato: *"Whenever there is something to be solved or planned, our principal requests us to come up with possible solutions, plans and scenarios."*

Having presented the responses, the conceptual framework is now outlined.

4.5 THE CONSTANT COMPARATIVE METHOD USED

Kruger (1994:136) recommend that if themes that come up repeatedly, reports should be structured and written around those themes.

The overall impressions with regard to the responses have been carefully analysed, interpreted and categorised. In this process, the researcher obtained a common set of themes from the women principals and educators. These summarised respondent responses are discussed as follows:

4.5.1 Positive strategies implemented by women principals

When considering the responses, it seems that in the process of leading-managing, women principals utilise strategies such as friendliness and openness, giving good support, mothering, respect, consideration, caring, commitment to achievement, self-renewal, motivation and a liberal view of life. This gives them the ability to develop secondary schools effectively.

4.5.2 Self-image of women principals

Looking at a range of other arguments offered by the respondents, it seems that women principals often suffer from a negative perception of themselves. This is evident from statements such as: "*they buy favour from men educators*", "*if I hate, you lose*", the snail's pace way of taking action in problem-resolution, anger, thinking that educators gossip about them, jumping into an educator's throat and ignoring educators' decisions. The respondents also said women educators react negatively towards their authority and are "pushy" towards staff members.

There is a need for women principals to have an enthusiastic commitment and to concentrate on the important issues of developing effective teaching and learning in their schools. Women should avoid styles that do not come naturally to them. In other words, they must be themselves.

4.5.3 Stereotypical image held by female educators

In spite of the poor self-image of women principals, female educators also possess a remarkable lack of confidence with regard to their women principals. The beliefs of female educators identified women principals as applying unethical judgement and failure in their management and leadership styles. The following responses subscribe to this:

"Women principals practise favouritism and elicit forceful and negative emotions. They pay more attention to men than women educators." "In black schools particularly, when the issue is discipline, we think women principals cannot handle the situation. This is due to the fact that boys in our school are over age and will not listen to a woman principal."

"Women principals qualify for primary schools because learners will not take advantage of them."

In this regard, women principals need to consider ethical questions of acknowledging what is right or wrong, how to make decisions and how to act in a given situation.

4.5.4 Women principals' motivational achievement

The basic claim made by respondents once again is that women principals have the motivation to achieve success and avoid failure. Women principalship provides ample opportunity for facing challenging tasks, competitiveness, a desire to work hard, interpersonal competition and a desire to do better than others. Statements such as the fact that they would like to develop township secondary school into Model C schools and talking to staff members in order to improve their attitudes indicate this.

4.5.5 Self-renewal on women leader-managers

The researcher feels that the educators' responses implied collegiality and empowerment in women principals' leadership styles. This is clear from statements such as *"the circuit manager is involved; members try to solve problems on their own; a willingness to attend relevant courses, and a willingness to work with other women principals"*. Self-renewal assists women principals to have the self-confidence to act independently.

4.6 CONCLUSION



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This chapter mainly contains the results of interviews conducted in Potchefstroom and Klerksdorp in the North-West Province. In the first part of this chapter, attention was paid to the structuring of questions with the purpose of obtaining quality data about women principals' styles of leading and managing in township secondary schools. The data was collected from two women principals that were individually interviewed and educators that were interviewed by means of focus groups.

In the second part of this chapter, the response rate and results were discussed. Data obtained was analysed and categorised into themes. The categorised themes were positive strategies implemented by women principals, the self-image of women principals, the stereotypical image held by educators, achievement motivation and self-renewal strategy.

The conclusion drawn was that, with the exception of a few educators that devalued women principals' leadership styles, the majority of educators were positive.

Having analysed and interpreted the data collected from the interviews, a summary of the research will be given in Chapter 5. The findings were mainly in favour of women principals. The educators feel happy in the working environment managed and led by women principals. In a nutshell, some educators indicated women leadership styles to be effective. However, some responses showed a reluctance to accept the roles of leading and managing by women principals. The perceptions of male educators toward women principals' styles are more positive than that of women educators. In contrast to this, women principals also have different perceptions with regard to the idea of partnership with members. One woman principal regards partnership as an integral and essential part of her work, whilst for one female superintendent it is a threatening prospect.

