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CHALLENGES FACED BY WOMEN IN EDUCATIONAL LEADERSHIP: A CASE OF EMAKHANDENI-ENTUMBANE CLUSTER

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APPROVAL FORM

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**CHALLENGES FACED BY WOMEN IN EDUCATIONAL LEADERSHIP: A CASE OF
EMAKHANDEN-ENTUMBANE CLUSTER**

A research project submitted to the Department of Policy Studies and Leadership

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In partial fulfilment of the requirements for the Undergraduate Degree in Educational Management and Leadership.

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Declaration

I Nozwelo Ntini, hereby declare that the thesis contained herein, as well as its contents represent my own work, and that it has not been previously submitted for academic examination towards the fulfilment of requirements towards any qualification. Moreover, the work contained herein represents my personal thoughts and opinions, and not those of the Midlands State University.

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Date.....

Abstract

The purpose of the study was to explore the challenges faced by women in educational leadership. The study was carried out in Entumbane- Emakhanden cluster in Bulawayo Province. The objectives of the study were to find problems faced by women, examine the reasons why women face leadership problems and assess strategies that can be used to solve the problems faced by women in the educational sector. The population of this study consisted of five school heads, five deputy heads and five Teachers-in-Charge. The study adopted a case study approach and the participants were chosen through purposive sampling technique. The researcher uses qualitative research design which enables the researcher to use questionnaires and semi structured interviews in collecting data. The research findings revealed that due to cultural beliefs, women in educational leadership encounter similar obstacles; they are ranked differently from their male counter parts and generally viewed as incompetent leaders. Furthermore, the participants highlighted that they also face discrimination and stereotyping from both male and female subordinates. The research recommends that curriculum context in schools must portray women as capable people and be in leadership positions and there is need for gender sensitivity advocacy programs on both print and electronic media. This will assist the community to refrain from viewing women as second class citizens who should only be led by men.

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Dedication

This dissertation is dedicated to my husband Victor Ntini, my parents Mr Titus and Mrs Sibusisiwe Moyo-Mahlahla and my aunties Racheal Sibanda, Sithokozile Sibanda, Sibonginkosi Ndlovu, Thiyekile Sibanda and Sikhathele Dube.

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CHAPTER ONE

THE PROBLEM AND ITS CONTEXT

Introduction

This section through subheadings presents background of the study, statement of the problem, research objectives, research questions and significance of the study, assumptions, limitations, delimitations and definition of terms.

1.2. Background of the Study

Globally women in educational leadership encounter similar challenges and obstacles. Miller (2016) findings state that firsthand accounts of female school leaders show that regardless of size, type and location there are a number of common challenges. The study explores problems facing female educational female leadership in the high density suburb schools paying particular attention to the case study of Entumbane - Emakhandeni Cluster. The study is premised from the ideas that women leaders have problems that are specific to women. Chengadu & Scheepers (2017), state that women leaders face a unique set of challenges. This implies that challenges faced by female leaders are different from those encountered by their male counter parts. Kirikuti (2015) says there is a general prejudice towards female administrators. Waheeda & Nishan (2018) cite that women are often seen through the cultural lens of their countries of origin where women are generally expected to focus on childbearing and family responsibilities. Antony, Cauce & Shalala (2017) say the increase in vital fields as education raises eyebrows in important dilemmas that women face in order to be accomplished managers. American Association of University Women (AAUW) (2016) research shows that in some traditional communities, women are required to take up more family responsibilities than their male counterparts. Mnisi (2015) cites that female school administrators have both external and internal forces that militate against their work performance as principals. Zacker (2004) cited in Maki (2015) says being a parent and maintaining a career at the same time is more like working two full-time jobs. White, Riordan, Ozknani & Neale (2010) in Maki (2015) say being a senior manager comes with increased workload and role conflict. Manwa (2015) adds multiple research studies have established that there are unfavorable societal perceptions; leadership is in many instances

viewed as a masculine construct based on masculine values. Women are measured on constructs that are not specific, as well as prejudicial to their gender.

According to studies by several scholars the majority of the problems facing women leaders stems from the cultural and traditional expectations that has placed women in a subordinate roles in the society. Burger (2011) cited in Gallagher (2017) postulate that the top five challenges that women principals face are the male dominant culture of leadership, the cultural stereotype of professional roles, the lack of support from higher administration, the lack of support from parents and sexual innuendo made by male coworkers. In Zimbabwean society there is the view that women should be led by men. This presents in itself a myriad of obstacles in situations such as the target population in which the population under study has considerably more women in educational leadership positions than men.

Zimbabwean Government has done tremendously well in ratifying a number of important protocols and conventions meant to promote the rights and privileges of women so as to promote women, in economic, political and social spheres particularly in leadership roles. Although there is political commitment, researches by Lunyolo (2016), Zulu (2017), Ndebele (2018), however, notes that there have been numerous cases of insubordination and hostility towards female leaders, harassment of female leaders and even reports of physical violence towards the female leaders. These reports point to problems existing that the policies haven't been able to solve or militate against. It is against this background that the researcher seeks to find out whether these are the same challenges women who are in educational leadership face in schools in Zimbabwe.

1.3 Statement of the Problem

Participation of women in educational leadership positions in primary schools has been met with its own share of challenges. The thrust of the research is to look at the challenges women in educational leadership face in schools in Entumbane-Emakhandeni Cluster in Bulawayo Metropolitan Province.

1.4 Research Objectives

Find out the problems faced by women in educational leadership.

Examine the reasons why women face leadership problems in the educational sector.

Assess strategies that can be used to solve the problems faced by women in educational leadership.

1.5 Research Questions

1.5.1 What are the problems faced by women in educational leadership?

1.5.2 Why are women facing the problems in educational leadership?

1.5.3 What strategies can be used to solve the problems faced by females in educational leadership?

1.6 Significance of the study

Zimbabwe teaching fraternity is over overwhelmingly dominated by women. This research will give a window peep view of the challenges faced by women in educational leadership hence the study will be significant to the following education stakeholders;

Policy makers

The research would help influence policy makers in coming up with better policies that are women friendly, especially in terms of women empowerment and generally towards uplifting women and their influence in educational leadership.

School heads and education administrators

That is both male and female leaders in educational leadership in that it will help them in creating an environment that is conducive for the promotion, mentoring, development and support of female leadership in educational institutions.

Teachers

In that it will help female teachers by motivating them to seek leadership posts. It will also help to identify possible obstacles, challenges as well as strategies which they can use to deal with the challenges. For the male teachers it will be significant in that it will sensitize the teachers on challenges facing their female superiors and hopefully will inspire them to be sensitive to female concerns for a harmonious working environment.

Researchers

The research hopefully will be a source for data to help with other future related projects and or research on female leaders and female workers in education. The research may bring out

some insights which may influence other researchers to carry out the research on a larger scale.

Community

The study will clear stereotypes that leadership roles are for men only. Therefore, the community will benefit from this research by improving their perceptions and impressions of women leaders. Community will develop a positive attitude towards women leaders.

Book publishers

Book publishers will benefit through efforts of the research in so far as problems and challenges faced by women in educational leadership in learning centres in particular. More books might be written on societal views and challenges faced by women in educational leadership.

Ministry of Primary and Secondary Education

The Ministry of Primary and Secondary Education would benefit in the sense that attitudes of the community towards women in educational leadership would be more accommodative. Cultural and societal stereotypes would be downplayed as people would come to appreciate that leadership positions should be given equal opportunities irrespective of sex.

1.7 Assumptions

Babbie (2016) defines assumptions as things that are acceptable as true or at least plausible by researchers or peers. Bryman & Bell (2018) say assumptions in a study are those issues that are somewhat cannot be controlled by the researcher, and their absence would make the research irrelevant. The researcher assumes there are problems specific to women in the educational leadership, that the population that would be used for this research will answer honestly and would be representative of the concerns of women in educational leadership positions in primary schools in Zimbabwe. Furthermore, the instruments that will be used to collect data would be valid and reliable and therefore collect reliable data. The researcher further assumes that the methodology that will be used to carry out the research would collect relevant data.

