

**AN EVALUATIVE STUDY OF THE LEADERSHIP STYLE OF
FEMALE PRINCIPALS**

BY

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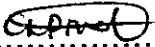
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DECLARATION

I declare that this dissertation: 'An evaluative study of the leadership style of female principals', is my own work. All the sources I have used or quoted have been indicated and acknowledged by means of complete references.



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Umlazi

March 2002

DEDICATION

I dedicate this work to:

My late father Gideon Ntondolo Sibiya, who has made a tremendous contribution in my life and has strived that I get good education.

My mother, Clerine Thithy MaDlamini Sibiya, who has been my role model for success through hard work.

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ABSTRACT

This study seeks to evaluate the leadership style of female principals in the Inanda District high schools.

The researcher made use of interviews and questionnaires to evaluate the perceptions of parents and educators towards the leadership style of female principals, and how effective female principals are when carrying out their managerial duties at school.

On the basis of the views expressed by respondents, the study concluded that the leadership styles of the female principals in the area studied, were effective in areas such as promoting order and discipline and keeping accurate records of all financial transactions.

The research project, however, established that although the majority (70%) of respondents perceive female principals in the area where the research was conducted as effective, there was a sizeable number varying between twenty-five per cent and thirty per cent (25%-30%) of respondents who were either uncertain or did not agree that female principals are effective.

Recommendations and concluding remarks suggest a possible way forward towards improving the situation, for example: Female principals must be democratic in decision making.

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CHAPTER 1
AN EVALUATIVE STUDY OF THE LEADERSHIP STYLE
OF FEMALE PRINCIPALS

INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM

In the past few decades, the number of women in the labour force has increased greatly. In spite of the increase, very few of them are in senior positions. Visser (1982:120) observed that "traditionally the South African society is male dominated." The data from the South African Race Relations Report of 1996 (see Table 1.1 below) also supports this observation.

Table 1.1
Distribution of men and women by occupation

Occupational group	Men	Women	Total
Senior Officials and Managers	462 000	124 000	586 000
Professionals	226 000	139 000	365 000
Total	688 000	263 000	951 000

This data indicates that out of 951 000 senior officials and professionals only 263 000 i.e. 28%, were women in 1996. (*South African Journal of Education*, 2000:127). This distribution clearly indicates some degree of validity in the perception that women experience barriers in their quest to advance into positions of leadership.

Elizabeth (1996) strengthens this argument by indicating that only 9.3% of managerial positions are held by women in South Africa. This percentage of merely 9.3% can be attributed to many factors, including amongst other things the misperceptions about women leadership skills and potentials. Such a low

percentage of women in managerial positions reflects discrimination at the workplace if one considers that women constitute 55% of the South African population.

However, lately there seems to be a slight increase in the number of women in managerial positions. According to Inanda District report of March 2000 in the North Durban Region, in 2000 there were 22 high school principals of which 7 were females, as compared to 1990 where there were 22 high school principals with only 1 female. In the KwaMashu District a similar situation prevails where in 2000 there were 33 high schools principals with 9 females as compared to 1990 where there were 31 high school principals, only 2 being females. The recommendation of educators to senior posts has been of late the responsibility of the school governing body (SGB). The fact that most senior posts are occupied by men based on the recommendations of the SGB may reflect a negative perception by the SGB on female leadership.

All principals work with educators and parents with the view to achieving school goals. In order to attain the school goals, they need to be supported in their endeavours. Yet it appears that female principals are not supported in the way they should. According to Drake and Owen (1998:121), in Indonesia, women executives still experience obstacles in the environment and stereotyping about gender roles which typecast them into nurturing, supporting types of jobs.

The paucity of women in management, therefore, suggests acute gender misrepresentation in leadership.

1.2 STATEMENT OF THE PROBLEM

Flanders (1994:79) maintains that the gendering of education and training leads to gender injustice. Gender injustices to women principals in high schools seem to reflect prejudice against their rights. The possible existence of prejudice against women principals further encourages lack of support from educators and parents. Coupled with this lack of support and misperception of female

principals as leaders, is resistance from different school stakeholders, namely educators and parents.

Different stakeholders have different observations and perceptions. For instance, parents and educators feel that female principals are inadequate for the role of managing schools compared to male principals. This highlights the problem and warrants an evaluative study of perceptions of leadership style of female principals. Hence the aims of the study.

1.3 RESEARCH AIMS

Against the above sketched background, the overall aim of the study was to evaluate the leadership style of female principals.

The specific aims of the study therefore will be:

- ▶ To evaluate the perceptions of different stakeholders, namely parents and educators towards the leadership style of female principals in high schools.
- ▶ To investigate the attitudes and opinions of parents and educators towards the leadership style of female principals.
- ▶ To evaluate whether female principals' leadership styles have an impact on their promotion prospect within the Department of Education and Culture.
- ▶ To establish how effective female principals are in carrying out their management duties at school.
- ▶ To develop/recommend possible ways to enhance and facilitate the advancement of females in senior positions.

1.4 RESEARCH QUESTIONS

In the light of the above aims, this study sought to answer the following questions:

- ▶ What are the perceptions of parents and educators towards the leadership styles of female principals in high schools?
- ▶ What are the views and attitudes of parents and educators towards females as incumbents of positions of principals of schools?
- ▶ How do female principals leadership effectiveness impact on their promotions?
- ▶ How effective are female principals in carrying out their school management duties?
- ▶ What strategies can be developed to enhance and facilitate the advancement of females in education to senior positions?

1.5 ASSUMPTIONS

This study is underpinned by the following assumptions:

1. Female principals are not capable of carrying out their responsibilities at school adequately.
2. Female principals are not perceived as leaders – their role and position power is questionable.
3. Parents and educators perceive the leadership style of female principals as ineffective.

1.6 DELIMITATION OF STUDY

This research project was conducted at Inanda District which falls under North Durban Region in KwaZulu-Natal. The research focussed on high schools only. A random sample of the population was drawn.

1.7 RESEARCH METHODOLOGY

Both the qualitative and quantitative research methods were used in this study and the data was collected through structured and semi-structured questionnaires.

1.8 FURTHER COURSE OF STUDY

The next chapter of the study addresses the following aspects:

Chapter 1: orientation.

Chapter 2: provides a literature review on leadership and followers.

Chapter 3: details research methodology, research design and data collection methods.

Chapter 4: data on the leadership style of female principals is analysed and the assumptions are tested.

Chapter 5: presents the main findings of the study, on the basis of which recommendations are made.

1.9 CONCLUSION

This chapter has introduced the study and detailed the background to the problem. The aims of the study are given as well as the route which the study will follow. The next chapter reviews relevant literature on leadership with particular reference to female principals.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter the literature is reviewed in terms of historical position of women, gender distribution in the education system, approaches to leadership and the implications thereof for women managers in the education system. This review focuses on international, and national (South African) situations with particular reference to KwaZulu-Natal province. Parallels on leadership were drawn between female and male managers.

There has been a perception over many decades that women were disadvantaged because they lacked the necessary management potential and skills. Not only were they lacking administrative, financial and supervisory skills, but some females also lacked job commitment, assertiveness, leadership aspirations, confidence, and risk taking tendencies. Blackmore (1999:94) asserts that in 1986 a state board of education in the United States of America report stated that women's under-representation in leadership was because, "many employers still believed that there were differences in work performance, abilities and staying power between men and women".

After the 1994 democratic elections in South Africa, there was a focus on awareness, commitment and implementation of equal opportunities policies, which involved recruitment and promotion on merit and this began to address the issue of females being appointed to leadership positions. Lately, most gender policies in South Africa focus on getting women to upgrade their skills, to improve their self esteem and to acquire leadership skills through job rotation and assuming senior positions (Grogan, 1996:158).

2.2 HISTORICAL POSITION OF WOMEN IN LEADERSHIP

History reveals that there was a time when women leadership was dominant. According to Clarke (1979:81) the remote history of African people highlights that their legendary first ancestor was a woman -Nomkhubulwane. Clarke further remarks that an African society was matriarchal at one time. Sweetman (1984:46) endorses this assumption when he introduced the theory known as "The Golden Age of Matriarchy" which suggests that women were once dominant.

However, for the last century or more, women have been on the periphery as leaders. According to Romero (1992:251) African women in KwaZulu-Natal have suffered more through sex-discrimination than other women in South Africa. They have been bound by the Natal Code of Native law, drawn up in 1891, which stated that an African female "is deemed to be a perpetual minor and has no independent powers save to her own". Giddens (1993:182) describes the Natal Code of Native law as a humiliation and violation of womanhood. The Code restrictions caused frustrations as, no matter how matured and educated women were, they were placed under male guardianship. It is against this background that the strength, resourcefulness of women and the problems they face are detailed, even in the field of education.

The rise of the Women's Liberation Movement in the 1960s focused among other things on the leadership of female principals. In addition, since the first democratic election in South Africa in 1994, the influx of women into the workplace has resulted in increasing numbers of women occupying senior positions in South Africa (Drake and Owen, 1998). Booysen (2000:22) stresses that women of all races are still disadvantaged and a wasted resource. She further argues that leadership is still marred by socialised assumption such as "Think manager think male". Women still hold few senior positions as compared to men. Although women represent more than 50 percent of the world population, there is no country in which women represent half or even

close to half of the senior management positions. Elizabeth (1996:274) strengthens this argument by indicating that only 9.3 percent of managerial positions in both public and private sectors are held by women in South Africa. This 9.3 percent can be attributed to many factors, among them the perception that women do not show leadership.

In the field of education, women outnumber men as teachers, but men dominate senior positions. Schmuck (1987:173) asserts that in all Western countries women are a distinct minority in management positions in schools. Gender imbalance in management in educational institutions creates perceptions that are difficult to explain. The common view that “women teach and men manage” is still true despite the strategies to address gender imbalance in educational management. Govinden (1999:5) states that the education system is generally structured like a traditional home where men run the school and women nurture the learners. Such a statement raises the question about female status in the education system.

According to Qunta (1987:270), historically, African women in South Africa had both legal and social equality which enabled them to become effective heads of schools and heads of states. Looking more closely, at Inanda seminary we have Mary Edwards who is the founder and the first principal of the school. It is claimed that this is evidence that women with their leadership styles are capable of leading but they have been pushed down from leading positions. These statements are true for many schools in South Africa, including those administered by Department of Education and Culture, in spite of the transformation process which began in 1994.

2.3 THE GENDER STATISTICS IN THE EDUCATION SYSTEMS IN SELECTED COUNTRIES

The next discussion focuses on the gender distribution in senior positions in the education system globally. A comparison is made to ascertain whether gender

hierarchies which occur in Department of Education and Culture are unique, or common to other countries.

