

ENHANCING THE ROLE OF FEMALE PRINCIPALS AS CURRICULUM MANAGERS

by

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DECLARATION

I declare that the dissertation, 'Enhancing the Role of Female Principals as Curriculum Managers', hereby submitted for the degree Magister Educationis at the University of the Free State is my own independent work and has not previously been submitted by me at another University/faculty. I furthermore cede copyright of the dissertation in favour of the University of the Free State.

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Enhancing the Role of Female Principals as Curriculum Managers

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DEDICATION

I dedicate this piece of work to my children Snethemba ,Thandokuhle, Olwethu, Unathi, Nomfundo and Tomas for supporting and not complaining when Im not home, my loving husband Vika your words of encouragement meant a lot Nkonyane yenkosi thank you, my mother in law (Bongekile Mthethwa) and my grandfather (Zephania Mpica Mthanti) they passed away while I was busy studying.

ABSTRACT

The study aims to formulate a strategy to enhance the role of female principals as curriculum managers in eight different schools in the Amajuba District. For this to be achieved, specific objectives were devised to guide the study as follows:

- To understand the need for designing a strategy to enhance the role of female principals as curriculum managers;
- To explore strategies to support female principals in curriculum management;
- To investigate existing strategies to enhance the role of female principals as curriculum managers and the conditions that enable these strategies to work;
- To anticipate the threats to emerging strategies aimed at enhancing the role of female principals, and to formulate risk management systems; and
- To formulate the indicators of success (or lack thereof) in enhancing the role of female principals as curriculum managers.

The Critical Feminism Standpoint Theory (CFST), with its agenda of equity and social justice, CFST as a theoretical framework in which the study is couched on to realise the above objectives. To formulate a strategy to enhance the role of female principals as curriculum managers, participatory action research (PAR) was used as it addresses power sharing, emancipatory and working with real challenges to bring about change in the community, I was working with the co-researchers collaboratively, to find solutions to the challenges female principals encounter as curriculum managers. Data were generated through the use of PAR was also analysed using Critical Discourse analysis (CDA). The empirical analysis, interpretation of data and discussion, the findings resulting from interventions were done with CDA. The first part of the study reflections were made through the use of PAR looking at the challenges faced by female principals are the results caused by the absence of a dedicated team with a common vision. The challenges faced by female principal the reality and the experiences of female principals that hinder the implementation of the curriculum management. The second part of the study identifies the components of the solutions as strategies to be used to curb challenges under the supervision of a dedicated team with a vision to enhance the role of female principals as curriculum managers. The solutions predicted by the co-

researchers to curtail the challenges were discussed. Numerous findings with regard to challenges coherent with results of the research studies reported in the previous literature review. This research project is distinctive as it involves female principals, management qualities and curriculum studies, in understanding the strategy to be implemented successfully by a dedicated team to create a positive environment for teaching and learning. This study advocates the consideration of female principals having a voice in managing the curriculum and curriculum design. In conclusion the dissertation argues that curriculum management can never be done by an individual but by working as a team having collaborative relationship, where all stakeholders are engaged and able to partake in decision and being involved collectively. The dissertation offers a strategy that can respond to challenges faced by female principals as curriculum managers using collective, cooperation, solidarity, sisterhood and oneness.

OPSOMMING

Die studie het ten doel om 'n strategie om die rol van die vroulike skoolhoofde as kurrikulumbestuurders in agt verskillende skole in die Amajuba Distrik verbeter formuleer. Om dit te bereik, is spesifieke doelwitte uitgedink om die studiegids soos volg:

- Om die behoefte vir die ontwerp van 'n strategie om die rol van die vroulike skoolhoofde as kurrikulumbestuurders verbeter verstaan;
- Om strategieë te verken om vroulike skoolhoofde in kurrikulumbestuur te ondersteun;
- Om bestaande strategieë om die rol van die vroulike skoolhoofde as kurrikulumbestuurders en die toestande wat hierdie strategieë in staat stel om te werk te verbeter te ondersoek;
- Om te antisipeer die bedreigings vir opkomende strategieë wat daarop gemik is op die verbetering van die rol van die vroulike skoolhoofde en risikobestuurstelsels formuleer; en
- Om die aanwysers van sukses (of die gebrek daaraan) te formuleer in die verbetering van die rol van die vroulike skoolhoofde as kurrikulumbestuurders.

Die Kritieke Feminisme Standpunt Teorie (CFST), met sy agenda van gelykheid en maatskaplike geregtigheid, CFST as 'n teoretiese raamwerk waarin die studie gaan lê op die bogenoemde doelwitte te verwesenlik. Om 'n strategie te formuleer om die rol van die vroulike skoolhoofde as kurrikulumbestuurders, deelnemende aksienavorsing (PAR) te verbeter is gebruik as dit spreek magsdeling, emansiperende en werk met die werklike uitdagings om verandering in die gemeenskap te bring, is ek besig met die mede- navorsers saam om oplossings vir die uitdagings vroulike skoolhoofde teëkom as kurrikulumbestuurders vind. Data is ingesamel deur middel van die gebruik van PAR ontleed ook die gebruik van kritiese diskoersanalise (CDA). Die empiriese analise, interpretasie van data en bespreking, die bevindinge spruit uit ingrypings gedoen met CDA. Die eerste deel van die studie refleksies het deur die gebruik van PAR kyk na die uitdagings wat vroulike skoolhoofde is die resultate wat veroorsaak word deur die afwesigheid van 'n

toegewyde span met 'n gemeenskaplike visie. Die uitdagings wat vroulike hoof van die werklikheid en die ervarings van die vroulike skoolhoofde dat die implementering van die kurrikulum bestuur verhinder. Die tweede deel van die studie identifiseer die komponente van die oplossings as strategieë te gebruik om uitdagings onder die toesig van 'n toegewyde span met 'n visie te bekamp om die rol van die vroulike skoolhoofde as kurrikulumbestuurders verbeter. Die oplossings voorspel deur die mede-navorsers om die uitdagings te beperk, is bespreek. Talle bevindinge ten opsigte van uitdagings samehangende met die resultate van die navorsing studies berig in die vorige literatuuroorsig. Hierdie navorsingsprojek is kenmerkende as dit behels vroulike skoolhoofde, bestuur kwaliteite en kurrikulumstudies, in die begrip van die strategie suksesvol geïmplementeer kan word deur 'n toegewyde span om 'n positiewe omgewing vir onderrig en leer te skep. Hierdie studie bepleit die oorweging van die vroulike skoolhoofde 'n stem in die bestuur van die kurrikulum en kurrikulumontwerp. Ten slotte voer aan die verhandeling wat kurrikulumbestuur nooit kan gedoen word deur 'n individu, maar deur te werk as 'n span met gesamentlike verhouding, waar alle rolspelers wat betrokke is en in staat is om deel te neem aan besluitneming en word gesamentlik betrokke. Die verhandeling bied 'n strategie wat kan reageer op uitdagings in die gesig gestaar deur vroulike skoolhoofde as kurrikulumbestuurders behulp kollektiewe, samewerking, solidariteit, susterskap en eenheid.

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ANNEXURE F: INFORMED CONSENT

LIST OF ABBREVIATIONS

- CDA – Critical Discourse Analysis
- CEAR – Critical Emancipatory Action Research
- CFST – Critical Feminism Standpoint Theory
- CK – Content Knowledge
- ELRC – Education Labour Relation Council
- FET – Further Education and Training
- FPSP – Female Principals Support Programme
- HOD - Head Of Department
- IQMS – Integrated Quality Management System
- KZN – KwaZulu Natal
- KZNDoe – KwaZulu Natal Department of Education
- NOW – National Organisation for Women
- NPFTED - National Policy Framework on Teacher Education
- PAR - Participatory Action Research
- PCK – Pedagogical Content Knowledge
- PGCE – Post Graduate Certificate in Education
- PPN –Post Provisioning Norms
- SACE – South African Council for Educators
- SADEC- South African Development Community
- SADoE – South African Department of Education
- SASA – South African Schools Act
- SGB – School Governing Body

SMT – School Management Team

UN – United Nations

USA - United States of America

CHAPTER 1: OVERVIEW OF THE STUDY

1.1 INTRODUCTION/BACKGROUND AND LITERATURE OVERVIEW

This study aims to formulate a strategy to enhance the role of female principals as curriculum managers. Lumby and Zaola (2014:30) define the female principal as the leader in a school who nurtures, cares and encourages development while leading. Erickson defines a female principal as a woman in a managerial position who takes the lead, authorises and directs the organisation (Erickson, 2004: 291). Curriculum managers are leaders in a school that are dynamic in nature, responsible for originating new ideas, coordinate people and resources, motivating teachers and producing meaningful changes for new directions, (Wiles, 2009:20).

Bingbing (2014:12) argues that female principals exercise their leadership roles as leaders who care for and nurture others, lead as a parent rather than leading others, in executing the principal's role: organising, planning as envisaged from (Curriculum 2005: 10) effective communication, managing conflicts, information, time, instructional programmes and successful community involvement in a school (Coleman, Jolly & Middlewood, 2003:3). Thus, it is imperative to devise a strategy to enhance the role of female principals as curriculum managers.

According to Fullan (2007:161), female principals face challenges such as cultural and gender stereotypes, as well as resistance to change in Africa and abroad. Cubillo and Brown (2003:278) assert that females principals are affected to execute their managerial tasks by personal, organisational and social aspects. Principals lack sufficient information to facilitate the strategic direction of schools; they lack the skills needed to create climates which are favourable to teacher growth (Pratt, 2007:39). Moorosi (2010: 562) states that female principals experience more challenges than their male counterparts in South Africa with regard to their careers, such as personal and social encounter. However, I agree with Moorosi (2006: 50) who observes that females are often afraid to apply for principal positions due to the glass ceiling.

In order to address the challenges faced by female principals, the SA-DoE conducts workshops, meetings and seminars to develop their skills, confidence, networking

and professional development for the benefit of the school (McDade & Sharon, 1987:138). These workshops help to empower women in their positions and roles as principals. The minister of education in KZN has called for a female principals support programme, informing them of the new capacity building and support for female principals in Circular no. 48 of 2014. Ferguson (2014:51) supported the initiative by the minister of education in KZN in that it will empower female principals by enabling them to nurture, become strong leaders and positive role models, create a vision and take on the role of social architects. This study devised a strategy to overcome the challenges encountered by female principals.

This study revealed that female principals lack the support of the staff and the community in which they work (Karenje, 2008: 20). Creating a positive culture in a school; encouraging development, and progress; providing opportunities to learn, grow, mentor; and create a positive team environment all lead to success in teaching and learning (Mollel & Tshabangu, 2014: 48). Team building can be a challenge for staff with a negative mind set since success lies in team work (Habegger, 2008: 27). It does not happen in a vacuum. Therefore, principals need to consider how school organisation influences curriculum management for effective leadership (Sorenson, Goldsmith, Mendez & Maxwell, 2011: 8). Naidoo (2014: 8) reveals that curriculum leaders develop others regardless of the obstacles encountered by establishing a network with former principals. Therefore, creating an appropriate culture requires the support of the teachers and the community.

Herrington and Nettles (2007:725) argues that, in the USA, for female principals to be effective, curriculum managers are equipped with leadership skills by working collaboratively with all stakeholders to identify and solve problems in schools. Moswela (2007:16) points out that, in Botswana, to overcome the negativity towards female principals an emphasis is to be found on partnership to ensure the effective functioning of schools (see 2.5.2). According to Jean-Marie and Martinez (2007:44), there are very few female principals in Zimbabwe, Ghana and Nigeria, although change is happening gradually, whereas in the USA, the scarcity of female principals is due to the lack of aspiration. This study sought to enhance the role of female principals as curriculum managers. Given the immensity and prevalence of the challenges, efforts to bring about changes had been unsuccessful thus far.

Therefore, strategies to anticipate threats needed to be investigated before they could be replicated.

1.2 RESEARCH PROBLEM

The literature revealed that female principals lack sufficient information to facilitate the strategic direction of schools, as well as the skills needed to create climates that are conducive to teacher growth (Pratt, 2007: 39). This study focuses on the factors that influence curriculum management in schools led by female principals, and explored how femininity has been repressed and misrepresented in leadership (Rancier, 2005: 272).

1.3 THEORETICAL FRAMEWORK

The theoretical framework that has been used as analytical tool for this study was the Critical Feminism Standpoint Theory (CFST). The CFST was advocated by Dorothy Smith, Patricia Collins and Sandra Harding (Harding, 2004:21) who argues that CFST has its roots in humanism and industrial revolution at the Frankfurt School of Critical Theories. The genealogy of CFST begins with Hegel's account of the master/slave dialectic (Marasco, 2006:517). CFST has a transformative agenda for women because it emphasises power sharing. This theory aims at empowering and bringing change to the oppressed because it emphasised that research should begin with the lives of the marginalised as they are socially situated (Van Deventer & Kruger, 2010:71). This study led to change and improvement, and aims to represent women's voices which had been marginalised. Furthermore, it engaged in reflective practices to improve conditions in schools. Barret (1995: 98) contends that CFST does not recognise women based on how they look, but on given positions in society. Barret further argues that it attempts to gain an understanding of oneself and bring previously-marginalised discourses to the fore.

Rancier (2005:272) states that the objective of CFST is to bring about change, overcome injustices, alienation, and promote emancipation, and to rediscover and explore how femininity has been repressed and misrepresented in leadership. One

needs to understand that women are repressed because they were never conceived as being autonomous, desiring and speaking subjects (Barret, 1995:97). The study aimed to formulate a strategy to enhance the role of female principals as curriculum managers. Barret further argues that female principals can use the knowledge of motherhood to interact effectively and collaboratively as leaders.

Harding (1993: 56) contend that conducting a research on female's lives produce less imperfect and twisted accounts not only of female but the lives of male's and the entire social order, while considering issues of race, gender, social class, cultural stereotypes and ethnicity. By locating this study in a school, knowledge was created through establishing a cooperative relationship between me and co-researchers, and striving for respect and the equal treatment of co-researchers (Mahlomaholo & Nkoane, 2002: 39). Strydom (2005: 51) states that the researcher and co-researchers look for the solutions to the problem, acquire information, engage in decision making and discussion, create settings, situations for gathering information, and membership roles, establish and sustain trust, ethics, values, record keeping, data analysis, interpretation and report results through collaboration (see 3.3.7.1). The co-researchers are the ones who knew the solutions to the challenges faced by female principals (Harrison & Kellion, 2007: 74). In this way, the strategy that was formulated cultivated desirable results since all stakeholders were engaged in, and owned, this programme (see 4.3). I am the instrument of change, made sense of the educational reality under investigation in the Amajuba District.

1.4 RESEARCH QUESTIONS

Based on the above background, this study wanted to answer the following research question:

How can the role of female principals as curriculum managers be enhanced?

To answer the above question, the following subsidiary questions were addressed:

- What challenges do female principals, as curriculum managers, face which necessitates the design of a strategy to enhance the role of female principals as curriculum managers?

- What other strategies exist to enhance the support given to female principals as curriculum managers?
- What conditions exist that enable some of these strategies to work?
- What plausible and possible threats exist to emerging strategies that need to be anticipated and mitigated?
- What are the indicators (or lack thereof) that the strategy to enhance the curriculum management role of female principals is effective (or not)?

1.5 RESEARCH AIM AND OBJECTIVES

Based on the above background, this study preferred to answer this research question:

How can the role of female principals as curriculum managers be enhanced?

To address the above question, the research aim and objectives of this study were discussed below as:

1.5.1 Research Aim

The study aim at designing a strategy to enhance the role of female principals as curriculum managers.

1.5.2 Research Objectives

- To understand the need for designing a strategy to enhance the role of female principals as curriculum managers;
- To explore strategies to support female principals in curriculum management;
- To investigate existing strategies to enhance the role of female principals as curriculum managers and the conditions that enable these strategies to work;
- To anticipate the threats to emerging strategies aimed at enhancing the role of female principals, and to formulate risk management systems; and

- To formulate the indicators of success (or lack thereof) in enhancing the role of Female Principals as curriculum managers.

1.6 DESIGN AND METHODOLOGY

A qualitative method was used to conduct an in-depth study on the role of female principals as curriculum managers. To formulate a strategy to enhance their role, participatory action research (PAR) was used as it addresses power sharing and working with real challenges (MacTargart, 1997:136). The principles of PAR were used since this approach is emancipatory and takes place between the community and the researcher (Marshall & Rossman, 2006: 70). PAR encourages change and action where the co-researchers share a common vision (see 4.3). PAR as a qualitative technique accesses unquantifiable facts, allowing me to contribute in understanding and approach of people, in discovering how they arrange and give meaning to their everyday lives by emphasising participation and action of a team (Ferguson, 2014: 50). Respect, social justice, equity, hope, peace and togetherness were taken into consideration as the vision of the team was to enhance the role of female principals as curriculum managers. The co-researchers were informed beforehand by me about the nature of the discussions in order to make them feel comfortable.

1.6.1 Data Collection

With the consent of the co-researchers, the information gathered was tape-recorded, transcribed and analysed to give meaning and structure to the information collected. The first meetings were held separately with female principals so that they could feel comfortable. This was followed by a discussion with all of the co-researchers (see 3.3.4-3.3.7). The discussions revolved around the challenges and experiences encountered by female principals, and included a discussion on the formulation of a strategy to enhance the role of female principals as curriculum managers (see 4.2 and 4.3). According to Strydom (2005:50), a researcher looks for solutions to problems which is what I intended to accomplish. A discussion/forum was arranged

to take place in a common venue on Saturdays. The co-researchers were informed beforehand about the nature of the discussion, as well as the venue. The purpose of this exercise was for them to achieve a common vision.

1.6.2 Research Participants

To ensure effective co-ordination, the targeted schools (Manzawayo High, Kwangwelu Primary, Mthololo High, Maphotho Primary, Langelibalele High, Khanya Primary, Bumba High, Melani Primary) in the Amajuba District in KwaZulu-Natal formed part of this study which consisted of eighteen team members, four principals, two female heads of department (HODs), one chairperson of the School Governing Body (SGB), two deputy principals, two teachers serving on the SGB, one female mayor, two district officials, two former female principals and two male principals. (see 3.3.4.2) These people were preferred to participate in the research because of their expertise in management.

1.7 DATA ANALYSIS

The team used Critical Data Analysis (CDA) as the strategy to make sense of the data at the textual, discursive and social structural levels (Van Dijk: 2009: 65). (see 3.3.9) The data were discussed on the bases of the five objectives of the study. The analyses consisted of and referred to what the literature describes as good practice. Data from the field were then compared to the expectations outlined in the literature to dispose the point to which they were being operationalised and met. For the teams' success Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis was done cooperatively. Judgement was then positioned on the strength of the criteria of good practice. The same criteria was then used as a basis for determining whether or not the intervention was working and the extent to which that had been useful in organising it.

1.8 VALUE OF THE RESEARCH

This study is important as it offers a strategy for effective curriculum management. As a result, the participating schools will be manageable, and the community and all stakeholders will benefit. This will lead to effective teaching and learning since female principals will be informed and equipped with better ways of leading. In turn, learner achievement will improve. The government will benefit as well since schools will be better managed by female principals. In addition, the Department of Education will benefit from improved curriculum management.

1.9 ETHICAL CONSIDERATIONS

All of the directives outlined by the University of the Free State in terms of the research were observed. I applied for ethical clearance from the Ethical Committee of the Faculty of Education. Permission was sought from the KZN DoE to conduct research at the identified schools. The principal, SMT, mayor and SGB were informed of the nature of the research and were asked to participate in the study. All co-researchers signed informed consent forms, assuring them of the confidentiality of the information they shared and the steps taken to ensure anonymity, including the use of pseudonyms. Co-researchers were acquainted about their right not to respond or to withdraw from the research at any time. Co-researchers were treated with respect at all times

1.10 LAYOUT OF CHAPTERS

The following is the layout of this study:

Chapter 1: This chapter's focuses on the introduction, background, problem statement, research question, aim and objectives of the study.

Chapter 2: This chapter presented literature review that outlines the theoretical framework that is in line with the study.

Chapter 3: This chapter presented the research design and methodologies used in the study.

Chapter 4: This chapter contains data analysis, as well as presentation and interpretation of results in designing a strategy to enhance the role of female principals as curriculum managers

Chapter 5: This chapter presents conclusions, a summary of findings, limitations, recommendations and suggestions for future research.

CHAPTER 2: LITERATURE REVIEW: REVIEWING THE LITERATURE TOWARDS ENHANCING THE ROLE OF FEMALE PRINCIPALS AS CURRICULUM MANAGERS

2.1 INTRODUCTION

The aim of this study is to formulate a strategy to enhance the role of female principals as curriculum managers. This chapter presents the theoretical framework, namely the Critical Feminism Standpoint Theory (CFST) as an approach that underpins the study in relation to its aim. It reviews the literature on feminism, particularly with regard to female principals and identifies, defines and discusses operational concepts, such as curriculum management and female principals. The discussion of these operational concepts is aimed at ensuring that they are understood, and informs the theoretical framework on enhancing the role of female principals as curriculum managers. I define and discusses the operational concepts in the context of the role of female principals as curriculum managers and the strategies to be implemented in terms thereof in the advancement of the framework. The related literature and practices around the world are examined in this study. I adopted the perspectives on best practices and later formulated practical strategies based on these. The reasons for employing the Critical Feminist Standpoint Theory rather than Positivism are provided. The above discussion informs the choice of the conceptual framework in which curriculum management and its implementation by female principals are located. I also examines other best practices in the South African Development Community (SADEC) on the African continent and international approaches used to enhance female principals as curriculum managers.

2.2 THEORETICAL FRAMEWORK

This section focuses on the Critical Feminism Standpoint Theory (CFST) as an appropriate theoretical framework for this study and as an analytical tool. It both considers and argues in favour of the choice of CFST based on its historical

background, objectives and adaptation of its principles as mechanisms for the formulation and enhancement of the role of female principals as curriculum managers, the relationship between me and the co-researchers, values, and language used by CFST users. The principles of CFST are thus used as a lens in this study. The following factors encompass the theoretical framework of this study.

2.2.1 Historical Background of the Critical Feminism Standpoint Theory (CFST)

I used the Critical Feminism Standpoint Theory as a lens through which to examine the strategies to enhance the role of female principals as curriculum managers. This theory was chosen because it places emphasis on social and power structures, and aims to emancipate and empower oppressed groups which are the objectives of this study. This framework assisted me in achieving valuable experiences and identifying a way to develop an oppositional consciousness (Harding, 2004:3). According to Mills the male feminist of the 19th century, (Szapuova, 2006:184) feminism is a movement of the political, social and educational equality for females with males, and has occurred world.

According to Mckernan and Susan (1991:150), it has its roots in Humanism and the Industrial Revolution. Feminist issues vary from right of entry to employment, education and the right to have child care, to have equality in the work place, changing roles in their families, redress the issue of sexual harassment in the work place, and equal political representation. Traditionally, females had been regarded as inferior to males both physically and intellectually (Heilman, 2001:658). In addition, they could not possess property in their own names, engage in a business, or control the disposal of their children or even of themselves. According to Scholtz Feminism represent the concept of equality for females, but feminism is emphasising more than that; it also target all aspects of womanhood in an attempt to identify domineering elements that need to be changed (Scholtz, 2010:9). Wood (2013: 73) and others like Astell, Mills pleaded for improved hope for females, and the first feminist document that was written by Mary Wollstone's crafts justifying the rights of women in 1792. In the French Revolution, all females republican clubs demanded

liberty, equality and fraternity be applied to all human beings regardless of sex, but this movement was abolished by the code Napoleon in North America (Goransson,1993: 13). Although Abigail Adams and Marcy Otis Warren advocated for the inclusion of liberation for females in the constitution, the feminist movement can be traced back to the 1400s. According to Akkerman and Stuurman, (2013:3), the first convention for females held in Seneca Falls in America in 1848 was the start of a strong feminism led by Elizabeth Cady Stanton, Susan Brownell Antony and other prominent members, who declare the independence for all females, where their full legal equality, full educational and commercial opportunities were demanded, equal compensation, the right to have equal wages and the voting rights, after which the struggle spread vigorously.