The conclusion arrived at as a result of the critical analysis and interpretation of the interviews therefore reported that women principals' styles of leading and managing are essentially due to the following key aspects:

- Both women principals and educators acknowledged commitment to school productivity performances and co-operation.
- Women principals should cultivate democratic values that lead to school development and achievement. Appropriate recommendations will be made and suggestions for further research will also be provided.

CHAPTER 5

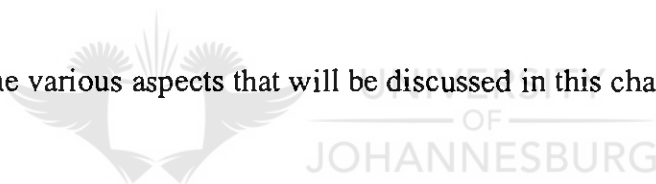
SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter the whole research study is concluded and summarised. The problem being researched is briefly outlined. The most essential findings of the literature study and the interpretations of the results after the interviews are also indicated. The chapter concludes with the conclusions, recommendations and suggestions for further research regarding the styles of women management and leadership in township secondary schools.

This chapter focusses on the findings of the literature review, the interviews, observations and documentation with regard to township secondary schools in Potchefstroom and Klerksdorp districts managed and led by women principals. The objective of the study is to investigate how women principals manage and lead township secondary schools.

Having outlined the various aspects that will be discussed in this chapter, a summary of the study follows.



5.2 SUMMARY

The main aim of this research is to explore the styles of women management and leadership in township secondary schools and to provide guidelines for effective leadership-management styles. To accomplish this, the study has specifically identified the nature of women leadership-management styles, the perception of educators of women principals' roles in secondary schools and strategies to enhance women principals' styles in order to be more effective.

This research is motivated by the fact that the South African Schools Act, 84 of 1996, redresses and maintains equity and equality in educational management and leadership of schools. The conceptual framework of this study also assumed that the management and leadership of women could make secondary schools more effective. Consequently, more women are to be empowered with leadership-management positions. In this regard, the provision for women positions in leading-managing in secondary schools motivated this

research to investigate and explore the styles of women principals' leadership-management in secondary schools.

The next section presents the findings in accordance with the stated aims in order to indicate how each aim of the research was achieved.

5.3 FINDINGS AND INTERPRETATION

In the light of the literature review, the responses to the interviews, the documentation and observations, the following findings were obtained. These findings will be interpreted in accordance with the aims:

- The nature of women principals' leadership-management;
- perceptions of educators toward women principals' leadership-management styles; and
- strategies that could enhance women principals' leadership-management styles.

5.3.1 Findings in terms of the first aim

The first aim considers exploring the nature of women principals' leadership-management styles in township secondary schools.

The findings indicated that women principals' leadership-management styles are primarily associated with their role as "mothers", and their styles are based on authentic (real-life) experience at township secondary schools.

The researcher believes that the styles of women principals' leadership-management at township secondary schools are effective and sustainable in the sense that the interviews included in Chapter 4 significantly highlighted and evidenced key factors that are in accordance with much of the research literature reviewed. The perspective offers the following styles:

- Women principals practise a core principalship in which open communication and problem-solving is valued.
- The research study clearly shows that women principals acknowledge the necessity of shared vision development, hence they encourage collegiality in performing tasks.
- On the basis of comments made in the research survey, interpersonal relationships emanate from co-operation, collaboration, co-ordination and support.
- The success in women principals' styles is brought about by the sense of ownership they implement in their organisations. In this process, women principals establish a quality assurance system by utilising policies to create a safe environment and standards for the achievement of the set objectives and goals.

5.3.2 Findings in respect of the second aim

The second aim was to investigate the perceptions of educators towards women manager-leaders in township secondary schools. The key factors identified from the literature (Chapter 2) with regard to women principals' roles were interpersonal skills, commitment, emotional intelligence, communication, participation, collegiality, collaboration and transformation.