1.8 Limitations of the Study

Dimitrios & Fountouki (2019) define limitation as any particular study concern potential disadvantages that are usually beyond the researcher's control and affect the methodology of the study and how it is concluded. Piterman (2018) says limitations are issues and events that arise in the study which are not in the researcher's control. They limit the amplitude of which a study can go and sometimes affect the final outcomes and conclusions that can be drawn. In this respect limitations are potential restrictions beyond the researcher's control. Limitations can be summed up as factors or conditions that disturb achievement of an intended objective. They are also pull-down factors that affect the set goals or objectives negatively. In this research the limitations of the study will include;

Physical Scope/Boundary

The research would physically cover Entumbane-Emakhandeni Cluster which is made up of seven primary schools. The schools are situated in two of Bulawayo's high density suburbs. The schools were also chosen because they have a high number of educational leaders who are women. The Bulawayo Metropolitan Province is notable the province with the highest number of women at leadership level especially heads, deputy heads as well as Teachers- In-Charge (TICs).

Theoretical Scope

The proposal premises that the prospective research will seek to find the problems that affect women leaders in leading schools. The research will only focus on problems facing women leaders and not problems of leaders in general.

Pandemic outbreak

The uncertainty and fear of the current pandemic (Covid-19) may also pose some challenges in data collection. Currently schools across the country are closed due to the outbreak of the pandemic. The lockdown due to the pandemic may also negatively affect the seeking of approval from the Bulawayo Metropolitan Province education authorities to carry out the study in Entumbane-Emakhandeni Cluster which is under their jurisdiction. Social distancing rule may hinder interviews as some participants may not be willing or comfortable with carrying out an interview. The researcher may also have to carry out data collection through emails, social media platforms or phone calls and this may be a challenge

as some respondents will not respond promptly. Late responses and no responses may stall the process of collecting data.

1.9 Delimitations of the study

According to Dimitrios & Fountouki (2019) delimitations are ideally the restrictions deliberately and purposefully placed by the researchers themselves. They are interested with the definitions that the researchers choose to lay as borderlines or ceiling of their work to ensure that the research desired outcomes and aspirations are not too broad thus impractical to attain. Delimitations are defined by Cohen Marion and Morrison (2016) as boundaries of a dissertation or thesis. Gray (2017) views delimitations as the physical and mental boundaries of a research.

1.10 Definitions of Key Terms

Gender

Narveson (2016) define gender as referring to the social attributes and relation between males and females which are learned, changeable overtime, and have wide variations both within and between cultures.

Feminism

Feminism is defined as believing that men and women should have the same rights and equal opportunities in both private and public spheres (Brunel & Burkett, 2020).

Gender Equality

According to UNICEF (2016), gender equality refers to the equal rights and opportunities given to people regardless female or male.

Gender Equity

The process of being fair to men and women is called gender equity.

1.11 Summary

The section looked at what the study is in connection with. The researcher explained the background of the study, statement of the problem, research objectives, research questions, and objectives of the study, significance, assumptions, definition key terms, limitations and

delimitations. In the subsequent section the research is going to review the related literature of what other authors have said on the statement of the problem.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Many education academics, scholars, researchers and students across the world have carried out studies on the challenges encountered by women in educational leadership. Their research findings show that problems faced by women in educational leadership are generally the same globally. This section provides a theoretical framework and review of related literature to obstacles faced by women in educational management. The literature will be reviewed thematically using sub-questions as headings. A summary will synthesize what was discussed in this section.

2.1 Theoretical framework

Theoretically the study is based and premised on Liberal feminism. Haralambos (2016) states politics is not just an activity limited to political organizations and legislatures, but one which is found in any power structured association whereby one group of people is controlled by another. The present research is based on this concept in that educational leadership is in essence riddled with the politics of power within and within educational institutions. This study was informed by the liberal strand of feminism in that as noted by Brunell & Burkett (2019) liberal feminism is a movement that sets out to fight for equality and equity for women as well as sets out to advocate for gender balance in the economic, political and social spheres. The theory is thus suitable for a research on the need to assess the obstacles that are faced by women in educational management.

Matyjasik (2016) posits that women school managers still face the same challenges today as they faced many ago. This implies that the problems that female school heads faced in yester years are still prevalent. Palestini (2019) says with most societies traditionally following a patriarchal hierarchy, feminists have applied a variety of metaphors to conceptualize the dominance of male leadership throughout history. First, the “closed door” or “cement wall” metaphors symbolized the overt exclusion of women from leadership roles. In the 1980s, the “closed door/cement wall” metaphor shifted to one of a “glass ceiling”, suggesting that

although leadership positions were in the sight of women, covert barriers remained as hindrances to women's advancement (Freedman, 2002 in Palestini, 2019).

Palestini (2019) adds in the 2000s, feminist scholars Eagly & Carly shifted to a metaphor of labyrinth, which indicates that although a path to top leadership positions exists for women, it remains winding and challenging. Riggers & Sox (2007) cited in Palestini (2019) allude beyond the paucity of women leadership positions throughout history women leaders and feminine leadership have been largely ignored in the research. Most models of leadership spoke to male leaders' experiences or were tested on males. This confirms that most historically women were not viewed as capable leaders and that mentality still haunts women in leadership. Patriarchy serves to keep women in place of subordination to men.

2.2 What are the problems faced by women in educational leadership?

Redmond, Gutke, Galligan, Howard & Newman (2017) findings state that while women leaders experiences differ in many ways, there are certain similarities in challenges and adversities that they have faced. Mwana (2015) notes that in the 1960s and 1970s, bias was unconcealed, women being told that they would not be considered for a particular post simply because of their gender. Women who aspire to occupy senior positions in the education sector face a high degree of prejudice and discrimination resulting from the stereotypes that associate women with their household roles. Zulu (2017) used purposive sampling for selecting participants and semi-structured interviews which were supported by school documents were used to collect data. Their findings note that female school administrators continue to face persecution on the job. Rhode (2019) argues that hypocrisy in domestic functions is greatly embedded in ethnic vantage point and occupational operations. Formally working female parents are ranked higher than formally working male parents and are often seen as being inadequately dedicated both as professionals and as parents.

Palestini (2019) notes that generally speaking male managers are expected to speak confidently, compete for attention, affect others and start off activity while female managers are expected to speak more tentatively, assist others and solve interpersonal problems. He further states that there is a research backing that due to socially accepted norms they risk being accepted as effective leaders. For example, studies comparing perspicacity of successful female versus male managers noted that participants described the successful

female leaders as, mendacious, presumptuous, egocentric and inconsiderate, while prosperous male leaders were described in positive terms. Rhode (2019) says the gender disproportion in family duties promotes gender inequalities in career advancement. Women with family tasks and onerous work often do not have time for the interacting with others and mentoring procedures that are necessary for profession development. Findings by Hodges (2017) show that challenges faced by women in Saudi Arabia are social, religious, cultural and organisational. The general different expectations from women leaders is a challenge to them as it may lead them to be intimidated and struggle to execute their duties effectively. Antony et al (2017:158) say “harassment and exclusionary behaviour faced by women is greater than that faced by men”.

According to Matyjasik (2016) pedagogic management writings review that build-up from feminist paradigm specifies that females face management experiences differently than their male counterparts. Zulu (2017) used a narrative inquiry as research methodology to obtain school heads experiences and say literature review exhibits that female school managers experience their management roles differently, when compared to their male counterparts. Patriarchal credence held by humankind that management and leadership are men’s jobs restrain women in executing their administration obligations.

Ndebele (2018) research probed the barriers faced by lady school managers as a result of their gender in one countryside district in South Africa. The study was based in the qualitative paradigm and used the social realist theoretical analytical framework. A theme based perspective was used in scrutinizing qualitative data collected through semi-structured interviews with ten female school principals. Findings indicated that women school managers were not recognized as inefficient and unfit by male colleagues only, but also by female staff fellow workmates as a result of an ingrained male dominance way of life. Among the hindrances encountered by female school principals included: cynical attitude from some parents and teachers; being diminished because of their gender and deficiency of self-confidence on their par. Lunyolo (2016) findings state that although there are other challenges faced by administrators of primary schools in general the most common to the population understudy was insubordination by some members.

Milian (2019) study utilized a modified Delphi research technique to procure the impression of female assistant and vice principals regarding their elevation to principal ship. Findings state one of the challenges encountered by women in the fraternity of education is insufficiency of female representation in management duties. Oliveras-Ortis & Hickey (2020) add challenges faced by women go beyond cultural norms. Longman & Anderson (2016) findings noted that the diversity of surroundings and internalized stumbling blocks impede the endorsement of women's identity and expansion. Rhode (2019) cites that gender inequalities in family duties situate a certain obstacles for women in management ranks, which generally has obligatory high demanding programmes.