According to Akkerman and Stuurman (2013: 3) feminism did not start in the 1900s. Instead, the periodisation of feminism has six major sub-periods. Firstly, late Medieval and Renaissance Feminism which started in the years 1400-1600, began in France. The first feminist was Christine de Pizan who circulated a letter in the French court in 1401 which says:

What are women? What are they? Are they serpents, wolves, lions, dragons, vipers or devouring beasts and enemies of the human race... but by God; if they are your mothers, your sisters, your daughters, your wives and your companions, they are yourselves and you yourselves are them (Akkerman & Stuurman, 2013:1).

She was the medieval court writer. Christine de Pizan disapproved the existing disparagement of the female sex. One cannot deny the fact that the feminist voice of De Pizan steered feminism. They further argue that there is an unambiguous history of feminism that develops along a continuous evolutionary track from the middle ages until the present.

Secondly, Rationalist Feminism started in France in 1600-1700. Feminists such as Modesta de Pozzo di Forzi was among the feminists of that time. Thirdly, Enlightenment Feminism which started in 1700-1800 in France and Britain, included feminists such as Olympe de Gouges, a playwright and a political activist of that time who wrote the declaration of the rights of all female citizens (De Gouges,1791:1), and Sarah Moore Grimke from the USA, who was a suffragette. Fourthly, Utopian

Feminism which started in 1820-50 was centred in Britain and France but, after 1850, it spread to other countries. Mary Wollstone Craft was a prominent feminist during that time (Taylor, 2003:27). This form of Feminism was rooted in Jewish and German idealism. Fifth, Liberal Feminism which started in 1860-1920 included feminists such as Jane Austen. Sixth, Contemporary Feminism which started in 1960 onwards was an international movement that left no country untouched (Adkins and Skeggs, 2004: 197). In other words, the word feminism did not start in the 19th century. Although it was there, it was like a silent period for the foremothers of Feminism who paved the way for all feminists and feminism for the rights of women (Rampton, 2015:1), meaning that in the early 19th Century, feminism was a widespread phenomenon in Europe. The CFST was advocated by feminist who were very pro active like Dorothy Smith, Patricia Hill Collins, Nancy Hartsock, Alison Jaggar, Hilary Rose and Sandra Harding (Harding, 2004:21). Knowledge of these phases of feminism helps to provide an understanding of the struggle of females and their need to be recognised as people who can change the world.

This study takes into consideration the need to design a strategy to enhance female principals as curriculum managers and, in doing so this theory will be applied in the form of strategies that will be of value to female principals. To explore the strategies that will be used to support them in curriculum management, the strategies that have been formulated and used up until the present will be investigated and applied to enhance the role of female principals as curriculum managers. According to Mckernan (1989:104), CFST moves feminism beyond looking at the injustices experienced by female but also to other aspects that are a challenge to females. The working definition of Feminism by Nancy Cotts, and Akkerman and Stuurman is

1. Criticism of misogyny and male supremacy. 2. The conviction that women's condition is not an immutable fact of nature and can be changed for the better. 3. A sense of gender group identity, the conscious will to speak 'on behalf of women, or to defend the female sex', usually aiming to enlarge the sphere of action open to women (Akkerman & Stuurman, 2013:4).

The Critical Feminism Standpoint Theory is in line with the study since the study aims to enhance the role of female principals as curriculum managers by formulating the strategies needed to do so.

Feminist discourse is reflexive and theoretical, as well as action-oriented and, therefore, practical. In 1946, to show its practicality the UN commission of the status of women was established, to protect their equal political rights, educational opportunities and economic rights for women worldwide (Ackerly and Okin 1999:136). In the 1960s, there was a rebirth of feminism experienced, specifically in the United States where women formed the National Organization for Women (NOW) during the convection that they were having discussing about the rights for females in 1966, (Barakso, 2004) the results of this movement was a large number of females moving into the work place. According to Herrman and steward (59,8 % of females above 16 of age were working in 1990s as compared to 37,7% in the 1960s)and that brought many changes in the society (Herrman & Stewart, 2001:16). According to Kelner (2000:13), critical theories started at the Frankfurt School in Germany in 1923, which was the first Marxist-oriented research centre, thus showing that it started a long time ago.

This study focuses on the Critical Feminism Standpoint Theory which started during the 1970s, a feminist critical theory which looks at the relations between how knowledge is produced and how power is practiced, and intend to explain the surprising successes of feminist projects, and raise consciousness about structures of domination that devalue women. The word 'surprising' is used because feminism is a political movement while the standpoint theory challenges the political belief, proposed not only as an explanatory theory, but as theory to guide future research and bring change that results in a more just society (Ritzer, 2005:273).

Ritzer further argues that Feminist Standpoint theorists have three objectives, namely that knowledge should be situated in a society you live in; the marginalised groups should be situated in a society, for them to be aware of things happening around them and ask questions, should begin with the lives of the marginalised (Ritzer, 2005:272). According to Code (1993:41), Karl Marx's emphasis on the standpoint of the proletariat and George Hegel's emphasis is on the dialectical dialogue between master and slave, paved the way for contemporary standpoint theory, Hegel argues that the oppressed can reach a state of freedom of consciousness resulting from the realisation of self-consciousness through the struggles against discrimination and by way of involving themselves through physical

labour in projects that enable one to fashion the world. Code further states that standpoint theory is both explanatory and normative.

According to Harding (2004:5), this theory originated in Marxian ideology. CFST revives, improves and disseminates important Marxian projects that were inauspicious for such achievement. Harding further argue that starting research from women's lives will generate less biasness and distorted accounts, not only of women's lives but also of men's lives and of the whole social order Harding (2004:5). CFST has a unique intellectual history and a popular one that is visible in its spontaneous appeal to groups around the world seeking to understand them and the world around them in ways blocked by theories and cultural domination (Harding 2004: 3).

The Critical Feminism Standpoint Theory is the most excellent framework to be used when fighting for social justice and educational reforms, especially when enhancing the role of female principals as curriculum managers. It also helps to produce oppositional and shared consciousness in oppressed females, to create awareness of collective participation instead of naming and managing issues alone in addressing the challenges female principals face on a daily basis (Morris and Braine, 2001: 29). Further argue that the Feminist Standpoint is not a standpoint of women but is about knowledge and awareness of the agony females are having. According to Luke and Gore (2013:138), the issue of gender interaction with many other areas like race, ethnicity, class ability and nation which are key organiser of social life, Standpoints aim to explain kinds of facts nature and social relations have that provide valuable resources to social justice movements.

Delphy (1984:157) points out that the very idea of a universal standpoint comes from a very precise social position, the position of dominance. CFST aims to create systematic grounds for representations of social realities that are less false, partial and distorted than those derived from universal, positivist approaches. According to Sprangue (2005:41), standpoint theory leads to simple transfers of authority to some selected group but rather approaches that bridge by standpoints. CFST therefore criticises social inequalities and injustices, and is committed to their transformation. The study looks at what other people have done to solve the challenges that female

principals encounter as curriculum managers such as personal, organisational and social factors. My wish is to examine the challenges that female principals face on a daily basis as curriculum managers in schools, and to formulate strategies to find solutions from the other best former principals and education specialists for the enhancement of female principals' role as curriculum managers. I will focus on the conditions needed to make the study work and achieve success in supporting female principals so that they can be among the best in the world. It would please me to see this come to fruition and to see female principals applying for higher positions, using the strategies that have been formulated to enhance their role as curriculum managers. I am of the opinion that it is imperative for one to think critically about how things work. However, this is not enough. Action needs to be taken to make the schools more equitable that is why I intend to enhance the role of female principals as curriculum managers. Post-modernists critique the possibility of a unified standpoint of women which has come to be regarded as a quaint relic (Hekman, 1997:345). I disagree with Hekman because the power struggle of women has never changed, especially with regard to leadership and management.

2.2.2 Objectives of the Critical Feminism Standpoint Theory

Ritzer (2005:272) states that the Critical Feminism Standpoint Theory can be used to change, promote emancipation, and overcome injustice and alienation, starting with the marginalised. The aim of this study to formulate a strategy to enhance the role of female principals as curriculum managers allows me and co-researchers to search for solutions, not to alienate but to emancipate and bring change to those who have been marginalised. In addition, it enables me and co-researchers to rediscover and explore how femininity has been repressed and misrepresented in leadership as the female principals work in specific communities which implies that one needs to understand that women are repressed because they have never been conceived as autonomous, desiring and speaking subjects (Barret, 1995:97), to raise consciousness about structures of domination that devalued women, and to focus on power relations. Sprangue (2005:45) states that CFST makes gender visible in social

phenomena by asking why/how social processes, standards and opportunities differ systematically in women and men.

2.2.3 Formats

According to Ritzer (2005:272), consciousness needs to be raised about structures of domination that devalue women. CFST is first implemented by identifying problems in society that need to be addressed as a priority. In the Amajuba District where this study was conducted, the number of female principals is minimal. Firstly, all the principals need to come together to identify the reasons for this. Secondly, they need to design and evaluate the strategies to enhance the role of female principals as curriculum managers and to try to come up with solutions where all the team members will be present. Lastly, they need to apply these strategies to examine the proposed changes with the intention to uplift curriculum management in schools. According to Mollel and Tshabangu (2014:50), females bring different qualities to leadership and management positions which help schools to maintain a competitive advantage, a quality that correlates with the success of all.

CFST raised awareness and intended to empower people who have been marginalised, vulnerable and oppressed, as well as voiceless. Harding (2004:5) concurs with Deeper (2012:9), arguing for a paradigm such as CFST to address equality where there are oppressive social structures and an imbalance of power in society. The relationships of class, gender, ethnicity, social justice, race, culture, socio-economic status, and social justice persist based on how people relate to one another, and this needs to be redressed because all people are equal. People should be treated as equal human beings regardless of gender. Nor should race serve to differentiate people. Culture needs strategies that promote human rights and overcome challenges that prevent the participation and inclusion of certain people. All of the above inform the objectives of this study, i.e. to understand the need to design a strategy to enhance the role of female principals as curriculum managers and support them as human beings who are equal and who should be treated as such. It is important to enhance the role of female principals as curriculum managers so that they can excel in curriculum management.

2.2.4 The Nature of Reality

As women in leadership roles, female principals are viewed as being incapable of being principals or leaders. That is why this study intends to support them. The Critical Feminism Standpoint Theory provides a lens through which to challenge gender oppression within its own culture rather than within a western context, thus avoiding the generalisation of the female lived experience. Most importantly feminism focuses on social justice. This perspective places female principals' challenges at the centre of analysis by examining the daily experiences of marginalisation and the micro politics of power (Anderson, 2002:49).

The experiences of female principals were examined and the politics of power challenged. CFST investigates the traditional role of women that provides a basis for the articulation of a more humane worldview, emphasising the differences of gender and women having their own strength, with shared identity (Naidoo, 2014:5). Naidoo further argues that feminism gives women a superior virtue shared by all, provides a basis for sisterhood, unity, sodality, voice for women, and the power of discourse to shape reality. Female principals can shape reality, promote oneness and ensure support for all. Mekgwe (2008:13) is of the view that 'sisterhood' is used by the white nuclear family, and that 'mothering' is an important African concept, for instance, in Southern Africa, while the idea of sisterhood among women is of such importance that it is carried across the extended family. Mothering can be used by female principals when they lead an organisation in such a way that the organisation can be unified and work as a team. The team needs to be led by someone who knows people and who can be close to the staff in order to know them and be able to work effectively with others in a school that contains a positive culture where teaching and learning can take place effectively for the benefit of the learners. It is also understood as an important marker of friendship ties. CFST views women as having a matriarchal role in an organisation by promoting maturity, personal growth and self-realisation (Buhls, 2013:1). They need to be supported in order to excel in managing the curriculum as principals.

2.2.5 Epistemological Stance of the Critical Feminism Standpoint Theory

The epistemological stance of the Critical Feminism Standpoint Theory is multi-layered and has multiplicity in understanding the knowledge, starting with those who possess knowledge of the situation at hand. According to feminist standpoint theories, the process of achieving knowledge begins when standpoints begin. They start when those who are marginalised and who are relatively invisible from the point of the epistemically privileged become conscious of their social situation with respect to socio-political power and oppression, and begin to find their voice (Harding, 1992: 435). According to Collins the epistemic process from which a standpoint emerges enables the occupants of that standpoint to gain an element of power and control over knowledge about their own lives. By becoming occupants of a standpoint, they also become knowing subjects in their own right rather than mere objects that are known by others (Collins, 1990:456). The central concept of feminist epistemology is that of a situated knower and, consequently, of situated knowledge that reflects the particular perspectives of the co-researchers.

Moreover, according to Siemen the Feminist Standpoint Theory seeks to go beyond analysing and describing the role played by social location in structuring and shaping knowledge, and examines how power relations that infect knowledge need not be understood as with bias that threatens their neutrality; rather that socially-situated knowledge can be properly objective (Siemen, 2014:14). According to Harding, standpoint theory looks at how social and political disadvantage can be turned into an epistemic, scientific and political advantage. Harding further argues that CFST moves beyond a descriptive, knowledge to a critical point of view, among the transformative objectives of which is a more socially-just world. She also looks at the CFST as a point of inquiry where it is only through the struggles that we can begin to see beneath the appearances created by an unjust social order to the reality of how this social order is, in fact, constructed and maintained. The Feminist Standpoint Theory seeks answers with regard to issues that have been taken for granted. Harding argues that standpoint theory imposes logic of discovery involving a strong demand for an on-going reflection and self-evaluation from within a standpoint, enabling the justification of socially-situated knowledge claims (Harding, 2004:8).

This critical approach, Harding strongly view results in a stronger notion of objectivity than that achieved by traditional approaches to enquiry. The traditional starting point for knowledge is the position of the dominant and, despite assumptions to the contrary, that position is ideologically permeated. This results in partial and distorted accounts of reality which fail to live up to modernistic standards of impartiality, neutrality and universality associated with a commitment to epistemic objectivity, with regard to the idea that the re-conceptualisation of objectivity represents a threat by rationality and science (Walby, 2004:489). Harding labels the feminist standpoint approach 'neo-modern. Hence, one can say that standpoint theory is committed to strengthening commitments to truth and objectivity. The Critical Feminism Standpoint Theory is in line with this study which aims to enhance the role of female principals as curriculum managers by examining the challenges they face on a daily basis in their career route. Feminism thus started as the voice for women. In an organisation, many challenges encompass gender, culture, and professional development. Critical Feminism Standpoint as a theory that liberates is well suited to this study since female principals as managers in organisations need to understand their roles and be able to implement the strategies that have been formulated to help them achieve success as female principals.

2.2.6 The Role of the Researcher

Based on the above background, it is my contention that the Critical Feminism Standpoint Theory is underpinned by principles that are essential to working towards the formulation of strategies to assist female principals for the curriculum to be effectively implemented. The CFST is participative and collaborative since it ensures that I and co-researchers participate in the process of change. Harding (2004:334) emphasises that a researcher should develop a shared sense of sodality where one begins to gain an understanding of the oppressive relations in which their lives are enmeshed.

This means that I identified the team that would work together with all of the stakeholders concerned, and engaged in the process of developing innovative strategies to be employed by female principals in order to improve curriculum

management. Harding (2004:7) calls upon critical researchers to be genuine, thus adhering to ethical issues and, ultimately, establishing mutual trust among the co-researchers. She believes that researchers should be empathetic, accepting, and mindful of the issues that communities face, and allow co-researchers to voice these issues in a manner that is convenient to them. She also maintains that critical researchers work 'with' people rather than 'on' people, therefore allowing them to be more human and to develop the ability to listen and respect one another. This maintains reflexivity and humility among co-researchers.

I interacted with the co-researchers as I am the primary instruments for gathering data and provided details of and interpreted the data. I entered and became part of the setting in order to record and observe the reality of the case as witnessed by the co-researchers. This framework informed analysis and guided the investigation towards achieving a deeper level of meaning from various angles of the research question to enhance the role of female principals as curriculum managers in the education system in South Africa.

This research provides the whole picture of the processes, actions and events involved in the study. A number of discussions were held as these are both exploratory and inductive. I answered the question of what was to be studied and provided the co-researchers with clarity. According to Fink (2000:22), in conducting qualitative research, I started by asking the question what will be studied, as well as how the study will be designed, the discussions that will take place, and how these will be transcribed, analysed, verified and reported on. In other words, provides clarity with regard to what will be done in the study, as well as how and why the study will be conducted.

I had to plan and prepare everything, including the timeframe and schedule, the steps to be followed in conducting the study, when to apply the chosen techniques, how many sessions will take place, and the criteria to be used in selecting the co-researchers. Furthermore, I engage in discussions with the team, and transcribes, analyses and verifies the data that has been collected. Afterwards, I had to report on the results while continuously ensuring that the co-researchers remain informed. I had to accept responsibility and maintain confidentiality throughout the research

process (Macdonald, 2012:46). The Critical Feminism Standpoint Theory emancipates and empowers, redresses inequalities and promotes individual freedom within a democratic society. Informed by the critical researcher's role, therefore, it became evident that the strategies were geared to yielding desirable results. The co-researchers and all of the stakeholders were engaged, operated with equal power relations and owned the programme that was put in place for them with the help of former female principals and the district officials.

2.2.7 The Relationship between the Researcher and Co-researchers

The relationship between the researcher and co-researchers (the participants were co-researchers in the study), were treated with respect. In this type of relationship, there must be justice, and co-researchers must not be manipulated by me. Instead, working together as a team is of the outmost importance. My main tasks during the preparatory sessions included obtaining the co-researchers' informed consent for their voluntary participation, and determining the scope of the study through the formulation of the research question and its objectives. Ferguson (2014:50) claims that quality procedures provide means of accessing unquantifiable facts about the actual people researchers observe. Qualitative techniques allow me to share in the understandings and perceptions of others and to explore how people structure and give meaning to their daily lives. This is why collaborative discussion sessions were held as a team.

According to Strydom (2005:58), a researcher looks for the true facts and solutions to a problem, and this is exactly what I intended to do, i.e. to obtain solutions from the co-researchers based on their observations during their connection with people in everyday life while collecting information. This is a unique method for investigating the rich, complex, problematic, and diverse experiences, thoughts, feelings, and activities of human beings and the meanings of their existence. The use of this distinctive method emerged with the professionalisation of anthropology and sociology when they were gradually formalised and later spread to a full range of human studies fields.

Its practice remains artful, acquire creative decision making about problems and questions to be studied, appropriate settings and situations for collecting information, the performance of membership roles, establishing and sustaining trusting relationships, ethics, values, and politics, as well as record keeping, data analysis and interpretation, and reporting results (Marie & Martinez, 2007:47). The purpose is to produce shared consciousness in oppressed groups to create oppressed people as collective team of research rather than only as objects of others' observations, naming and management (Harding, 2004:6). It is important not to forget that me and co-researchers must have shared ownership of the research all the time. This study provides a team of the co-researchers' observations as a method, as well as an overview of some of the more central issues of its practice of female principals as curriculum managers.

2.2.8 The Language/Rhetoric Used in a Study

The co-researchers in this study, which is couched within the CFST, used a language that respected others as human beings. In this study, the participants are referred to as co-researchers because they are the ones who have the daily experience of being principals (or retired principals) and who therefore encounter the challenges associated with their positions, and observe what is happening in our schools. A relationship was built based on trust and compassion. Dorothy Smith in 'women's perspective as radical critique of sociology' in Harding (2004:34) argues that women's standpoint reflects their place as a starting point for enquiry. Harding (2004:21) also enables them to appreciate the equality and equity for all women. Harding (1993:56) further states that Standpoint Theory has terminology, feminism, race, ethnicity-based, anti-imperial and queer social justice movements produce standpoint themes. According to Kellner (2000:5), there will be no interviewer and interviewee to ensure equality among the researcher and co-researchers but the discussion and sharing will constitute the study. A language of respect, based on equity, equality, solidarity, unity, humility, sharing, matriarchal, sisterhood, mothers and caring, was used to make the co-researchers feel included in the study (Naidoo, 2014:5). When analysing the data, their input was of importance. The information

gathered was audio-taped with the consent of the co-researchers, after which it was transcribed and analysed to give it meaning and structure. In analysing the data, Critical Discourse Analysis (CDA) was used (Van Dijk, 2009:65). Words that are offensive to human beings were not used. I placed myself on the same level as that of the co-researchers to provide meaning with regard to the concepts of emancipation and liberation and what they mean to human beings, especially women, given the objectives of the CFST which emphasise these ideas.

2.3 DEFINITION AND DISCUSSION OF OPERATIONAL CONCEPTS

In order to understand the concepts and develop the constructs used in this study, it is imperative to define and discuss curriculum management and female principals as operational concepts.

2.3.1 Curriculum Management

Curriculum management is the process by which educators and administrators collaborate in the creation, development, design, review, approach, assessment, and refinement of learning content to achieve the desired student outcomes (Howard, 2014:1). Curriculum is an aggregate of courses of study given in a school, college and university (dictionary.com). Management is the skill in managing executive ability (dictionary.com). Management is a specific type of work that is goal-oriented and consists of a process that involves people; this process consists of the managerial functions of planning, organising, leading and controlling. In order to manage successfully and efficiently, the manager needs good interpersonal skills to realise the organisational objectives. Management is the act, manner, or practice of managing, handling, supervision or control (thefreedictionary, n.d.: Online). Curriculum refers to education discipline that is concerned with the methods of teaching and learning in school or school-like environments as opposed to various informal and formal means of socialisation, and what constitutes knowledge in subjects most worth teaching or learning (Encyclopaedia Britannica, 2014: Online).

Curriculum is an educative process and the task of the curriculum manager of a school is to ensure effectiveness.

Curriculum management theory focuses on providing order and consistency in an organisation, where as leadership theory is regarded as a process of influencing others. It is fundamental for the principal, as a leader, to provide direction to his or her subordinates (staff) (Dematthews and Mawhinney, 2014:192). Curriculum management is the design, monitoring and evaluation of a curriculum. The purpose of curriculum management is to ensure effective management (Coleman, Jolly & Middlewood, 2003:8). Curriculum management entails curriculum mapping, content and structure analysis, student assessment, programme assessment, as well as research, review and revision. Curriculum management requires all school stakeholders to help and support in connecting curriculum, instruction, assessment and evaluation in an effort to improve learning and understanding (Sorenson, Milton, Mendez & Maxwell, 2011:10). The national education policy emphasises that management at school level must involve the fact that learner performance is increased, quality teaching and learning, as well as a healthy school environment rely strongly on good management plans and practices are maintained (www.education.gov).

Curriculum is a complex mix of learning outcomes, content, scope and sequence of objectives, teaching, learning and assessment methods, resources and more (Harding, 2001:60). Harding further states that curriculum management attempts to give order to these elements as well as allow the relationships between them to be ascertained, queried and maintained. Traditionally, much of this information is 'owned' or managed by academics in isolation to one another, even if they teach units in the same course. While unit co-ordinators generally work hard to ensure that their units are coherent and well structured, they rarely come together to discuss how their units work together to achieve the learning outcomes of the course. Consequently, it is possible for courses to address similar outcomes multiple times across a number of units or, worse still, for outcomes not to be addressed at all. Holycross (2006:61) argues that an aspect of curricular development that has been relatively neglected is how curriculum developers communicate about the content of curriculum and tracks that content, as well as how management knows what has

been covered in the curriculum and when it has been addressed. As a manager, the principal works with and through other people, acts as a communication channel in a school, is responsible and accountable, acts as a mediator and makes decisions. Therefore, as the manager, the principal represents the brand of the school.

According to Law and Glover (2000:178), curriculum management is a concept that is not easily understood and its development may be more piece meal and incremental and less rational and coherent than generally supposed. The researcher concurs that all curriculum management carries the basics of the organisational function and that, when neglected, the whole system cannot function properly. Curriculum managers are responsible for co-ordinating the input of various teachers to ensure that students receive a coherent learning package. Middlewood and Birton (2010:36) add that managing the curriculum and the linked management of teaching and learning are at the heart of the education process.

According to Steketee (2015:7), curriculum management aims to address this question by making transparent to staff what is taught, how it is taught, when it is taught, the scope and sequence across the lifespan of a course, and any problems associated with these elements. When the curriculum for a course is brought together in a central repository and presented as a whole, it is possible to spot gaps and overlaps, thus providing a platform for all staff responsible for developing and delivering it to collectively plan and make decisions about how a more seamless outcome can be achieved. Furthermore, in bringing together the different elements of a course's curriculum, the relationships and connections between these elements can be examined to discern how and whether broad (institutional or professional) educational requirements are being fulfilled.