In the study of factors affecting the leadership styles of women in management positions, Shafer (1974:110) highlights the fact that in East Germany 70% of the teachers are women while only 25% of the principals were women. The ratio of men to women as one moves up the educational management hierarchy, especially in secondary schools in England and Wales is clearly shown in the next table.

TABLE 2.1
DETAILS OF TEACHERS IN ENGLAND AND WALES

	Men in %	Women in %
Principal	57	43
Deputy Principal	39	61
All teachers	23	77
Principal	84	16
Deputy Principal	82	18
All teachers	56	44

Source: Blampied, Dissertation, 1998

Shakeshaft (1987:20) using data collected for the education system in the United States of America, noted that in 1984-85 only 3,0% of the district superintendents were women, although 50,1% of all secondary school educators and 83,5% of all elementary schools educators were women. The ratio of women to men school inspectors in new South Wales in 1977 was 1:42 (Marland:1983) while the position in New Zealand was by comparison, far better, where in 1975 21% of the senior positions were held by women (Grogan:1996; 173).

According to Drake and Owen (1998:97) in education, in Trinidad and Tobago 73,6% of primary teachers and 56% of secondary teachers for example the majority are women. However this majority is not reflected at the level of principal. In 1995 only 49,16% were female in primary and 50,84% female at secondary level. Overall proportions were 65% men and 35% women. This data reflects that globally there are few females in senior management positions compared to their male counterparts.

2.4 GENDER STATISTICS IN THE EDUCATION SYSTEM IN THE KWAZULU-NATAL PROVINCE

Data collected from 1993 statistical returns from Government schools under the Natal Education Department, reveals that the number of women in senior management positions is disproportionately lower than the number of men in similar positions as shown in Table 2.2 below.

TABLE 2.2
DISTRIBUTION OF MALE AND FEMALE TEACHERS AT EACH POST LEVEL IN GOVERNMENT SCHOOLS IN KWAZULU-NATAL

	Post level	Men	Women	Total
Teacher	1	3628	6463	10091
H O D	2	183	179	317
Deputy	3	109	40	149
Senior deputy	4	98	12	110
Principal	5	58	10	68

Source: Thurlow, Studies for School Management Development 1993

Although according to this data most teachers are women but they are highly concentrated in lower level positions. *The Citizen* (16 November 1998:4) strengthens this argument by indicating that while women comprise 55 % of the population, only 10% of the managerial positions are held by women in South

Africa. The fact that men occupy most senior posts may reflect a negative perception of female leadership.

A look at the number of women in senior management positions in the schools administered by the KwaZulu Department of Education and Culture, like in other countries, *uncover consistent male dominance in all positions except in lower primary schools*. This is reflected by data obtained from the 1993 statistic returns of circuits in the KwaZulu Department of Education and Culture as follows:

TABLE 2.3
HIERARCHICAL DISTRIBUTION OF TEACHERS OF JUNIOR SECONDARY SCHOOLS ADMINISTERED BY KWAZULU DEPARTMENT OF EDUCATION AND CULTURE

	Men	Women
All teachers	53.5	46.5
Principals	86.5	13.5
Deputy Principals	72.7	27.3
HOD	50.0	50.0

Adapted from statistical returns by Circuits, 1993 KZDEC

While there is a decrease in percentage in the number of leaders of both sexes, as one moves up the rank of seniority, women appear to be under-represented when it comes to vertical mobility. Under junior secondary schools the women form 46,5% of all teachers of the KwaZulu Department of Education and Culture, yet only 13,5% of them are principals. On the other hand, men form 53,5% of all KwaZulu Department of Education and Culture teachers and 86,5% of them are principals.

TABLE 2.4
HIERARCHICAL DISTRIBUTION OF TEACHERS OF HIGH SCHOOL
ADMINISTERED BY KWAZULU DEPARTMENT OF
EDUCATION AND CULTURE

	Men	Women
All teachers	57.4	42.6
Principals	95.6	4.4
Deputy Principals	69.8	30.2
HOD	67.4	32.6

Adapted from statistical returns by Circuits 1993, KwaZulu Department of Education and Culture.

In senior secondary schools women form 42,6% of all teachers of KwaZulu Department of Education and Culture, yet only 4,4% of them are principals. Tables 2.3 and 2.4 show that 50% of women are HOD at junior secondary schools compared to 32.6% at senior secondary schools. These figures indicate an increase of women in the middle management positions. Generally, the ratio of men to women increase steeply in senior the posts, especially in secondary schools.

However, lately there seems to be a slight increase in the number of women in managerial positions as pointed out in Chapter 1. According to Booysen (2000:23) the slight increase could be attributed to the changes made by the democratic government such as :

- The National Women's Empowerment Policy ;
- The Joint Standard Committee on the Improvement of the Quality of Life and Status of Women ;
- The Commission on Gender Equity . (Booyesen, 2000:23)

2.5 APPROACHES TO LEADERSHIP

This section explores some of the approaches to leadership which the researcher believes have relevance to the study.

2.5.1 The Trait Approach to Leadership

The trait approach to leadership is based on early leadership theory, assuming that a good leader is born not made (Dludlu, 1996:103). The trait emphasises the personal characteristics of a leader. Many people believe that leaders have certain personal qualities and characteristics which make them good leaders.

According to Butler and Christie (1999:15) leaders have common traits or qualities which make them good leaders such as intelligence, originality, good judgement, ability to achieve, sense of responsibility, persistence in completing tasks, energy and ability to lead.

Robbin's view of leadership traits (1997:421) seems to be in line with that of Butler and Christie. He maintains that leaders share common traits. He identifies people such as Margaret Thatcher, Ronald Reagan and Nelson Mandela, and describes them as charismatic, enthusiastic and courageous. Most studies have failed to uncover any traits that clearly and consistently distinguish leaders from non-leaders. Dissatisfaction with the trait theory gave rise to behavioural approaches.

2.5.2 Implications of the trait approach for women in management

Sterling and Davidoff (2000:16) point out that the trait theory focuses on physical and personal characteristics. Female principals rarely depend on physical qualities, such as strength, weight and height for effective leadership. People often think of masculine strengths and characteristics when they think of leadership. This theory suggests that leaders are superheroes, and few male

and female leaders meet the parameters of this theory, because it refers to people with rare qualities. In real life, most people who lead schools are ordinary people. Drunker (1990 : 26) contends that no institution can possibly survive if it needs geniuses or superheroes to manage it. It must be organised in such a way as to be able to get along under a leadership composed of *average human beings*.

Delyon and Mignuolo (1989) concur with Sterling and Davidoff that school leadership is often linked to stereotypically defined masculine traits, especially strength and detachment. However research shows that people who are leaders have a certain way of behaving, which suggests that leadership involves more than personality traits.

People often ignore feminine qualities, if they think of leadership. This *assumption of masculine qualities being associated with leadership is confirmed* by Blackmore (1999:159) when she related an incident. "One day an irate father arrived at school. When I said I was the Acting Vice- Principal and could I help him he responded: "You can't be the vice principal. You are a woman. I want to see the principal". That alone creates a false perception and justifies the absence of female principals.

2.5.3 The behavioural approach to leadership

The dissatisfaction with the traits approach during 1950s led researchers to concentrate on leader behaviour, what the leader does and how he or she does it. Stoner and Freeman (1992:475) believe that behaviours can be learned, unlike traits which are inborn. It follows that individuals trained in appropriate leadership behaviours would be able to lead more effectively. They further maintain that leadership functions and leadership styles influence leadership behaviour. The leader should have "task- related" and "group maintenance" functions. Leadership functions are expressed in two different leadership

styles. The manager who has a task-related style supervises employees to ensure that the task is performed satisfactorily.

Getting the job done is important to the task oriented leader than employees' growth or personal satisfaction. The manager with an employees-oriented style *motivates rather than controls* subordinates. The manager is friendly and trusting with employees and employees participate in decisions that affect them. Leadership behaviour is further highlighted by studies that were conducted at Ohio and Michigan states. These studies clarify the behavioural approach to leadership.

2.5.3.1 The Ohio State University Studies

These studies attempted to investigate determinants of leader's behaviour and to determine the effects of leadership style on work group performance and satisfaction.

Through these studies two dimensions were identified, namely initiating structure and consideration. According to Szilagyi and Wallace (1990:392), the initiating structure dimension means that a leader defines the task and assigns the work to be done. The consideration dimension means that a leader practices job relations characterised by mutual trust and respect for subordinates. Whilst the Ohio State University was conducting a study on leader behaviour a similar study was also carried out by the Michigan State University.

2.5.3.2 The Michigan University Studies

According to Robbins (1993:369) and Stoner and Freeman (1992:478) the Michigan group came up with two dimensions of leadership behaviour labelled as employee-oriented and production-oriented. Szilagyi and Wallace

(1990:393) refer to these dimensions as job-centred (production) and employee-centred (people).

Employee-centred managers encourage subordinates' participation in goal setting and ensure high performance by inspiring trust and respect. Production-centred managers set rigid work standards and prescribe work methods to be followed.

It is important to know that no one style is effective in all the situations and the manager should balance the two dimensions. The balanced dimensions of behavioural theory have various implications for women in management.

2.5.4 Implications of the behavioural theories for women in management positions

In behavioural theory, the emphasis is on what a leader does and how he or she does it. Leaders should lead by example, showing the behaviour they want in order for the others to follow. Butler and Christie (1999:21) maintain that behavioural theory is associated with a feminine leadership style because the behavioural theories focus on tasks (initiating) and relationships (consideration) whereas the feminine leadership style focuses on participation and caring. Effective managers should balance the tasks and relationships.

Blackmore (1999:56) maintains that women leadership styles are less hierarchical and more democratic, thus women communicate better with learners and educators than men do. Women spend less time on deskwork than men, visit more classroom, keep up to date on curricular issues.

Nzimande and Sikhosana (1996:84) have gone a step further and stipulated the female leadership style as more caring, collaborative, communicative, consultative, consensus-oriented, student and curriculum-focussed. The

tendency for female principals to care and communicate regularly with their staff may improve staff attitudes towards work.

In view of the above, there is a clear indication that female leaders can, like males, balance tasks and relationships. Although the behavioural approach focuses on striking a balance between the task and the people, it did not consider the importance of the situation. Other researchers recognise the role of the environment or the situation in a leadership process. This recognition led to the development of the situational or contingency approach to leadership.

2.5.5 Contingency approaches to leadership

The contingency approach is also referred to as a contemporary theory of leadership. Contingency theories maintain that leadership effectiveness depends on the fit between the personality characteristics and behaviour of the leader and the situation.