The interviews conducted revealed the following:

With regard to the concept of styles in women management and leadership, the findings indicated that there are differences with regard to the perceptions of women principals' styles among various educators. The different perceptions explored the following successes and failures of women as leaders and managers.

Some of the failures of women principal's leadership-management styles are the following:

- Generalisations emanating from a fear of facing the persons creating problems;

- an unrealistic fear of the unknown. Women principals feel threatened when things go wrong. They fear having to accept the responsibility for failures;
- inequity and unequal treatment of staff members and learners. Women principals buy favour from men because of their inferiority complex;
- emotional exhaustion. Women principals' favouritism is created by negative emotions. This makes them unable to accept criticism from staff members;
- unethical judgements ("If I hate, you lose"); and
- women principals are "pushy and forceful".

The following shows the success of women principals' leadership-management styles according to the respective respondents:

- Some of the educators regard women leadership-management styles in secondary schools as lively and interested in accomplishing the goal of the betterment of education in South Africa. They regard women principals' styles as looking beyond the misery of today at a bright future for tomorrow.

Findings with regard to the third aim:

The third aim is concerned with strategies to enhance women leadership-management styles.

Both women principals and educators as well as literature reviews held common aspirations for how women's leadership-management roles could be enhanced. The respondents mentioned the following pertinent issues:

- Women principals require tools and support in order to pay attention to the leadership-management impact of their roles. For the benefit of education, the respondents felt the need for expert input or accessible information to keep women alert about good leadership-management styles.


The literature review (Chapter 2) and the interviews (Chapter 4) mentioned that the development of partnership with various role-players is imperative for developing the styles of women principals' leadership-management.

Apart from this, there is significant consensus in the literature review and interviews, again reporting networking and mentoring with other secondary schools. This could be established through locally based initiatives and support such as:

- conferences;
- women-to-women principals' relationships;
- induction; and
- support from circuit managers and educators.

Referring once more to the interviews (Chapter 4), the respondents mentioned the following key aspects:

In order for women principals to grow and develop in their leadership-management roles, they should in practice:

- 
- acknowledge staff members' abilities;
 - equitably and equally listen to all organisational stakeholders; and
 - keep their emotions at the people's level.

5.4 RECOMMENDATIONS

The main aims of this research study were to investigate women leadership-managers styles in township secondary schools and to identify strategies that could enhance their leading-managing styles. In the light of the literature review and interviews, the following is recommended.

5.4.1 Establishing a position of power

One way of preparing educators that resist adapting to women principalship is to change their stereotyped behaviours. Educators should be provided with information that builds an internal social system in secondary schools. Videos, television programmes and

magazine articles that display women's capabilities in leading-managing secondary schools in the local and global world should be sent monthly to schools.

5.4.2 Women integration

Women principals' working together is a vitally important contribution to the field of women leadership-management style improvement. Therefore, there should be local and global networking communication of secondary school women principalships in order for them to become self-reliant in their performance as principals.

Women principals should learn to work together in determining the essential needs, critical issues and problems in their various individual secondary schools. Through this, secondary school women managers-leaders will be able to link their abilities, spirit and gain self-confidence in their style of leading and managing. In addition, women principals should be engaged in local and global contractual interaction that leads to social movement. Pressure group activities that focus on practicality, incremental and bureaucratic reforms should be implemented.

5.4.3 Equity and equality maintenance in human resources

Bias in women principals' leadership-management styles inhibits school structures from being productive and efficient. The reality of this is that excellence in secondary school women leadership-management cannot be attained without valuing both male and female educators' inputs and outputs in job performance and school activities. Therefore, both sexes should be treated equally if leadership-management styles are to become excellent.