According to Kim (2005:44), as managers, female principals have a series of planning, implementation, evaluation and feedback systems that require the autonomy and accountability of school members. In order to do so, the school first has to establish the objectives of school education independently, and obtain personnel, educational material, financial resources, and distribute them to the school members so that they can utilise them efficiently and so that management can enhance the effectiveness and creativity of the school. Principals, senior

managers and classroom teacher all have a responsibility to promote learning and to ensure the implementation of both the prescribed and informal curriculum in order to ensure that aspects of curriculum management such as planning, evaluation and monitoring are met. Thus, ensuring effective ways of managing teaching and learning are the central task of managers in any educational organisation.

2.3.1.1 Legislative imperatives and policy directives on the concept

In examining the role of female principals in disadvantaged schools, Naidoo and Perumal (2014:9) note the impact of redress in enabling women to access school leadership positions, where they were once 'rarely seen'. According to Bush (2014:1), women are theoretically recognised as having equal rights and equal access to employment and promotion. Bush further states that the selective implementation of gender equality is a way of defending male authority and perpetuating past practices. The bill of rights (1996) guarantees all citizens equal treatment while the Employment Equity Act (1998) guarantees equal opportunities with regard to employment and promotion. The reality, however, is that women and men do not have equal access to positions as principals. Consequently, women do not benefit equitably from equal opportunity interventions. The law does not address the stereotypes and subtle practices of discrimination suffered by women in the work place (Bush, 2014:2). This study provides evidence of the fact that women are discriminated against when it comes to access to the position of principalship and when they are appointed, they are labelled by the community they live in. Furthermore, they are expected to perform wonders and are compared to their male counterparts despite the fact that the bill of rights clearly states that we are all equal.

2.3.1.2 The meaning of, and reasons behind, the concept

Curriculum management means that the female principal is responsible for planning, implementation, evaluation, and provision of feedback to all stakeholders as well as education specialists for the success of the school, and is accountable for all the activities undertaken in an organisation. A curriculum does not function in a vacuum.

Therefore, the principal must consider how the school's organisation influences curriculum leadership if she is to be effective in curriculum management (Sorenson, Goldsmith, Mendez & Maxwell, 2011:10).

2.3.2 The Female Principal

The female principal is a woman who is in charge and who is the first or highest rank at school (Dictionary.com). She takes a leading part, and authorises and directs the organisation. The principal is the primary leader in a school who establishes a culture of high expectations and a sense of belonging for every child, staff members and parents. The principal must be able to use visionary, instructional and managerial leadership to support change (www.childeducation.org). According to philosophers, female principals are more intuitive, systematic, holistic, and contextual, and have a qualitative cognitive style labelled as feminine. For example, it is seen as masculine to make one's point by means of an argument, whereas it is considered feminine to make one's point by means of narrative. Narrative is a seductive mode of discourse, persuading by means of an enticing invitation to take up the perspective of the narrator, which excites one's imagination and feeling. Its operations are more like love than war and, thereby, follow a mode of persuasion which is thought to be more suitable for women (Stanford encyclopaedia of philosophy, 2015). As mothers, female principals have a matriarchal role in an organisation. This promotes maturity, personal growth and self-realisation within the staff, as well as the community (Bush, 2013:1). These skills are necessary for the benefit of the organisation.

According to Sherman and Agezo (2010:689), female principals should have shared visions and missions that are well articulated by themselves and other stakeholders, so as to create a working environment that encourages creative thinking, and to design and implement new and cutting-edge programmes. Women should recognize themselves as catalyst for change; females developed coping mechanisms for survival. Their contributions should be recognized and shared; females can best tell their story from their personal lived experiences Northouse (2007:50) that can be used to enhance the female principals' role as curriculum managers.

2.4 RELATED LITERATURE

This section will focus on the related literature to the study looking at what other best practices has done to improve the issue of marginalization and female principal encouragement to excel in curriculum management.

2.4.1 The Challenges Faced by Female Principals in South Africa, Botswana, Ghana, Tanzania and the USA as curriculum managers

The level of access to managerial positions for women in South Africa is problematic because of gender and the way in which women are perceived by society. Mathipa and Tsoka (2001:326) claim that all of this is caused by the issue of ignoring the preceding phase of preparation, and focusing instead on the performance phase. Principals lack sufficient information to facilitate the strategic direction at schools, and they lack the skills needed to create climates which are favourable to teacher growth (Pratt, 2007:39), placing more emphasis on equality for all in higher education the female principals are also minimal in number because of the selective implementation of gender equality is a way of defending male authority and past practices (Bush. 2014:1). There is an indication that the qualifications of principals have to be considered when they are given the position (Moswela, 2007:16). The challenges that they face include the fact that when principals are appointed, their qualifications are not considered. This makes it difficult for qualified teachers to take orders from them. However, the government is trying to provide principals with opportunities to study.

In Tanzania, female teachers are not usually promoted to higher managerial levels, especially if they are unmarried and of a child-bearing age (Mollel & Tshabangu, 2014:50). In the study conducted by Hansen (2014:8), he indicates in his 2013 report that as far as administrators in American high schools are concerned, 69,1% consisted of men and 30,1% of women. In her study, Bartling (2013:2) found that there are a number of factors that may contribute to the low percentage of female public high school principals, such as low job application rates, resulting in low

interview rates; a perception that women are not suited for the position based on gender stereotypes (Oplatka & Atias,2007:15); lack of support by those in decision-making positions (Eckman, 2004:17); or a backlash response by community members or faculty to women serving in a male-gendered position (Rudman & Glick, 2001:54). Women who hold the position of a high school principal may be seen by their faculty members, parents, and central office staff as lacking in competence simply because they are not male.

There is ample evidence in the literature that women are subjected to gender-biased evaluations, with their performance on male gender-typed tasks often devalued and their competence denied (Heilman,Wallen, Fuchs & Tamkins, 2004:416).

Bartling (2013:9) further states that ‘American secondary schools are almost entirely headed by male principals, while women make up about half the teaching force in these schools’. The following factors were identified as hindering females from becoming principals: lack of support or sponsorship, limited access to networking, perceived lack of ability and the general acceptance of stereotypical gender-based requirements of the position. Moorosi (2006:34) reveals that females are often afraid to apply for principal positions due to the glass ceiling, as cultural norms and belief systems within and outside the school favour the masculine image. The study reveals that the other challenges that the female principals encounter as curriculum managers are: the lack of a dedicated team to enhance the role of female principals as curriculum managers raised a concern; according to Shah, Bauer and Reilly (2015:142) female principals favoured the collaborative approach where they see themselves as part of a team towards running their schools. Lack of a vision that could inspire the female principals as curriculum managers on the part of the team; according to Halinger and Heck (2002:10) a vision by its nature is a source of inspiration for the team. Inability to ensure that the female principal is able to create positive learning environment at school due to discrimination they suffer as females; according to Van Deventer and Kruger (2015:15) curriculum management is effective in schools where the learning environment is positive for the learners to be involved in teaching and learning. Encouragement and support given to female principal in facilitating planning, preparation and presentation of lessons because of the lack of a dedicated team, according to (Kim, 2005:45) a team that encourage and

support female principals to facilitate planning, preparation and presentation in a school. There is no support to enable the female principals to facilitate extra-curricular and co-curricular participation, school-based extra-curricular activities provide highly structured leisure environments in which learners can exert control and express their identity through choice of activities and actions within the setting (Darling, Caldwell & Smith, 2005: 56). There is no opportunity created to enable them to engage in decision making and accountability as part of their curriculum management roles, according to Wiles and Bondi (2007:4) decision making and accountability are essential functions of leadership and management. Lack of support in learner assessment or achievement it becomes a challenge when the female principal is not supported in trying to appraise learners. Lack of parental and community involvement, parents does not show interest on what is happening in schools. Lack of training to have knowledge of the curriculum and learning programs, it is a challenge that makes female principals to be less competent if they do not get ample training. Lack of support and training of female principals to help teachers to have pedagogical content knowledge, pedagogical content knowledge is a corner stone for the curriculum to be implemented effectively in schools. Lack of collective capacity to promote curriculum management by female principal, its problematic when the stakeholders are not supporting the female principal since collective capacity brings success in an organization. lack of training of female on financial management tasks such as procurement and utilization of funds, it also became a challenge when female principals are not trained before they engage on financial matters for them to efficiently and effectively manage finances. lack of support and training of female principals on handling human relations and its contribution to school development, human relations are very important in an organization and it can determine the development of a school or the failure of a school if is not well managed. Lack of skills to administration of resources and records, leadership, communication and service to the governing body, lack of training and development on teacher curriculum management, strategic planning, financial planning and education management. All the above challenges were discovered by the time when the study was conducted, the team used the IQMS as an outline in the challenges.

2.4.2 Solutions

The history of education in terms of leadership has revealed that in South Africa, this profession is largely comprised of women but that the number of women in principals' positions is minimal. This is due to the discrimination women experience, which is rooted in power structures and the silencing of non-dominant groups where speech is hierarchically limited by individual place in gender, class, moral and institutional arrangements (Mestry & Schmidt, 2012:537). The study conducted by Chisolm (2001:58), reveals that, in terms of South African male and female administrators, gender equity concerns both men and women. According to Maime (2011:13), management is about organising, providing staff, allocating resources, monitoring the results and solving problems, whereas leadership produces organisational changes by developing vision as well as moving the organisation forward by working together. Kruger (2008:158) alludes that a mix of masculine and feminine elements in school management leads to a broader repertoire of behaviour and, consequently, to more flexible action. In Botswana, there is a lot of change for female principals in primary schools. There are more female principals due to the fact that there are more females in Botswana schools than males, and the issue of the age group of children is considered for female principals (Moswela, 2007:16) as they are young and need motherly care. A similar scenario existed in schools in the UK during the 1960s and 1970s where cultural norms supported by both men and women upheld male superiority where men and women worked together (Sala, 2003:13). In the USA, female principals are encouraged to network more and to acquire support from the staff as well as the community and district officials. During the study the co-researchers discussed these solutions to enhancing the role of female principals as curriculum managers as discussed in Chapter 4 collaboration and team work, networking, communication, discipline, support from parents and the community and the importance of auditing of SWOT as the solutions to the above challenges.

2.4.3 Conditions

In South Africa, the minister of basic education, Angie Motsega, conducted a seminar in Pretoria on 23 August 2013 on female principals, women's empowerment and gender equality. The seminar provided a platform for female principals to engage and explore the working environment, challenges, roles and ways to sustain leadership initiatives. The Department of Basic Education in KwaZulu-Natal has tried to help female principals by designing a Female Principals Support Programme (FPSP) to promote opportunities for female principals and advance their interests and status as leaders in schools and in all spheres of community life (Circular, 40:1). The Botswana ministry is doing everything in its power to practise democracy in schools by introducing the *School Management Manual* (Republic of Botswana, 2000b:29). This notion is expressed in the manual in the following way:

Initiating and implementing a staff development policy that encourages the sharing of ideas, expertise and experience based on assessed needs; providing an environment in the school that allows opportunities for staff participation to resolve conflicts and solve problems; planning and developing the formal and informal curriculum of the school in consultation with the senior staff to develop their potentials and personal qualities; and providing the type of leadership that promotes working relationships in the school to establish high morale.

The Bill of Rights (1996) guarantees all citizens equal treatment, while the Employment Equity Act (1998), as well as the Commission for Gender Equality, were introduced to guarantee equal opportunities for all in the employment sector. In reality, however, women and men do not experience this due to the stereotyping and discrimination experienced by women in the field. Consequently, some women even decide to leave their positions as a result of discrimination and the lack of support, not to mention being labelled after filling the post (Bush, 2014:5). Training for principals is required before and after their appointment because the qualification alone does not prepare them for the role.

The workshops that are presented last for two days whereas principals spend a number of years in a school. In the researcher's opinion, this is not enough. Perhaps networking is the best solution as it will enable them to schedule their dates for

meeting and sharing experiences on a monthly basis. According to Mathipa and Tsoga (2001:326), for women to prosper and succeed, society must do more to unshackle them from traditional beliefs, prejudices, stereotypes and biases that still regard women as inferior beings fit only to stay at home as housewives and be a mother. Gender alone is not a determinant of the respect given to a person in authority. Rather, age and level of education also play a role (Thakathi, 2003:197). It is important for female principals to be developed as curriculum managers. The conditions that can develop are democracy and collaboration, gender equity, training and team building.

2.4.4 Threats

Resistance to change, discrimination, gender stereotype, biases, hiring practices and socialisation, as well as internal factors in women themselves, such as lack of self-confidence, androcentrism, negative self-perception, and balancing family life and career can lead to high levels of stress among females (Erdwins, Buffardi, Casper & O'Brien, 2001:235). The lack of support systems to encourage career advancement and help find secure jobs (Skelton, Francis & Smulyan, 2006:152) present a threat to this study because of a reluctance to change, as well as cultural and gender stereotypes. The threats that were anticipated by the co-researchers were monitoring, commitment, human and financial resources and learners who does not want to learn.

2.4.5 Evidence

A great deal has been done as identified by Moroosi (2006:28) who discusses leadership identity construction through a leadership development programme in South Africa. She observes the gender inequity in school leadership and argues that inter-sectionality is helpful in addressing leadership diversity as it reveals the multiple identities of participants. The problem of gender disparity in education management is multifaceted and requires a multifaceted approach (Bush & Oduro, 2006:360).

The South African government is doing everything in its power to give women more positions in all departments. The United Nations Secretary General, Ban Ki Moon, delivered a message on the eve of International Women's Day in 2010, (Charlswort, 2010: 232) in which he stated that the empowerment of women is key to achieving sustainable development, security and peace. He also said that the United Nations was going to appoint more females in its armed forces and police. He further argued that, in 1995, the Fourth World Conference on Women held in Beijing, adopted the Beijing Platform for Action which set time-specific targets for governments to eliminate the critical areas of concerns, including discrimination in health, education, workplace, decision making and law. The literature reveals that there are very few female principals in Zimbabwe, Ghana and Nigeria, although change is happening gradually. In the USA, however, the scarcity of female principals is due to a lack of aspiration (Jean-Marie & Martinez, 2007:44).

The study that was conducted in South Africa in 2013 indicates that female principals represent only 36,4% of all principals in the country, while 63,6% are males. The Department's records also reveal that the majority of female principals (57,6%) are between the ages of 50 and 59, followed by 31,4% who are between the ages of 40 and 49 years. Only 2,2% of female principals are in the 30-39 age range (SA News.Gov.za, 2013).

Naidoo and Perumal (2006:810) allude that democracy in South Africa came with many changes and a number of dormant issues, one of which was equity in the work place where women are rarely seen in leadership positions. However, change is happening gradually. Democracy also led to a number of changes in the curriculum where teachers were trained but principals were not as they are supposed to know more about the curriculum. Given the complexity of a managerial position, principals need to be equipped with the necessary skills and wisdom to know which approaches to apply in particular situations which they are expected to manage (Kyahurwa, 2013:18).

According to Mosonge, Van der Westhuizen and Van Vuuren (2004:709), many changes in the education system have rendered many school principals ineffective when it comes to managing their school curriculum. The issue of age also indicates

that this aspect is considered when female principals are appointed. Similarly, in Tanzania, females are not appointed to as principals when they are of a child-bearing age (Mollel & Tshabangu, 2014:50). Bush and Oduro (2006:360) claim that female principals in Africa are faced with daunting challenges and that there is rarely any formal leadership training and the support is limited. Asare, Longbottom and Murphy (2005:29) agree that even the European Foundation for Quality Management emphasises the need for staff development which encourages quality management by principals. Collaboration, networking and mentoring can be of utmost importance to enhancing the role of female principals as curriculum managers.

2.5 SUMMARY

This chapter focused on the theoretical framework on which this study is based, i.e. the Critical Feminism Standpoint Theory. CFST was seen as a relevant framework for this study due to its principles of transformation, empowerment and emancipation, all of which are relevant to the objective of this study. It is important to take cognizance of the fact that the knowledge gained is derived from those who experience it on a daily basis. To bring about change, not only with regard to female principals, but that of all principals, for effective curriculum management in schools requires their role to be enhanced through collaborative work.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY IN FORMULATING A STRATEGY IN ENHANCING THE ROLE OF FEMALE PRINCIPALS AS CURRICULUM MANAGERS

3.1 INTRODUCTION

The aim of this study is to enhance the role of female principals as curriculum managers. This chapter presents the method and processes that were used in generating data from the co-researchers in order to formulate the strategy to assist in enhancing the role of female principals as curriculum managers in KwaZulu-Natal's Amajuba District. PAR focuses on the interventions that were put in place by me together with the co-researchers to explore the challenges and possible solutions as identified by the co-researchers. This chapter considers suitable conditions for successfully implementing the plan, and justifies the research design and methodology used to achieve the aim and objectives of the study. It integrates the theoretical concepts developed in Chapter 2 with the empirical data that was generated. Furthermore, it attempts to answer the research question, using PAR (Participatory Action research) as an approach and methodology. In this chapter, I examines PAR as an approach, its historical origins, its relevance to the study, the various forms of action research, the objectives and formats of PAR, ontology, epistemology, the role of the researcher and his or her relationship with the co-researchers, and rhetoric/language. Moreover, I engages in identifying and establishing interventions, observes on-going entries, establishes a team, profiles the co-researchers, identifies a common vision, conducts a SWOT analysis, identifies priorities, engages in strategic planning, implements a plan and reaches a conclusion.

3.2 PAR AS AN APPROACH

To formulate a strategy to enhance the role of female principals as curriculum managers, PAR is used to address power sharing and deal with real challenges.

Furthermore, PAR has been used as a means to obtain information. According to MacDonald (2012:36), PAR is a qualitative inquiry that is democratic, equitable, liberating and life enhancing. It gives the voice and directives in generating data (Nkwa, Amadi, Illo and Okechuku, 2006:4). In reality, PAR is emancipatory and takes place between the community and the researcher. PAR's philosophy acknowledges the concept that people have a right to determine their own development and recognises the need for local people to participate meaningfully in the process of analysing their own solutions which they share, and have power and control in achieving sustainable development (Attwood, 2012:2). Similarly, this study seeks to formulate innovative strategies to assist female principals and establish programmes collaboratively to improve curriculum management. MacDonald (2012:37) defines PAR as a process of fact finding, action, reflection, leading to further inquiry and action for change. On the other hand, Positivism claims that positive knowledge is based on natural phenomena and their properties and relations. According to Tsotetsi (2013:7), Positivism uses quantitative methods and surveys in the collection of data. In addition, Positivists argues that society operates according to general laws, and introspective and intuitive knowledge (Higgs, 1995:50; Mertens, 2010:10).

The main reason for choosing PAR in this study is that it acknowledges the co-researchers' contribution with regard to the research which is both practical and liberating. Female principals are aware of what is happening because it happens in their daily lives. For this reason, Marshal and Rossman (2014:70) state that PAR is a dynamic educative process, as an approach to social investigation and an approach to take action to redress a problem or to engage in social action. Furthermore, by locating the research in a school, grounded knowledge was produced through the researcher's collaborative relationship with the co-researchers. The main goal of PAR is to interpret and document the entire phenomenon from an individual's point of view (Mason, 2006:17). Mason further argues that PAR is from the people who experience challenges and understand the behaviours that occur as a result of experiences. Positivists argue that simple ideas are reflections of nature but complex ideas are constructed by means of the human mind, not experiences (Phillips, 2012:7). That is why in this study, the co-researchers share experiences in order to find solutions to the challenges faced by female principals in schools. PAR is based

on reality and aims to study things in their natural setting. It attempts to make sense of or interpret phenomena in terms of meanings that people bring to them. MacDonald (2012:35) further states that PAR focuses on the whole human experience and meaning, permitting information sharing between the researcher and co-researchers, giving them both an opportunity to share and learn. On the other hand, Positivists believe that knowledge comes from observations but that intelligence is hereditary (Phillips, 2012:7). Using PAR requires the formation of public spaces where co-researchers can reshape their knowledge of how political, social, economic and familiar contexts in communities impact their daily lives (Mcintyre, 2002:45).

PAR emphasises the role played by the researcher and co-researchers (Gibson, 2002:16). The aim of collaboration is to share and learn from one another with the intention of enhancing the role of female principals as curriculum managers. All are invited to share knowledge and expertise. PAR talks to the objectives of this study which are to understand the need for designing a strategy to enhance the role of female principals as curriculum managers, to explore strategies to support female principals in curriculum management, to investigate existing strategies to enhance the role of female principals as curriculum managers, the conditions that enable these strategies to work, to anticipate the threats to emerging strategies aimed at enhancing the role of female principals with the intention to formulate risk management systems, and to formulate the indicators of success (or lack thereof) in enhancing the role of female principals in curriculum management. The main focus is on the experience and knowledge, and coming up with solutions together, as well as formulating strategies to enhance the role of female principals as curriculum managers.

3.2.1 Historical Origin of PAR

3.2.1.1 From Action Research to Participatory Action Research

PAR started as Action Research which was designed to address the challenges in societies in order to bring about change. Where the researcher identified the need to bring about change, one has to take into account the people's concerns and become

part of the research so as to bring about change. PAR is concerned with social change (Mcniff & Whitehead, 2006:26).

MacTaggart (2006: 316) states that Action Research is a form of self-reflective inquiry undertaken by co-researchers in a social situation in order to improve the rationality, justice, coherence and satisfaction of their own social practices. These practices are carried out in order to uncover the world through another's eyes by means of a process of discovery and exploration that is deeply experienced. Leininger (1985:57) further argues that PAR seeks full collaboration by all co-researchers engaged in socio-political changes by maintaining commitment to local contexts rather than a quest for truth.

The first advocate of Action Research was Kurt Lewin (1944). According to Lowenson, Aurel, Hogstedt, D'ambruoso and Shroff (2014:11), PAR started in Europe and the USA, and spread worldwide. Action Research proceeds by means of a spiral of steps, and is composed of planning, action, observation and evaluation of the result of the action (Kemmis & MacTaggart, 2007:272). Participatory action research addresses problems of segregation, discrimination, assists people in resolving issues, and initiates change while studying the impact of the particular change (Stringer & Genat, 2004:122). Lewin tried to suggest that Action Research is different from traditional, empirical-analytic and interpretative research (MacTaggart, 1994:315).

This study analyses power differences on the basis of gender, and addresses complex human and social issues (Tsoetsi, 2013:141). Lewin believes that 'people would be more motivated about work if they were involved in decision making about how the work place was run' (Whitehead & McNiff, 2006:36). By working together to achieve change and understand what it means to change involves planning action, implementing those plans in their own action, systematically observing the process and evaluating their actions in the light of evidence as a basis for further planning and action through self-reflection (MacTaggart, 2002:317).

Kemmis and MacTaggart (2007:272) argue that Moreno initiated PAR while working with prostitutes in Vienna in the 20th century, while Steven Corey initiated Action Research in education in the United States after Lewin's work was published. This

was the first generation of PAR. PAR seeks to promote social justice by creating conditions that encourage empowerment (Langhout, 2010:216). Gestettner and Altricher from the University of Klagenfurt argue that PAR originated from community activism. They discovered that Moreno was the first to use the term Inter-Action Research and Action Research (MacDonald, 2012:30). Moreno used group participation and the idea of co-researchers as early as 1913 in community development initiatives.

The second generation of PAR started with the researchers at the Tavistock Institute in Britain. The recognition of the practicality of British initiative led to critical and emancipatory action (Kemmis & MacTaggart, 2007:272). McIntyre (2002:272), however, argues that the roots of PAR can be traced back to Paulo Freire who believed that critical reflection was crucial for personal and social change. According to Kemmis & MacTaggart (2007:273), the third generation was more critical of Action Research, and advocated Participatory Research. Kemmis and MacTaggart (2007:274) view PAR as a philosophy of Social Research associated with social transformation, from the liberation theology and neo-Marxism based on community development. PAR has three key elements, namely people, power and praxis. Rossman and Rallis (2000:24) states that it is people centred in the sense that the process of critical inquiry is informed by and responds to the experiences and needs of those involved. PAR is about power, which is crucial to the construction of reality. According to Kemmis and MacTaggart (2007:273), PAR is characterised by shared ownership of research projects, community-based analysis of social problems, and orientation towards community action. It also respond to the needs and opinions of ordinary people, has qualitative interpretative modes of inquiry and data collection, and is therefore capacity building.