2.3 Why are women facing the problems in educational leadership?

Bierema (2016) findings state that women frequently find themselves in a dual dilemma once they progress into management rank. They must be heedful not to appear too bold or too soft while also personifying the "ideal" (male) worker by displaying masculine behaviours and firm commitment to the organisation. Holding this line is demanding and often at odds with women's identity and experience conflicts between life and work. Findings by Arar (2019) using a qualitative method utilized in-depth interviews to explicate the life stories of six Arab female school principals. Findings show that the women's professional careers were reinforced by families. The women report many different difficulties and obstacles that they need to subdue since they are required to carry on fulfilling their roles as family managers while fulfilling the obligations of their exacting occupation.

Agyeiwaa & Attom (2018) have noted that one of the key reasons women face problems is cultural belief systems and institutions going on to note that religious groups such as Christianity and Islam who believe in patriarchal theology teaching that females should be subordinate and submissive to men and this is a challenge to women progression beyond the social it is taken up even in the institutions or workplace environments. Lunyolo (2016) say female head teachers in Uganda primary schools are affected by their socialization and cultural understanding of their roles. Grogan & Shakeshaft (2017) postulate that women school principals historically have been unsure about their own competence. Women's notion of authority is closely tied to the importance they place on relationships. Burton & Weiner (2016) add when women exercise leadership as traditionally defined (i.e. agentic) they often experience a counterblast for contravention of their stipulated societal duties.

Agyeiwaa & Attom, (2018) note that in many African countries, the heaviness of biologic determinism is often cited to defend gender rankings. Oyeniran & Anchomese (2018) state that people, especially men firmly believe that women are natively and by birth less capable, this results to hostility and doubts about their proficiency because they are women. Ivorian women suffer from methodical prejudice in their advancement to the top-level positions, yet, as stressing that women face a number of obstructions while seeking for better social and political environment.

Watson, Hodgins & Brooks (2016) analysis indicate that certain structural features of the public education system have critical consequences especially for women. Rhode (2019) states fragment of the challenges is the broad aperture between official policies and actual implementation concerning work-family conflicts. Vial, Napier & Brescoll (2016) cite that people often compare women and men in powerful positions and conclude that females are less legitimate than men when it comes to power. Non-acceptance by subordinates is most likely to place female managers in a tricky mentality and activate pessimistic reactions towards followers, such behaviour can authenticate cynical assumptions about leaders who are women hence further undermines female jurisdiction thus self-reinforcing cycle of illegitimacy. Negative emotions arise when women are rejected in the work place and may take out their frustrations on subordinates and this undermines their ability to be leaders.

Yadav & Lata (2018) used interviews and questionnaires provided an insight into how female administrators perceived how opportunities, experienced barriers and understood the impact of gender discrimination in their lives. Female leaders are often evaluated based on male leadership characteristics. Milian (2019) results also indicated that women have to prioritize the needs of their family over their career goals and males face fewer personal barriers.

Piterman (2018) cite that most women encounter many cultural predicaments when they aspire to success. They are assessed on appearance, marital status and communication style. Agyeiwaa, and Attom, (2018) and Oyeniran & Anchomese, (2018) findings expose cultural and religious biases, beliefs and prejudice about women militate against their leadership roles. Showunmi & Kaparou (2017) findings suggest that leadership experiences are greatly influenced by cultural and racial norms, and gender did not favour women in their leadership pathway. Segkulu & Gyimah (2016) postulate that traditional and cultural backgrounds of people downgrade women into submissive positions in the society. Mudau &

Ncube (2017) concluded that women in education management positions are ethically contrived to accomplish their obligations and directives, especially when dealing with opposite sex subordinates and they generally lack confidence to delegate or command subordinates.

Longman & Anderson (2016) findings noted that a variety of internalized and environmental obstacles inhibit the affirmation maturing of women's recognition and development. Glass & Cook (2016) note that women often lack authority or support to achieve their strategic goals. Miller (2016) acknowledges that the practice of school leadership is occurring in an economic environment buoyed by fast paced policy context. Analysts have noted that females sometimes surrender in execution of leadership if they think that contesting would position them in an unfeminine role. Women naturally become anxious about achieving success but this does not imply that women, consciously or subconsciously, want to fail it means that the will to achieve is diminished by concern about the negative outcomes they expect from the desired success.

2.4 What strategies can be used to solve the problems faced by women in educational leadership?

Zulu (2017) says to address these challenges women in education leadership require to own a comprehensive scope of characteristics and expertise in order to appropriately deal with such demands. Findings by Bush & Glover, (2016) confirm the necessity for expert management training for current and aspiring principals and for other senior and middle managers. Knipfer, Shaughnessy, Hentschel & Schmid (2017) recommends a pedagogy syllabus that is responsive to the distinctive needs of women in or aspiring to be leaders in academia fraternity. The unique characteristics of the training are context-specific, empirical approach and a focus on individual leadership development. It seeks to motivate women to lead, promotes awareness on academic management and enables them to seek assistance and support when in need.

Activism leadership approach is one of the approaches that may be used to counter attack women stumbling blocks in educational leadership. Hayes (2013) cited in Zulu (2017) says leading without bearing in mind subordinates is bound to be a failed mission. Activist leaders rely on succouring juniors and moving together with them towards achieving common goals.

Zulu (2017) studies show that women and men leadership styles differ. Rather than being autocratic like men, women usually show democratic and collaborative leadership styles as a result of caring and nurturing nature they possess enabling them to convert the culture of the school. Zulu (2017) further states that a good relationship between teachers, learners and between the school, the parents and the community is the materialisation of transformational and caring leading strategy. This implies women in educational leadership can employ a hands-on-approach where they work as a team with their subordinates in a democratic school climate. Good working relations promote harmony and thus eliminate some headaches for leaders. Hayes (2013) cited in Zulu (2017) says another important aspect of activist leadership is

training and developing team members.

Ndebele (2018) investigation recommends the initiation of gender awareness workshops for both parents and educators to sensitize them on gender equity issues. In addition the research advocates for mentoring and networking workshops, in service training opportunities and role modeling to be given to female teachers who aspire to, and have potential in leadership so that these female teachers can feel empowered and see that they have the potential of being leaders

Self intro-inspection, keeping up with modern technology trends and mentoring are among some of the strategies that could be used to eliminate obstacles faced by women in educational leadership. Shapiro & Stefkovich (2016) stress that self-reflection, use of new technologies and global appeal of ethical paradigms and dilemmas are important. Grogan & Shakeshaft (2017) say leaders who build strong relationship are described as collaborative and caring as well as courageous and visionary. Almutairi (2016) study used quantitative online survey research design to collect data and study concluded that women leaders see mentoring as an important support to evolve leadership skills. The study findings also indicated that mentoring, family support and personal effort are important for career advancement of Saudi women school leaders. In to ensure their success, Arar (2019) recommend that female principals must be provided with necessary support and mentoring systems. Milian (2019) say recommendations for future studies include the evaluation of formal female to female mentoring programs.

2.5 Summary

This section provided a theoretical framework and review of related literature to problems faced by women in educational management. The literature was reviewed thematically using sub-questions as headings. Various studies by different scholars across the globe were highlighted. The next section focuses on the research methodology that will be used in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section focuses on the methodology that will be employed data collection in the research being undertaken. The section will pay attention on the research design, population, sampling, research instruments, data collection and analysis procedures. Ethical considerations will also be highlighted.

3.2 Research Design

According to McMillan and Schumacher (2019) research design is a plan and way of investigating which is utilised to find solutions to research problems. It is also a specification of the methods to get the information needed. Akhtar (2016) says a research design can be viewed as the composition of a research, which holds all of the components of the project together. Aaker, Kumar, Leone & Day (2016) say the research design seeks to provide a suitable structure of the study. A research design is used to make decisions relating to which research approach is used and how data will be acquired, however, the research design process involves many independent decisions. Barker (2019) asserts that success of any study depends on appropriateness of the research design used. This study uses a qualitative research design based on a case study which is described as a research approach and an empirical investigation that explores a phenomenon within its real-life situations. In the proposed study female leadership case studies are based on an in-depth investigation of a single individual, group or event to explore the causes of underlying principles. A case study is a graphic and probing analysis of an individual, group of people or events. The research might involve single or multiple case studies, relying on many sources of evidence and benefits from the prior development of theoretical propositions. Case studies are analysis of people, groups, events, decisions, periods, policies, institutions or other systems that are studied holistically by one or more methods. There are many issues concerning women in leadership therefore this particular study would require due conscientiousness and thorough in-depth analysis that

calls for the use of case study. Case study focuses on mastery in a particular case in its convolution.