5.4.4 Educational programmes

The educational programmes and projects should be planned effectively to compensate for principals' lack of skills and to encourage them to obtain those skills necessary to compete in leading-managing secondary schools. Training is imperative for women school principals to gain skills and have confidence in principalships' performance. Planners should build programmes on women principals' strengths, courage and ingenuity. This could be done by providing them with wider and more effective options with regard to resources and skills. Furthermore, women principals should be encouraged to attend

institutions and seminars focussed on school leadership-management. They should enhance their roles by participating more as leader-managers in church and community-building programmes.

5.4.5 Psychological training

Issues such as motivation, personal skills and job skills should be stressed in the training of women principals. The main purpose of this training should be focussed on doing away with different behaviour towards men and women with regard to secondary schools' principalship.

5.4.6 Educational policy

Informal policy should be regarded as a tool to support and improve secondary school women principals' current effort toward their styles of leading-managing. The educational stakeholders should actively participate in accelerating changes in gender, political, economic and social structures that are recently diminishing women's hopes to be future secondary school superintendents. Moreover, affirmative action programmes should be implemented to provide women principals with skills that will alter their inferiority complex and self-concept with regard to the styles of leadership-management they are practising.

5.4.7 Upgrading of qualifications

With regard to critical professionalism in women principals' leadership-management styles, they should study relevant careers and obtain qualifications with the purpose of developing new skills in their styles. To obtain success in this, women principals should read and seek advice from neighbouring secondary schools. They should be closer to mentors, sponsors and people at senior level in order to be competent in their roles of leading and managing in secondary schools.

5.5 CONCLUSION

Chapter 1 provided the background and rationale of the research. It also stated the research problem, aims of the research, research method, conceptual framework and the division of chapters of the research study.

In Chapter 2, the literature review about the styles of women principal's leadership-management in secondary schools was outlined. To have insight about women principals' styles, the theoretical conceptualisation of the ways they lead and manage secondary schools was built on the discussion of the following:

- the comparison of female and male principals' styles;
- foundations of women's leadership-management roles;
- barriers to their leading-managing styles; and
- strategies to enhance women principals' ways of leading-managing.

Following the literature review, Chapter 3 dealt with the research design, a sample selection and qualitative method. The method of collecting data focussed on individual and group interviews. Applying the reliability, validity and ethical study method has proved the scientific quality of this research study.

Chapter 4 outlined the in-depth analysis and interpretation of data obtained through the interviews of women principals and educators in township secondary schools.

In this chapter, the constant comparative method was implemented with the purpose of analysing and interpreting the respondents' comments.

The categories found were:

- Negotiation skills;
- formidable challenging;
- emotional conflict;
- motivational skills;
- caring skills;
- transformational style;

- interactive communication style;
- persuasive skills;
- self-renewal approach; and
- collaborative action.

In this chapter, a summary of what has been discussed in other chapters has been provided. The findings and interpretation of data collected from the literature review and the interviews were outlined. The interpretations were done in accordance with the aims of the research study stated in Chapter 1. Finally, the findings of the study were concluded and reported.

The findings and the study of this research confirmed the following:

Within the context of the South African educational system, women leadership-manager roles could be considered as crucial. This is concretised by women principalship styles such as collaboration, collegiality, shared-power, core principalship, ethics of care, formidable challenge, self-renewal and motherhood. With regard to this, the researcher is convinced that women principals' leadership-management styles are imperative in uplifting and advancing the education system.

In this survey, the researcher believes that the growth and development of women principal leadership-management styles are essential aspects of secondary school effectiveness. In light of the above, the researcher confirmed the importance of developing approaches to ensure greater quality in their styles. In this the researcher emphasised education, training, induction, orientation and interpersonal relationships with local and global women principals in secondary schools.

From the interviews conducted with educators, it appeared that female educators are not in favour of women being principals of secondary schools. Although there appears to be a lack in the relations between women educators and women principals, most of the respondents conceded that women principals are good at initiating school development. According to the respondents' point of view, this emanates from their ability to assess a situation and determine how much effort they can apply, meaning that women principals are decisive.

The women principals' ability to maintain equity by providing everyone with the opportunity to grow and give their opinions and their competitive edge in looking for opportunities and the available competencies are appreciated.