The fourth generation emerged by means of the connection between Critical Emancipatory Action Research (CEAR) and Participatory Action Research (PAR), which was triggered by social movements in the developing world. The activists during that time included Paulo Freire, Orlando Barda, Ajesh Tandon, Anisur Rahman, and Ad Marja Swartz North-American and British workers (Kemmis & MacTaggart, 2007:273). PAR originated in the United States and spread globally. It is now features more prominently in the fields of management, education and

economic development (Kemmis & MacTaggart 2007:277). PAR is a subset of Action Research, which is the systematic collection and analysis of data for the purpose of taking action and creating change by generating practical knowledge (Gass, Gillis and Russell, 2002:264). PAR is a process of fact finding and action leading to change. MacDonald (2012:36) further suggests that it is a powerful approach that includes terms such as Participatory Action Research, Participatory Research, Community-Based Participatory Research and other forms of participatory inquiry.

PAR liberates research from conventional prescriptive methods and seeks to decentralise traditional research. It permits information sharing between the researcher and co-researchers, giving them both an opportunity to share and learn (MacDonald, 2012:35). PAR is democratic, requires people to apply practices, ideas and assumptions, encourages critical analysis and requires co-researchers to reflect on their experiences (MacTaggart, 1994:332; Genat, 2004: 212).

Selenger identifies seven components of the PAR Process: the problem originates in the community itself and is defined, analysed and solved by the community; its ultimate goal is a radical transformation of social reality; the improvement of the lives of individuals who are involved as community members are beneficiaries of the research; PAR involves full and active participation of the community at all levels, including a range of powerless groups of individuals who have been exploited, as well as the poor and the marginalised; it has the ability to create a greater awareness of individuals' own resources that can mobilise them towards self-reliant development; it facilitates a more accurate and authentic analysis of social reality; and PAR allows the researcher to be a committed participant and learner in the research (Butler, Lausche, Selenger and Beckingham, 2004: 213). Freire's PAR was concerned with empowering the poor and marginalised members of society. He focused on issues pertaining to literacy, land reform analysis and community. Freire further emphasises the importance of critical consciousness to promote social change and challenge social relationships in education that were based on dominance and power (Maguire & McIntyre, 2002:389). Knowledge of the origins of PAR helps one to understand the importance of empowering others through knowledge gathering, especially in terms of achieving the objectives of the study.

MacTaggart (2006:169) views PAR as a means for improving and informing social, economic and cultural practices which, in principle, is a group of activities in which individuals with different levels of power, status and influence, collaborate in relation to thematic concern.

3.2.2 The Objectives of PAR

According to Anderson, Vollman and Mcfarlane (2004:129), the purpose of PAR is to foster capacity building, community development, empowerment, access, social justice, democracy, equity, provide freedom, transformation, participation and bring about sustainable change. The main objective of PAR, according to Mason (2006:36), is to interpret and document the entire phenomenon from an individual's view point; it goes for deeper experiences while trying to make sense of the reality under study in investigating reality.

3.2.2.1 Improvement in the community

PAR is value-oriented and seeks to address issues of significance in communities, among people, and in the places where people participate (Reason & Bradbury, 2001:xxii). All in all, PAR empowers and seeks to improve the community in which the study is being conducted. Improving the community is of great importance as it is where the co-researchers live and share things with one another and with the community that understands them as they have the same language and understanding.

3.2.2.2 Foster capacity building and empowerment

PAR enabled me to achieve the objectives of the study by investigating the challenges, solutions, conditions, and threats that female principals encounter as curriculum managers. According to Sharp, Briggs, Yacoubt and Hamed (2003:282), to be empowered is to be invested with power. People should be empowered to participate in the economic and political structures of society in order for them to

make decisions. PAR is practical and collaborative. Co-researchers engage in a process of investigating practices which are taken for granted with the intention to improve them. PAR is participatory. PAR engages co-researchers in an investigation of their social lives and examines the structures. This study intends to change the principals' commitments by dealing with the problems collaboratively. This study, however, seeks to promote sharing and learning as well as acquiring knowledge from the experience of co-researchers.

3.2.2.3 Community development

PAR is relevant to the study because its purpose is to bring about social change with specific actions as the ultimate goal (Koch & Kralik, 2009:43). According to Loewenson *et al.* (2014:15), PAR challenges growing social inequalities. Similarly, Miller & Maguire (2009: 81) are of the opinion that PAR challenges existing structures of power and creates opportunities for the development of innovative and effective solutions to the problems facing our schools and communities.

3.2.2.4 Transformation

PAR's objective is to transform and bring about change in society. Furthermore, it aims to liberate and emancipate women (MacDonald, 2012: 25). Since the study focuses on enhancing the role of female principals as curriculum managers, PAR is suitable as it deals with human subjects who are oppressed and marginalised. The purpose of the study is to explore the experiences and challenges female principals and which prevent them from performing their roles effectively as curriculum managers.

Positivism, on the other hand, assumes that there is valid knowledge only in scientific knowledge. I chose to use PAR because it respects human knowledge and experiences (Phillips, 1995:9). Through PAR, the human subjects will be nurtured, supported and empowered, as advocated by CFST, thus moving towards producing good results when the role of female principals is enhanced for effective curriculum management.

3.2.2.5 Participation and sustainable change

According to Kemmis and MacTaggart (2005:50), PAR is a social practice which suggests that no individuation is possible without socialisation. PAR is a process in which people understand, examine and re-evaluate their situations with the aim of improving or changing. Participatory research works on the assumption that oppressed people themselves are fully engaged in the process of investigation, they participate in a process of developing the research, design instruments, collect information and reflect on the data in order to transform their understanding about the nature of the problem at hand in order to bring about societal-level change (Griffin & Lord, Nelson, Ochocka, 1998:884)

3.2.2.6 Social justice

PAR encourages the co-researchers to reflect on their experiences in order for social justice to occur. It is emancipatory, critical, reflexive, and is a process that encourages transformation. Moreover, it aims to be transformative theoretically and practically. It is a political process that supports 'community action' and 'social justice', and challenges structural inequalities (Eruera, 2010: 2).the emphasis is on working together as partners to explore the social, economic and political contexts of schools and to examine the central role that the SMT and teachers can play in creating a more equitable, democratic and just society (Brydon-Miller & Maguire, 2009:84).

3.2.2.7 Democracy and freedom

PAR is emancipatory and therefore aims to liberate, empower and provide freedom for all those who are oppressed. It is democratic, thus enabling the participation of all people, and acknowledges that people are equal and life enhancing. Democracy implies that all decisions are made by means of the consent of the people and are geared towards the interests of the people. This does not happen in one party, but all people or parties concerned (Joubert & Prinsloo, 2011:5). PAR enable the SMT and all stakeholders to be co-researchers about issues of mutual concern in schools by

learning to share power and shift control, sharing power with the co-researchers as authentic co-researchers in PAR process can change the nature and reform the schools and education (Brydon-Miller & Maguire, 2009:87)

3.2.3 Formats of PAR

Formats of PAR are what PAR is about in relation to the development of the society and are as discussed below.

3.2.3.1 Gender

Gender is regarded as masculinity or femininity, which is simply a way to differentiate men and women despite the fact that they are all human beings. PAR recognises that all people are the same and that they should be treated equally and respectfully. For this reason, this study uses both male and female principals to enhance the role of female principals as curriculum managers. Section 9 of the Bill of Rights states that everyone is equal before the law and that everyone has the right to equality regardless of race, social origin and sex. That is why the aim of this study to enhance the role of female principals as curriculum managers strives for equality. Women are supposed to differ from men when it comes to principalship. When someone in the community did something great, people used to say 'Uyindoda emadodeni' which means 'You are a man among men', even if the person was female. This implies that women are not perceived as autonomous beings. The South African government is trying its best to exercise gender equality. After the first democratic elections, more women have been seen in high positions in parliament and local governments (Reitzes, 2009:4). According to Nieuwenhuis, Beckmann & Prinsloo (2012:168), equality means equality of opportunities, equality of results and equality of treatment for all. PAR emphasises the equal treatment of the co-researchers and treating them with respect.

According to Aitchison (2005:427), gender and organisations addresses both the structural and the symbolic representations of gendered and power across four intersecting processes which are: (a) the construction of gender divisions and

hierarchies within organisations represented by horizontal and vertical sex segregation identified through distributive research; (b) the symbolism related to such divisions and distinctions; (c) the inter- and intra-actions between men and women; and (d) the nature of gender and sexuality in the construction of the self and individual identity in relation to, and in response to, such an organisational culture.

South African society is structured in terms of social groups rather than racial groups (Unterhalter, 2003:4). Social Groups which are made of individuals, PAR recognises that knowledge comes from society. Therefore, the CFST agrees with PAR that if you want to know something about the group of people who are marginalised, I should start with them since they have knowledge of the situation.

3.2.3.2 Democracy

Democracy is about equal treatment for all. While working with the co-researchers, I ensured that they were all treated equally (Reitzes, 2009: 4), especially since they own the study on enhancing the role of female principals as curriculum managers. Democracy played a pivotal role in this study. While using PAR, all of the co-researchers were free to voice their ideas and experiences, and analysed the data collaboratively and coherently. The co-researchers were free to participate in the study and, if someone felt like withdrawing from the study, they were free to do so since democracy was exercised.

3.2.3.3 Religion, culture and gender

These are intertwined in the declaration of human rights which prohibits discrimination on the grounds of race, religion or sex, and clarifies the right to freedom of religion and conscience, and the right to enjoy one's culture (Raday, 2003:667). Culture refers to society or a group of people living together in the same way. PAR emphasises collaboration and doing things in the same way because culture entails how people interact and organise themselves in a group. Moreover, PAR emphasises togetherness, and having one ideology which is to emancipate.

Religion is part of culture, and gender equality has long been debated in many religions. In PAR, all team members work collaboratively regardless of culture, gender and religion. According to Clarke (2013:9), religion can separate or combine societies, but PAR aims to unite and emancipate members of society.

3.2.3.4 Feminism

Feminism is about the empowerment of women, and encourages them to make their voices heard when it comes to decision making. It also promotes giving women positions in the hierarchy of power to ensure equality so as to improve the community as a whole. According to Sharp (2003:283), providing women with a means to generate income will improve their status within their families and within the community, but the most important form of empowerment involves power from within where self-perceptions and understandings are challenged which enables a woman to think of alternative ways of existing. PAR encourages the equal treatment of co-researchers as agents for change.

3.2.3.5 Disability

Disability refers to a limitation in performing certain roles and tasks that society expects an individual to perform and can be discriminatory and socially oppressive. PAR claims that a social understanding of disability has a liberating effect on people with disabilities when there is an appreciation and integration of a social perspective on disability (Domer, 2012:43).

3.2.4 Challenges of PAR

According to MacTaggart (2006:101), the diversity in meaning of PAR and the interchangeable use of terms such as Action Research, PAR and Participatory Research may be confusing to the novice and other learning researchers who are approaching it for the first time. Gillis and Jackson (2002:57) state that PAR can be a challenge due to its inclusion of the community members in the research team, who

may not maintain their commitment to the research project. PAR requires time, knowledge of the community and sensitivity on the part of the researcher to co-researchers' agenda (Young, 2006:408). It might be difficult to reach consensus because of the timeframe (Mcniff & Whitehead, 2006:24). According to Wadsworth (2011:252), there can be lack of agreement regarding the direction and overall purpose of inquiry which can lead to the wrong direction taken, resulting in irrelevant data. Young (2006:501) is critical of PAR and argues that co-researchers must be informed that PAR is time consuming, requires the commitment of the research team, and the researcher must gain access to the community of interest which may present a challenge if he or she is not familiar with the community. He further argues that PAR is a soft method of research and that researchers may have to prove legitimacy to others by obtaining permission to conduct the research.

3.2.5 Ontology

Participatory Research and Participatory Action Research share common features. Jewkis and Cornwall (1995:1271) claim that both types of research use Freire's approach in emancipating and educating the marginalised for social change. In reality, people who are marginalised do not voice their dissatisfaction because they perceive what is happening around them as normal. The reality of the matter lies with the society that experiences the challenges on a daily basis. According to Ozanne (2008:3), PAR researchers assume that the social world we live in is co-created, but share the assumption of critical theorists with regard to social reality, and argue that society is a human construction to be critiqued and changed. The reality is diverse and multi-layered. It depends on the perspective of the individual or the views of individuals and how it is distributed. Furthermore, it raises the question as to whether there is a single reality in the social world. PAR researchers are hopeful that inclusive, power-sensitive and reflective methodologies can lead to improvement. In finding solutions to problems, PAR researchers negotiate the interests of all with different power and resources. Herr and Anderson (2005:385) argue that PAR researchers value social theory that builds upon the understandings of practitioners extended towards new insights.

It is important to be with people who experience what is happening in their society as this allows one to obtain first-hand information. This is why PAR encourages participation. In order to understand how people live, one needs to be closer to them to understand the reality of their lives. According to Phillips (1995: 8), positivists see reality as a scientific phenomenon, Positivists made claims that 'scientific knowledge is utterly objective and that only scientific knowledge is valid, certain and accurate'. While the focus on empirical, objective data has some appeal, it falls short when applied to human behaviour.

3.2.6 Epistemology

According to MacDonald (2012:37), critical consciousness development requires the individual to be knowledgeable about political, social and economic contradictions and to take action to change the oppressive elements of reality, thus liberating oppressed individuals. The emphasis is on what is to be known. Depending on the relationship between the researcher and the subject of enquiry, the knowledge acquired is objective. PAR is seen as transformative, an empowering process in which researcher and co-researchers co-create knowledge while developing a sense of community, educating each other by negotiating meanings and realising consciousness. According to Ozane and Anderson (2016: 6), the solutions to problems are negotiated among stakeholders with different power and resources, meaning everything in PAR has to be negotiated among the people who have the knowledge of it with the intention of social change because knowledge is jointly owned. According to Loewenson *et al.* (2014:15), PAR recognises the wealth of assets that community members bring to the processes of knowing, creating knowledge and acting on that knowledge to bring about change.

Practical experiences are an important source of knowledge. According to Positivism, there is no single source of knowledge. It is multifaceted and multilayered (Phillips, 1995:10). In PAR research, the collective approach is used to validate data and its relevance. Furthermore, PAR produces knowledge for the scientific community, for the society and the perspective of women who are marginalised. The roles of women are to facilitate, encourage, nurture, mother, mentor, and encourage

personal development. That is the reason for enhancing the role of female principals as curriculum managers. In addition, they have knowledge of what is happening in their daily activities.

3.2.7 The Role of the Researcher

I as the researcher must ensure that all relevant persons, committees and authorities have been consulted, and that the principles guiding the work are accepted prior to commencing the research. I must allow the co-researcher to influence work and wishes of those who do not wish to participate. Their wishes must be respected at all costs. I must ensure that the development of the research is visible and open to suggestions from others throughout the research process (MacDonald, 2012:45). Moreover, I have to ensure that permission is obtained prior to examining the documents produced, and has to bear in mind that there is shared ownership of the research and therefore does not have to dominate the process. Everything must be negotiated with the co-researchers. I must accept responsibility for maintaining confidentiality throughout the research process. The role of the researcher is that of a facilitator and enabler who shares expertise rather than imposes it. My reflexivity through every stage of the research process is visible, before looking more closely at the importance of dialogue in building connections among the co-researchers.

3.2.8 The Relationship between the Researcher and Co-Researchers

MacDonald (2012:39) defines PAR as the activities of social investigation, education and action in a collective process. PAR is an educational process for me and co-researchers as it involves analysing structural causes of identified problems through collective discussions and interactions. The relationship is based on trust and respect between me and co-researchers. In PAR, co-researchers are not passive but are actively engaged in acquiring information and ideas to guide their future actions. Co-researchers are active contributors to research, and participate in all phases of the research process (Kelly, 2007:45). PAR helps rebuild individuals' active participation in meaningful decision making (Maguire 1987:30). PAR's collective

inquiry builds ownership of information so that it creates space for truth to develop (MacTaggart, 1991:323). PAR offers opportunities for inquiry and change.

3.2.9 Rhetoric/Language

The language used by PAR users includes collaboration, empowerment, team, emancipate or liberate, change, democratisation of research, power, action, equal human beings and co-researchers. I work with co-researchers. PAR is a social and educational process (Kemmis & MacTargart, 2008:275). In collaborating and working together for the benefit of the community as a team, the research is democratised so that all co-researchers have power over the study. It promotes empowerment as the research starts with those who are marginalised since they have the knowledge of what is happening in their everyday lives, and can therefore bring about change, and achieve emancipation or liberation. Women should be given equal rights as human beings and the participants are called co-researchers. According to Loewenson *et al.*(2014:18), Emancipatory PAR recognises that knowledge production reflects and reinforces existing power relations and that conflict over knowledge both reflects and drives social and power relations.

3.3 INTERVENTION

It is imperative that when change transpires, human subjects are empowered to deal with the challenges. Without a competent principal, no curriculum can be implemented effectively. That is why principals need to be supported. Intervention began with the ethical considerations, which was the first step taken by me in obtaining permission from the Ethics Committee as well as from the KZN Department of Education to conduct the study. Permission to access schools was granted.

The planning phase began by putting the team together, and obtaining the credentials of the co-researchers. The second step was the information session, and the development of the mission and vision of the team, working out the policy of the

team, conducting a SWOT analysis, examining the strength of the team, as well as weaknesses, opportunities and threats.

In the third step, the team set priorities and a strategic plan, the priorities in which the team was engaged for six months were performed each month during when they met. The fourth step consisted of data generation, and the application of instrumentation methods and techniques in order to do so. During the fifth step, the team reflected on what it was doing and formulated strategies to enhance the role of female principals as curriculum managers. Together with the co-researchers, the establishment of an innovative strategy to be employed by principals for effective curriculum management by engaging in discussions and collecting data, using the PAR spiral cycle, was envisaged (see Figure 1 below).

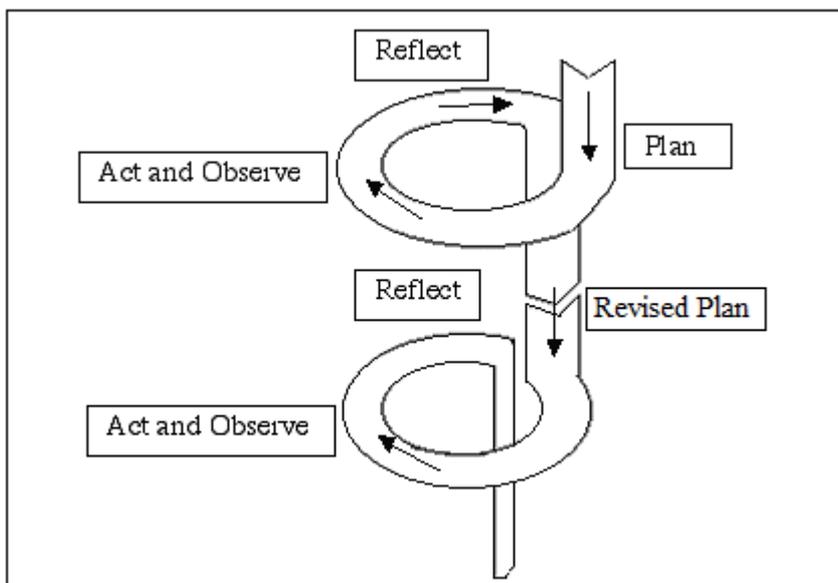


Figure 1: PAR spiral cycle

3.3.1 The Steps Involved

As far as the steps of PAR are concerned, the problem is at the centre of the discussion. The first step involves preparation where I together with the team, are involved in a process of conceptualisation. I sell the idea to the co-researchers through discussions, listening and reading the literature. The second step involves

planning. Here plans are made with regard to what should transpire during monthly meetings, and during which a co-researcher-centred approach is used. The third step pertains to implementation where the team provides continuous collective feedback with regard to the progress of the activities planned and the challenges encountered. The fourth step is based on reflecting on the project and examining how it has been undertaken collaboratively. During this stage, the aims and objectives of the project are considered as well as the plan, the steps to be followed, and the research methodology used by the team. PAR was employed as a methodology because it emphasises (hands-on) participation while conducting research and participating in the project. Voice recording was used as an instrument while collecting data. Data analysis was conducted by me, after which it was given to the team for verification. This was done, using CDA for textual, discursive, social structural analysis (Van Dijk, 2009:65). The team conducted a Strength, Weakness, Opportunities and Threats (SWOT) analysis. Judgement was based on the extent to which these met the criteria for good practice. The same criteria was then used as a basis for determining whether or not the intervention was working and the extent to which it had been useful in organising it.

3.3.1.1 The planning phase

The planning phase is looking at the ethical considerations and seeking the permission to conduct the research at Amajuba district by me.

3.3.2 Ethical Considerations

Permission to conduct the study was obtained from the Department of Education. Permission to interact with co-researchers was sought and obtained from the principals of the selected schools, as well as from the District Office. The co-researchers were informed about the purpose of the study and the fact that it was not funded, but was for academic purposes. The co-researchers were asked to sign consent forms, indicating that they had the right to withdraw from the study at any time without there being any consequences. They were also assured of

confidentiality regarding information they shared. Furthermore, they were informed that pseudonyms would be used to protect their identities, that information would be kept safely on a computer which was only accessible by means of a password, and that hard copies would be kept in a locked cupboard. The co-researchers were therefore ensured of their privacy and safety while conducting the study together with me.

3.3.3 Permission to Access Schools

Permission to access schools was acquired by me. A letter was given to the principals of the selected schools, which were signed and returned to me. I also kept a copy of the document from the Department of Education, granting permission to conduct the study. This was shown to the principals concerned.

3.3.4 The First Meeting

This first phase constituted organising and planning where the change would begin. I held a discussion with the principals, as well as the leaders of the schools that were identified. I introduced myself and explained the aim and objectives of the study. A meeting and venue were arranged, and the date for the meeting was set. During the one-on-one discussions with the principals, they were given clues as to what the discussion was about, namely the challenges encountered by female principals, the challenges experienced by the mayor as a female leader, as well as the challenges encountered by the SGB in a school lead by a female principal.

The former principals shared their experiences while they were principals and outlined the common problems encountered in their communities. In the discussion with the co-researchers, it was clear that the common problems could not be solved in a short period of time but they suggested that it was up to them to bring about change in their communities. They referred to the importance of trust and further suggested that they had to create networking zones to encourage and support other women who have problems, including those who wish to apply for principal positions in the future.

3.3.4.1 Putting the team together

The team met on the set date. After the discussion with the team members, all co-researchers were comfortable with the date that was decided upon. The team was comprised of me and eighteen team members from Manzawayo High School, Kwangwelu Primary School, Mthololo High School, Maphotho Primary School, Langalibalele High School, Khanya Primary School, Bumba High School, and Melani Primary School.

The meeting began with me introducing the various co-researchers to one another. Following this, I introduced the problem to the co-researchers. The co-researchers wanted to start with a discussion in groups based on what they had discussed during the individual meetings so that they could find a common ground.

From the individual meetings different ideas emerged with regard to enhancing the role of female principals as curriculum managers. Working together with the other principals in neighbouring schools can eliminate the fear that other females have to apply for the positions. This could help them to learn from each other, and to share ideas and solve problems as they will know that there is a group of principals helping those in need when they encounter problems.

The team agreed to meet on a monthly basis to assist each other. The female principals also suggested that male principals be involved in the strategy formation team, and that the expertise of former principals was needed. They suggested that this knowledge be polished and transferred to others through knowledge sharing. They also applauded the idea of including the mayor in the team, stating clearly that the schools where they worked belonged to the community and that they needed the help of such leaders. They also claimed that SGB members helped them to be the voice and a mouth piece of parents at times when principals encountered problems, and that retired principals had the knowledge and expertise.