3.3 Population

Frankel, Wallen & Hyun (2019) say research population is defined as a large group of people with certain characteristics that the researcher might be interested in. Sidhu (2018) concurs that population is the overall or entirety of targets or individuals regarding which interference are to be made in a sample. Best & Khan (2016) concur with these definitions and go further to postulate that a population is any group of individuals that has one or more common characteristics that are of interest to the researcher. The researcher will work with the population obtained from primary schools in Entumbane-Emakhandeni Cluster in Bulawayo Metropolitan Province. The group comprises of school principals, school deputies and Teachers-in-Charge (TICs).

3.3.1 Sampling and sample size

Ogula (2005) cited in Murithi, Mwanja & Mwinzi (2016) says sampling is a procedure, process or method of selecting a sub group from the population to partake in the study. It is the process of selecting a number of participants for a study in such a manner the individuals selected represent the large group from which they were selected. Sample participants will be randomly selected. A sample is defined by Haralambos (2016) as a fraction of the population that is selected by the researcher to extract data that is used in the study, the sample in this respect, will be made up of fifteen primary schools educational leaders that are five from each category of school heads, deputy school heads and TICs.

3.4 Research Instruments

The present study uses the definition of research instruments that has been given by Cumulative Index to Nursing and Allied Health Literature, CINAHL (2016) in which they note Research Instruments are measurement instruments designed to acquire information on a topic under study from research participants. Sidhu (2018) asserts that questionnaires and scales are examples of research instruments that are designed to obtain data from

respondents. Frankel et al (2019) define an instrument as any tool for systematically collecting data such as texts, observations, interviews and questionnaires. It is a device used to gather data needed to find solutions to problems under study. It helps the researcher to keep track of what is happening or what is observed and how to report it. The research will use interviews and questionnaires as its key research instruments.

3.4.1 Questionnaire

This research is be guided by the definition of McLeod (2018) who has defined a questionnaire as a research instrument comprising of a set of questions for the purpose of obtaining information from respondents. In which questionnaires can be considered as a kind of written interview. Printed questionnaires which contain closed ended questions and open ended questions will be used. Closed ended questions will be for nominal questions that are questions that fit into predetermined categories this will be necessary for the research as there will be questions on such aspects as educational and professional qualifications that do not need detail. The closed ended questions will also provide ordinal data (which can be ranked). This will be done through a continuous rating scale to measure the strength of attitudes or emotions. For example, *strongly agree / agree / neutral / disagree / strongly disagree / unable to answer*. As this research would be qualitative there is emphasis on the strength of attitudes and perceptions of the participants. The questions in the research will be standardized. That is every respondent will be asked exactly the same questions in the same order. This means that it is easy to replicate a questionnaire in order to check for reliability and, a second researcher can make use of the questionnaire to validate that the results are consistent.

The open ended questions will be used in the study to allow participants to express their opinions. McLeod (2018) has in this respect noted that open-ended questions allow the respondent to freely answer in as much detail as they like using their own words. For example, in the research envisioned there may be need to clarify why the participants believe a certain aspect found in the challenging leadership of educational institutions is the way it is. Creswell & Creswell (2017) notes that open ended questions assists in obtaining in-depth responses from respondents, as they do not give preset answer options and will be used for

compound questions that cannot be answered in a few simple categories but require more detail and discussion. This is necessary for the proposed research in that attitude and perceptions about what presents challenges need sometimes may have complex aspects needing in depth explanation or description. Plentiful qualitative data will be acquired as open ended questions will allow the respondents to further explain their answers. This means the research will be able to find out why a participant holds a certain attitude or perception about the challenges faced by women educational leaders.

3.4.2 Interview

Murithi et al (2016) says an interview is a method of collecting data from participants in order to investigate their opinions and attitudes on the topic under study. Semi-structured interviews will be used because they are flexible in nature, allowing the participants to express their views freely without any limitations. According to Gubrium & Holstein (2017), interviews allow the researcher to dig deeper and explore the perceptions and opinions participants might have about the study. The interview will ensure the participants responses are recorded ensuring that all questions are answered properly without leaving any information that might be useful to the study. Interview questions will be designed in such a way that they ensure that the interviewee will not be influenced by anyone else.

3.4.3 Validity and Reliability of Instruments

Mohajan (2017) says for a research to be effective, it has to be reliable and valid. Validity in research refers to the accuracy of the methods used and what it measures. Reliability focuses on how consistent the research is. Towards the establishment of validity the research will be guided by Connaway and Powell (2017) who point to first establishing face validity in which the researcher will take the questionnaire to people who understand the topic to go through the questionnaire. This is so that they check if the questionnaire has effectively captured the topic under investigation. The researcher also intends to engage an expert on questionnaire construction to check the questionnaire for repetitions, unclear and leading questions. The research will then conduct a pilot test the pilot test will involve 3 participants given that the project itself has a small population that it is based on. The researcher will be able to then

determine which questions are relevant and irrelevant. The researcher will then drop the irrelevant questions.

3.5 Data collection procedures

Preceding to commencement of data collection the researcher will seek permission approval from the university and Bulawayo Metropolitan Province education authorities. The researcher will give each of the school heads upon arrival a letter of introduction from the university introducing the student and her purposive of visit to the school. The researcher will give women in educational leadership questionnaires to fill through hand posting. The reason behind hand posting is to make sure that the rightful people are given the questionnaires and making sure responses are coming from rightful people. This will further ensure that responses are valid and reliable. The respondents will be given a week to complete after which the researcher will go back personally to collect the completed questionnaires to minimise challenges of non-returning of questionnaires. In terms of the interviews the researcher will make appointments with the targeted participants on specific dates and carry out the interviews with them on perceptions they have about women in educational leadership in primary schools.

3.6 Data management

The data will be handled in keeping with the strictest ethical standards this will involve the data being handled primarily by the researcher and not being accessed by colleagues, family and other people. This will also mean that the data collected will be locked away when the researcher is not using it. The electronic data will be secured in that the researcher's devices will have passwords only known and used by the researcher these are also backed up using cloud applications as well. The researcher will ensure that the data is in more than one device in case that device crashes or is stolen or lost.

3.7 Data Analysis

Cohen, Manion & Morrison (2016) say analysis points out to the procedures that will be employed in order to assist one to interpret that data. According to Wilkson, Bouma & Carland (2019) data refers to any pieces of information that can help in answering the research questions. The data collected will be analyzed one by one and presented under each sub problem. The main purpose of data analysis is to explicate and draw conclusions from the collected data.

3.8 Ethical Considerations

Murithi et al (2016) says research in education is governed by various ethics. American Psychological Association (APA) (2019) adds human beings are involved in these experiments and may be exposed to unpleasant experiences. Guided by ethical considerations to deal with any uncertainty the researcher will explain to the participants that the study is solely for academic purposes. Ethical considerations include;

3.8.1 Right to informed Consent

Maxwell (2019) notes that informed consent is a discretionary agreement to take part in a study. It is not simply a piece of paper that is signed but rather a process, in which the subject understands fully what the research is about and potential risks. Informed consent is very vital prior enrolling a participant and ongoing once enrolled. It must be acquired for all individuals participating in the research.

Towards obtaining consent the researcher will inform the participants about their rights, the purpose of the study, the process of the research, the potential risks and benefits of participation. Participants in the study will be advised that they must only participate willingly. The consent process will include providing a written consent form with detailed requirements that is, components of informed consent and the presentation of that information to prospective participants. The researcher will endeavor to obtain signatures from all participants.

3.8.2 Rights to Privacy

Privacy refers to the right that individuals have to restrict access by others to aspects of their personnel which includes thoughts, identifying information, and even information. The researcher will adhere to the principled standards of protecting the right to privacy.

3.8.3 Rights to Confidentiality

Maxwell (2019) defines confidentiality as a state in which the researcher knows the true identity of participants, but takes steps to protect to keep that identity a secret. Going on to note that this is a condition that makes it important for most human subjects research to require collection of a signed consent agreement from participants, and thus researchers are aware of the identity of their subjects. The researcher will maintain confidentiality since it is a key measure to ensure the security of confidential information.

The present research will employ measures to ensure confidentiality of the information. These include, keeping the records safe and secure through the use of password protected files, encryption when sending information over the internet, as well locking doors and drawers where paper information is contained. The information will be recorded in such a way that does not link subject responses with identifying information instead there will be a code known only to the researcher.

3.8.4 Rights to Anonymity

Creswell & Creswell (2017) say a condition in which the identity of individual participants which is not known to researchers is called anonymity. The principle will be minimally applied in this research in that there will be a consent form that will make the researcher know at least who participated. The research will ensure the right through ensuring that the questionnaires have no way of indicating who gave which response.