Miner's (1980:430) research findings suggest that a search for the universally best style of leadership is inappropriate to the complexity of modern organisations. For a manager's leadership style to be effective, situational factors must be considered.

During the late 1960s research recognised the limitations of behavioural theories and began to develop situational theories of leadership, because it was discovered that the most effective way to lead depends on the situation.

Stoner and Freeman (1992:480) argue that there are factors in each situation that affect the effectiveness of a particular leadership style. These factors include the leader's personality together with past experiences and expectations. For example, a manager who has been successful in exercising little supervision may be more prone to adopt an employee-oriented style of leadership.

The next discussion will focus on the two models of contingency leadership theories, namely The Fiedler Model and The Path-goal Approach.

2.5.5.1 The Fiedler Model of leadership

Fiedler contingency theory suggests that leadership is contingent on the situation (Lunenburg and Ornstein, 1991:139). The leadership situation is viewed as an area in which the leader seeks to satisfy personal needs and to accomplish organisational goals.

Zyilagyi and Wallace (1990:403) state that Fiedler is the father of the Contingency Theory and advocates three major situational variables to determine whether the situation is favourable to leaders. These are leader-member relationships (*members should accept their leaders*), task-structure (*leaders should define the task to the subordinates*) and position power (*leader has authority to punish or reward*).

The conclusion in Fiedler leadership theory is that “a leader who is high on task behavior is not necessarily high or low on relationship behavior. Any combination of the two may occur.” The Fiedler model encompasses behavioural theory because it highlights the leader-member relationship and task-structure. It also considers the power positions (leader-authority).

2.5.5.2 Path-goal Approach to leadership

Evans and House developed the Path-goal approach to leadership. It is referred to as path-goal because it explains how leaders influence their subordinates' perception of work goals, personal goals and paths to goal attainment. Leaders are effective when they enhance the acceptance satisfaction and motivation levels of their subordinates. According to Beach (1975:482) the Path-goal theory of leadership is based on the expectancy

model of motivation. This theory recognises four kinds of leadership styles - directive, supportive, participative and achievement oriented leadership. In the Path-goal theory subordinates should be motivated to perform effectively by removing all the obstacles that might hinder members towards achieving organisational goals.

Beach (1975) lists styles of leadership behaviour such as: Instrumental behaviour (directive), supportive behaviour (which refers to being concerned about the subordinate's well-being), participative behaviour (which involves sharing of information with subordinates) and achievement-oriented behaviour (which involves challenging goals and expecting subordinates to perform).

Zyilagyi and Wallace (1990) further highlight the importance of task-oriented and people-centred leadership. Supportive and participative leaders can influence the perception of values and expectancies, which can result in higher motivation, satisfaction and performance.

2.5.6 Implications of Contingency Theory for women in management positions

Beach (1980:478) argues that contingency theories are based on two assumptions about leader's adaptability. One approach assumes that leaders must change their behaviour to fit the situation (House's path-goal theory). The other approach assumes that the leader must change the situation to fit the leader's behaviour, which is assumed to be immutable. The nurturing character of female principals enables them to adapt their leadership style to the environment they are exposed to. For the leader to be adaptable she or he should be motivated.

Nzimande and Sikhosana (1996:56) point out that the manager needs to be adaptive, directive supportive so as to motivate the performance of both people and production. Blackmore (1999:45) maintains that there is no fixed, correct

way of leadership, thus female leaders should be free and flexible to take on new challengers to make them effective and successful leaders.

2.5.7 Transformational leadership

The *transformation concept* refers to the process of bringing about changes in the management and leadership of the organisation. There is a distinction between transformational leadership and transactional leadership. Transformational leadership is based on more than the compliance of followers to the direct influence by the leader. It involves “shift” in the beliefs, values and needs of the followers. In transactional leadership the leader “rewards” his followers in exchange for the expected behaviour.

Robbins (1993:428) views transformational leaders, as people who motivate their followers to do more than they are originally expected. They accomplish this by increasing subordinates’ awareness of the importance of their task and the importance of performing them.

Transformational leaders engender trust among followers, this encourages followers to perform behaviours that contribute to the achievement of organisational goals (Avolio, 2000:6). It is clear that transformational leadership is a process of engaging the commitment of employees in the context of shared values and shared vision. Transformation leadership involves relationships of mutual trust between the leaders and led. In support of the above views, Sadler (1997:43) summarises the characteristics of transformational leaders as: believe in people, courageous, having vision and driven by strong values.

The characteristics of transformational leaders have different implications for women in management.

2.5.8 The implications of the transformational leadership for women in management positions

Blackmore (1999:57) highlights as suggested earlier that women principals are inevitably more caring, collaborative, consultative and consensus oriented. She further says that “good leadership means working together with other stakeholders in the school, taking time to understand them and to recognise their needs.”

Transformational leaders motivate their subordinates to do more than what may be expected of them. The caring and nurturing nature of women in management helps to motivate their followers towards the achievement of organisational goals. Mohanty (1992:27) states that good people management is the new source of productivity in postmodern organisations.

In terms of transformational leaderships, females are as relevant in the new democratic government as men to lead. According to Blackmore (1999:47) women emphasise cohesiveness. They are much less individualistic and spend time on fostering an integrative culture and climate. It can be concluded that female principals using the transformational leadership style are likely to be successful and achieve the school goals. Transformational leadership style is close to what is generally referred to as feminine leadership style.

2.5.9 Feminine style of leadership

Women in management are adopting styles and habits that have proved successful for men but some are moving into top management through skills and attitudes they have developed from their shared experiences as women. They draw on their interactive, supportive and transformational leadership styles. Booyesen (2000:24) maintains that principals with feminine leadership style tend to be transformational and relationship orientated, with an emphasis on collaboration, participation, support, empowerment and subtle forms of control. The male leadership profile focuses on leadership as a number of

social transactions with an emphasis on completion and winning. While to talk of female and management style may itself be stereotypical, the label does distinguish between incentive and competitive styles of leading

Reddy (1996:154) stresses that these female in management are seeking and finding opportunities in fast changing and growing organisations and are succeeding because of certain characteristics considered to be feminine. According to Grogan (1996:158) women leaders are equipped with a leadership style that is more consensus building and more open and inclusive.

2.6 CONCLUSION

This chapter has reviewed literature on the status of women as leaders. It has also provided a discussion on the selected leadership theories which come as natural to women. Further, this chapter has pointed out the implications of various theories of leadership for women in managerial positions.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The overall aim of this study as set out in chapter one, was to evaluate the leadership style of female principals. Literature on leadership style of female principals was reviewed in chapter two with the aim of getting a better understanding of female leadership styles.

In this chapter, the researcher seeks to discuss the research methodology followed in data collection and analysis for the purpose of testing the assumptions mentioned in chapter one of the study.

3.2 TYPE OF THE STUDY

This is a descriptive study and a survey approach was used throughout the study. For Gay (1976:36) descriptive method involves collecting data to test hypothesis of the current status of the subjects of study.

3.3 RESEARCH DESIGN

Both the qualitative and quantitative research designs were used in the study due to the nature of the population. Two different data collection tools were used. The two designs were also selected because they complement each other.

The data collection tools used for educators and principals required the quantitative design as it was a structured questionnaire. The data collection tool for SGB was semi-structured and thus required a qualitative design.

3.4 SAMPLING PROCESS

This research seeks to evaluate the leadership style of female principals in secondary schools in the Inanda District. This area involves two of the four circuits from the Inanda District. These circuits are Inanda East and Inanda North. The circuits mentioned above were selected because of the following reasons. Firstly, the two circuits are familiar to the researcher and were easily accessible. It was also easy for the researcher to go and conduct this study within the short time available. Secondly, the selection of the circuits ensured cost would be minimised. Lastly, the two circuits cater for both urban and rural schools.

Two lists of schools from Inanda East and Inanda North circuits were obtained from the relevant Superintendent of Education Management from where a sample was drawn. A systematic sampling technique was also used whereby out of the sixty (60) schools falling under the two circuits, every 6th school was selected for the sample. A total of 10 schools was obtained and a sample of educators, principals and school governing body was drawn from each school. The educator sample was drawn through taking every 4th educator from the school register.

The questionnaires were delivered to each school in order to increase the return rate of questionnaires. With regard to interviews, the SGB chairpersons were selected as participants from each of the 10 schools sampled because they represent parents.

3.5 FORMULATION AND ADMINISTRATION OF QUESTIONNAIRES

Two sets of questionnaires were designed. The first set was the structured questionnaire for educators and principals. The second questionnaire was for the SGBs. All the questionnaires were formulated from the study's aims covered in chapter one. Each aim was allocated a minimum of 4 questions.

Van Dalen (1979:127) defines questionnaires as a set of items dealing with some topic or related group of topics given to a selected group of individuals for the purpose of gathering data on a problem under consideration. A questionnaire is often used on social and educational research. It has many advantages over other tools of information gathering. One important advantage is that it saves time. According to Mouly (1978:78) questionnaires allow for uniformity in the way questions are asked, thus ensuring greater comparability in the responses.

Questionnaires have disadvantages, such as poor rate of return. Opportunities for asking questions for clarity and chances for personal interaction are limited, whilst less responses can be expected. Looking at the time factor, and despite the disadvantage above, a self-administered questionnaire was more appropriate for it is less costly than interview.

Letters were personally delivered from the second week of September to the principals of each of the ten schools sampled, requesting their participation and co-operation in the filling-in and administering of questionnaires to both educators and principals.

In addition to the letters, the researcher telephoned principals in order to make appointments. The questionnaires were handed personally to the principal and they were requested to respond to them and give others to the educators. Each question assured the respondents of anonymity and confidentiality. In order to reduce non-response rate, the questionnaires contained closed-ended questions to reduce the time needed by the respondent to complete the questionnaire. The questionnaire was available in English, a second language which elements of the sample with which they find themselves comfortable with. Reminder telephone calls were made which motivated respondents.

Questionnaires were administered among 125 educators, 10 principals, drawn from 60 schools in the Inanda District. They were allocated to the study using systematic sampling. Self-administered questionnaires were used for both educators and principals whilst interviews were used for 10 chairpersons of SGB from each sampled school.

To solicit data from governing bodies a structured interview was used. This method was useful to get the opinions and attitudes of chairpersons about leadership styles of female principals. The researcher approached chairpersons of the school governing body of relevant schools in the sample. The school governing body chairperson gave permission and made appointments to allow their homes to be visited on specific dates. By way of easing tension, an introductory explanation was given by the researcher for 5/10 minutes to the respondents. Interviewing is one of the most effective methods of data collection as it gives the interviewer an enough opportunity to give respondents full explanations of the purpose and to interact with respondents, unlike self-administered questionnaires.