Hargreaves and Fink (2006:23) argues that effective leadership succession requires a coherent plan to co-ordinate the flow of leaders from one school to another, to emphasise the transfer of knowledge from the outgoing leader to the incoming leader, and to be sensitive to the emotional, social, and cultural upheaval that principal rotation and succession often generate. Punt (2013:100) believes that the

process of bringing together people, collective sharing, analysis and action generate strong connections between co-researchers. Even the district officials were pleased about the study because, according to them, the team would be used to help them in the development and empowerment of not only female principals, but of all principals in the district. In addition, they saw the study as the answer to the problems encountered in schools as it could be used to support those principals who were not doing well in terms of curriculum management. They were of the opinion that there were a great deal of problems in schools and that they needed a team such as this one.

Following the one-on-one sessions, the team members agreed that the following meeting should focus on sharing the challenges that (female) principals face as curriculum managers. They expressed the wish that this topic be discussed at length in order to come up with intervention strategies. Two different sets of consent forms were used as formal invitations to participate voluntarily in the study. One was completed by the principals and the university-based researchers, while the other was a permission consent form to be completed by me. The letters were sent to the schools where the principals were employed, asking permission to use their schools and SMT for the research.

3.3.4.2 Credentials of the co-researchers

(i) Principals

The team was comprised of eighteen members. Eight principals, all of whom are qualified formed part of the study. Three have teaching degrees, as well as honours degrees; only one has a PhD in education; and the other four are still completing their honours degrees in education. The reason for selecting them to be a part of the study was their expertise and experience as principals. The principal of Kwangwelu Primary School has been a principal for sixteen years and has a diploma in education, a BA degree, ACE, ABET and an honours degree in education management. The principal of Bumba High School, who has been a principal for fourteen years, has an SSTD, B Paed. Degree, an honours degree in education

management, a master's degree in education management and a PhD in education management.

The principal of Manzawayo High School, who has been a principal for two years, has a BA degree, a UED in education, and is still enrolled for his honours degree. The principal of Khanya Primary School, who has been a principal for five years, has a B Paed. in Education and is still completing her honours degree.

The principal of Maphotho Primary School, who has been a principal for four years, has a B Paed. Degree and is still enrolled for his honours degree in education management. The principal of Langalibalele High School, who has been a principal for three years, has a BA degree and a PGCE, and is still enrolled for his honours degree. The principal of Mthololo High School, who has been a principal for eight years, has an SSTD, B Paed. Degree, and is still completing her honours degree in teaching. The principal of Melani Primary School has been a principal for four years, and has a BA degree, a UED in education, and is still enrolled for her honours degree in management. Three female principals and five male principals represent the principals in the study. Their contribution to the study is very important since they share the challenges faced by female principals with regard to curriculum management. Their contribution presented solutions and conditions, as well as threats in the study. Moreover, they are experts in their field, which is why they were chosen to participate in the study.

(ii) Deputy principals

Three deputy principals participated in this study, two of whom are female and one male. One female deputy principal from Mthololo High School has a B Paed. Degree, an SSTD, an honours in management, and is currently enrolled for an M Ed. in management. She has been the deputy principal for seven years. The other female deputy from Manzawayo High School holds a BA degree, a UED, and is currently completing her honours degree in management. She has been the deputy principal for three years. One male deputy principal from Khanya Primary School has a BA degree and a UED in education. He has been the deputy principal for five years. Their contribution to the study is vital as they shared their experiences as deputy

principals, as well as the challenges they faced as leaders in schools. The deputy principal who is currently completing his master's degree contributed a great deal since she was familiar with PAR. Furthermore, their contribution was vital due to their expertise in management.

(iii) HODs

Two HODs (Heads of Department) were female. One of the HODs has a BA degree and a UED in education, and is completing her honours degree in management. She has been an HOD for eighteen years. The other female HOD has a B Paed. Degree and an SSTD. She has been an HOD for seven years. Their contribution to the study is very important as they shared their experiences as HODs in a school.

(iv) SGB member

One SGB (School Governing Body) member is a qualified professional nurse in one of the schools led by a female principal. The SGB member contributed a great deal since she was able to provide information on the challenges encountered by female principals on a daily basis.

(v) Retired principals

Three retired principals participated in this study, two of whom are female and one male. The male participant has an honours degree in education management, and did not finish his master's in education. He was a principal for twenty years. One of the female participants has a B Paed. Degree and an SSTD. She was a principal for fifteen years. The other female principal has a PTD, a BA degree and an honours degree in management, and was a principal for eighteen years.

The former principals shared their experiences with regard to the challenges and solutions they encountered while at school. These enabled the principals who are still at school to share their experiences and to highlight the similarities, and focus on knowledge development with its mandate to remain a collective reflective inquiry for

the purpose of improving a situation (Koch, Selim & Kralik, 2000: 8). In addition, they were mentors to the principals, and their contribution to this study is very important in terms of their knowledge.

(vi) District officials

Of the two female district officials, one is completing her honours degree and delivered a motivational speech. The other is doing her master's degree in education management. Their contribution was of the utmost importance. The official doing her master's degree is familiar with PAR, and was therefore able to share more with regard to the generation of research data, the method used and its importance to the principals. The other official is still enrolled for her honours degree. Both contributed a great deal to the study as they shared their experiences with regard to their having been principals, and the solutions to the challenges they encountered, as well as the experiences they encounter on a daily basis as district officials.

(vii) Teachers

The two teachers serving on the SGB and who participated in this study are both females. One has a BA degree and a PGCE (Post-Graduate Certificate in Education), and has been teaching in a high school for six years. The other has a B Paed. Degree and an honours degree, and has been a primary school teacher for ten years.

The researcher worked collaboratively with the co-researchers in clarifying the title, aim and objectives of the study. The researcher respected the co-researchers and gave them consent forms to sign in order to obtain permission to conduct the research from the Department. The researcher wrote letters to the principals requesting permission to enter the schools. The researcher provided the co-researchers with a platform for discussion so that they could take ownership and feel a part of the study.

3.3.5 Session Two

3.3.5.1 Information session

In the meeting held on Saturday, seventeen members were present, including me. Duties and responsibilities were given to all those who were present. The retired principal chaired the meeting in which a secretary was elected. A deputy secretary also elected and the retired principal was also elected as the chairperson. I was elected as the deputy chair, while one female principal was elected as the time-keeper. All others became additional members. Signed consent forms were collected from the co-researchers. Only one consent form was not received because the lady had lost her cousin and was therefore not present during the meeting. I emphasised collaboration among all members, as well as trust which were established during this session. I assured them of their anonymity and explained that they were free to participate or to withdraw from the research if they did not wish to be a part of it.

3.3.5.2 Development of the mission and vision of the team

At this stage, it was important to ensure that all co-researchers had a common understanding of the goals of this research project and were committed to the collective attainment of its goals. According to Harlinger and Heck (2002:10), vision enables one to see facets of school life that may otherwise be unclear, raising their importance above others. The co-researchers' understanding of, and commitment to, accomplishing the goals were crucial to maintaining their participation in the study. Once a common understanding developed with regard to the goals of the research, a mission statement identifying the outcomes and the strategy for achieving the mission was developed. The mission statement describes the goals, i.e. what the research is trying to achieve and the type of problem the research is trying to solve, as well as the general strategy employed to achieve the research goals, the value of the co-researchers, the ground rules to guide the research as it involves co-researchers, and transparency and capacity building.

The team developed a vision and set priorities to achieve the goal (Kemmis, 2008:345). The team's vision was to enrich female principals by finding solutions to

the challenges they encounter, and create a network zone for sharing ideas in order to lower the burden on female principals. The co-researchers developed their mission statement on 'Empowering female principals as curriculum managers and to solve the problem of females being passive to engage themselves in leadership positions'. Passivity seemed to be the main reason for the small number of female principals. The co-researchers believed in their collaboration in capacity building and that they would learn from each other in the process of addressing the research problem. For the goals to be attained, the co-researchers collectively generated data with regard to the research problem and the possible solutions that would bring about change. The co-researchers shared their views with regard to the problem.

3.3.5.3 Working out the policy of the team

The co-researchers agreed to meet on Saturday at 14:00 because it was convenient for everyone. The team agreed to work, using a moral code of ethics policy which was based on the following ground rules: cellphones should be switched off or be on silent mode during the meeting; when a member is unable to attend, he or she should send an apology; the meeting should take place at the time agreed upon; members were to respect one another as colleagues; the meeting should be held on Saturdays on the dates agreed upon; the venue would be at different schools as it followed a rotation process among participating schools. The team agreed to invite different people to assist with the research methodology and techniques to be used. The team agreed that the data generated should be accessible to all members, co-researchers' anonymity was ensured and the information was to be carefully stored on a computer requiring a password, and the recordings were to be stored in a locked cupboard for safety.

3.3.5.4 SWOT

The team performed a SWOT analysis to guide the activities of the co-researchers in terms of its priorities, possibilities to explore and solve the research problem as determined by the available skills, knowledge and resources. The aim of the analysis

was to develop awareness among the team members with regard to potential problems or challenges that may need to be addressed and recognised to explore choices that might have an influence on the study. The SWOT analysis would also inform co-researchers of the options that might be available to compensate for the limitations.

(i) Strengths

The team consisted of qualified educators with many years of experience as principals, deputy principals and HODs, which greatly enriched the study. The study was further enriched by the fact that they all had access to curriculum management which made it easier for them to share their challenges with other principals and most of the deputy principals, as well as the managers in the team. The mayor's strength was that she was a leader of a larger group than a school. This helped the team to improvise when working together since they were from different schools. The district officials' strength was that they were specialists in managing their wards. The retired principals' strength was that they had a great deal of expertise given the fact that they were retired principals. The SGB member's strength was that she has been on the SGB for many years and was therefore familiar with what the study wanted to achieve. Permission for using the school was obtained from the principal. All the resources for the discussion meeting were in place, and included writing materials, a data projector and a voice recorder.

(ii) Weaknesses

Time was a weakness because more time was needed given the fact that the co-researchers had other commitments over the weekend. The study was not funded to cover the costs involved in travelling to meetings or engaging in telephone communication. The other challenge was that the co-researchers were not all always present at meetings due to other commitments. Female co-researchers sometimes became emotional because of what they had experienced. Collaborative problem

solving requires more time for activities such as planning and co-ordinating, implementing strategies and reflecting on the progress made.

(iii) Opportunities

The team viewed this research initiative collaboration as an opportunity for empowerment for all female principals, especially since they had previously felt powerless in their efforts as individuals to effect change in education. The team members felt that by working together with others as researchers and equal partners, their status would be elevated to that of co-researchers who could make a meaningful contribution in terms of finding solutions to the research problem. The female participants also felt that this method of conducting research would allow them to voice their concerns during the various stages of the research process. The process would also build their capacity to solve their own problems collaboratively. The co-researchers were of the view that they would not only be empowered but also emancipated from a dependence on outside researchers, who often come to the setting, diagnose the problems and impose solutions to the community in which they work. PAR encourages collaboration among the co-researchers which, in turn, promotes collaboration among principals and other leaders for social change.

(iv) Threats

The issue of power might not be avoided, thus not making it easier for the SGB member to freely talk about her challenges. It was also not easy for the deputy principals and HODs to voice their concerns in the presence of the principals and district officials who were seen as a threat due to power differences. I was therefore aware of the issues relating to unequal power relations which co-researchers may experience in the study.

3.3.6 Session Three

3.3.6.1 Setting priorities and developing strategic planning

The team set priorities and developed a strategic plan. The research action cycle began by working out the plan of action. Co-researchers always ensure full involvement in the research project; they own it to achieve desirable results. The team was aware that implementing a strategic plan required financial resources, so priority was given to an activity that did not require that many financial resources. Each priority was comprised of five activities on which the co-ordinating team worked. The first priority was training where the co-researchers were in a common venue. They agreed on a school, and the project began with a prayer. This was the first activity and was followed by a brief talk by the mayor which highlighted the importance of team work. A workshop was presented by the district official, which focused on PAR and the importance of the research project. This was followed by a discussion on enhancing the role of female principals as curriculum managers and examining the problem of the study. The last activity consisted of the collection of the signed consent forms obtained from the co-researchers.

Priority 1: Training of principals and SMT

The first priority was training the team with regard to what would happen for a period of six months. The first activity was to introduce the co-researchers to one another in order for the team members to get to know one another. The person responsible was the principal of Mthololo High School. After having received all of the details from me, the second activity was to elect the committee for the team. The person responsible for this was the SGB member. The election was done democratically where the members had to name two people for each category. The person with the highest number of votes was elected. This was done by using the board to write down the names of the committee members. Minutes of the whole process as recorded on the board were taken by me.

After the elections, the committee was as follows: the role of the chairperson was filled by the retired male principal; the deputy was the principal of Melani Primary

School; the secretary was the deputy principal of Bumba High School; the deputy secretary was the HOD from Langalibalele High; and a treasurer was not elected since no money was involved in the study. All the other members were additional members.

The third task was the workshop on the importance of collaboration which was presented by the district official. During the workshop, members received hand-outs. The fourth activity was the workshop in which the SMT and principals were trained. A group discussion on enhancing the role of female principals as curriculum managers took place in which all of the team members were engaged in smaller group discussions led by the chairperson of the team. Lastly, the collection of the signed consent forms from the co-researchers was done by the HOD from Khanya Primary School.

Priority 2: Curriculum management and the role of principals

The co-researchers were given support and were motivated to do more for others. One principal described the role of principals at length. Another presented a talk on curriculum management and what is expected of principals in terms of managing the curriculum in teaching and learning, and extra-curricular activities, how schools can be fixed, as well as the skills that female principals need to acquire. One female principal delivered a talk on creating a positive culture in order to encourage team building among the staff, and providing them with the opportunity to learn. The retired principal discussed managing people. Another principal spoke about working with and encouraging principals to visit conferences in order for them to be uplifted.

Priority 3: Support for teachers, the SMT and the community

The co-researchers worked collaboratively with regard to managing resources. One of the deputy principals held a discussion on effectively facilitating teaching and learning, while the retired principal presented a speech on parental involvement and the need to encourage parents to become involved in their children's education. The principals shared ideas on how to create a positive culture in a school. The team

invited an expert on curriculum management to deliver a speech on effective curriculum management.

Priority 4: Co-ordinating a plan

The team worked out a co-ordinated plan for the research project based on the challenges expressed by the HOD, and the solutions discussed by the female principal. The process was monitored by the deputy principal, whereas the plan was co-ordinated by the co-researchers, who also reflected on and evaluated the plan.

Priority 5: Focus on improving principals and SMT

The team worked collaboratively on enhancing the role of female principals as curriculum managers. Principals reflected on their work; the mayor gave a speech on the evaluation of one's work; there was an open discussion on the issues arising from self-reflection and evaluation; the SGB member led the discussion on the conditions and what needs to be done; and the district official explained how the plan should be implemented. The focus was on improving the principals and SMT as the team, working collaboratively with the teachers.

3.3.7 Session Four

3.3.7.1 The generation of data

The team looked for suitable ways of generating data to answer the research question. The co-researchers held a session in which I introduced the methods used in qualitative studies and those recommended for PAR in generating data. As MacDonald (2012:41) states, there are different types of data generation. The chairperson shared some experiences about conducting a PAR project with the group. The main emphasis was on ensuring that the methods chosen would address issues of power relations, so that all voices would be heard, encouraging equal participation by all of the team members.

3.3.7.2 Instrumentation methods and techniques employed in generating data

The team looked for suitable ways of generating data to answer the research question. In generating data, I used voice recordings, took notes, captured non-verbal cues, and used emails with the consent of the co-researchers. I and co-researchers collaborated to establish appropriate methods of data generation. The co-researchers held a session in which I introduced the methods used in qualitative studies and those recommended for PAR in generating data. The emphasis was on ensuring that the chosen methods would address issues of power relations, so that all voices would be heard, thus encouraging collaboration among the team members. The co-researchers selected the methods that they felt would be most appropriate for them and easily accessible to the study.

3.3.8 Session Five

The co-researchers met to reflect on the action cycle and its outcomes, and to evaluate its effects on the role of female principals as curriculum managers. At this stage of the research project, the research team's main focus was on giving light to these areas of concern: What barriers prevent female principals from effectively implementing curriculum?

- How can these barriers be broken?
- What motivates females to pursue principalship?
- What qualities do females bring to their team that make them effective curriculum managers?

PAR emphasises the cycles of an on-going process that open doors for new questions and answers. What was important was that their practice was developed and enhanced through this project.

3.3.9 Data Analysis

After the data had been generated, I took it as my responsibility to analyse it, using the Critical Discourse Analysis (CDA) advocated by Van Dijk in analysing discursive data. I chose CDA as it acknowledges the need to examine how one goes about performing a critical analysis of data text and talk (Van Dijk, 2011:89). Information was generated in the form of minutes of meetings and virtual discussions on social networks, voice recordings, emails and text messages. According to Fink (2000:22), in conducting qualitative research, I started by asking question about what was to be studied, design, discussions, transcriptions, analysis, verification and reporting. This means that I provides clarity with regard to what it is that will be done in the study. The voice recorded focus group discussions were transcribed verbatim, taking into account that society influences what we say (Mahlomaholo & Nkoane, 2002:5) in order to achieve the raising of consciousness (Van Dijk 1993:253).

3.3.9.1 The framework used to analyse data in this study

The analyst will analyse data by categorising data in terms of the objectives of the study that is the challenges, solutions, conditions, threat and evidence of success, by choosing appropriate subheadings per objective that are relevant to enhancing the role of female principals as curriculum managers, there will be an opening paragraph which explains what is expected in terms of the literature in each and every subheading analyse what is expected by the policies or legislation which is positive, what the other previous researchers has said about these things and analyse the theories related to the subheading. The extract from the discussions will be used relevant to the subheadings but confirm to what the policies, previous research and theories said this will be integrated with the opening paragraph, A Critical Discourse Analysis would include analysis of the discourse as text, analysis of discourse as discursive practice or interactions and analysis of discourse as social practices at the local level these three dimensions of analysing (Text, Discursive and socio-cultural structural level).

(i) Textual analyses used in this study

I generated data that was not present in a textual form as the analyst. Since a great deal of the recordings was done during the meetings in which the team presented coherent ideas, I began by transcribing the discourse in order to generate textual data for the purposes of analysis. I did so, using two procedures, namely description and transcription. Description was used for non-verbal discourse, including meaningful gestures, silences and emphases, whereas transcription was used for spoken discourse, and included the verbal events in the study. The data that was translated into textual form was broken into units and categorised according to appropriate themes. The main themes centred around the enhancement of the role of female principals as curriculum managers, the challenges they encountered in curriculum management, the solutions they came up with to solve these challenges, and the conditions that would enable all principals (not only female principals) to effectively implement curriculum management.

(ii) Discursive analysis

Jorgensen and Phillips (2002:69) state that analysis of discursive practice focuses on how the author of texts draws on existing discourse and genres to create a text, and on how receivers of text apply the available discourse and genres in communicating and interpreting the texts. My focus on analysis was on the text in which co-researchers demonstrated an understanding of what others said about curriculum management and understood the strategies that were used in enhancing the role of female principals as curriculum managers, paying attention on the society where the co-researchers are coming from in analysing data.

(iii) Sociological analysis

I interpreted discourse by linking social space and discourse analyses, I will recognise that the co-researcher have the knowledge of what is happening around them in schools, the ideas brought forward will not be bias since is from the people who experiences curriculum management on daily basis, the knowledge provided by

the co-researcher will be of greater use to provide the solutions to the challenges encountered by female principals in curriculum management.

The researcher aims at describing relationships among certain texts, interactions and social practices, analyse and interpret the discourse practices. And also link the data with the Critical Feminism Standpoint Theory which brings hope, democracy, transformation, inequality and social justice, and analyse how these are similar or different from what the literature says.

3.4 SUMMARY

This chapter focused on the way in which I engaged collaboratively with the principals, the SMT and other leaders to provide solutions to the problem of enhancing the role of female principals in effectively implementing curriculum management. The adoption of PAR in this study made it possible for me to adopt the position of a facilitator of the project, a participant, mediator, analyst and learner in the research process, instead of being an expert and a detached researcher.

The voices of the principals, SMT and other leaders who were co-researchers were heard throughout the decision-making processes and brought about change, especially for the marginalised. Rich data was generated by all of the co-researchers since they believed that sharing their views and ideas would make a meaningful contribution in terms of confronting the research problem. The process was empowering, emancipatory and consciousness-raising to the co-researchers because it provided opportunities for all co-researchers to improve their analytical skills as they collaboratively tried out possible solutions to the research problem. The co-researchers acquired some research skills and gained more knowledge on curriculum management by participating in this research. The knowledge and skills they learned in the process created a sense of responsibility and strengthened their desire to help one another collaboratively in enhancing the role of female principals as curriculum managers.

CHAPTER 4: DATA ANALYSIS, PRESENTATION OF RESULTS, INTERPRETATION AND DISCUSSION TOWARDS STRATEGIES TO ENHANCE THE ROLE OF FEMALE PRINCIPALS AS CURRICULUM MANAGERS

4.1 INTRODUCTION

The aim of this study is to formulate strategies for enhancing the role of female principals as curriculum managers. This chapter analyses data and presents, interprets and discusses the results towards strategies to enhance the role of female principals as curriculum managers. In order to achieve the above, this chapter categorises data into five objectives as the starting point. The focus then shifts to the subheadings/subsections constituting each objective, starting with the challenges and then repeating the process. Each of the remaining four objectives of the study will be explained.

Each of the subheadings which unpack and constitute different challenges within the broad category of Objective One are identified from the empirical data collected and categorised under 'the challenges'. Each of these subheadings are mapped against the constructs that emerged from the review of the literature in Chapter Two, so that appropriate subheadings are formulated and used for analysis in this chapter. An opening paragraph is then formulated, capturing what the relevant theories, responsive policies and supportive previous research (the literature) say, in order to advance the argument that the respective challenge is 'really a challenge' and as such constituting the respective objective of the study (namely challenges in this first instance).

From there, relevant extracts from the corpus of empirical data are cited to further support the argument made above. To deepen the meaning and discussion of the emerging findings, the text of the extracts is used as the first level of CDA analysis, followed by an even deeper focus on the discursive practices informing the text and finally the social structural level of analysis is considered to conclude the

understanding in the context of the challenges. The analysis is then furthered by using Critical Feminist Standpoint Theory to consider meaning and analyse and discuss the gendered conceptualisation in terms of power differentials, inequities, social injustices, strivings and the desperation brought about by unjustified stereotyping and misunderstanding of female roles as curriculum managers.

Finally the findings are connected to the literature to determine the extent to which they confirm, refute or suggest new insights against this backdrop.

A summary looks at the findings of data generated and whether they connect with the literature review. Later observations were made that contribute to the findings of the study.

4.2 CHALLENGES

Challenges emerged when the research team held their discussions and engaged in many activities with the purpose of identifying the challenges faced by the female principal in curriculum management and offering their solutions. The following challenges were identified: lack of a dedicated team to enhance the role of female principals as curriculum managers; lack of a vision on the part of the team to enhance the role of female principals as curriculum manager; and the inability to ensure that the female principal is able to create a positive learning environment at school.

There was also no encouragement and support given to the female principal in facilitating the planning, preparation and presentation of lessons. There was no support to enable the female principal to facilitate extra-curricular and co-curricular participation, no opportunity created to enable them to engage in decision-making and accountability as part of their curriculum management roles, a lack of support in learner assessment or achievement, a lack of parental and community involvement, a lack of training in knowledge of curriculum and learning programs, a lack of support and training of female principals to help teachers gain pedagogical knowledge, a lack of collective capacity to promote curriculum management by female principals, a lack of training of female principals in financial management, a lack of support and training of female principals in handling human relations and its contribution to

school development, a lack of skills in the administration of resources and records, leadership, communication and service to the governing body, and a lack of training and development in teacher curriculum management, strategic planning, financial planning and education management. I used the identified challenges as subheadings below.