Summary

The section focused on how the research will be conducted. The research design governing the research and its influence on data collection was discussed. Population and sample were also identified and defined. Data collection plan, data presentation and data analysis procedures were outlined. The ethical considerations were also highlighted.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This section looks at the demographic information on the response rate to instruments. It focuses on the participants' level of education and age. Analyses research data based on research questions and discusses the findings.

4.1 Demographic Information

Table 4.1.1: Response Rate to Questionnaires

| Category | No. of questionnaires distributed | No. of questionnaires returned | % response rate |
|--------------|-----------------------------------|--------------------------------|-----------------|
| School Heads | 5 | 5 | 100 |
| Deputy Heads | 5 | 5 | 100 |
| T.I.C | 5 | 5 | 100 |
| TOTAL | 15 | 15 | 100 |

Table 4.1.1 shows that questionnaires were taken by five School Heads, five Deputy Heads and five T.I.Cs and the response rate to was hundred percent (100%) making the research more valid and reliable.

Table 4.1.2: Response rate to interviews

| Category | Number interviewed | % response rate |
|--------------|--------------------|-----------------|
| School Heads | 5 | 100 |
| Deputy Heads | 5 | 100 |
| T.I.C | 5 | 100 |
| TOTAL | 15 | 100% |

The **table 4.1.2** above shows that five T.I.Cs, five school heads and five school deputy heads were interviewed.

Table 4.1.3 Respondents years in Leadership

| Years in Leadership | Frequency | | | Percentage | |
|---------------------|-----------|---------|-------|------------|------------|
| | Heads | D/Heads | T.I.C | Total | Percentage |
| 0- 5 | 1 | 2 | 1 | 4 | 26.7% |
| 6-10 | 2 | 1 | 1 | 4 | 26.7% |
| 11-15 | 1 | 2 | 2 | 5 | 33.3% |
| 16-20 | 1 | 0 | 1 | 2 | 13.3% |
| Total | 5 | 5 | 5 | 15 | 100% |

Table 4.1.3 shows that 26.7% of the respondents both ranges 0-5 years and 6-10 years of leadership experience. 33.3% and 13.3% are in the range of 11-15 and 16-20 respectively.

The results indicate that there were few women in leadership positions before the year 2000. This concurs with the liberal feminist glass ceiling metaphor cited by Freedman (2002) in Palestini (2019) suggesting that although leadership positions were in the sight of women, covert barriers remained as hindrances to women’s advancement. However, the number of women in educational leadership increased his could have been as a result of the affirmative action groups lobbying for the promotion of women to leadership positions and generally the quota system. That is to say, certain posts were reserved for women so that they also take leadership positions.

Table 4.1.4. Respondents according to age.

| Age Range in years | Frequency | | | Percentage | |
|--------------------|-----------|---------|-------|------------|------------|
| | Heads | D/Heads | T.I.C | Total | Percentage |
| 20- 30 | 0 | 0 | 0 | 0 | 0.00% |
| 31-40 | 0 | 0 | 1 | 1 | 6.6% |
| 41-50 | 2 | 3 | 2 | 7 | 46.7% |
| 51 + | 3 | 2 | 2 | 7 | 46.7% |
| Total | 5 | 5 | 5 | 15 | 100% |

Table 4.1. 4 The table shows that no female leaders are in the range of 20-30 years and only one who is between 31-40 years. A total number of seven, that is two school heads, three deputy heads and two T.I.C are in the range of 41-50 years. Also a total number of seven, (three school heads, two deputy heads and two T.I.Cs) are 51+ years.

Table 4.1.5: Distribution according to Marital Status

| Marital Status | T.I.C | D/Heads | Heads | Total | % |
|----------------|----------|----------|----------|-----------|-------------|
| Single | 0 | 0 | 0 | 0 | 0 |
| Married | 2 | 3 | 1 | 6 | 40% |
| Divorced | 2 | 0 | 3 | 5 | 33.3% |
| Widow | 1 | 2 | 1 | 4 | 26.7% |
| Total | 5 | 5 | 5 | 15 | 100% |

Table 4.1.5 shows the marital statuses of the female leaders, 40% of them are married, 33.3% are divorced and 26.7% are widows.

Table 4.1.6: Distribution according to their Highest level of education

| Level of Education | Frequency | | | Percentage | |
|--------------------|-----------|----------|----------|------------|-------------|
| | T.I.C | D/Heads | Heads | Total | % |
| Certificate Level | 1 | 0 | 0 | 1 | 6.7% |
| Diploma Level | 0 | 0 | 0 | 0 | 00.0% |
| Degree Level | 3 | 4 | 3 | 10 | 66.7% |
| Masters Level | 1 | 1 | 2 | 4 | 26.6% |
| Total | 5 | 5 | 5 | 15 | 100% |

Table 4.1.5 above shows that 6.7% are holders of Certificate, non-hold Diplomas, 66.7% are Degree holders and 26.6% are Masters Degree holders.

The results show that most school leaders are holders of a first degree that is Bachelor of education. This concurs with Circular Minute 1 of 2000 that stipulates that the minimum entry for one to become a school head is a bachelor's degree in the relevant area or an equivalent qualification. However, the position paper goes on state that a Masters' degree is an added advantage. This is the reason why there are fewer respondents with Master's degrees in education. Once more, it should be noted that many candidates are not pursuing master's degree in education because there are no incentives attached to having a Master's degree in education when one is a head of school; most of the heads are in E1 or E2 of the Public Service remuneration scale.

4.2 Presentation, Analysis of Findings, Discussion and Interpretation of Findings

4.2.1 Questionnaires

4.2.1.1 Perception of respondents whether there are equal opportunities for advancement in educational leadership

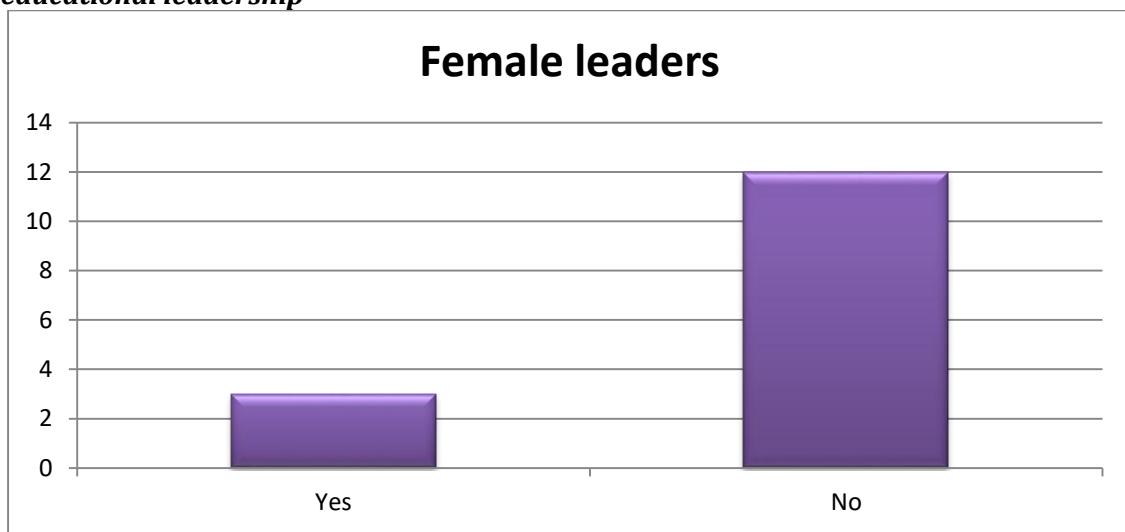


Fig. 4.1 shows that most of the female leaders feel that there are no equal opportunities for advancement in education.