Interviews are characterised by direct verbal, face-to-face interactions between individuals, one being the interviewer and the other the interviewee, as well as flexibility and simplicity (Johnson, 1994:43). Face-to-face interaction is best, because there is opportunity for the interviewer to probe and make a follow-up on responses from the interviewee. According to Johnson (1994:44) interviews ensure maximum participation by respondent / interviewee and the control of the process remains with the interviewer, unlike questionnaires where control rest with the respondents. There are difficulties in conducting interviews. Cohen and Manion (1989:275) contend that interview questions are time consuming and therefore off-putting to most respondents. The researcher thus scheduled all the interviews to take thirty (30) minutes. Some interviews took 40 and others 20 minutes.

Most chairpersons of the SGBs preferred weekends when they are not working while others preferred to be interviewed in the evening, due to some commitments over the weekend. Other appointments were rescheduled to other school governing bodies at least three times. At times the researcher would arrive for the interview appointment and the chairperson of the SGB would not be available at home. To counteract these problems, the researcher had to exercise patience by creating time for interviews by rescheduling dates.

3.6 ETHICAL CONSIDERATIONS

Permission to conduct research in the areas studied was requested and obtained from the Education Department through the offices of the Inanda District Chief; Inanda East and Inanda North Superintendents of Education Management (SEM). The principals were also informed about the study during the District Principals' Meeting. The interviewers assured the SGB respondents of the adherence to the confidentiality principle and the fact that participation in the study was voluntary.

3.7 OBSERVATION AND DOCUMENTS

The KwaZulu-Natal Department of Education and Culture currently employs the researcher as a principal in the Inanda District. The researcher therefore had the opportunity to interact (through meetings and workshops) with the relevant stakeholders, namely educators, principals, SGBs and senior management both at the district and regional levels. The researcher also had access to and reviewed departmental documents (annual reports and circulars) as reflected in the references.

3.8 DATA PRESENTATION AND ANALYSIS

Collected data was manually recorded and presented in the form of tables in order to ensure that it was clear and easy to understand. After each table a

short discussion followed and responses from educators, principals and the SGB were also compared.

3.9 PILOT STUDY

Before the actual study was undertaken, it was important to engage in a pilot study. In the pilot study, the researcher tested the procedures to be used and guidelines to be followed by making use of a small sample of the population.

In a pilot study the researcher solicits positive criticism, seeks advice and solicits contributions from those he/she trusts. Cohen and Marion (1977:103) asserts that the use of a pilot study is very useful to detect weaknesses in the instrumentation design and to provide a sound base for determining and refining the instrument.

As part of the pilot study, questionnaires were given to four (4) educators and five (5) principals of schools. Three (3) school governing body (SGB) members were interviewed. Through conducting a pilot study the researcher was able to identify from his/her questions and interviews, schedule questions that were vague.

The result of the pilot study revealed a need to rephrase some of the statements in a manner that would not be difficult to the respondents. The researcher discovered that different respondents attached different interpretations to the concept "collegial" style. To this end a selection of terminology and questions was restructured to provide valid responses. Having restructured and rephrased the questionnaires by removing confusing expressions, the questionnaires were ready for distribution

3.10 CONCLUSION

The research method applied in this investigation was discussed in this chapter. Interview schedules and questionnaires are tools used to collect data from responses. The collected data will be presented and analysed in chapter four.

The presentation and analysis of data will be in the form of tables and a discussion. The format used in the questionnaires will be followed in the presentation and analysis of data. The presentation and analysis of collected data is categorised in terms of some of the objectives stated in chapter one as the questionnaires were designed from some of these objectives. There are four objectives dealt with in the data presentation and analysis and the next part will focus on them. These objectives are:

- ▶ To evaluate the perceptions of different stakeholders, namely parents and educators, towards the leadership style of female principals in high schools.
- ▶ To investigate both attitudes and opinions of parents, educators and women principals towards the leadership style of female principals.
- ▶ To evaluate whether the leadership styles of female principals have an impact on their promotions.
- ▶ To establish how effective female principals are in carrying out their management duties at school.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

4.1. INTRODUCTION

In the previous chapter, the research methodology was discussed. The focus of this chapter will be on presentation and analysis of collected data from educators, principals and SGBs.

4.2. THE EDUCATORS' RESPONSES

Presentation and analysis of data corresponds to the objectives of the study as stated in chapter one.

A total of 51 educators responded to the questionnaire. Their responses are presented in a tabular form and analysed through discussion.

In the analysis of the educators' responses, the strongly agree and agree responses were combined and the strongly disagree and disagree responses were also combined.

4.2.1 Objective A: To evaluate the perceptions of educators towards the leadership styles of female principals in high schools

Both the presentation and the analysis in this category is based on educator responses to questions 1-6 related to Objective A. The table of responses follows:

TABLE 4.1

Objective A	Strongly agree	Agree	Un-certain	Disagree	Strongly disagree	Total and %
1. Female principals act in collaboration with educators to implement the vision and mission of the school	13 25.49%	38 74.51%	-	-	-	51 100%
2. Female principals initiate the policies and guidelines that facilitate the attainment of goals	-	25 49.02%	13.65	11 21.57%	6 11.76%	51 100%
3. Female principals promote consensus in decision making in the running of the school	8 15.69%	32 62.75%	7 13.72%	4 7.84%	-	51 100%
4. Female principals promote collegiality or democracy in decision making	22 43.14%	16 31.37%	8 15.69%	5 9.80%	-	51 100%
5. Female principals organise staff development programmes	16 31.37%	28 54.90%		7 13.73%	-	51 100%
6. Female principals expose new recruits to intensive induction	10 19.61%	27 52.95%		6 11.76%	8 15.68%	51 100%

The above table shows that 100% of educators agree that female principals act in collaboration with them to implement the vision and mission of the school. The mission statement not only gives direction but it also serves as a declaration of intent by an organisation that it is committed to change. Drake and Owen (1998:128) support this as they observe changed behaviour patterns in schools in Indonesia as result of changed vision and mission. From these responses it is encouraging to observe that female principals in the population studied, work together with educators to bring about positive change in their institutions and they seem to involve their educators throughout the process.

Question 2 sought to find out whether female principals initiate the policies and guidelines that facilitate the attainment of goals. 49.02% of the respondents agree while 33.33% disagree with the statement. Only 17% were uncertain. Van der Westhuizen (1991:150) argues that policy documents should be initiated and facilitated by principals. The percentage reflects that female principals need to improve in this area.

Question 3 sought to find out whether female principals promote consensus decision making in the running of the school. 78.44% of the respondents agreed, and only 13% of the educators were uncertain, while 7.84% disagreed. It can be deduced from these responses that most female principals do promote consensus in decision making. Booysen (2000:27) asserts that the first step to be taken by the leader is to promote consensus in decision making as a solution for school related problems.

Question 4 sought to find out whether female principals promote democracy in decision making. 74.51% agreed and a small percentage of the respondents, i.e. 9.80% disagreed while 15.69% were uncertain. This reflects that most female principals in the study are democratic since they are willing to involve educators in decision making process at school.

Question 5 sought to find out whether female principals organise staff development programmes. 86.27% of the respondents agreed. A mere 13.73% of the respondents disagreed with this statement. It is interesting to note that the majority of the educators sampled, believe that many female principals organise staff development programmes to empower staff to cope with the changes in the education system and to improve staff performance. Bush (1986) maintains that the school principals should initiate staff development. Staff development provides the opportunity for personal growth and professional development

Question 6 solicits the responses on whether female principals expose new recruits to intensive induction programmes. 72.56% of the respondents agreed and 27.44% disagreed with the statement. This shows that the majority of female principals gives direction to the new recruits through proper orientation programmes. The induction programmes assist the new personnel to quickly adjust to a new working environment.

4.2.2 Objective B: To investigate the attitudes and opinions of educators towards the leadership style of female principals.

Objective B covers questions 7-11.

Table 4.2

Objective B	Strongly agree	Agree	Un-certain	Disagree	Strongly disagree	Total and %
7. Female principals expose new recruits to the culture of the school.	13 25.49%	20 39.22%	11 21.57%	7 13.72%	-	51 100%
8. Female principals share innovative knowledge and skills with educators to promote effective teaching and learning.	20 39.22%	15 29.41%	12 23.53%	4 7.84%	-	51 100%
9. Female principals involve educators in decision making at school.	10 19.61%	28 56.86%	12 23.53%	-	-	51 100%
10. Female principals clarify and promote the mission and vision of the school.	17 33.33%	21 41.18%	10 19.61%	3 5.83%	-	51 100%
11. Female principals give direction regarding how the mission of the school can be achieved.	18 35.29%	15 29.41%	10 19.61%	8 15.69%	-	51 100%

Looking at the above Table 4.2, 64.71% of the respondents agreed that female principals expose new recruits to the culture of the school, while 21.57% were

uncertain and only 13.72% disagreed. The majority of educators are of the view that female principals play a leading role in the promotion of culture in the school.

With regard to female principals sharing innovative knowledge and skills with educators to promote teaching and learning, 68.63% agreed with the statement while 23.53% were uncertain and 7.84% of the respondents disagreed. On the whole this means that female principals are committed to building capacity of the educators through sharing of knowledge and skills.

The overwhelming majority, i.e. 76.47%, of the respondents were in agreement with the statement that female principals involve educators in decision making at school, while 23.53% were uncertain. This reflects a healthy situation as educators are then more likely to be fully supportive of the female principals' leadership if they feel they are part of all decisions made.

In the next question, 74.51% of the respondents agreed with the statement that female principals clarify and promote the vision and mission of the school. Only 6% disagreed, while 19.61% were uncertain. It can be concluded from these responses that female principals who form part of the study make it a point to clarify and promote the vision and mission of the school.

The majority of the respondents, i.e.: 64.70%, agreed with the statement that female principals give direction regarding how the mission of the school can be achieved, while a small percentage of the respondents. i.e. 15.69%, disagreed with the statement. It can be deduced from the responses that female principals do give direction and support. Phelps and Austin (1975:87) asserts that female principals are directive, assertive and supportive in nature.

From the research findings 70.94% of the respondents disagreed with the statement that female principals with free rein leadership style were likely to be effective while 29.41% were uncertain. The above responses reflect that female principals with free-rein leadership styles are ineffective.

The research findings indicated that 74.51% of the respondents expressed their agreement with the statement that female principals with a bureaucratic leadership style are likely to be effective while 25.49% disagreed. It can be generally concluded that most female principals are still very bureaucratic.