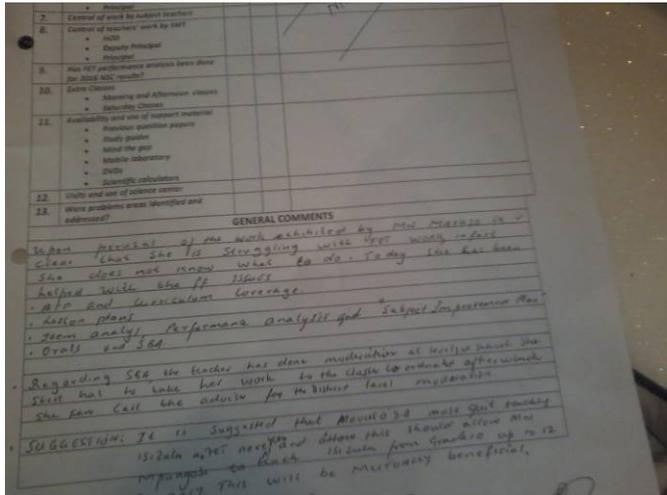
4.2.1 Lack of a dedicated team to enhance the role of female principals as curriculum managers

According to SASA Section 16 A (3), the principal has to support all the stakeholders for the improvement of teaching, learning and management. A lack of support from the team hinders the SMT in management, teaching and learning. The team has to create synergy, encourage multi-disciplinary work, promote a sense of achievement and equity, support a more empowered way of working together and encourage collective performance among the staff (Stringer, 2013:11).

Team building theory emphasises quality circles, best practices, and continuous improvement in a team. It is a theory that mainly hinges on reliance on teamwork (Olum, 2004:19). It also emphasises flattening of the management pyramid and reducing the levels of hierarchy. Finally, it is all about consensus management, which is involving more people at all levels in decision making.

Van Deventer and Kruger argues that collaboration encourages a team that is dedicated, that creates a positive climate and an environment where teaching and learning can take place effectively by involving all the stakeholders (Van Deventer & Kruger, 2011:17) They further illustrate the importance of a team being expected to produce results in a collaborative environment by creating a team that can foster curriculum management implementation in a school where the study is conducted. In our discussions with the female principals, we discussed the results of schools which are not performing well, trying to identify the issues that lead to this.

Below is evidence of the report after the visit of the subject advisor to check the work of teachers teaching IsiZulu for Grade 10 to 12.



The report above indicates that there was no team work between the teachers who are teaching IsiZulu in Grade 10 to 12. The other teacher teaching Grade 10 and 11 was working alone, which is why he did not cope with the work, and the other one teaching Grade 12, who had knowledge of what was expected, was working alone in the same school. This indicates that there is no collaboration in this school and the female principal is not bringing them together. There is no multidisciplinary approach in engaging and working together when the learners are not performing well.

In the other grade it indicates that there was no synergy among teachers in the school in the FET phase, which also indicates that there was no quality cycle within the schools. Because there was no team to foster curriculum management, there was no positive climate. The principal and the staff were not collaborating when there were challenges faced by the school.

One of the team members (Zinhle) interrupted the discussion and said:

After looking at the report of these two grades in one school, one would say that these teachers are from different schools; teachers are working in silos.

From what Zinhle said, it is clear that there was no empowered way of working among the staff and there is no multi-disciplinary work and team teaching in the school. The SMT is not emphasising the flattening of the management pyramid. Since teachers are working in 'silos', the management does not involve more people in making decisions, to the degree that team teaching was not encouraged at this

school. The comments from Zinhle also give clarity on the subject of grades, since there was no positive climate in the school, because teachers should have collaborated in order to improve the learners' grades, especially in Grade 11. Teaching and learning is not taking place effectively, as the results in Grade 11 indicates that learners are failing Isizulu, while in Grade 10, learners are performing excellently.

A team that is dedicated to enhancing the role of the female principal as a curriculum manager is needed to foster curriculum management implementation, because in this school, the curriculum management was not well implemented. The female principal together with the HODs are not fostering curriculum management, as the results are not good in Grade 11. These learners are about to be advance to Grade 12, yet the HOD for IsiZulu is not allocating duties according to the expertise or the performance of the teacher in teaching and learning. While discussing the results, a teacher from one class interrupted the discussion. Mbali said:

I am doing whatever I think might help these learners, forgetting other colleagues.

From what the female principals articulated, it is clear that there is no collective performance in their school, as Mbali said 'I', indicating that she is doing her own thing. There is no multidisciplinary collaboration in this school, because she does what she thinks she must without discussing collaboratively with the HODs and the teachers that need the intervention of a team. It is evident that the female principal needs a dedicated team that will foster best practices, where consensus can be reached. They also think that others are not capable of helping them. When Mbali said 'forgetting other colleagues' it indicated that she does not trust anyone and a dedicated team is not there to assist and support the female principal. The communities where they are from do not trust women to be effective leaders. It is also evident that there is no trust among the staff members and no strong school morale.

4.2.1.1 Analysis from CFST perspective

What the CFST emphasises is a more empowered way of working together. It is against practices that hinder achievement and equity in a motivated workplace,

where female principals are free to work with all the staff (Mollel and Tshabangu, 2014:50) CFST encourages collaboration of a team and social justice, which is contrary to the cases above, where there is no collaboration in a school because of gender inequality (Harding, 2004:5). What the literature says is evident and even my findings show that dedicated teamwork is of vital importance, because hope can be instilled and peace in schools maintained. Even in Kenya, the study conducted by Bauer and Reilly (2015:142) on female principals favour a collaborative approach towards running their schools. They saw themselves as part of a team, working closely with their deputies and HOD, as the team combined individual strength with shared commitment to collective performance, which is lacking in my findings.

In conclusion, through a series of discussions, the team contributed that collaboration with the female principal and stakeholders regarding the lack of a dedicated team to enhance the role of female principals as curriculum managers is needed. The study illustrates that when a dedicated team is not present, it contributes to a lack of sharing, trust, honesty, networking and commitment, which is why there is a need to enhance the role of female principals as curriculum managers.

4.2.2 Lack of a vision on the part of a team to support female principals as curriculum managers

According to SASA Section 16 A (2) a (i–vi), the principal should provide professional leadership in leading people and working with people within the school and be able to manage and develop personnel in such a way that the vision and mission of the team is accomplished by applying the principles of democracy, which involves collective decision making (IQMS, 2013:25). Having a clear school vision promotes greater achievement, consistency in delivering quality classroom instruction, strong morale, trust, honesty, elimination of conflict, effective communication, maintenance of a safe and well-ordered learning environment and appreciation for diversity (Buhls, 2013:5). Having a common vision creates a strong foundation for the team for proper planning.

The full-range theory emphasises the enhancing of motivation in a team, which creates a feeling of solidarity and strengthens the morale of the staff by connecting the sense of identity to the school curriculum and developing a collective identity by creating a strong foundation where policies and procedures are done accordingly (Antonakies & House, 2013:25). Vision helps the team to simplify its decision making, having a common vision that ensures that everyone makes decisions based on mission, values and goals. According to Grusenmeyer (2009:1), a common vision is a tool for building a team with a purpose, having unified project management, having organisational ability, having the ability to manage the curriculum effectively as a team and resolving conflict together.

In building a vision by creating a positive image to the outside world, a school led by female principal looked at the following internal analysis from the Department of Education, which provides a picture of the school subjects comparing it to the learners report and the choice of subjects for the learners.

The HOD was furious and said:

Looking at this subject choice below, this is a sample from the department which is in contrast to what this school offers.

	12	12	12
English	English	English	English
isiZulu	isiZulu	isiZulu	isiZulu
Maths	Maths	Maths Lit	Maths Lit
Ph.Sc	IT	Accounting	Accounting
Life.Sc	History	Business S	Business S
Geography	Geography	Economics	Economics
LO	LO	LO	LO

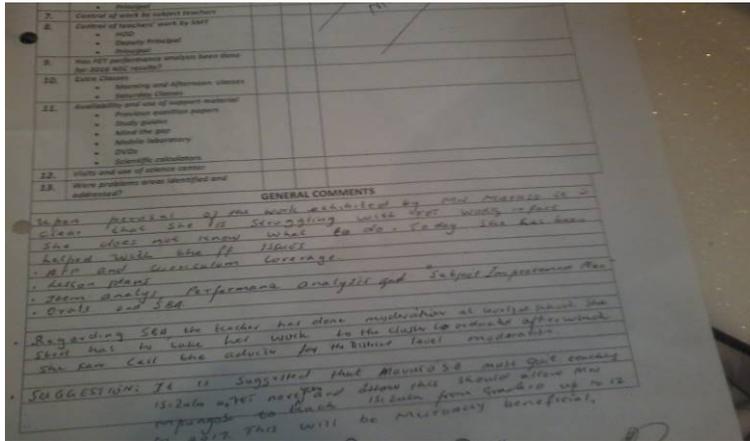
Learners reported only subjects that we have used to look at the subject choice. One of the schools led by a female principal has the following subject choices:

Grade 12 Subject Choice
Zulu
English
Business Studies
Agricultural Sciences
History
LO

It is evident that there is a lack of vision on the part of a team to support female principals as curriculum managers, since there was no vision of promoting greater achievement for the learners. In this school, a team with a vision for enhancing the role of the female principal was required. It is evident that there was no effective communication between the stakeholders to improve teaching and learning in the school. If the female principal had been empowered as a curriculum manager, the choice of subject would have been discussed at length and there would have been a common vision and idea of what the school's community was in need of. This indicates that there was no proper planning in the school. There was no reason why these learners are taught these subjects for this particular community and there was no unified project management in this school with subjects that are mixed like this. The subject choice was not well-organised and the curriculum was not well-implemented. Even assessing their tertiary options will be a problem to these learners, because they do not know what they are going to do.

The evidence indicates that there was no collective decision-making in the selection of the subjects to be taught at the school and there was no strong foundation in a team for proper planning.

During our discussion meeting, the principal presented the evidence below, which is a report following the visit of the subject advisor to check the work scheduled to be taught on the ATP (Annual Teaching Plan) in Grade 10 and 11 in IsiZulu.



It is evident from this report that teachers are not motivated to work together, because there was no feeling of solidarity among them in teaching. It was clear from the evidence that the other teacher was forced to quit teaching the subject, because there was no strong morale among the teachers teaching the same subject, as it appeared that this teacher was not using the ATP properly, instead of being helped by the other teachers they were teaching the same subject with. There was no consistency in delivering quality classroom instructions when this teacher was teaching the work for the GET Band instead of teaching the work for the FET Band. There was no trust and other teachers were not honest with this teacher.

A visionary team was required to enhance the role of the female principal as curriculum manager, because in this school, the principal was not resolving the conflict among teachers who were teaching the same subject and who were not open to one another about what has to be taught. A team with a vision was required, because there was no strong foundation to create a collective identity, and there was no team with the purpose of enhancing the role of the female principal as curriculum manager. A lack of a team with a vision provides a negative picture of a school and the image of the school to the other school was negative, as if they do not have vision. They are lost without a dedicated team with a vision.

Lack of a dedicated team with a vision also hindered curriculum management, because these learners, who are taught the kind of work they are not supposed to be taught, will have difficulty succeeding in the next grade, because the work they used to do was not at their standard and level.

While we were discussing the issue of the ATP, one of the co-researcher interrupted the discussion.

Zipho said:

Teachers absent themselves all the time in the school, because they end up teaching subjects that they are not confident with. They even doubt the leadership of a female and they also fight all the time.

From what Zipho said, it is clear that vision is a tool that measures progress in a school where the subjects are taught by teachers who are not comfortable with the subjects they are teaching. This also indicates that they are not monitored effectively, if the subject advisor could find this shortcoming. Teachers are not committed to the unified project committed to in a school. They also think that if they have a team with a common goal, they will be able to make decisions collaboratively and lead and work with people effectively, which would help the female principal to overcome the challenges they face on a daily basis. They are from schools where they encounter challenges in curriculum management, which is why they saw a need for a team with vision to create a strong foundation for the schools, where teachers will be inspired to create a strong image of the school by not fighting all the time and where the principal can resolve conflicts effectively.

4.2.2.1 Analysis from CFST perspective

CFST encourages working towards a common vision where a team has the same voice in decision making and where they have freedom. Not having a clear direction has a negative impact on vision. Decisions are taken on their behalf, because they are not vocal and it compromises the results. They do not take ownership of the vision and there was no development in personnel and a feeling of solidarity that contains mutual trust, which is emphasised in CFST and requires commitment (Naidoo, 2014:8). Once you have the vision, you carry it with you all the way to success, which was not visible in the evidence above.

It is evident in the literature that vision helps the team to simplify its decision making and having common vision ensures that everyone makes decisions based on

mission, values and goals. Halinger and Heck (2002:10) states that a vision by its nature is a source of inspiration for one's work and inspires identity. Even in the study, it was evident that a team of female principals need to have vision to have a strong foundation and purpose in order to achieve equity, social justice, peace and hope for the future, as well as effective curriculum management in schools.

In conclusion, we need to have a team with a vision to enhance the role of female principals so that they can be the best. We need a team with the vision that will not hinder curriculum management. The team developed a vision and set priorities to achieve the goals (Kemmis, 2008:345). It is also visible in my study that a visionary team for female principals is required because of the challenges of the curriculum, which is not implemented effectively in a school because of the lack of supervision and the support of a team with the vision of enhancing the role of the female principal as curriculum manager.

4.2.3 Not ensuring that female principal is able to create a positive learning environment at school

The principal must ensure that there is a positive learning environment for the curriculum to be well managed by the female principal at all times, in accordance with law amendment Act 31 of 2007. The female principal, in creating a positive learning environment, aims to establish disciplined learners that respect teachers and respect themselves and one another. She aims to establish a purposeful environment where learners learn and teachers teach all time.

In the schools section 18 (a) of the SASA and KZN code of conduct, section 16 A(3) of SASA emphasises that the principal and the SGB should create a sense of belonging, provide clear direction, make regular inspections of the school to ensure a positive environment and that good discipline is being maintained. Female principals must be an example to all, which cannot happen in a vacuum; the principal needs to work collaboratively with the teachers and other stakeholders.

According to Kyahurwa, the transformational leadership theory encourages a female principal to show integrity, honesty, humility, reliability and inspire vision of the

school by motivating all to achieve this vision by building a successful and stronger team to promote a positive learning environment where teachers attend classes in time, prepare well, are always in classes and understand the background of the learners (Kyahurwa, 2013:19).

Below is a period register which the team asked for in the discussion while discussing the learning environment. It indicates how teachers attend the classes and how the learners used to honour the class periods. It aims to find a reason for this.

PERIOD REGISTER

CLASS TEACHER: Zobodo Z

PERI	SUBJECT	TEACHER NAME & SIGNATURE	TIME IN	TIME OUT	ABSENT / BUNKED LEARNERS
1	Math	Nene P	8:00	9:00	-
2	SS	Dutshane M	9:00	10:00	A 5
3	NS	Zulu B	11:30	12:30	-
4	CPV	Sosibo N	12:30	13:30	2
5	TEK	Zulu B	13:30	14:30	4
6	Math	Nene P	14:30	15:00	1

PERI	SUBJECT	TEACHER NAME & SIGNATURE	TIME IN	TIME OUT	ABSENT / BUNKED LEARNERS
1	Math	Nene P	8:00	9:00	-
2	SS	Sosibo N	9:00	10:00	A 3
3	NS	Nene P	11:30	12:30	6
4	CPV	Dutshane M	12:30	13:30	A -
5	TEK	Nene P	13:30	14:30	1
6	Math	Nene P	14:30	15:00	-

In discussion with the team, we noticed the problem in class attendance of teachers. Teachers in this school are not inspired to go to classes and are sometimes absent and they are not honest with the learners or themselves by not attending classes. This results in a number of learners who are not honouring their class periods, because they know that when it is the period of that certain teacher, it is a free

period. This makes the learners undisciplined and they never respect that teacher. The female principal is not an exemplar in disciplining the teachers to do their work with honour. The female principal needs to inspire them and encourage them to show integrity in their work and be exemplary.

Zikode interrupted the discussion in an angry voice. Zikode said:

Learners are not disciplined, they do as they like, they hide in toilets.

Zikode, as the deputy in a school which is led by a female principal, mentioned that learners are 'not disciplined' and are not conducting themselves appropriately, which indicates that learners are not respecting the female principal, because they hide in the bathrooms instead of being in class all the time. They are not respecting themselves by hiding in the bathrooms. The teachers are not providing clear direction by not calling the teachers into order on what he articulated. He thinks that if the principal was a man, learners would have been disciplined and be afraid of the principal. What Zikode said indicates that he is from a family that only accepts a man as the one who leads and who prevents children from doing as they please.

In our discussions Fakude said:

Learners are wild, are carrying weapons in school and are saying nasty things to female teachers, and teachers absent themselves when there are trips.

Sihle supported this:

I have a learner who says that he hates us all in school and is so wild. If he looks at us, we remind him of his mother and his father, who are separated.

It is evident that Fakude is from a school led by a female principal where teachers are not going to classes on time, but their concern is that learners are not concentrating and are wild. The police are not showing regular inspection of the school and discipline is not maintained in this school. Teachers do not understand the learners' background well because of the challenges they are facing at home. Fakude is working with the female principal in a school where there is no positive learning environment, where learners are not disciplined, are not respecting teachers and are not even respecting themselves. There is no sense of belonging and collaboration among teachers, which is evident when they are absenting themselves

when there are school trips, because they do not know what the learners will do, since they are wild and carry weapons.

Sihle's learner is evidence that female principals should be exemplary in understanding and caring for the children that are needy. These children are hurt emotionally, because there is no integrity, veracity, humility and reliability from the community where they are from and because of what is happening in their homes, they need motherly love, honesty, humility and reliability so that they can feel comfortable and taken care of. They need to be occupied all the time in the classroom so that the curriculum can be managed effectively by creating a positive learning environment.

4.2.3.1 Analysis from CFST perspective

CFST emphasises change that will help the female principal to be able to work collaboratively with the stakeholders in preparing a positive learning environment where learners respect teachers, themselves and others, because if learners are well disciplined and kept in an environment that has motherly care (Mekgwe, 2008:13), they will succeed in curriculum implementation. Mckernan et al. (1989:102) argue that social justice needs to be encouraged. Hope for the vulnerable children is emphasised in using CFST. Peace and freedom is emphasised, which is not visible in the evidence above.

The literature reveals that self-efficacy can help the female principal to better analyse and solve problems in their schools when they are able to do tasks and reach their goals. The action of learners within the classroom and creation of a safe and productive environment are important for many schools, because disturbances hinder learning and teaching. Maseko (2013:31) further argues that female principals' leadership approach is participatory and transformational. The importance of this finding is that it reflects that women as managers are inclined to the transformational approach, because it favours their feminine values of nurturing and caring for effective curriculum management in schools. All the other roles and responsibilities of a school principal are important, but a positive school culture is of utmost importance (Habegger, 2013:43).

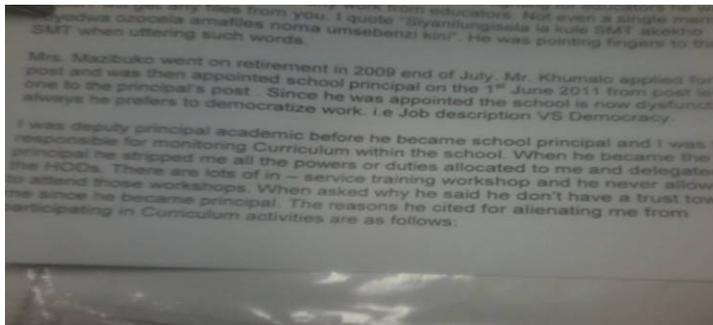
In conclusion, Van Deventer and Kruger (2011:15) and Sedibe and Fraser (2012:156) agree that the climate of the school certainly influences the climate in each classroom, but each and every female principal has the power and ability to create a particular climate within her school for the learners to excel in academic performance and teachers to facilitate teaching and learning effectively. The female principal as an overseer must ensure that there is positive learning environment and be exemplary to all learners and teachers so that the curriculum management is effective in schools by creating a learning space for all learners by encouraging the positive involvement of learners that respect diversity and encourage learner motivation and self-discipline.

4.2.4 No encouragement and support given to female principals in facilitating planning, preparation and presentation

The principal must do proper planning at the beginning of every financial year. In the National Development Plan (NDP), Chapter 9 focuses on education, training and innovation that includes curriculum, incentives, inclusivity and language. In the absence of a team, there is no encouragement and support given to the female principal in facilitating planning, preparation and presentation. According to Section 16A(3) of SASA, the principal has to carry the duties of planning and organising, communicate, involve all stakeholders and implement all the educational programmes and curriculum activities and must handle safe keeping of all school records, ensuring that all school journals containing records of all important events connected with the school are kept securely.

The behavioural theory emphasises that a good leader focuses on how leaders behave (Anderson, 2002:49). A good leader plans, motivates a team, boosts team morale, informs people about what role to play and keeps records safe at all times and presents them when they are needed. According to Rice (2010:27), planning, preparation and presentation of the curriculum management focuses on building partnerships and collaboration and ensuring greater coherence. The principal depends on the team to win support, provide an update on progress, make recommendations, interact with the team and inform people of their roles.

Below is evidence that we found in a school of the principal who cannot facilitate planning, presentation and preparation of the curriculum. The team started to discuss it.



After visiting the school, it was evident that the school is dysfunctional due to the fact that the principal does not carry out the duties of planning and communication and does not involve all stakeholders. The female deputy has been prevented from carrying out the curriculum activities. The principal in this school does not motivate a team, the team's morale is not boosted and the female principal does not inform the deputy principal about what role to play. From this letter of complaint, it was discovered that the female principal is not supported in doing planning and preparation, because there was no planning, no partnership, no interaction with the principal and the roles of the female deputy principal were infringed on by the principal. Other members were not supported, because the school is not functioning properly.

In our discussion one of the HODs (Zibuse) commented:

In our school, we do as we please.

Zibuse's comment indicates that there is no interaction among members of the staff and the female principal, since she is busy with curriculum management and is not informing the teachers of their roles in curriculum implementation because her duties have been infringed upon. The way the female deputy principal is treated by the male principal indicates that there is no partnership that has been built between the management in order to implement the curriculum effectively. There is no update

provided on the progress in curriculum management. She thinks that the reason for the dysfunctionality of the school is a lack of collaboration in communicating the functionality of the curriculum management. There is no trust amongst the SMT members. The male principal as a manager is from a society that does not respect the voice of a woman. This is indicated by the way she is treated by not allowing her to attend workshops, because he does not trust her, as he said in the evidence above.

It is clear that Zibuse is from a school where everything is organised and does not understand how this school functions.

Futhi interrupted the discussion and said:

The thing that made me stop monitoring classes was that one of the teachers, soon after I left the class, sprinkled Jeyes Fluid in her class in front of the learners.

What Futhi said indicates that in the school, they do not trust the female principal, which is why the curriculum management is not effectively managed because of the discrimination females suffer in schools. There is no implementation of all educational programmes and curriculum activities due to the discrimination she experienced when she comes to classes. There is no partnership that has been built and no interaction with the team.

4.2.4.1 Analysis from CFST perspective

The Critical Feminism Standpoint Theory emphasises that to understand women, one needs to start by understanding what they are experiencing before judging them. They need support in planning and presenting their work effectively (Harding, 2004:6). Social justice must be visible and equity is not visible in this school in the way the female is treated. The female principal is not free and there is no peace within the school. Literature reveals that female principals enhance the effectiveness and creativity of the school (Kim, 2005:341). The behavioural theory emphasises that a good leader focuses on how leaders behave. A good leader plans, motivates a team, boosts team morale, informs people about what role to play and keeps records safe at all times and presents them when they are needed.

According to Clark (2009:7), planning, preparation and presentation of the curriculum management focuses on building partnerships, collaboration and ensuring greater coherence. The principal depends on the team to win support, provide an update on progress, make recommendations, interact with the team and inform people of their roles.

In conclusion, encouragement and support needs to be given to female principals in facilitating planning, preparation and presentation for the effective implementation of the curriculum in schools. They must not to be discriminated against or treated differently based on their gender (Kelsey, Morchain, Prati and Ravon 2015:489), in order for them to be empowered in their roles as curriculum managers.

4.2.5 No support to enable the female principal to facilitate extra-curricular and co-curricular participation

According to SASA Section 16 A (3), the principal has to carry out the duty of implementation of all educational programmes, curriculum activities, co-curricular and extra-curricular activities for learners to be actively involved in school activities. The Norms and Standards for School Funding (2000:10) Function 2(b) determines the extra-mural curriculum of the school and the choice of options, where all learners must have equal access to all the school activities for them to develop many working skills and develop self-esteem and teamwork.