4.2.1.2 Perception of respondents on who has the easiest path to educational leadership

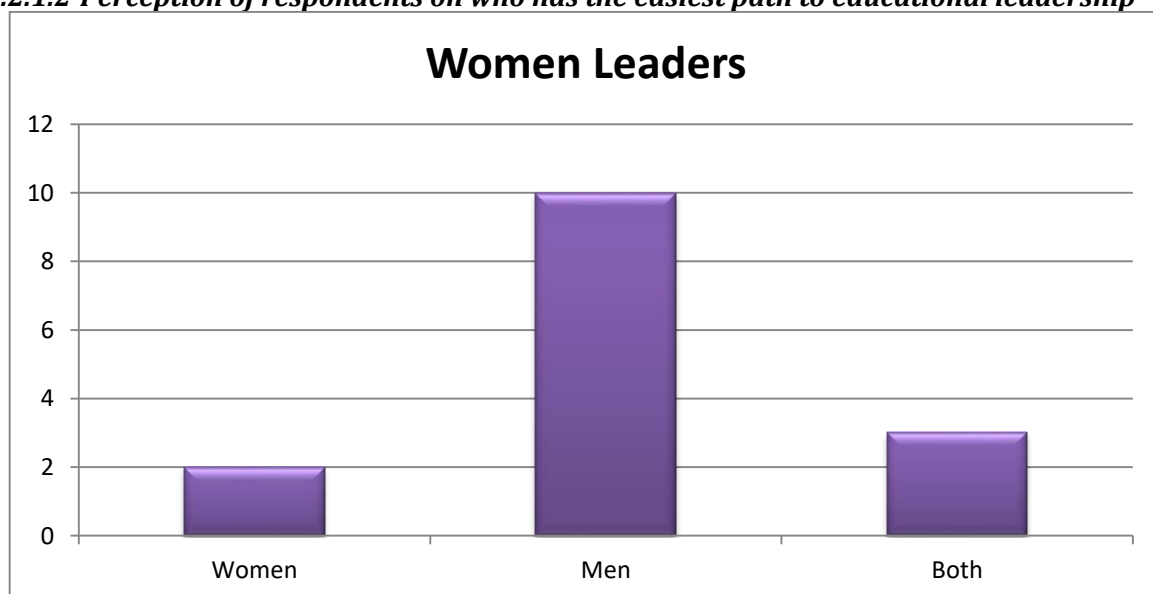


Fig 4.2 shows clearly that the respondents feel that men have the easiest path to educational leadership over women. Of Course a very small number of respondents felt that women or both sexes have the equal easiest path to educational leadership.

4.2.1.3. Perception of respondents on whether women have unique problems in educational leadership

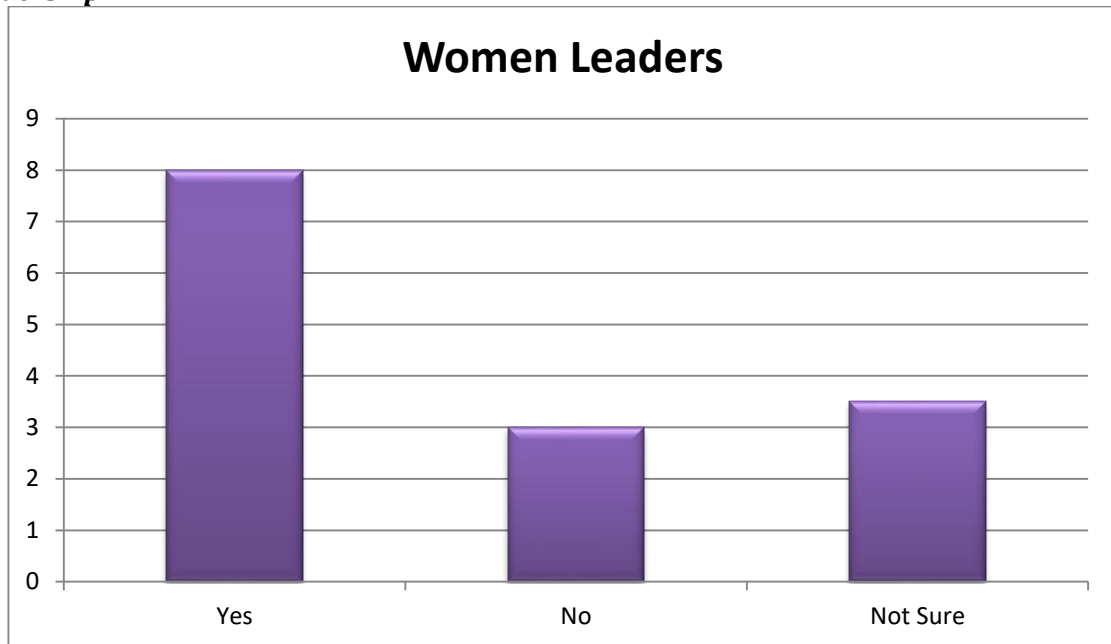


Fig 4.3 shows that most respondents believe women have unique challenges or problems in educational leadership.

4.2.1.4 Perception of respondents on whether all women leaders are vulnerable to unique problems in educational leadership

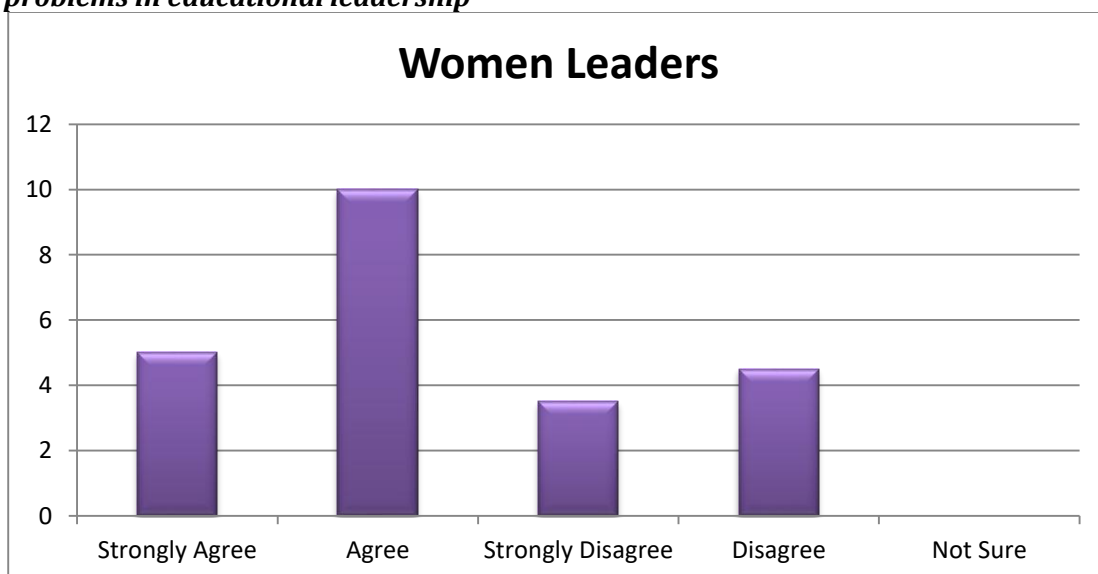


Fig 4.4 shows the respondents do agree that women leaders are vulnerable to unique problems in educational leadership.

4.2.1.5 Perception of respondents on some of the key problems faced by women in leadership in educational institutions

According to respondents the key problem is cultural beliefs. The society does not value the leadership of women. Some participants also noted that the social construction of gender is one other key problem that women are facing, one respondent retaliated that the society has been modelled to be patriarchy in nature and does not value women's labour and being in leadership position makes it worse. Oyeniran & Anchomese (2018) state that people, especially men believe that women are innately less proficient, which brings them to face antagonism and scepticism about their prowess simply because they are women.

4.2.1.6. Perception of respondents on how some of these problems could be solved and resolved

Most participants suggested that awareness campaigns should be done to educate the communities that women can equally lead as men or even better than man. Gender equity programmes should also be done at community level up to national level. One participant said progressive laws should be put in place so that women can also be empowered just like their counterparts. Affirmative Action Policies awareness campaigns were advocated by most participants. Participants regarded education dominated by men who are anti-women; hence these policies should address the inequalities. In Zimbabwe, the Affirmative Action was adopted in the late 1990s, which resulted in a number of women getting into leadership positions in schools.

4.2.2 Interviews

4.2.2.1 Perception of respondents on the challenges faced by women in educational leadership

The respondents, three out of fifteen women leaders indicated that they experience stigmatization, that is, ridicule and derogatory statements from both members of staff and members of the community. Furthermore, four out of fifteen representing experience

challenges of stereotyping, perceptions that females cannot be leaders when men are there. five out of fifteen face negative attitudes from the subordinates and the community members. To some extent parents sabotage paying for their children so that no development can be done. Lastly, but not least, three out of fifteen face challenges related to cultural traits and theological related sentiments.