A high percentage of 92% of the respondents indicated their agreement with the statement that female principals with feminine leadership styles are likely to be effective while 9.80% indicated their disagreement with the statement. Although a number of the respondents perceived the feminine leadership style as effective a small number still disagreed. Some of the factors that might make female principals with feminine leadership styles effective are the promotion of participation, empowerment and collaboration (Booyesen, 2000:24).

According to the research findings in question 16 tried to solicit the responses whether female principals with a combination of all the above leadership styles are likely to be effective. 94.12% of the respondents agreed with the statement while 5.88% were uncertain. This response confirms the view that no one leadership style is effective in all situations. The leadership styles should be combined to be effective and Beach (1975) also shares this view.

4.2.4 Objective D: To establish whether female principals are effective when carrying out their management duties.

Objective D covers questions 17-20.

TABLE 4.4

Objective D	Strongly agree	Agree	Un-certain	Disagree	Strongly disagree	Total and %
17. Female principals are not wasteful in the utilisation of school resources.	-	32 62.75%	16 31.37%	3 5.88%	-	51 100%
18. Female principals keep accurate records of all financial transactions.	9 17.65%	21 41.17%	-	21 41.17%	-	51 100%
19. Female principals enforce and promote order and discipline.	17 33.33%	25 49.02%	-	9 17.65%	-	51 100%
20. Female principals are able to meet their targets in terms of school goal.	-	26 50.98%	14 27.45%	11 21.57%	-	51 100%

Question 17 of Table 4.4 sought to find out whether female principals are not wasteful in the utilisation of the school resources. The majority of the respondents, i.e. 62.75%, were in agreement with the statement, while 31.37% were uncertain and 5.88% disagreed. This means that there is a need to address the issue of managing school resources by female principals.

Looking at the above Table 4.4, 58.83% of the respondents indicated their agreement with the statement that female principals do keep accurate records of all financial transactions, while 41.17% disagreed. From the research findings it is notable that female principals need to improve their financial management skills through staff development programmes.

The research findings indicated that a high 82.35% of the respondents agreed that female principals enforce and promote order and discipline, while 17.65% were in disagreement. Today, order and discipline are very critical for the effective functioning of any school and the finding shows that female principals are excelling in this area.

Question 20 of Table 4.4 solicits the responses on whether female principals are able to meet their target in terms of school goals. 50.98% of respondents agree with the statement, while 28.45% are uncertain and 21.57% disagree. It can be concluded from these responses that female principals are effective as they are able to meet their targets in terms of goals. A generally effective way of meeting targets is to have a clear well-planned vision and mission which involves all the stakeholders like educators, principals and school governing bodies (SGBs).

4.3 Principals' Responses

A total of nine principals responded and the next part will focus on the presentation and analysis of the principals' responses.

4.3.1 Objective A: To evaluate the perceptions of principals towards the leadership style of female principals in high schools

TABLE 4.5

Objective A	Strongly agree	Agree	Un-certain	Disagree	Strongly disagree	Total and %
1. Female principals act in collaboration with educators to implement the vision and mission of the school	3 33.33%	6 66.67%	-	-	-	9 100%
2. Female principals initiate the policies and guidelines that facilitate the attainment of goals	2 22.22%	6 66.67%	1 11.11%	-	-	9 100%
3. Female principals promote consensus in decision making in the running of the school	-	7 77.78%	2 22.22%	-	-	9 100%
4. Female principals promote collegiality or democracy in decision making		3 33.33%	5 55.56%	1 11.11%	-	9 100%
5. Female principals organise staff development programmes	1 11.11%	5 55.56%	3 33.33%	-	-	9 100%
6. Female principals expose new recruits to intensive induction	2 22.22%	4 44.45%		3 30%	-	9 100%

Question 1 of Table 4.5 seeks to find out whether female principals act in collaboration with educators to implement the vision and mission of the school, One hundred per cent (100%) of the respondents agree with the statement. This indicates that the female principals really work together with educators in the implementation of the vision and mission of the school.

The research findings regarding question 2 of Table 4.5, reflected that 88.89% of the respondents agreed, while 11.11% were uncertain that female principals

initiate the policies and guidelines which facilitate the attainment of goals. The above research findings shows that female principals initiate policies. Van der Westhuizen (1991:623) confirms this by stating that female principals should initiate policies for effective learning and teaching to take place.

Question 3 sought to find out whether female principals promote consensus decision making in the running of the school. There were only two responses, 77.78% agreed with the statement and 22.22% were uncertain. According to Grogan (1996:158) women leaders are equipped with leadership style that is more consensus building and open. Consensus in decision making not only encourages educators, pupils and the community to participate actively and openly, but also leads to effective functioning of the school.

In relation to question 4, the responses were interesting as 55.56% of respondents were uncertain while 33.33% agreed and 11.11% disagreed with the statement that female principals promote collegiality or democracy in decision making. This is the only question where a sizeable number of respondents disagreed and this indicates that most female principals make unilateral decisions in their school and there is a need for intervention through staff development.

The responses in Table 4.5 showed that 66.67% of the respondents agreed with the statement that female principals organise staff development programmes, while 33.33% were uncertain. The aim of staff development is to empower and it should be high on the priorities in the school strategic plan. The findings show that female principals do need to organise regular staff development.

The research findings indicate that 66.67% agreed, with the statement that female principals expose new recruits to intensive induction while 33.33% disagreed. From the above observation, it is assumed that female principals do expose new recruits to induction. Van der Westhuizen (1999:251) confirms that

recruited educators should be exposed to induction programmes for the goals of the school to be achieved.

4.3.2 Objective B: To investigate the attitudes and opinions of principals towards the leadership style of female principals

TABLE 4.6

Objective	Strongly agree	Agree	Un-certain	Disagree	Strongly disagree	Total and %
7. Female principals expose new recruits to social culture of the school	-	5 55.56%		-	4 44.44%	9 100%
8. Female principals share innovative knowledge and skills with educators to promote effective teaching and learning	-	9 100%	-	-	-	9 100%
9. Female principals involve educators in decision making at school.	1 11.11%	5 55.56%	2 22.22%	1 11.11%	-	9 100%
10. Female principals clarify and promote the mission and vision of the school.	1 11.11%	5 55.56%	1 11.11%	2 22.22%	-	9 100%
5. Female principals give direction regarding how the mission of the school can be achieved.		6 66.67%	3 33.33%	-	-	9 100%

Question 7 of Table 4.6 seeks to discover whether indicate female principals exposes new recruits to the school social culture. 55.56% of the respondents agreed, while 44.44% disagreed with the statement. The responses were almost split and this indicates that there is a need for female principals to prioritise socialisation of new recruits on the school's strategic plan.

Research findings indicate that 100% respondents agreed with the statement that female principals share innovative knowledge and skills with educators to promote effective teaching and learning. This is the first time where all respondents in this category had similar responses and shows that female principals are team players.

Question 9, solicits the responses on whether female principals involve educators in decision making. 66.67% of principals agreed, while 22.22% were uncertain, and 11.11% disagreed with the statement that. The above findings indicate that some female principals are excluding educators in decision making and this is likely to result in negative working relations. Staff development and training for principals needs to address this weakness.

The majority of the respondents i.e. 66.67%, agreed, 11.11% were uncertain, and 22.22% disagreed with the statement that female principals clarify and promote the vision and the mission of the school. The vision and mission need to be understood by all stakeholders, especially the educators and school governing bodies, in order to fully support principals in the management of school but ,the findings show that some female principals are not promoting the vision and mission of the school.

The research findings indicate that 66.67% of the respondents agreed, while 33.33% were uncertain that female principals give direction regarding how the mission can be achieved. From the statement it can be deduced that female principals need to promote how the mission of the school will be achieved and this can be included in the school strategic plan. According to Carr-Ruffino (1993:306) *directive managers set attainable goals and are task oriented*. The female principals, in order to be effective managers, should be directive

4.3.3 Objective C: To evaluate whether female principals' leadership styles have an impact on their promotions

TABLE 4.7

Objective	Strongly agree	Agree	Un-certain	Disagree	Strongly disagree	Total and %
12. Female principals with collegial style of leadership are likely to be effective	3 33.33%	2 22.23%	3 33.33%	-	1 11.11%	9 100%
13. Female principals with free-rein (laissez-faire) leadership style are likely to be effective	-	1 11.11%	-	8 88.89%	-	9 100%
14. Female principals with bureaucratic leadership centred styles are likely to be effective	2 22.22%	4 44.45%	2 22.22%	1 11.11%	-	9 100%
15. Female principals with feminine (Participative, supportive and relationship oriented) leadership styles are likely to be effective.	3 33.33%	6 6.67%		-	-	9 100%
16. Female principals with a combination of all above leadership styles are likely to be effective.	4 44.45%	3 33.33%	1 11.11%	1 11.11%	-	9 100%

The research findings show that 55.56% are in agreement with the statement that female principals with collegial style of leadership are likely to be effective. 11.11% disagreed and 33.33% were uncertain. This indicates that female principals are not using the contemporary leadership styles that proving to be effective internationally and this is cause for concern as this style is being promoted nationally in the public sector.

According to the research findings, it is interesting to note that 88.89% of the respondents disagreed with the statement that female principals with free-rein

(laissez-faire) style leadership are likely to be effective. Only 11.11% of the principals agreed. This shows that the free rein leadership style is not popular.

Table 4.5 shows that 66.67% of the respondents agree, while 11.11% disagreed with the statement that female principals with bureaucratic (leadership centred style) are likely to be effective. There is a significance of 22.22% of respondents who are uncertain. This reflects that female principals are moving away from the bureaucratic leadership style, and this is in line with the paradigm shift to more participative leadership styles. The staff development and training programmes need to address this.

Question 15 invites the responses on whether female principals with feminine (participative, supportive and relationship oriented) leadership style are likely to be effective. Research findings indicated that all respondents, i.e. 100%, agreed with the statement. It is encouraging that all respondents agreed thus one can conclude from these responses female principals do support and promote participation of educators in the management of the school. Blackmore (1999:31) also points out that without educators' involvement and participation in goal setting, female principals will be ineffective.

Question 16 solicits the responses on whether female principals with a combination of all leadership styles are likely to be effective. The majority of the respondents, i.e. 77.78%, agree with the statement, 11.11% were uncertain while another 11.11% disagreed with the statement that. There seem to be a view from the responses that a single leadership style adopted by female principals need not adopt just leadership style as it might not be effective.