The Social Justice Leadership Theory emphasises the role of the principal in dismantling barriers and obstacles to rights and duties assigned in the school in promoting learning time management and prioritising, learning about long time commitment, exploration of interests and building solid relationship skills (Dematthews & Mawhinney, 2014:193). The school should have a curriculum committee, where each subject must have a subject policy. Being a female principal, however, entails a long journey that requires training learners in professional skills and ensuring that learners participate in extra-curricular activities. Female principals prefer the style of becoming a role model in ensuring that learners are allowed to make contributions, learn to be diverse in their interests and develop people skills,

for them to feel good at something (Mollel & Tshabangu, 2014:49). An extra-curricular committee can carry the tasks like time tabling, safety and funding.

Female principals are more focused on transformation. As a curriculum manager, the female principal is managing what is taking place at school, as well as what is happening outside of the school, including extra-curricular activities. As experts in their field, deputy principals and HODs need to be developed. In our discussions the issue of extra-curricular and co-curricular activities, we discussed at length the need for having them in school. We then looked at the year plan the female principal had designed for the school.

The team looked at the year plan below that indicates that there is no time allocated for extra-curricular activity:



It is evident from the year plan above that learners are not developed to be experts in certain fields. There is no timetable for extra-curricular activities, no fundraising to sponsor the extra- curricular and co-curricular activities, learners' skills are not developed, learners are not allowed to make contributions, learners are not given equal access to all school activities, learners are not taught about commitment and their self-esteem is not developed through equipping them with team spirit. People skills are not developed, because extra-curricular activities are not in the year plan. The SGB member interrupted the conversation by stating:

We once had a female deputy principal who acted when the principal moved to another school. She was not exposed to administration and management, although she had been in

the post for nineteen years. Hence, there were more challenges than positive contributions. She did not understand the importance of staff recognition and the importance of the SGB in a school, as well as that of working together with the outgoing principal in order to learn more. She did not approve of sports or any activities in the school.

The explanation he gave for this was that he wanted to emphasise the importance of collaboration between the community, principals, deputy principals and HODs, because, they were not given any choice. From the word *exposed*, it was clear that the female deputy was not well exposed and did not know what to do. She thought that she was making things hard for the principal, as she was from a society where no one helps another.

4.2.5.1 Analysis from CFST perspective

The Critical Feminism Standpoint theory fights for social justice, non-discrimination and educational reform, especially when enhancing the female principal's role as curriculum manager. In using CFST, freedom, equity, hope and peace talk to gender issues. The literature reveals that there is a perception that women are not suited for the positions, based on gender stereotypes (Oplatka & Atias, 2007:15). The findings in the study revealed that female principals are discriminated against because of their gender and the way society perceives them. Equity was not achieved. Society always believe that women should not be leaders, but women saw themselves as better leaders and even handling issues at home helped them to be better managers. According to Kyahurwa (2013:19), effective and efficient curriculum management depends on the ability of principals to perform their roles as curriculum managers when they have the positive support of all stakeholders.

4.2.6 No opportunity created to enable them to engage in decision-making and accountability as part of their curriculum management roles

According to the IQMS, the principal is expected to establish procedures that enable democratic decision-making and accountability within the institution, ensure the structures that enable active participation by all stakeholders in decision-making

processes, make sure there are clear lines of accountability, promote togetherness, gather information and share power. According to the KZN Department of Education (2008:5), support for the teachers and implementation of the curriculum require optimum school functionality and stability when engaged in decision making. This suffers when principals lack sufficient information to facilitate the strategic direction.

The Leadership Theory emphasises the importance of influencing others in decision making by means of quality management, where there is allocation of tasks by contributing in decision making, weighing everyone's opinion, applying techniques to implement a high-quality curriculum renewal process in supporting everyone, allocating tasks, organising, giving mandates and promoting organisational stability (Dematthews & Mawhinney, 2014:192). Commitment Theory emphasises that the principal has to do things or take decisions without changing the mind very easily, especially if that commitment was public. Decision-making and accountability are essential functions of school leadership through gathering relevant information and choosing the best avenue to assist with operational processes, allocating tasks and selecting choices. Whether this role is carried out by the principal, the deputy principal, a team leader, a department head or by leading classroom teachers, the curriculum defines all other roles in a school in ensuring that consensus is reached, people compromise, facilitate change, evaluate feasibility and generate possible options Ilhan, Cetin and Arsian,(2007:4).

In our discussions, one of the female principals (Nosisa) commented as follows with regard to this matter:

In most cases, there is no time for discussing the problems pertaining to the curriculum development and implementation, because there is a lot of work to be done. One is not able to perform according to what is expected of her or him.

From what Nosisa said, it is clear that in her school there is no sharing of power when decisions are made, togetherness is not promoted and there is no stability of the female principal when there is no time for discussing the curriculum problems. Nosisa is a language HOD at a school where there is no allocation of tasks by contributing in decision making, since there is no time to have meetings due to a high workload. In meetings, there is no weighing of everyone's opinion, no mandates

are given and there is no organisational stability. She also mentioned that 'there is no time where they talk about the challenges they have on the curriculum delivery and implementation'. From her words it is clear that in her school where she is from, they do not talk much about the curriculum, there is no organisational stability and the consensus is not reached because meetings are scarce. Decisions are not taken by all and they are not assisting with operational processes.

4.2.6.1 Analysis from CFST perspective

The Critical Feminism Standpoint Theory emphasises fighting for social justice and educational reform, especially when enhancing the female principals' role as curriculum managers and good decision makers. According to CFST, equity, freedom, hope and peace are emphasised, which is not visible in the study. The female principal is accountable and has good decision making skills and is able to take different viewpoints and is able to consult. She is not autocratic and is democratic in decision making (Ahmed & Omutunde, 2012:52).

It is evident from my study that good decision making is very important for effective curriculum management. For this reason, departmental meetings are required to address matters pertaining to curriculum delivery in monitoring progress, in giving clear directions and giving mandates with clear expectations regarding decision making and challenges encountered by teachers daily. Principals have many roles to play in a school and delegation plays a pivotal role in decision making. Working hand-in-hand with deputy principals and HODs in schools is of crucial importance. The female principal needs the support of all the stakeholders in decision making and they must be accountable in all decisions in order to enhance her role as curriculum manager.

4.2.7 Lack of support in learner assessment or achievement for female principal's curriculum management

In terms of the education Laws Amendment Act 31 of 2007, the principal must prepare an annual report on assessment and achievement in curriculum management with regard to academic performance of the school and liaise with

relevant structures regarding school curricular and curriculum development. The National Protocol on Recording and Reporting (*Gazette no.29467*) report cards are the responsibility of the school management. The importance of the policy is in promoting academic excellence. In IQMS, the female principal must demonstrate competence in monitoring and assessing learner progression and achievement in order to promote teaching and learning. Monitoring learning achievement means assessing the knowledge, skills and attitudes/values learners have gained. It is important that learners know what knowledge and skills are being assessed and feedback should be provided to learners after assessment to enhance the learning experience and to ensure that assessments are conducted in a fair manner for the learners to achieve the best results.

Transformational leadership theory emphasises that a principal must create a solid relationship that results in a high percentage of trust with learners as well as parents (Beck-Tauber, 2012:6.). The female principal must ensure that all classes follow the same procedure with regard to tests, examinations and SBA to ensure that the system is fair and transparent. The principle must also provide regular and insightful feedback to parents on the academic progress of their child. Assessment makes it possible to identify barriers to learning timeously, which will then inform the intervention strategies required to assist the learner.

The member of the SGB interrupted the discussion. Zikode said:

Our kids get their reports in each term late.

This response indicates that the female principal and teachers do not give learners progression reports in time, because the female principle does not have enough time. This is why there was no regular and insightful feedback in the school and no accountability. Education report cards are one tool for increasing accountability and drawing attention to results. This indicates that Zikode was from a school that believes in achievements of learners. The female principal was not giving reports on time and there was no academic excellence, which is promoted when reports are given to learners, since reporting is a tool of assessment and achievement. In our discussion, there was not much talk about the curriculum. There was no organisational stability and consensus does not get reached, because meetings are

scarce. Decisions are not taken by all and they are not helping with operational process.

4.2.7.1 Analysis from CFST perspective

The Critical Feminism Standpoint theory emphasises fighting for social justice and educational reform, especially when enhancing the female principals' role as curriculum managers and good decision makers. According to CFST, equity, freedom, hope and peace are emphasised, which was not visible in the study. The female principal is accountable and has good decision making skills and is able to take different viewpoints and able to consult. They are not autocratic and they are democratic in decision making (Ahmed & Omutunde, 2012:52). It is evident in my study that good decision making is very important for effective curriculum management.

For this reason, departmental meetings are required to address matters pertaining to curriculum delivery in monitoring progress, in giving clear directions and mandates with clear expectations in decision making, as well as addressing the challenges encountered by teachers daily. Principals have many roles to play in a school and delegation plays a pivotal role in decision making. Working hand-in-hand with deputy principals and HODs in schools is of crucial importance. The female principal needs the support of all the stakeholders in decision making and everyone must be accountable in all decisions to enhance her role as curriculum manager.

4.2.8 Lack of parental and community involvement in supporting female principals as curriculum managers

The well-known proverb that says it takes a village to raise a child raises a concern regarding parental involvement in schools. In order for the school to be well-managed, the principal must be aware of the fact that when parents are interested and involved in their child's education, it can have a profound effect on the child's success at school if all parties are engaged. Female principals have to improve schools and strengthen families. The South African Schools Act (SASA) clearly states that parents should be actively involved in their children's education (ELRC,

2003: B-12). Female principals are in need of advocacy to co-ordinate resources and services for families, school and students. Parents are obliged to support the interests of the school and to strive to ensure development and quality of education for more motivated learners in a school. Parental collaboration with the school is of great importance as, without the parents' support, the school will not function properly.

The Social Justice Theory provides a way of assigning rights and duties in the base institution (Bosu, Dare, Dachi & Fertig, 2011:35). An effective female principal as curriculum manager can use the Social Justice Theory to engage parents by building community support, engaging students and the community in curriculum topics and discussing potential improvements to the curriculum, as well as engaging teachers in more culturally-relevant teaching strategies and practices in improving schools (Dematthews & Mawhinney, 2014:193). The principal must know the community in which he or she is working since, in managing people, the principal is managing the teachers, learners, parents, community and other departments with which the school is working in order to prevent early school leavers. Parents have to support the principal, educators and staff members and create two-way communication and include families as participants in decision making, governance and advocacy activities for the benefit of the school.

In a discussion meeting with the team, one co-researcher voiced her opinion about leading people. Zondo stated:

You can never understand, a human being is a book you cannot read.

This means that leading a human being is problematic, because you cannot tell what a person thinks at any given time. From the words 'a book you cannot read', it becomes clear that you cannot be sure that you know a person, because he or she is like a book that is unreadable. Therefore, you may never know what the person is thinking. This indicates that parents are not engaged in their children's school activities, they are not supporting the interest of the school and are not striving to ensure development.

Khumalo interrupted and said:

It depends on the community from which parents come from.

The words 'it depends' indicates that communities are not the same and in Khumalo's school, parents are not supporting the female principal. There is no two-way communication between parents and teachers, as they are not building support to the school. The word 'depends' means that parents like the teachers and are willing to support them in educating their children, because there is no collaboration among parents and principals to foster high educational aspiration.

Nosipho commented that:

The community does not support the school. It became a problem, because even the safety of the school solely relies on the community. School things are stolen.

The community is the strength of the school. If the community likes the school, nothing bad happens to their school, because they own it. The word 'likes' suggests that parents would do anything for the school in which their children learn. This school is having the community that does not care for the school, there is no school improvement.

The conversation continued with Thabiso saying:

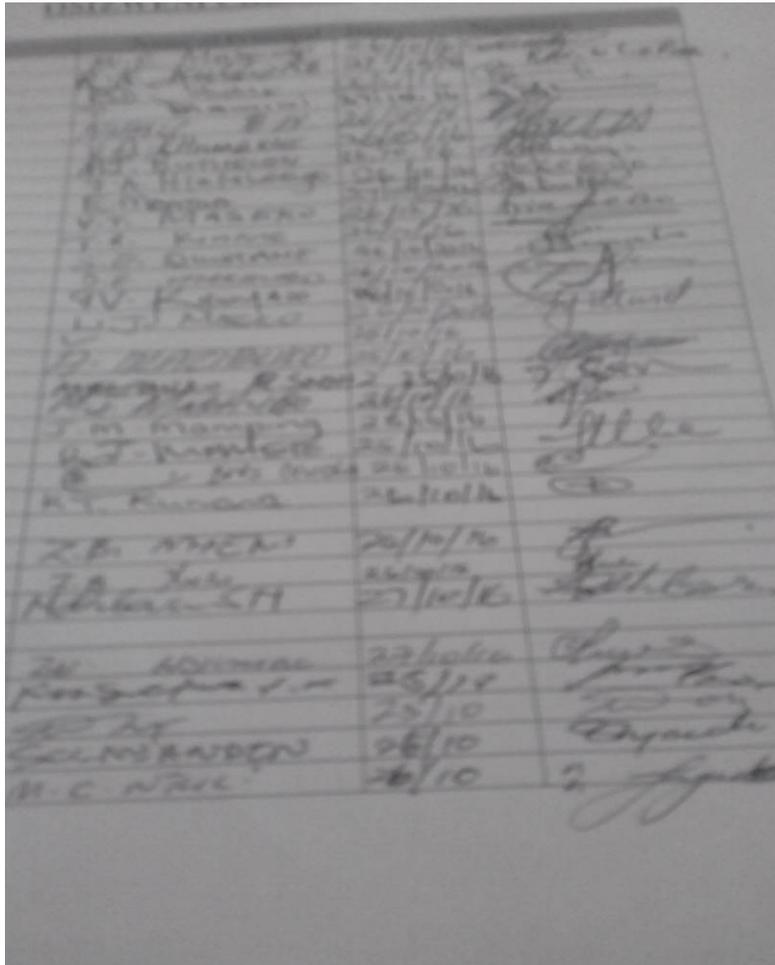
Children are vulnerable and exposed. It is just that they need support from their parents. It becomes bad if parents look down upon the principal if she is a female.

Based on what Thabiso said, the researcher concluded that if parents do not support their children, the curriculum cannot function properly, which decreases learner's achievement.

Zikode in our forum commented about what is happening in his school by saying:

In the school where I am from, we have a problem of parents not willing to involve themselves in their children's work and school activities. They do not come, even when we have meetings. We only have a few parents who used to come. In addition, some of the things are stolen from the school. Hopefully, there is someone among us here who can help us to curb this problem.

Below is an attendance register of parents in an SGB meeting called by the principal in which parents did not show up as expected.



Looking at the attendance register signed by the parents in a meeting held by the female principal, there were not many as expected based on the number of learners in a school. It indicates that there was no two-way communication between the school and parents. The principal is sending letters of invitation to parents, but parents are not responding positively. The parents are not dedicated to the school activities, parents might engage teachers in more culturally-relevant teaching strategies which were not visible since they were not willing to support the interest and strive to ensure development in a school for the success of their children.

Sna commented:

Even principals must not be 'isiqukaquka' and stay in the office, they must be a person who works with the parents.

The word '*isiqukaquka*' refers to a person who is untouchable, reserved and who does not communicate with others. From what Sna said, it is evident that when there is no parental involvement in a school, there will be no community support that can be built by the principal, who is untouchable and who parents cannot get hold of.

4.2.8.1 Analysis from CFST perspective

The Critical Feminism Standpoint Theory encourages collaboration among the stakeholders and parents and that they should be involved in decision making pertaining to the growth and development of the children, because one cannot not raise a child alone without the help of others. According to Davis (2000:5), children perform better at a school if they have the support of their parents from a young age. This was also evident from the study while we were having discussion sessions with the co-researchers.

4.2.9 Lack of training to have knowledge of curriculum and learning programmes

This requires a solid foundation in curriculum knowledge, i.e. a type of professional knowledge that is used to teach the curriculum content of a particular branch of knowledge. The teaching profession is regulated by the South African Council for Educators Act (No.31 of 2000) and the South African Council for Educators' Code of Conduct (1998) to ensure and maintain a high standard of performance by teachers. Female principals are obliged to know the curriculum aspects and learning programmes so that it can be easier for them to lead by example.

The Social Learning Theory provides a theoretical approach that integrates cognitive aspects and social effect in learning. This is why there is professional development to support teachers in teaching. However, the principal must know the curriculum first, what it says and requires in terms of curriculum implementation and its effectiveness, so that it can be easier to give directions to teachers (Joubert & Prinsloo, 2011:173). The expanding theory emphasises that teachers should develop, not as individuals, but for the whole school (Komba & Nkumbi, 2008:68). In

the study conducted by Olfos, Goldrine and Estrella (2014:215), there was a gap between teachers' understanding of the content in subjects such as Accounting, Mathematics and Physical Sciences. The female principal must have curriculum knowledge in a subject which is in line with the pedagogical content knowledge. In the district that forms part of this study, these subjects are called 'killer subjects' because of their performance. From the staff development motivation, teachers were able to articulate that the content knowledge is a problem.

Zimu, a retired principal, commented in our meeting:

You remind me of the time when the teachers were supposed to answer the question papers while I was the principal. At the time that they were going to mark Grade 12 papers, I announced as the principal in a morning briefing that all of the teachers who were going to mark would be writing exams just like the learners and that I was going to be the one to monitor them. No one liked the idea. They even articulated that they would rather not go and mark.

The phrase 'no one was happy about it' indicates that no one agreed to or liked the idea, because the female principal was exposing teachers to the fact that they lack knowledge. The principal was not giving teachers ample time to learn new programmes and adapt to new things, which is why they were not maintaining high standards of performance. The teachers resisted writing the exams, because the principal was a woman and it indicated that they were not trusted as teachers. Given the above, one can see how much of a lack of curriculum knowledge the teachers must have.

During this argument, the principal from Mthololo High School raised the following concern. Zikode said:

Matriculant results are dropping yearly. What needs to be done, maybe there is something we can come up with, some strategies in helping each other on this matter.

What this means is that matric results are dropping yearly. What can we, as a team of female principals, do about this? Maybe there is something we can come up with, because there is a lack of knowledge on curriculum aspects and learning programmes. The learners are failing while we are there at school. What is really happening? The principal's concern was the matric results which were dropping

yearly, which is not good for the schools, because it indicates that teachers are not making subjects comprehensive for learners, as they are not leading by example and teachers are not developed effectively. They only attend one-day workshops. The background the learners have is not taken into consideration, the principal is not giving direction to teachers for the curriculum to be effectively implemented. The female principal is not working collaboratively in assisting one another with the performance of the teachers in delivering the content knowledge.

Sna responded in a meeting by saying:

What is bad is that teachers in primary schools, they blame the teachers who are in high schools for failing learners and vice versa.

This is to say that those in the high school are blaming those in the primary school for not laying a proper foundation for learners, since there is no confidence in knowing the content and there is no staff development. Similarly, those in the primary school blame the high school for neglecting their learners. Principals are not supporting teachers and are not giving them enough time to be developed in the knowledge they need for the curriculum to be effectively implemented. They think that teachers in high school are not giving direction effectively.

While we were still discussing this issue, Dlungelwa commented:

Even when teachers are hired, always when the teacher is unqualified and does not perform well, they are downgraded to the lower grade, especially Grades 8 and 9. That is the reason why the results are like this, because of the gap and the hole created from Grades 8 to 12. The teachers in Grades 11 and 12 are forced to fill that gap.

This implies that the curriculum is not effectively implemented, which obviously affects schools' results. This led the researcher to realise that, when looking at some of the teachers' profiles, it was clear that they were supposed to teach junior classes, but are in high schools. However, because of the number of learners and the number of qualified teachers, they ended up teaching FET classes. Perhaps this needs to be taken into consideration in addition to the major subjects that they are supposed to teach.

4.2.9.1 Analysis from CFST perspective

The study is in line with the CFST, as it emphasises ongoing professional development, experience, collaboration, equity, freedom, hope, peace and understanding children's culture. In education, it is important to understand the learners' prior knowledge. Also emphasise that the female principal should bring opportunities for active learning and increase self-confidence in teaching ability and skills. The literature reveals that teacher development brings development opportunities to learn from the best practices and analyse and reflect on their teaching (Hill and Taylor, 2004:10).

In conclusion, the lack of training in knowledge of the curriculum and learning programmes is a challenge that the team discussed at length for the improvement of results in schools. This is why there is a need to enhance the role of female principals as curriculum managers. A few short workshops are not enough.

4.2.10 Lack of support and training of female principals to help teachers gain pedagogical knowledge

Pedagogical knowledge influences teaching practices. Female principals need support and training to help teachers to have pedagogical knowledge. According to the IQMS, principals must possess appropriate content knowledge, which is demonstrated in the creation of meaningful learning experiences (IQMS, 2003:18) to foster understanding of the subject or concepts to learners, making the subject comprehensible for learners, gaining knowledge of how to assess, as well as gaining general pedagogical content knowledge.

Social learning theory emphasises the mechanism of learning and the formation of individual knowledge through observation as an important mechanism that a teacher has to develop in possessing pedagogical content knowledge (Olum, 2004:17). Fernandez (2014:81) believes that female principal knowledge encompasses personal knowledge, situated knowledge, professional knowledge and craft knowledge as the missing parts of high-quality teacher education and professional

development, action-oriented knowledge and tactic knowledge, in addition to the following seven categories of teacher knowledge: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of students and their characteristics, educational context knowledge and knowledge of purpose, aims, objectives and educational philosophy.

During the heated discussion, Siwe commented:

I am the one who, among others, was teaching Mathematics, which I had never studied at tertiary level, but when the duty had been given to me, I went to class, because there was nothing I could do. What enables me to survive was the help I received from my colleagues.

At that point, the researcher examined the profile of a teacher who had a BA degree and a PGCE and who was now doing an honours degree (referred to in 3.3.4.2). This highlighted the fact that the teacher, given a subject to teach by the female principal, did not have knowledge of the subject she was teaching. She did not even know how to teach it and she did not have the understanding of the background that she has to bring to learning. One must be trained in a particular area of specialisation, which triggers the kind of results we were achieving in schools. The professional development of educators is crucial to the development of the curriculum. Teachers who know their content will go to class feeling motivated.

Thus, it is imperative that teachers are hired to teach the subject they understand and have knowledge of.

Sna commented in our discussion:

There was a scenario where there was a vacancy for an English teacher. They had two candidates for the post. During the first interview, the teacher used broken English, and the second could not even answer one question. Still, they were forced to hire someone and so ended up hiring the one who spoke broken English. She, however, was to teach Grade 8 learners rather than Grade 12 learners.

This indicates that when teachers are given duties by the SMT, their major subjects, as well as their qualifications, are not taken into consideration. Teachers are not comfortable with the subject they are teaching. When a teacher is comfortable with what he or she is doing, it is obvious that the outcomes will be desirable.

Sinhle commented:

I was once teaching in a high school in Grade 11. Then I got a promotion in a primary school. The female principal gave me the duty to teach in Grade 2. The following year I passed to Grade 3. That is what demotivated me.

This indicates that teachers must know the content of the subject they teach. The HOD articulated that she had once taught Grades 11 and 12, but that she got a post in the primary school where she taught Grade 2 during her first year at the school and that she had been asked to teach Grade 3 the following year. This indicates that the class of knowledge that is central to teachers' work was not taken into consideration by the female principal. The teacher was supposed to be developed. When he was taken back to teach Grade 2, it indicates that the action of a female principal of taking him to Grade 2 destroyed the confidence of knowing the subject. When the teacher was in Grade 2, he had no passion for the subject that he was teaching. There is no mechanism of learning and formation of individual knowledge. When the HOD mentioned that he had 'passed', it was apparent that he was not happy about it, because he was supposed to teach Grades 5 to 7, but was given Grade 2 instead.

4.2.10.1 Analysis from CFST perspective

The Critical Feminism Standpoint theory emphasises that learning from others' experiences helps one to learn and share. In order for one to bring change, one must be developed to gain confidence in what one is doing. CFST encourages peace and hope for the future and the freedom of teachers in a school led by a female principal in acquiring training in content knowledge. The literature reveals that it also affects the relationships among staff members. In other words, when teachers are given work that they enjoy and know, they will be motivated to be in class and work effectively.