The society is such that there is still discrimination and stigmatisation against women in leadership positions as indicated by the respondents. This concurs with Vial et al (2016), Oyeniran & Anchomese (2018) and Agyeiwaa & Attom (2018) who deliberates that many women lose interest to excel due various challenges encountered along the endeavour of becoming a manager. These obstacles include discrimination, victimisation, prejudice, family responsibilities and insufficient opportunities. It was also noted that some of women in managerial positions face stereotyping. Longman & Anderson (2016) and Ndebele (2018) posit that other stereotypes women face include the expectations of being modest, quiet, selfless and nurturing. These characteristics maybe viewed as irrelevant and non-executive stuff. Some even indicated that women's business is child care and to be under the leadership of a man and not the woman leading. Cultural beliefs according to some of the respondents, argued that society cite the bible that women were created to be under the leadership of a man. The society at large has negative attitudes towards women in leadership positions. Burton & Weiner (2016) and Yadav & Lata (2018) add that, due to the demands of leadership positions, it has become a socially acceptable belief for men to assume management positions because of their task oriented style. Furthermore, results seem to suggest that, a small number of the respondents subscribe to be loyal and subordinate to women in leadership positions.

Most participants retaliated that women face problems which include the dual responsibility at home and at work. This is also supported by Rhode (2019) who argues that double standards in domestic roles are deeply rooted in cultural attitudes and workplace practices. He goes on to say that the gender roles in households have an influence on how one's career develops and the inequalities thereof. Women might have demanding responsibilities at home and this might make it hard for them to balance work and family responsibilities effectively, making them miss some opportunities that might lead to career advancement. However, the society has higher expectations for working mothers than working fathers and are usually seen as inadequately committed either as professionals or as parents. Discrimination was also amongst the top problem women are facing according to the respondents, and this assertion was supported by Zulu, (2017) who states that the discrimination that women face is

continually increasing as a result of stereotypes that identify women with their domestic roles which are culturally prescribed.

4.2.2.2 Perception of participants on whether these problems are unique to women

One participant said problems faced by female leaders are just unique to women as men do not face most of these challenges especial the dual role women have. A general consensus was that the community views men as the owners of leadership and they are born leaders hence making some challenges women face unique to women only. This is also supported by Antony et al (2017) who cite that harassment and exclusionary behaviour faced by women is greater than that faced by men. Matyjasik (2016) concurs that educational management literature review from feminist paradigm indicates that women encounter leadership experiences differently than men.

4.2.2.3 Perception of participants on why women are facing problems in educational management

According to most participants women face problems because of cultural beliefs, systems and religion. This is supported by Agyeiwaa & Attom (2018) who noted that one of the key reasons women face problems is cultural belief systems and institutions going on to note that religious groups such as Christianity and Islam who believe in patriarchal theology teaching that females should be subordinate and submissive to men and this is a challenge to women progression beyond the social sphere, it is taken up even in the institutions or workplace environments. Lunyolo (2016) adds female head teachers are affected by their socialization and cultural understanding of their roles.

4.2.2.4 Perception of participants on the strategies that can be employed to solve the problems faced by women in educational leadership

Almost all the respondents agreed that a number of strategies that includes advocacy programmes, gender sensitive programmes curriculum alignment, quota system, gender policies free education for women and gender awareness programmes should be used to eradicate the challenges women face in their endeavour to lead schools.

The results show that both teachers and the community members are in need of advocacy campaign programmes which highlight the need to accept women in leadership as they do to their male counterparts. Furthermore, gender equality and equity programmes should be carried out so that members come to accept women in leadership positions as being normal and acceptable. This can be said with curriculum outlook where women are seen taking leadership roles in society. Women should be portrayed taking positions viewed as male dominated such as Deputy Head or Head of a school. If it starts with their children, the community would come to accept women in leadership positions in schools. The Convention on the Elimination of all forms of Discrimination (CEDAW) advocates for laws that strengthen gender equality and eliminate all forms of discrimination against women. Zimbabwe as one of the signatories of CEDAW is adopting some of these practices; it also adopted the Beijing Declaration and Platform of Action in relation to women empowerment and advancement. Some of the school heads advocated for affirmative action so that women can be empowered. They regarded the education system as dominated by men who are more repressive towards women empowerment. In Zimbabwe, the Affirmative Action was adopted in the late 1990s, which saw a number of women getting into leadership positions in schools. Gender policy and women and policy got wide publicity in Zimbabwe, Government programmes contain many initiatives that promote issues most pressing for women. Of course gender equality was impossible without the active participation of civil society. The 60% of the women in leadership positions do not subscribe to these policies as they view them as an acceptance and acknowledgement that women are subservient to their male mates and therefore need special arrangement in order to acquire leadership positions.

4.3 Summary

This section focused at the demographic information on the response rate to instruments. It focused on the participants' level of education and age. The presentation of data was produced in tables and graphs. Analysed research data based on research questions and discussed the findings.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This section looks at the summary of the research, a mirror image of the whole research in short. Once more, the chapter briefly looks at major findings of the research and winds up with recommendations concerning what can be done to improve welfare of females in educational management positions.

5.1 Summary

The research looked at background to the study and also drawing from experiences of earlier researchers. The research focused on the challenges women in educational leadership positions encounter in carrying out their duties. This relates to statement of the problem as well. The research was delimited to schools in Entumbane-Emakhandeni Cluster in Bulawayo Metropolitan. Literature review concerned itself with addressing research questions, that is, the challenges women face in educational leadership. It also considered why women are facing the problems in educational leadership. An attempt was also made to review literature on strategies that can be used to solve the problems faced by women in educational leadership. The research used a case study which enabled descriptive and exploratory analysis of a person, group or event. The population was obtained from primary schools in Entumbane-Emakhandeni Cluster in Bulawayo Metropolitan Province the group comprises of school heads, school deputy heads and Teachers-in-Charge (TICs). The sample of the research was made up of fifteen primary schools educational leaders that are five from each

category of school heads, deputy school heads and TICs. The research used purposive sampling in choosing schools, women in leadership positions. Questionnaires and interviews were used to collect data. Tables and graphs were used to present data so that one would have more clear understandings or the outcomes. Data was then interpreted, analysed and discussed. The research noted that women in leadership positions in schools face a number of challenges in their everyday operations. It should be noted that most school heads, deputy heads and T.I.Cs are holders of a Bachelor in Education degree while a sizeable number are holders of a Master in Education degrees. The major challenge women in leadership positions face are stigmatisation, negative stereotyping and attitudes and challenges associated with cultural traits. Research further noted that women in leadership positions face challenges with their own subordinates among other challenges.

5.2 Conclusions

The research noted that women in leadership positions face challenges of being stigmatised, negative stereotypes, cultural traits and theological traits that tend to mitigate against them. Again, women in leadership positions also face challenges from their own subordinates through passive resistance. Research further indicated that the society does not have positive attitudes towards women in leadership positions. The research showed that women have no equal opportunities with men in advancement in education. Most women leaders postulated that cultural stereotypes are a major challenge. Society looks at women as people who should be led and followers of men as a result, they give passive resistance to women in leadership positions. They justify their assumptions by making reference to the bible and what society expects of women. Results pointed out shows the fact that men seem to be against women empowerment policies put forward by the governments. Major reasons put forward are that the policies are segregatory against men. Points to note are that the research suggested putting

Quota system, Affirmative Action and Gender policies as ways of empowering women to leadership positions. Results also showed that the community views man as the rightful owners of leadership and they are born leaders hence making some challenges women face unique to women only.

5.3 Recommendations

- The researchers to carry out sensitization programmes so that society can come to appreciate the presence of women in leadership positions.
- Curriculum context in private and public schools should portray women as capable people to be in leadership positions.
- Government to put laws in place that are mandatory to every employment sector, whether private or public they should put a quota system for women to be in leadership positions.
- Women should be afforded Affirmative Action especially in their endeavour to acquire higher professional qualifications.
- In order to sensitize members of staff and the community at large to appreciate the presence of women in leadership positions, there is need for gender sensitivity programs on both print and electronic media as well as advocacy programmes.
- The reader population should also be sensitized through writing of literature which magnifies women as having greater potential to be in leadership positions like their male counterparts.

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Appendix 1

CONSENT FORM

Informed Consent Form for _____

This informed consent form is for women in educational leadership in the school cluster of Entumbane-Emakhandeni and who are invited to participate in a research titled, problems faced by women in educational leadership: A Case Study of Entumbane- Emakhandeni Cluster.