4.3.4 Objective D: To establish whether female principals are effective when carrying out their management duties.

TABLE 4.8

Objective	Strongly agree	Agree	Un-certain	Disagree	Strongly disagree	Total and %
17. Female principals are not wasteful in the utilisation of school resources.	3 33.33%	4 44.45%		2 22.22%	-	9 100%
18. Female principals keep accurate records of all financial transactions.	5 55.56%	3 33.33%	1 11.11%	-	-	9 100%
19. Female principals enforce and promote order and discipline.	2 22.22%	6 66.67%	1 11.11%	-	-	9 100%
20. Female principals are able to meet their targets in terms of school goals.	1 11.11%	5 55.56%		3 33.33%	-	9 100%

Question 17 of Table 4.8 seeks to find out whether female principals are not wasteful in the utilisation of school resources. Research findings indicate that 77.78% of the respondents agreed, while 22.22% disagreed with the statement that The majority of responses indicate that female principals utilise school resources efficiently and effectively.

Question 18 solicits the responses on whether female principals keep accurate records of all financial transactions. 88.89% of the respondents agree, and 11.11% are uncertain regarding the statement. Female principals seem to manage the financial resources of schools efficiently.

The responses to the question shown in Table 4.8 indicate that 66.67% of the respondents agreed with the statement that female principals could enforce and promote order and discipline, while 33.33% were uncertain. This shows a need for female principals to promote order and discipline as it is critical for

attainment of the school goals. Nzimande and Sikhosana (1996:53) confirm that discipline is the backbone of education.

From Table 4.8 it is indicated that 66.67% of the respondents agreed that female principals are able to meet targets in terms of school goals, while 33.33% disagreed. The finding indicates that there is a need for female principals to improve on meeting the set targets. This can be addressed through staff development and training programmes.

4.4 SCHOOL GOVERNING BODIES' (SGBs') RESPONSES

A total of nine school governing bodies were interviewed using a semi-structured interview schedule. The SGB questions for interview covered only fourteen (14) questions which dealt with Objectives A, B and D. The questions were limited to fourteen (14) because they were semi-structured and allowed the researcher to probe the interviewee.

4.4.1 Objective A: To evaluate the perceptions of SGBs towards the leadership style of female principals in high schools

TABLE 4.9

Question	Agree	Disagree	Sometimes	Total
1	6 66.67%	3 33.33%		9 100%
2	8 88.89%	1 11.11%		9 100%
3	5 55.56%	4 44.44%		9 100%
4	3 33.33%	4 44.45%	2 22.22%	9 100%
5	8 88.89%	1 11.11%		9 100%

Question 1 asked whether respondents agreed or not with the statement that female principals act in collaboration with educators. 66.67% of the respondents agreed, while 33.33% indicated that the females principals did not always acting in collaboration with educators. One of the respondents remarked that “female principals work as individuals rather then collaboratively”. Table 4.9 shows that female principal work together with educators to a certain extent but there is still room for improvement, possibly through staff development and training.

The above Table 4.9 shows that a high percentage (88.89%) of the respondents are of the opinion that female principals initiate policies and guidelines that facilitates the attainment of goals, while 11.11% disagreed. The data shows that female principals are proactive and ensures that policies and guidelines are enforced.

Question 3 seeks to find out whether female principals promote agreement in decision making. The response to the question shows that 55.56% of the SGBs were of the view that female principals do promote agreement in decision making, while 44.44% were of the view that female principals do not. The responses show that almost half of the respondents do not promote consensus in their decision making process. The consensus approach reduces conflict and promotes a sense of ownership to the parties involved. The responses reflect an urgent need for intervention on the part of the Department of Education and Culture.

Question 4 requests the respondents to state whether they regarded female principals as promoting democracy in decision making. Research findings revealed that 33.33% of the respondents agree, while another 44.45% felt that female principals only promote democracy sometimes, whereas 11.11% of the respondents were of the opinion that female principals do not promote democracy at all. The consensus approach and democratic approach are related and, interestingly, the responses are similar to the previous question.

This highlights the fact that female principals do face a real challenge in moving towards a participative approach in decision making. Van der Westhuizen (1991:190) confirms that democratic leadership styles offer opportunities for original and creative contribution to attain goals. The responses support the view that females are caring and ensure that people develop.

Question 5 sought to find out whether female principals organise staff development programmes. 88.89% of the respondents agreed with the statement, while only 11.11% of the respondents were of the opinion that female principals do not organise staff development programmes.

4.4.2 Objective B: To investigate the attitudes and opinions of SGBs towards the leadership style of female principals

TABLE 4.10

6	8 88.89%	1 11.11%		9 100%
7	7 77.78%	2 22.22%		9 100%
8	5 55.56%	1 11.11%	3 33.33%	9 100%
9	9 100%			9 100%
10	7 77.78%	2 22.22%		9 100%

Question 6 requested the respondents to state whether they agreed or not with the statement that female principals do expose new recruits to intensive induction programmes. The majority of the respondents, i.e. 88.89%, agreed with the statement, whereas 11.11% of the respondents were of the view that female principals do not expose new recruits to intensive induction. The responses show that female principals regard induction programmes as priority

in the school strategic plan. New recruits need to buy in to the vision and mission in order to contribute fruitfully in the effective functioning of the school. Van der Westhuizen (1991:53) points out that women in management positions do everything possible to orientate and expose new recruits to the induction programmes.

Question 7 solicits the response on whether female principals do share innovative knowledge and skills with educators. 77.78% agreed while 33.33% of respondents were of the opinion that female principals only do that sometimes. Generally the principals need to share knowledge and skills with educators so that they are all at the same level of understanding of policies, guidelines and issues related to the functioning of the school. This sharing would lead to the development and multi-skilling of educators

Question 8 seeks to find out whether female principals involve educators in decision making at school. 55.56% of the respondents were of the opinion that female principals do involve educators, whereas 33.33% of the respondents were of view that the involvement of educators only occurs sometimes. An 11.11% minority of respondents were of opinion that female principals do not involve educators at all. One respondent remarked "female principal only rely on SGBs when making decisions".

From Table 4.10 it is indicated that 100% of respondents were of the view that female principals clarify and promote the mission statement of the school but some of these respondents indicated that this only occurred at the beginning of the year. These respondents felt that the principals should promote the mission statement throughout the year.

Question 10 asked the respondents to state whether they agree or not with the statement that female principals give direction regarding how the school mission can be achieved. 77.78% felt that female principals do give direction regarding how the school mission can be achieved. These responses indicate that most

female principals give direction regarding how the mission statement of the school should be achieved. There is, however a small percentage (22.22%) of the respondents who disagreed with the statement indicating that the female principals always delegate their duties to senior educators and School Management Team (SMT).

4.4.3 Objective C: To establish whether female principals are effective when carrying out their management duties

TABLE 4.11

11	7 77.78%	1 11.11%	1 11.11%	9 100%
12	7 77.78%	2 22.22%		9 100%
13	9 100%			9 100%
14	5 55.56%		4 44.44%	9 100%

Question 11 sought to find out whether female principals are not wasteful in the utilisation of school resources. The research findings indicate that 77.78% of the respondents agree that and 11.11% shows that they are sometimes wasteful, whereas 11.11% felt that female principals were wasteful in their use of school resources.

Question 12 asked the respondents to state whether female principals keep accurate records of all the financial transactions. The majority of the respondents, i.e. 77.78%, agreed whereas 22.22% of the respondents disagreed. One can draw the conclusion that female principals are honest and reliable

Question 13 requested the respondents to state whether they agree or not with the statement that female principals enforce and promote order and discipline. 100% of the respondents were of the opinion that female principals enforce and promote order and discipline. Westhuizen (1991:223) points out that a leader cannot lead without enforcing discipline. From the above statement it is clear that most female principal should enforce discipline to promote effective teaching and learning.

Question 14 seeks to find out whether female principals are able to meet their targets in terms of school goals. 55.56% of the respondents were of the view that female principals are able to meet their targets in terms of school goals, while 44.44% maintained that this only occurred sometimes..

The next discussion will focus on the comparison of the responses from the three school stakeholders, viz educators, principals and School Governing Bodies (SGBs)

4.5 COMPARISON OF RESPONSES FROM EDUCATORS, PRINCIPALS AND SCHOOL GOVERNING BODIES (SGBs)

The study focusses on 4 objectives:

Objective A: To evaluate the perceptions of the three stakeholders towards the leadership style of female principals in high schools

Objective B: To investigate the attitudes and opinions of the three stakeholders towards the leadership style of female principals

Objective C: To evaluate whether female principals leadership styles have an impact on their promotions

Objective D: To establish whether female principals are effective when carrying out their management duties.

The SGB questions for interview covered only 14 questions which dealt with objectives A, B and D. The questions were limited to 14 because the questions were semi-structured and allowed the researcher to probe the interviewee, unlike the educators' and principals' questionnaires which covered all the 4 objectives because the questions were structured and did not allow probing.

4.5.1 Objective A: To evaluate the perceptions of the three stakeholders towards the leadership style of female principals in high schools

TABLE 4.12

		Educators 51	Principals 9	SGBs 9
1. Female principals act in collaboration with educators to implement the vision and mission of the school	Agree Disagree Uncertain	100 - -	100 - -	66.67 33.33 -
2. Female principals initiate the policies and guidelines that facilitate the attainment of goals	Agree Disagree Uncertain	49.02 33.33 17.65	88.89 - 11.11	88.89 11.11 -
3. Female principals promote consensus in decision making in the running of the school	Agree Disagree Uncertain	78.44 7.84 13.72	77.78 - 22.22	55.56 44.44 -
4. Female principals promote collegiality or democracy in decision making	Agree Disagree Uncertain	74.51 9.80 15.69	33.33 11.11 55.56	33.33 44.45 22.22
5. Female principals organise staff development programmes	Agree Disagree Uncertain	86.27 13.73 -	66.67 - 33.33	88.89 11.11 -
6. Female principals expose new recruits to intensive induction	Agree Disagree Uncertain	72.56 27.44 -	66.67 33.33 -	88.89 11.11 -

4.5.2 Discussion

All the stakeholders in question 1 perceived/viewed female principals as acting in collaboration with educators to implement the school vision. This indicates that female principals from the population studied use a participative approach to leadership and are for this reason likely to be supported.

Looking at Table 4.12, 88.89% of principals and 88.89% SGBs agreed with the statement that female principals initiate the policies and guidelines that facilitate the attainment of goals in question 2, whereas half of the educators disagreed with the statement. The educators are one of the key stakeholders and their responses indicated that female principals need to take the initiative in enforcing policies, which facilitate the attainment of school goals.