The attributes that are associated with women principals in secondary schools are identified as follows:

- Caring skills and personal support;
- motherhood;
- using common sense;
- intolerant vs. tolerant;
- sensitive justice; and
- emotional exhaustion.

From the interviews the respondents' accounts with regard to good management and leadership skills indicated attributes such as:

- individual respect;
- positive emotions;
- sense of touch and caring;
- relating to people as persons and individuals;
- being themselves and believing in themselves;
- being firm and consistent in situations; and
- being part of the people.

In approaching the strategy to enhance women principal's management and leadership:

With regard to leadership styles in secondary schools, the educators' and women principals' responses from schools A and B, suggest the overall feelings were:

- The importance of creating adequate training and information-sharing schemes as being essential to bring about better women leader-managers;
- continued emphasis on equal treatment and consideration of educators' contribution in the running of the school;

- networking of women principals with the purpose of coping with loneliness and isolation in the job; and
- recommending training, induction and orientation of women principalship.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

In this research study, women principals and educators as respondents were regarded as the main elements of secondary school improvement and development. Arguably, it is not only these people who form the school as a system. Therefore, the research should also be directed at parents and learners as participants in exploring women principals' styles of leading and managing in secondary schools.

Furthermore, an investigation into the development of women leader-managers' instructional support material in their styles in secondary schools is also essential.



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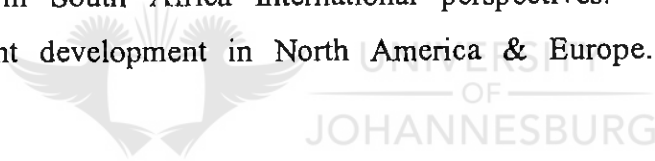
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APPENDIX A

1663 Mogoai Street

Ikageng

Potchefstroom

2520

11 July 2001

The Principal
Department of Education
Potchefstroom
2520

Dear Sir

This letter is to request permission to interview women principals in township secondary schools in the North-West Province.

I am conducting a qualitative research study in township secondary schools. The study focusses on the management and leadership styles of women principals in the education system. Theoretically and conceptually, it is believed that women's ways of leading-managing can transform South African education into a quality one, but little is known about their management and leadership styles.

In order to get the correct information about this study, women principals' participation and co-operation at Boitshoko Secondary School is needed. Their opinions are required to assist in obtaining quality, valid and reliable data, which will help in preparing the country and the state for the future.

Ethics and confidentiality will be considered in the interviews and study report.

Thank you in anticipation
Monica Kedibone Senye.

1663 Mogoai Street
Ikageng
Potchefstroom
2520
11 July 2001

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Dear Sir

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In order to get the correct information about this study, women principals' participation and co-operation at Nkang Mahlale Secondary School is needed. Their opinions are required to assist in obtaining quality, valid and reliable data, which will help in preparing the country and the state for the future.

Ethics and confidentiality will be considered in the interviews and study report.

Thank you in anticipation
Monica Kedibone Senye.

APPENDIX B

Interview with the principal

1. How do you relate to the staff members?
2. How do women and men educators respond differently when you give instructions?
3. How do you deal with conflict between educators and learners?
4. What are you doing about the difficult case studies?
5. What do you believe are your weaknesses?
6. Describe to me what you believe to be excellence in your women principalship.
7. How would you describe your management of leadership styles?
8. What are you doing to maintain your management and leadership styles?
9. What are you doing to maintain your management and leadership status?
10. What are the characteristics of a good woman principal?
11. How can women's management and leadership styles be enhanced where they do not exist?



Interview with educators

1. What is your opinion about women principals in secondary schools?
2. How in your opinion do you see male and female educators respond differently when women principals give instructions?
3. Among women and men principals, who do you think is more committed? Why?
4. What management and leadership styles do you believe your principal often demonstrates?
5. Describe to me an excellence in women principals.
6. What are the characteristics of a good woman principal?
7. Generally, how would you describe your woman manager?
8. What in your opinion do you think are the obstacles to her management and leadership?
9. How could women management and leadership styles be enhanced where they do not exist?



APPENDIX C