Name of Researcher: Nozwelo Ntini

Name of Institution: Midlands State University

Name of Supervisor: Dr Rosemary Guvhu

Name of Department: Department of Educational Policy Studies and Leadership

Programme: Bachelor of Education in Educational Management and Leadership

This Informed Consent Form has two parts:

1. Information Sheet (to share information about the study with participants)
2. Certificate of Consent (for signatures if participants choose to participate in the study)

You will be given a copy of the full Informed Consent Form

Part I: Information Sheet

Purpose of the research

The research seeks to find out the challenges or problems that are faced by women in positions of leadership in educational institutions. It is the hope of the researcher that you will help to shed light on the types of problems, their magnitude and scope. It is also hoped that you will be able to help in developing strategies that will be proposed towards addressing the identified problems.

Type of Research Intervention

This research will involve your participation in an interview that will take about 25 to 30, and a questionnaire that will comprise of not more than 15 questions that you will be given a minimum of 48 hours to complete.

Participant Selection

You are being invited to take part in this research because the researcher believes that your experience as a female administrator in an educational institution can contribute much to our understanding and knowledge of local leadership issues affecting female leaders.

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate or not.

Examples of question to elucidate understanding: If you decide not to take part in this research study, do you know what your options are? Do you know that you do not have to take part in this research study, if you do not wish to? Do you have any questions? For any of these questions please consult the researcher on the contact information provided in the form.

Procedures

The present research asks of you to help learn more about the problems being faced by women in your cluster. If you accept you will be asked to participate in two activities that is an interview with Nozwelo Ntini, as well as a questionnaire by the aforesaid Nozwelo Ntini.

During the interview, I will sit down with you in a comfortable place that will be convenient for you. If it is better for you, the interview can take place in your office or home. If you do not wish to answer any of the questions during the interview, you may say so and the interviewer will move on to the next question. No one else but the interviewer will be present unless you would like someone else to be there. The information recorded is going to be confidential, and no one else except Nozwelo Ntini, the researcher will access the information documented during your interview. The entire interview will be tape-recorded, but no-one will be identified by name on the recordings. The recorder will be kept in a locked and secure office desk which only the researcher has keys for and access to. The information recorded is confidential, and no one else except Nozwelo Ntini will have access to the tapes. The recordings will be destroyed after 6 weeks.

You will also be asked to fill a questionnaire on the same research topic after a week of the interview which will be provided by Nozwelo Ntini and collected by Nozwelo Ntini . You may answer the questionnaire yourself, or it can be read to you and you can say out loud the answer you want the researcher to write down. If you do not wish to answer any of the questions included in the survey, you may skip them and move on to the next question. The questionnaire will be brought to you by the researcher and you will be given a minimum of 48 hours to go through it the researcher will then collect it on the third day. The information recorded is confidential, your name is not being included on the forms, only a number will identify you, and no one else except Nozwelo Ntini will have access to your survey.

Duration

The researcher will visit you three times the first visit for interview you, the second for questionnaires and the third visit will be for debriefing. The interviews will take anything

between 25 - 30 minutes; you will be given a minimum of 48 hours to complete the questionnaire. The debriefing will be done within 1 hour to 1 hour 30 minutes.

Questions for elucidating understanding: The following serve as examples of question to elucidate understanding: If you decide to take part in the study, do you know how much time will the interview take? Where will it take place? Do you know that we will be sending you transport to pick you up from your home? Do you know how much time will the discussion with other people take? If you agree to take part, do you know if you can stop participating? Do you know that you may not respond to the questions that you do not wish to respond to? Etc. Do you have any more questions? These questions can be answered by the researcher on enquiry.

Risks

The research is asking you to share with us some very personal and confidential information, and you may feel uncomfortable talking about some of the topics. You do not have to answer any question or take part in the /interview/survey if you don't wish to do so, and that is also fine. You do not have to give the researcher any reason for not responding to any question, or for refusing to take part in the interview or Questionnaire.

Benefits

There will be no direct benefit to you, but your participation is likely to help the research find solutions to problems facing female leaders in education.

Reimbursements

You will not be provided any incentive to take part in the research.

Examples of question to elucidate understanding: Can you tell me if you have understood correctly the benefits that you will have if you take part in the study? Do you know if the study will pay for your travel costs and time lost, and do you know how much you will be reimbursed? Do you have any other questions? If there are any such questions please feel free to contact the researcher on the contacts provided in the form.

Confidentiality

The research being done in the educational institution may draw attention and if you participate you may be asked questions by other people in the Institution and community. The researcher will not be sharing information about you to anyone. The information that will be collected from this research project will be kept private. Any information about you will have a number on it instead of your name. Only the researcher will know what your number is and will lock that information up with a lock and key. It will not be shared with or given to anyone.

Sharing the Results

Nothing that you tell us today will be shared with anybody, and nothing will be attributed to you by name. The knowledge that will be obtained from this research will be shared with you and your community before it is made widely available to the public. Each participant will receive a summary of the results. There will also be small briefings with all participants and these will be announced. Following the briefings, the researcher will hand over the research to their university and the ministry of Primary and Secondary Education so that other interested people may learn from the research.

Right to Refuse or Withdraw

You do not have to take part in this research if you do not wish to do so, and choosing to participate will not affect your job or job-related evaluations in any way. You may stop participating in the [survey/interview] at any time that you wish without your job being affected. I will give you an opportunity at the end of the interview/questionnaire to review your remarks, and you can ask to modify or remove portions of those, if you do not agree with my notes or if I did not understand.

Contact

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact me on the following:

Name: Nozwelo Ntini
Address: 65042 Tshabalala Extn Bulawayo Zimbabwe
Contact number: 0774329191
E-mail: nozwelontini@gmail.com

***Questions to ponder :** Do you know that you do not have to take part in this study if you do not wish to? You can say No if you wish to? Do you know that you can ask me questions later, if you wish to? Do you know that I have given the contact details of the person who can give you more information about the study? Etc. If you have any of these questions please feel free to contact the researcher on the given contacts or in person.*

Part II: Certificate of Consent

I have been invited to participate in research about the problems faced by women in educational leadership.

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my

satisfaction. I consent voluntarily to be a participant in this study

Print Name of Participant _____

Signature of Participant _____

Date _____

If visually impaired

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness _____

Signature _____

Signature of witness _____

Date _____

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands that the following will be done:

1. Interviews
2. Questionnaires
3. Briefing

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the participant.

Print Name of Researcher/person taking the consent _____

Signature of Researcher /person taking the consent _____

Date _____

Yes. []. No []

2. Who has in your opinion the easiest path to educational leadership?

Women. []. Men. [] Both. []

3. Do women have unique problems in educational leadership

Yes. []. No. []. Not Sure. []

4. Are all women leaders vulnerable to unique problems in educational leadership?

Strongly agree. []. Agree []. Strongly Disagree []

Disagree. []. Not Sure. []

5. What are some of the key problems faced by women in leadership in educational institutions?

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6. How could some of these problems be solved and resolved

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Appendix 3

The Interviews

Good day madam. My name is Nozwelo Ntini, a Student at Midlands State University presently doing an undergraduate degree in the Faculty of Education in the Department of Educational Policy Studies and Leadership studying towards a Bachelor of Education in Educational Management and Leadership. The present interview with interviewee designated for purposes of confidentiality is in a bid to find out about the problems faced by women in educational leadership: A Case Study of Entumbane- Emakhandeni Cluster.

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate or not.

Reminder on Confidentiality

The research being done in the educational institution may draw attention and if you participate you may be asked questions by other people in the Institution and community. The researcher will not be sharing information about you to anyone. The information that will be collected from this research project will be kept private. Any information about you will have a number on it instead of your name. Only the researcher will know what your number is and will lock that information up with a lock and key. It will not be shared with or given to anyone.

Information on Structure

The present interview won't take up much of your time and the questions will be short and to the point. If you have questions of your own you are free to ask. The interview will be recorded to ensure the collection of the data is accurate and true to the facts given as possible. The recorded data will only be used by the present researcher and will be kept under lock and key in a secure file when not being used. The researcher will erase the information given once the data has been collected.

Interview Guide

- 1. What are the challenges you believe are faced by women in educational leadership?**
- 2. Are these problems unique to women?**
- 3. Why are women facing the problems in educational leadership?**

4. What strategies can be used to solve the problems faced by women in educational leadership?

Thank you so much for your time.



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FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND

LEADERSHIP

TO WHOM IT MAY CONCERN

The bearer **Nozwelo Ntini** is a B.Ed student at this University. She has to undertake research and thereafter present a Research Project in partial fulfilment of the degree programme.

In this regard, the university kindly requests both your institution and personnel's assistance in this student's research endeavours.

Your co-operation and assistance is greatly appreciated.

Thank you

.....
Dr L Museva
(Chairperson – Educational Policies Studies and Leadership)