78.44% of educators and 77.78% principals agreed with the statement in question 3. However, 44.44% of the SGBs disagreed with the statement. This means that female principals need to promote consensus in their interaction with external forums and community structures.

A total of 74.51% of educators agree with the statement in question 4, 55.56% of the principals are uncertain and 44.45% of the SGBs disagree. It seems that female principals need to embrace democratic values and practices, especially in the South African context and they need to improve their management image amongst their fellow principals as well as school governing body members.. The new South African democracy needs to be promoted by the females in managerial positions.

86.27% of educators, 66.67% of principals and 88.89% of SGBs agree with the statement in question 5 and this indicates that female principals do promote the empowerment of staff as required by legislation such as the Employment Equity Act No 97 of 1998 and the Skills Development Act of 2000.

4.5.3 Objective B: To investigate the attitudes and opinions of the three stakeholders towards the leadership style of female principals

TABLE 4.13

	Responses	Educators 51	Principals 9	SGBs 9
7. Female principals expose new recruits to the culture of the school.	Agree Disagree Uncertain	64.71 13.72 21.57	55.56 44.44 -	77.78 22.22 -
8. Female principals share innovative knowledge and skills with educators to promote effective teaching and learning.	Agree Disagree Uncertain	68.63 7.84 23.53	100 - -	55.56 11.11 33.33
9. Female principals involve educators in decision making at school.	Agree Disagree Uncertain	76.47 - 23.53	66.67 11.11 22.22	100 - -
10. Female principals clarify and promote the mission and vision of the school.	Agree Disagree Uncertain	74.51 5.88 19.61	66.67 22.22 11.11	77.78 22.22 -
11. Female principals give direction regarding how the mission of the school can be achieved.	Agree Disagree Uncertain	64.70 15.69 19.61	66.67 - 33.33	

4.5.4 Discussion

The above table indicates that 68.63% of educators and 100% principals agree with the statement in question 8. It is worth noting that 55.56% of the SGBs were uncertain and this poses a challenge for female principals to improve their sharing of innovative knowledge skills with educators. The principals are a critical link between the department of education, educators and SGBs and thus need to constantly give feedback to all stakeholders.

In response to question 9 all the stakeholders, namely educators (76.47%), principals (66.67%) and SGBs (100%) agreed with the statement and this is likely to facilitate co-operation and support from the educators, which is vital for the proper functioning of the female principals.

The research findings indicate that 74.51% of the educators, principals and SGBs agreed with the statement in question 10 and this means that all stakeholders, including learners, are likely to be aware of the mission and vision of the school. It is this awareness that makes all the stakeholders have a common purpose.

A remarkable 64.70% of educators and 66.67% principals agreed with the statement in question 11 and a nineteen to thirty-three per cent (19%-33%) were uncertain. This means that the female principals must also promote how the vision and mission is to be attained.

4.5.5 Objective C: To evaluate whether female principals leadership styles have an impact on their promotions

TABLE 4.14

		Educators 51	Principals 9	SGBs 9
12. Female principals with collegial styles of leadership are likely to be effective.	Agree Disagree Uncertain	86.27 - 13.73	55.56 11.11 33.33	-
13. Female principals with free-rein (laissez-faire) leadership styles are likely to be effective.	Agree Disagree Uncertain	- 70.69 29.41	11.11 88.88 -	-
14. Female principals with bureaucratic leadership centred styles are likely to be effective.	Agree Disagree Uncertain	74.51 25.49 -	66.67 11.11 22.22	-
15. Female principals with feminine (participative, supportive and relationship oriented) leadership styles are likely to be effective.	Agree Disagree Uncertain	90.20 9.80 -	100 - -	-
16. Female principals with a combination of all above leadership styles are likely to be effective.	Agree Disagree Uncertain	94.12 - 5.88	77.78 11.11 11.11	-

4.5.6 Discussion

Table 4.14 shows that 86.27% of educators and 55.56% of the principals agree with the statement in question 12. This shows that the concept of democracy still needs to be generally promoted to all principals because their responses indicate that they have not yet bought into this new concept.

From research findings 70.69% of educators and 88.88% of principals disagree with the statement in question 13, meaning that the female principals must avoid the free rein approach as all the stakeholder believe it to be ineffective.

A total of 74.51% of educators and 66.67% of principals agree with the statement in question 14 and this means that principals who are bureaucratic are viewed as effective. This indicates that for some stakeholders bureaucracy is still needed in the school environment but this is contradiction of the education department which aims to drastically reduce or eliminate bureaucracy as proposal by the government (Booyesen, 2000).

A high percentage (90.20%) of educators and (100%) principals agree with the statement in question 15, which means that female principals using the feminine leadership style are viewed as effective and successful.

Looking at Table 4.14, 94.12% of educators and 77.78% of principals agree with the statement in question 16, and this means that female principals using a combination of leadership style are viewed as effective.

4.5.7 Objective D: To establish whether female principals are effective when carrying out their management duties

TABLE 4.15

		Educators 51	Principals 9	SGBs 9
17. Female principals are not wasteful in the utilisation of school resources.	Agree Disagree Uncertain	62.75 5.88 31.37	77.78 22.22 -	77.78 11.11 11.11
18. Female principals keep accurate records of all financial transactions.	Agree Disagree Uncertain	58.83 41.17 -	88.89 - 11.11	77.78 22.22 -
19. Female principals enforce and promote order and discipline.	Agree Disagree Uncertain	82.35 17.65 -	66.67 - 33.33	100 - -
20. Female principals are able to meet their targets in terms of school goal.	Agree Disagree Uncertain	50.98 21.57 27.45	66.67 33.33 -	55.56 - 44.44

4.5.8 Discussion

77.78% of principals and 77.78% SGBs agree with the statement in question 17 while 31.37% of educators were uncertain. This means that female principals need to improve their financial management, as reflected in the educators' responses.

88.89% of principals and 77.78% of the SGBs agree with the statement in question 18, whereas almost half of the educators disagree. The educators interact with principals on a daily basis and their responses show that female principals need to improve their record keeping skills or provide a mechanism for accurate school records.

All the stakeholders agree with the statement in question 19 and the promotion of discipline is critical for the effective functioning of the school.

50.98% of educators, 66.67% of principals and 55.56% of SGBs agree with the statement in the last question, and this means that females principals are generally viewed as failing to meet targets in terms of school goals. This is a big challenge and needs to be addressed as it could lead to high failure rate.

4.6 CONCLUSION

In this chapter the views of the three stakeholders, i.e. educators, principals and SGB. members were presented, analysed and compared. The impression given by educators is that the different leadership styles used by female principals make them effective as managers, except the laissez-faire leadership style which was viewed as inappropriate.

It was noted that principals in the population studied viewed female principals as still clinging to the bureaucratic leadership style. This style is not popular in South Africa as it is more internally focussed (concern about the organisation and the task) rather than externally focussed (concern about customers and human relations). It is generally viewed as hindering prompt service delivery in the public sector.

In the next chapter conclusions and recommendations will be made based on the whole study will be made.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

In the previous chapter data was presented and analysed. This chapter will cover the conclusions of the study as well as the recommendations which are based on the research findings.

5.2. CONCLUSIONS

On the basis of these findings the following conclusions are made. But before tabling the conclusions, it is important to say that the conclusions are not only based on the interpretation and analysis of data but they are also linked to the objectives of the study.

5.2.1 Objectives A and B: To evaluate the perceptions and attitudes of three stakeholders, viz. educators, principals and school governing bodies (SGBs) towards the leadership style of female principals in high schools

5.2.1.1 Educators perceive female principals positively

Tables 4.12 and 4.13 show that on the whole educators have a positive perception towards the leadership style of female principals, as the majority of them agreed with the statements related to the two objectives. In relation to question 2 only 49% agree with statement, whereas the attainment of school goal is key to effective functioning of the school.

5.2.1.2. Principals believe that female principals are on the whole effective

Principals generally also view female principals as having an effective leadership style, except in the promotion of democratic decision-making where only 33% agreed with the statement. This reveals that other principals do not view them as democratic which is in contradiction of the view being promoted by education departments.

5.2.1.3 School governing bodies (SGBs) believe female principals are effective, but need to promote democratic decision-making

Table 4.12 shows that a slight majority of SGBs perceive female principals as having effective leadership styles. The areas of concern of SGBs seems to be in relation to the promotion of consensus and democratic decision-making as only 55% and 33% respectively agreed with the statements (questions 3 and 4).

5.2.2 Objective C: To evaluate whether female principals' leadership styles have an impact on their promotions

5.2.2.1 Educators view female principals as using all leadership styles

The educators perceive female principals as using all the leadership styles covered in this objective with the exception of the laissez-faire leadership style as none agreed with the statement (question 13)

5.2.2.2 Principals believe that female principals are still bureaucratic but participative at the same time

Table 4.14 shows that the majority of principals view female principals as using both the bureaucratic and the feminine leadership. A total of 67% of principals agreed that females principals are still bureaucratic. This is another area that

needs to be addressed as the South African government is moving away from the bureaucratic leadership model because it is not people-focused.

5.2.3 Objective D: To establish whether female principals are effective when carrying out their management duties

5.2.3.1 Educators believe that female principals are effective when carrying out their management duties

Table 4.15 shows that a very slight majority (59% and 60%) of educators view female principals as managing schools effectively and efficiently. The area of concerns seem to be record keeping and meeting of targets in terms of school goals. This indicates that female principals need to improve in the management of the above areas.

5.2.3.2 Principals perceive female principals as not fully promoting democracy in decision-making

Research findings indicate that 55.6% of the interviewed principals view female principals as only promoting democracy sometimes while 11.11% disagreed with the statement that female principals promote democracy.

If principals feel that female principals are not democratic the educators are unlikely to own and undermine decisions made by female principals. This will have a negative impact on educators' productivity.

5.2.3.3 School governing bodies (SGBs) view female principals as not meeting targets in terms of school goals

It can be concluded from SGBs' responses that only 56% of the female principals agreed with the statement that female principals meet their targets in terms of school goals. This means that almost 50% of the female principals are

not meeting targets in terms of school goals. This is a cause for concern because this is one of the key performance areas for principals in general.

5.3 RECOMMENDATIONS

Based on the findings of this study the following recommendations are made:-

5.3.1 Recommendations based on educators' responses

5.3.1.1 Female principals should be seen to be initiating policies and guidelines

It is recommended that female principals should be seen to be initiating the policies and guidelines which facilitate the attainment of goals. Female principals must be proactive and have a plan of action regarding the implementation of policies and guidelines obtained from the Department of Education and Culture. This will result in a change in the perception of those who feel that females are not taking the initiative.

5.3.1.2 Female principals must improve record-keeping and meet targets in terms of school goals

It is recommended that female principals improve their efficiency and effectiveness through keeping accurate records and meeting school targets in terms of school goals. This needs to be addressed through staff development and training which is the responsibility of the department. It seems the topics that need to be covered are financial and time-management.

5.3.2 Recommendations based on principals' responses

5.3.2.1 Female principals must be democratic in decision-making

It is necessary that female principals working towards adopting and encouraging democracy. In order to be democratic, female principals must work closely with all the stakeholders, namely, educators and governing bodies, to make their leadership effective. It is recommended that female principals should commit themselves to create more opportunities for educators' participation in decision-making as the democracy concept has been accepted by the government nationally.

5.3.3 Recommendations based on school governing bodies' responses

5.3.3.1 Female principals must be able to meet their targets in terms of school goals

It is recommended that female principals should commit themselves to both the national and provincial targets in terms of set goals. This also involves setting their own targets in terms of their specific school goals. Female principals should be aware that in order to gain the co-operation of their stakeholders, namely educators and governing bodies, they must involve them in goal-setting. It might mean using tools such as the Gantt Chart or the year planner.

5.4 CONCLUSIONS

This study has attempted to evaluate the effectiveness of the leadership style of *female principals in the Inanda District, North Durban Region* as viewed by the three stakeholders, namely, educators, principals and school governing bodies. The need to evaluate the female leadership style emanates the assumption covered in chapter one under the statement of the problem. The leadership

style is very crucial in any management position as it either facilitates or serves as a barrier to the effective management of the organisation.

The view of the three stakeholders varied regarding the leadership style of female principals, but on the whole they view female principals as using all leadership styles. It is worth noting that all the three stakeholders view the laissez-faire leadership style used by female principals as ineffective.

There is a need for further in-depth research to assess the effectiveness of the leadership style of female principals, as some stakeholders such as learners, school management teams (SMTs) and the department's senior management were not part of the study.

The researcher hopes that data collected from various sources and the recommendations made will be of value to all school and educational administrators.

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APPENDICES

E 723 Ntuzuma Township
P O KwaMashu
4360

2 October 2001

The Regional Chief Director
North Durban Region
Private Bag X54323
DURBAN
4000

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am presently busy with an M.Ed dissertation on the following topic: "An Evaluative Study of Leadership Style of Female Principals in Secondary Schools".

I am requesting access to some of the schools in your region, INANDA DISTRICT, in order to carry out an investigation regarding the above topic. You are assured that the study will not in any way interfere with the normal running of the school. Teachers will be requested to complete the questionnaires at home.

Thanking you in advance.

Yours faithfully

C.N.P. MDLULI

E 723 Ntuzuma Township
P O KwaMashu
4360

2 October 2001

The Chief SEM
Inanda District
Private Bag 105
Haig Road
DURBAN

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am presently busy with an M.Ed dissertation on the following topic: "An Evaluative Study of Leadership Style of Female Principals in Secondary Schools".

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C.N.P. MDLULI



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL



DEPARTMENT OF EDUCATION AND CULTURE
UMINYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS EN KULTUUR



Address: Turo House
Ikhele: 17 Victoria Embankment
Adres: Esplanade

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Enquiries: Dr D W M Edley
Imibuzo: 360-6247
Navree: 0525740332

Reference: 2/12/2/3
Inkomba:
Verwysing:

Date: 02 November 2001
Usuku:
Datum:

CNP Mdluli
E723
Ntuzuma Township
P O KwaMashu
1360

Dear Colleague,

PERMISSION TO CONDUCT RESEARCH : NORTH DURBAN REGION

1. Your letter dated 2 October 2001 addressed to the CSE(M) : Inanda District, refers.
2. You are hereby granted permission to conduct research along the lines of the proposal outlined in your letter, subject to the following conditions:
 - a. No institution/person may be forced to participate in the study;
 - b. Access to the school/s you wish to utilise is to be negotiated with the principal/s concerned by yourself;
 - c. The normal activities of the institutions are not to be disrupted;
 - d. The confidentiality of the participants is respected; and
 - e. A copy of your research findings must be lodged with the Regional Chief Director, upon completion of your studies.
 - f. That you accept that if you are an official in the employ of the Department of Education and Culture, KZN, you accept that official/teaching time will not be used for research purposes.
3. This letter may be used to gain access to the schools concerned.
4. May I take this opportunity to wish you every success in your research.

Yours faithfully,

Dr D W M Edley
Regional Co-ordinator: Research
For REGIONAL CHIEF DIRECTOR

EDUCATORS AND PRINCIPALS QUESTIONNAIRE

Dear Colleague

The purpose of this questionnaire is to evaluate the leadership style of female principals. This research project is in part fulfilment of my M.Ed. degree through the University of Zululand (Durban-Umlazi Campus), under the supervision of Prof. R.P.G. Ngcongo. The respondents will remain anonymous and the research will be treated with strict confidentiality. The researcher offers to make the findings available to any interested parties.

INSTRUCTIONS TO RESPONDENTS : Educators/Principals

Following hereunder is a series of items which contain a set of 5 alternative answers. The answers form a continuum from one extreme at the left end to the other extreme at the right end.

One box under each position gives choices to each question. Please indicate your choice by ticking with a cross (X) in the category which best describe your view of that particular item.

A. The perceptions of educators towards the leadership styles of female principals in high schools.

1.1 Female principal acts in collaboration with educators to implement the vision and mission of the school.

5	4	3	2	1
strongly agree	agree	uncertain	disagree	strongly disagree

- 1.2 Female principal initiates the policies and guidelines that facilitate the attainment of goals.

5	4	3	2	1
strongly agree	agree	uncertain	disagree	strongly disagree

- 1.3 Female principal promotes consensus in decision making, in running of the school matters.

5	4	3	2	1
strongly agree	agree	uncertain	disagree	strongly disagree

- 1.4 Female principal promotes collegiality or democracy in decision making.

5	4	3	2	1
strongly agree	agree	uncertain	disagree	strongly disagree

- 1.5 Female principal organises staff development programmes.

5	4	3	2	1
Strongly agree	agree	uncertain	disagree	strongly disagree

- 1.6 Female principal exposes new recruits to intensive induction.

5	4	3	2	1
Strongly agree	agree	uncertain	disagree	strongly disagree

B. The attitudes and opinions of educators towards the leadership style of female principals.

1.7 Female principal exposes new recruits to social culture.

5	4	3	2	1
strongly agree	agree	uncertain	disagree	strongly disagree

1.8 Female principal shares innovative knowledge and skills with educators to promote effective teaching and learning.

5	4	3	2	1
Strongly agree	agree	uncertain	disagree	strongly disagree

1.9 Female principal involves educators in decision making at school.

5	4	3	2	1
strongly agree	agree	uncertain	disagree	strongly disagree

1.10 Female principal clarifies and promotes the mission and the vision of the school.

5	4	3	2	1
Strongly agree	agree	uncertain	disagree	strongly disagree

1.11 Female principal gives direction regarding how the mission of the school can be achieved.

5	4	3	2	1
Strongly agree	agree	uncertain	disagree	strongly disagree

C. Female principals' leadership styles have an impact on their promotions.

1.12 Female principal with collegial style of

5	4	3	2	1
Strongly agree	agree	uncertain	disagree	strongly disagree

1.13 Female principal with free-rein (laissez-faire) leadership style is likely to be effective.

5	4	3	2	1
Strongly agree	agree	uncertain	disagree	strongly disagree

1.14 Female principal with bureaucratic (leadership centred) style is likely to be effective.

5	4	3	2	1
Strongly agree	agree	uncertain	disagree	strongly disagree

1.15 Female principal with participative, supportive and relationship oriented leadership style is likely to be effective.

5	4	3	2	1
Strongly agree	agree	uncertain	disagree	strongly disagree

1.16 Female principal with the combination of all the above leaderships style is likely to be effective.

5	4	3	2	1
Strongly agree	agree	uncertain	disagree	strongly disagree

D. Female principals are effective when carrying out their management duties.

1.17 Female principal is not wasteful in the utilisation of school resources.

5	4	3	2	1
Strongly agree	agree	uncertain	disagree	strongly disagree

1.18 Female principal keeps accurate records of all school financial transactions.

5	4	3	2	1
Strongly agree	agree	uncertain	disagree	strongly disagree

1.19 Female principal enforces and promotes order and discipline.

5	4	3	2	1
strongly agree	agree	uncertain	disagree	strongly disagree

1.20 Female principal is able to meet their targets in terms of school goals and objectives.

5	4	3	2	1
strongly agree	agree	uncertain	disagree	strongly disagree

SCHOOL GOVERNING BODY MEMBERS QUESTIONNAIRE

**Interview Schedule for School Governing Body Members.
Semi-structured.**

The purpose of this interview schedule is to evaluate the leadership style of female principals. This research project is in part fulfilment of my M.Ed. degree through the University of Zululand (Durban-Umlazi Campus), under the supervision of Prof. R.P.G. Ngcongo.

The respondents will remain anonymous and the research will be treated with strict confidentiality. The researcher offers to make the findings available to any interested parties.

A. The perceptions of school governing body members toward leadership styles of female principals in high schools.

1. In your own opinion does female principal acts in collaboration with educators to implement the vision and mission of the school.

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Support your views.

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2. In your own opinion does female principal initiates the polices and guidelines that facilitate the attainment of goals.

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Support your views.

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3. In your own opinion does female principal promotes agreement or consensus in decision making.

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Support your views.

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4. In your own opinion does female principal promotes democracy in decision making.

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Support your views.

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5. In your own opinion does female principal organises staff development programmes or in-service training.

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Support your views.

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B. The attitudes and opinions of school governing bodies towards the leadership style of female principals.

6. In your own opinion does female principal exposes new recruits to intensive induction or orientation programme.

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Support your views.

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7. In your own opinion does female principal shares innovative knowledge and skills with educators to promote effective teaching and learning.

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Support your views.

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8. In your own opinion does female principal involves educators in decision making at school.

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Support your views.

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9. In your own opinion does female principal clarifies and promotes the mission and the vision of the school.

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Support your views.

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10. In your own opinion female principal gives direction regarding how the mission of the school can be achieved.

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Support your views.

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C. Female principals are effective when carrying out their management duties.

11. In your own opinion is female principal not wasteful in the utilisation of school resources.

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Support your views.

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12. In your own opinion does female principal keeps accurate records of all school financial transactions.

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Support your views.

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13. In your own opinion does female principal enforces and promotes order and discipline.

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Support your views.

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