In conclusion, lack of support and training of female principals to help teachers to have pedagogical knowledge is evident. That is why there is the need to enhance the role of female principals as curriculum managers.

4.2.11 Lack of support and training of female principals to help teachers gain pedagogical knowledge

The government is committed to the code for quality education, where department officials, teachers, students, parents and community members made a commitment from the Klip Town pledge (KZN DoE, 2015:21). The female principal and the teachers need to collectively devise a strategy for developing one another for effective curriculum management, to have a collective power, having a shared experience and act collaboratively, which could result in greater commitment.

According to the Group Theory, everyone who complies with the requirements of a particular group can act as its leader (Kyahurwa, 2013: 41). Leadership is something that happens in a group and anyone in a group can help to achieve its goals, where the female principal promotes knowledge about effective ways of improving teaching and learning, accessible and available to all teachers on a daily basis. It encourages interpersonal relations and the Ralph Tyler model encourages collaborative approaches and can be used by female principals to involve teachers as facilitators of the curriculum.

This kind of theory is valuable to education, because team effort is important (Kitavi and Van der Westhuizen, 1997:257). Building capacity involves policies, strategies, resources and actions designed to increase people's collective power to move the curriculum forward and to develop and increase new knowledge. Collective capacity encourages motivation and team work in an organisation. The Distributed Leadership Theory recognises that leadership extends beyond hierarchy and formal roles of authority and prompts principals to engage in a more diffused approach to leadership that incorporates a multitude of stakeholders with different areas of expertise, while simultaneously encouraging the professional growth of teachers (Dematthews and Mawhinney, 2014:193). This is why the culture of a school needs to be positive and teachers must work together to plan, teach, reflect and apply new insights to their daily work.

Using sister school exchange as a way of building capacity by a female principal, the principal spoke about creating a positive school culture and mentioned that it all starts with an individual. He also mentioned that the teaching profession does not

have money, but that what satisfies the teaching community most is seeing their learners becoming somebody in the world. This is the greatest reward.

Below is the evidence that the team was engaged in a discussion where we collectively discussed how we can fix a dysfunctional school led by a female principal.

How can we fix our school Mthololo High School

Key Strategies

1. Establish & maintain ^{from} routines.
2. Extend the time for learning.
3. Teachers honour teaching period.
4. Confront learners with high expectations 50%.
5. Exercise discipline with love.
6. Parents to be involved in the life of the school.
7. SMT to be visible in their leadership.
8. Collaboration with Stakeholders is the key.
___SAPS, DSD, DOH, NGO, FBO, CWD
___Councillors, Feeder schools, DOE

Together we can make a difference,
It all starts with "You"

From the evidence above, the study envisages that there was no collective device for developing one another for the curriculum to be effectively implemented. There was no sharing of experiences and no commitment visible. The evidence shows that there was no interpersonal relation in the school. The principal did not promote knowledge about effective ways of improving teaching and learning, which is why there was a need for this discussion. The SMT did not act collaboratively and there was no team effort among teachers. In this school, a multitude of stakeholders are not incorporated.

Sipho commented:

Working in a negative school is where we look at the end product.

The female principal did not involve teachers as facilitators of the curriculum, they were not working together to plan, teach, reflect and apply new insight and had no collective power to move the curriculum forward, which affected their results.

Zondo interrupted the discussion by saying:

We see students roaming around all the time.

This indicates that learners were not attended to by the teachers all the time, because there was no commitment and no team effort displayed by the teachers in assisting the female principal in applying policies and strategies to implement the curriculum effectively. Teachers were not always punctual. There was no positive school culture that being instilled. This school's community was concerned about learners who were roaming around during the day when they were supposed to be in class, which indicates that there was no curriculum management that was effectively implemented in this school.

4.2.11.1 Analysis from CFST perspective

The study is in line with CFST, as it encourages oneness, freedom, peace, social justice and solidarity in an organisation, where everyone is his /her brothers' keeper. The literature emphasises that working together towards a common goal raises unique problematic issues for professionals from different agencies and backgrounds, over and above those issues arising from collaboration within a single profession or discipline. Such difficulties partially stem from the differing ideologies, cultures, working practices and priorities that are encountered when educational practitioners, social services practitioners and health practitioners aim to work collaboratively to further the interest of children with whom they work (Rose, 2007:1). It was also evident in the study that for the curriculum to be well managed and implemented, collective collaboration is of vital importance for the children to benefit as citizens of the country.

4.2.12 Lack of skills for administration of resources and records, leadership, communication and service to the governing of the school

This implies that school achievement is what is needed to be achieved despite the problems encountered in the process. The curriculum needs to be well-implemented. Working collaboratively and harmoniously and being punctual and committed yields good results. Fraud and corruption, as it is mentioned in SASA 36 1(c), emphasises the utilisation of resources in the school.

Managing resources is a problem. However, resources such as books are being lost by learners on a daily basis and books are only retrieved with the help of parents. With resource-based theory, the principal looks at what resources the school possesses and then assesses their strength and potential for value generation and ends up by defining the strategy that will allow the teachers to capture the maximum value in a sustainable way (Ketchen & Short, 2016: 2). Resource management can improve both school service delivery and efficiency (Armstrong & Taylor, 2014: 209). Some schools devise a strategy to curb the loss of books, where parents have to buy books lost by their children, depending on what they agreed upon.

Khumalo commented:

We end up replacing books. Is there anything that can be done? Otherwise, these children must not be given books.

Parents who come from poor communities do not have money to buy books in order to replace the ones lost by their children. That is why she asked if there is anything that can be done, which proves their desperation with regard to replacing books, since there was no utilisation of resources. But what about the schools which end up not having books for the next learners? From the evidence above, it is clear that there were no precautions taken against wastage. If learners keep losing books, they end up not having strategies to retrieve books and the school ends up not improving school delivery and efficiency.

In our meeting, Fakude commented:

We order books every year, because they get lost or kids do not take care of them. We cannot manage not to give kids books and the policy states that every learner must have the book, because they have to do their work at home.

Futhi responded by saying:

In our school, we have computers that are in need of servicing and maintenance all the time, as they are not in a good condition due to their being used by children. However, they also help us, as teachers, when we want to do our work. Therefore, the department should ensure that all schools have computers, because everything is about computer technology these days.

The term 'need' indicates that there is a great need for computers, computer maintenance and computer skills. There is also a need for schools where children can learn and a need for teachers. From what Futhi, Fakude and Khumalo uttered, it follows that resources are not managed effectively, which is why the curriculum is not well-managed. They also rely on the community to take care of the school and to ensure its security while they are away, even though there is school security. Therefore, it is up to the community to protect the school and the resources, since there is no improvement of school delivery and efficiency.

4.2.12.1 Analysis from CFST perspective

CFST states that female principals are good managers of resources and since they are the managers in their homes, they also prioritise well. In using CFST, the resources are well managed, as female principals are mothers who are used to taking care of things in their homes. The literature reveals that resource management improves the school service delivery and efficiency (Armstrong & Taylor, 2014:209). It was evident in my study that the female principal is efficiently managing the resources because of the strategies in resource maintenance.

In conclusion, the lack of skills in the administration of resources in schools is due to the fact there that there is a lot of wastage of resources, which are not well-kept and retrieved properly by the schools.

4.2.13 Lack of support and training of female principals

According to the National Policy Framework on Teacher Education and Development (NPFTED) in South Africa (Section 53 of the NPFTED, 2007), the South African

Council for Educators (SACE), as the professional body for professional educators, has the overall responsibility for the implementation, management and quality assurance of the CPTD system. When principals are hired in South Africa, their qualifications are not taken into consideration. Curriculum theory cultivates independence of mind and self-reflexivity. Teachers should be asked how to do something new (Young, 2014:5) and the scientific management theory, which advocates the training of workers in one best practice rather than allowing their personal discretion in their tasks, also believes that work load should be evenly shared between the workers and management, with each doing the work which it was best suited for.

The literature reveals that school managers must provide the academic vision of a school (Point, Nusche & Moorman, 2008:26). SACE provided the necessary resources and support to undertake the role. CPTD focuses substantially on a learning area or subject knowledge, especially in scarce skills, but not to the exclusion of pedagogical knowledge and skills in a variety of social contexts (DoE, 2006:19).

The question is how well it will be implemented. Is CPTD, like IQMS, really implemented effectively and is it helping to develop teachers? SACE was acknowledged as the key role player in continuing the professional development of teachers and ensuring the promotion of professional standards. IQMS also includes developmental appraisal to determine areas of strength and weakness and to draw up programmes for individual development. Personal measurement evaluates individual teachers for salary progression, grade progression and affirmation of appointments, rewards and incentives. Whole-school evaluation programmes evaluate the overall effectiveness of a school, including the support provided by the district, school management, infrastructure and learning resources, as well as the quality of teaching and learning (Education Labour Relations Council – ELRC, 2003:3).

Sinhle of teacher development argued:

Perhaps qualifications need to be considered when selections are made for the principal's position, because there are things that discourage females from applying. It is practically a

norm that males are appointed to be principals. When posts are advertised, gender is not mentioned because, according to SACE, we all qualify and will be developed, using CPTD programs.

From Sinhle's argument, it is easy to tell that it makes her furious that despite the fact that women keep applying for the position, they are not selected, which indicates that the subject knowledge and scarcity of skills are not taken into cognisance. This leads them to refrain from applying, because they know who will be selected and are not supported in undertaking their roles.

The phrase 'females saw no need' shows that women become reluctant to apply due to the fact that there is no programme for individual development. It is not that they are not interested in applying, but that the communities in which they live favour men, which results in women not even trying. The SMT needs to be developed, since there is no advocacy of training of workers, to succumb to many changes that are taking place in the education system.

Zimu calmly said:

We really need to be developed, since our government is changing the curriculum now and again.

The words 'we really need to be developed' shows that principal and SMT need to be developed all the time because of the curriculum changes. They think the government is doing it purposefully to make them lifelong learners. Zimu is keen to learn more on curriculum management, since is the principal. He needs development in order to determine areas of strength and weakness.

4.2.13.1 Analysis from CFST perspective

The CFST purpose is development and empowerment of women as the ones who experience challenges (Harding, 2004:19). It is evident from the literature that teacher professional development is essential to efforts to improve our schools (Borko, 2004:14).

Even in the study, it was evident that female principals need to be encouraged to venture into development as principals.

In conclusion, the lack of support and training of female principals hinders development and ensuring management and quality assurance, which requires enhancement of female principals as curriculum managers.

4.2.14 Lack of training of female principals in financial management, strategic planning and education management development

The South African Schools Act (No. 84 of 1996) stipulates that the school governing body and the school principals are responsible for effectively administering financial management, strategic planning and managing the school's funds. Administrative theory focuses on the personal duties of management at a much more granular level, i.e. on the roles of management in organising, forecasting and planning, commanding, co-ordinating and controlling (Olum, 2004:19). The literature reveals that accounting is regarded as an important aspect of managing the school's funds (Deventer and Kruger, 2010:244, Pont, Nusche and Moorman, 2008:26), where the principal has to be transparent, encourage innovation and apply cooperative governance, which requires an inclusive approach that includes honesty, integrity, accountability and responsibility. Financial management is a problem, because when principals are appointed, they are not familiar with financial matters. Some of the principals do not have knowledge of accounting.

In our discussion meeting, Zibuse said:

There is a need for principals to be trained intensely on finances, because they become principals without knowledge of handling the monies of the school.

The word 'intensely' indicates that principals need intensive training on financial matters because of the misappropriation of funds. From their experiences, it was clear that before they became principals, they were never taught about financial matters. Principals need to be informed and equipped regarding their accountability as managers of schools.

4.2.14.1 Analysis from CFST perspective

CFST encourages strategic planning when dealing with finances for the development of the institution and the reliability as well as transparency of the principal in managing the finances of the school (Ritzer, 2005:272). According to Motsamai, Jacobs & De Wet (2011:106), training in or even having a working knowledge of financial management is not considered a prerequisite for being appointed to the position of principal. It was also evident in the study that female principals do need to be enhanced, since finance is one aspect of curriculum management.

4.2.15 Lack of support and training of female principals on handling human relations and its contribution to school development

Female principals face the challenge of being mistreated by female co-workers. Section 10 of the Constitution places emphasis on the notion that all human beings have inherent dignity and the right to have their dignity respected and protected. To promote commitment, to promote treatment which is fair and equal, to provide workers with a good working environment, fair compensation and recognition where there is an open communication and empowerment for the benefit of school development. Social Capital Theory looks at social inequalities, invests in social relations and the relationship of mutual acquaintance or recognition (Kreuter & Lezin, 2002:229), where teamwork and team building is increased with an increased efficiency, thereby achieving goals with greater determination and creating opportunities for training and development. Discrimination occurs when one person is treated less favourably than others (Kruger & Van Deventer, 2010:272).

They further argue that good human relations foster a work place culture where conflicts are resolved and motivation and productivity are at the order of the day. The principal should foster creativity, because teachers should feel responsible and valued and create a sense of belonging and significance while being treated with value and respect that will make the teachers achieves goals with greater determination.

In our meeting, Zinhle commented:

The problem is that discrimination comes from women who do not want to see the other woman succeed; regardless of what you are doing, they will be against it and even try to influence others badly. This also hinders progress.

From what Zinhle said, it is clear that in schools with female principals, women are not supporting their principals. On the other hand, men are able to work harmoniously with female principals. Women are not treating female principals fairly and equally, which is due to jealousy and hatred among women. The result is that women do not always manage the curriculum effectively because of sabotage, where progress is hindered and, consequently, end up being regarded as failures.

4.2.15.1 Analysis from CFST perspective

According to the CFST, in order to understand the real-life experiences of women, one needs to start by sharing ideas and experiences with them, because women have their own way of understanding and interpreting things and when implementing something, they strive for perfection in doing so (Harding, 2004:6). This is why the researcher intends to enhance the role of female principals as curriculum managers. Women enjoy being educated and are good listeners. Therefore, they are always willing to learn new things. According to Duncan and Stock (2010:293), it was clear in the study that principals have a tremendous responsibility in managing the curriculum. As leaders, female principals need a team that is eager to learn and willing to be mentored and they have to bear in mind that people desire to be part of a supportive team that facilitates development and growth.

In conclusion, female principals need a support and training on handling human relations, as it contributes to school development.

4.3 COMPONENTS OF THE SOLUTIONS

The aim of this study is to enhance the role of female principals as curriculum managers. The solutions were discussed as follows. In response to the challenges that were identified, the team came up with the solutions to implement. The team agreed that the establishment of a dedicated team to enhance the role of female

principals as curriculum managers will pioneer the solutions, having a vision of a well-managed curriculum where there is collaboration, teamwork, networking, communication, support, skills development and discipline.

Through giving support in creating a positive learning environment, supporting the female principals in planning, preparation and presentation, the team will give support to the female principals in decision making, making sure that the team encourages extra-curricular and co-curricular participation of learners. The team will inculcate parental and community involvement for the schools to function properly. By encouraging collective capacity to promote curriculum management, the team will enhance the female principal in fostering the pedagogical content knowledge of the teachers and will support female principals in encouraging positive human relations. These solutions can help to enhance the role of female principals as curriculum managers in schools.

4.3.1 Establishment of a dedicated team to enhance the role of female principals as curriculum managers

Working together (collaboratively), regardless of gender, is the only solution to the above challenges, as the co-researchers establish a dedicated team to enhance the role of female principals as a curriculum manager, as stated in 4.2.1. Female principals as a team has to provide opportunities to draw synergy of interest and expertise, when working together. Qhosolo (2015:173) furthermore supports and encourages continuous improvement and creating a collaborative environment, as SASA Section 16 mentions. The Team Building Theory also states that teamwork is of vital importance. After several meetings with the principals, they can come together and use democracy in leadership where there is fair and equal treatment of everyone in an organisation, as well as teamwork. The issue of power differentials become minimal when working as a team.

Moreover, this will enable them to consider the rights of stakeholders to take part in decision making. The co-researchers agreed to formulate a committed, reliable team with a common vision, which will be responsible for co-ordinating a plan of action. As indicated by MacDonald (2012:37), researchers organise their work and report in

cycles or steps, which include observing, reflecting, acting, evaluating and modifying, thus emphasising the steps of Action Research.

Here I and the co-researchers were looking for the solutions for how it was incorporated in the study by providing opportunities for synergy, where all the team members work together in combined activities of a team (see 3.3.4.1). Encouraging continuous improvement and creating collaboration, the principals, together with the deputy principals and HODs from participating schools, as well as the mayor, formed part of the team and were responsible for motivating the leaders and the SGB to voice the concerns of parents.

The team also included the departmental officials and the retired principals, who were always there and whose input proved to be of great value in emphasising the importance of a team (see 3.3.4.2). In addition, they were always able to call the team to order and remind team members of the strategy and to evaluate and reflect on our progress as a team.

According to De Angelis, Penney and Scully (2014:282), teamwork enhances individuals' skills in areas such as reflecting, learning to collaborate with various stakeholders, getting the work done, dividing the labour among team members and managing complex projects on time, which was also evident from the team when they agreed to work collaboratively by providing opportunities for synergy of interest and expertise (Stringer, 2013:11). Having an idea in our discussions that collaboration is a skill that can be taught by supporting democratic leadership, teams and team projects provide a setting in which to practice and refine tasks in encouraging continuous improvement. As a team, we tried to solve the problem by networking, not forgetting the power differential among members. Networking is encouraged to team members by bringing up misunderstandings and assumptions. Members come from different backgrounds, all of which can be used as a basis for learning to achieve a common goal for the present and the future (Grusenmeyer, 2009:11). Planning and carrying out activities together will benefit curriculum management. Below is evidence that the team worked in groups to solve the challenges:

3. Staffing (Duty _ Load) (3)
4. No team building of educators (4)
5. Lack of communication(5)
6. Not focusing on the core function (Teaching)(1)
7. Promotion issues(2)
8. Lack of good working conditions (3)
9. Support relating to learner's issues (4)
10. Bullying (VERBAL, AGE) (5)
11. Use of technology in teaching & Learning (1)
12. Class manager's issues (2)
13. No entertainment (KIDS & EDUCATORS) (3)
14. Respect each other (4)
15. Punctuality (5)
16. Removal post _ office by the gate of a school.

The evidence above indicates that the team was working together in order to face the challenges in a school under study. There were five groups that were divided and were discussing the challenges collaboratively and they came up with solutions to enhance the role of female principals as curriculum managers.

As we were discussing, Futhi said:

Having a team that will foster improvement in making sure that female principals are enhanced as curriculum managers is applauded by us all.

From what Futhi uttered, it is evident that there is a need and desire for a dedicated team that will work collaboratively for better performance of their schools by sharing, networking and exchanging teacher experts in teaching and learning. From the word 'improvement', it indicates that the team can foster new developments if it is well established. From what Futhi said, it is evident that female principals are in need of a team and support to enhance the role of female principals as curriculum managers.

4.3.1.1 Analysis from CFST perspective

The approach is in line with CFST, as in CFST, the emphasis is on collaboration, partnership, shared decision making, transparency, mutual trust and respect for each other's opinion and common purpose in a team (Moswela, 2007:16).

CFST observes that working as a team has complex dynamic systems that develop members so as to adapt to situational demands as they unfold. Dynamic complexities, emergent team processes and phenomena, development, evolution and adaptation are key themes of a developing team that has commensurate team task demands that members have to resolve through a co-ordinated process that combines their cognitive, affective and behavioural resources (Kozlowski & Ilgen, 2006:78). The presence of the team enabled the female principal to plan collaboratively through teamwork, in enhancing the role of the female principal as a curriculum manager.

In conclusion, through the discussions, the study concludes that collaboration among the team members enhances the role of female principals as curriculum managers. The study points out that there are other approaches that encourage teamwork, support and collaboration among the team members for the effective curriculum management implementation. In looking at the solutions, the team addresses the issue of gender equity by including all genders in the team, social justice by creating equal opportunities and equal justice, peace for all, freedom for all people and hope for the future (Ritzer, 2005:273).

4.3.2 A team with a shared vision of a well-managed curriculum by a female principal

The team decided to engage in collaboration, working together and agreeing that a support network from a dedicated team with a vision is what is needed to solve the challenges faced by female principals in managing the curriculum effectively in schools (see 4.2.2). Having a vision for the team is necessary, because a visionary team is having proper planning, is having a purpose, with a unified project management, with organisational ability, managing the curriculum effectively,

resolving conflicts together, having strong morale, trust, being honest, having effective ways of communication and appreciating diversity (Kyahurwa, 2013:9).

In order to create change, the team must have a compelling vision for the future that will be achieved collectively (IQMS, 2013:25). The team acknowledged where they are and where they are going in improving the curriculum. The team looks at decision-making with clarity about the 'big picture' of the schools and enhance cross-functional relationships through a shared understanding of priorities (Grusenmeyer, 2009:12).

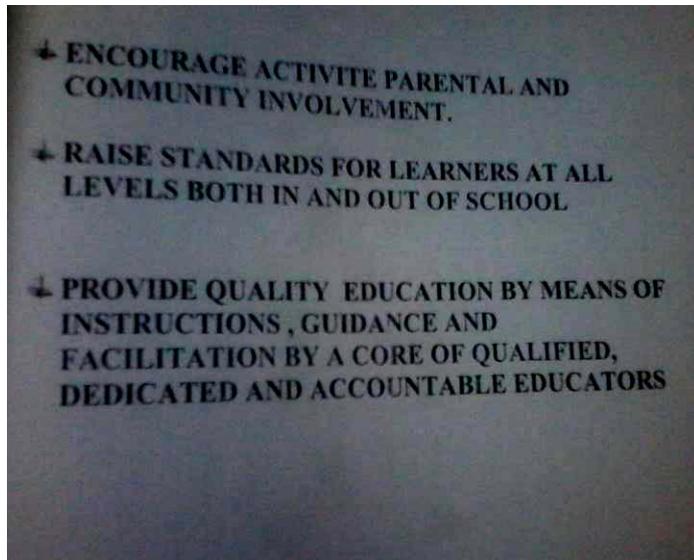
In our discussion, it was evident that a team with a vision for the future was required, that will be a measuring tool for the progress in curriculum management, which is why we managed to formulate a team with a vision to incorporate all stakeholders in enhancing the role of the female principal as curriculum manager.

In our solution forum, Zondi suggested:

We are looking forward to having a team that will emancipate female principals in a school in planning.

From the above extract, it is evident that the team with a vision to enhance the role of female principals was needed in order to capacitate and empower the female principals in fostering curriculum management, teacher development, new ideas, lesson demonstration, co-teaching and observing and providing positive feedback (see 4.2.8). The female principal needs the support of the parents, because in preparation for the school, they need to be involved. Without their support, the school would not function properly for the future of their children. Linden (2010:57) further argues that involving parents in their children's learning provides many opportunities for success. It is also evident that when parents are involved at school, children do better in school and they stay in school longer. It also helps in decision making and strategic planning. Support from home is important (Davis 2000:5) and is an aspect that emerged from the female principals' discussion that for the curriculum to be effectively implemented, parents and community are needed to support the school for proper presentation of all school activities that support curriculum implementation and delivery.

Below is evidence that the team agreed on the following issues.



The team agreed to encourage parental and community involvement by discussing the strategy to involve them in school activities by having a dedicated team. The word 'dedicated' indicates that they will ensure that parents are informed of any activities in schools by involving them. Parental support will create oneness with the school that will be of great benefit to the female principal having the support of the teachers.

4.3.2.1 Analysis from CFST perspective

This is in line with the CFST, which emphasises that female principals need to be empowered to face psychosocial challenges and, in order to do so, they need skills development. Karenje (2008:5) states that if female leaders are empowered, they can strengthen the lives of their communities by bringing social justice to the fore. It is still true that if you educate a woman, you educate the entire nation where there is equity (Sprangue, 2005:42). The skills that they will acquire can be imparted to others who can share the vision of the school and the responsibility for the success of the school as a whole, by encouraging extra-curricular and co-curricular participation by supporting female principals in decision making and accountability by

involving parents in all the decisions taken in a school. Discipline must start with the teachers when they honour their periods and do their work so that the learners will be disciplined. When policies are implemented and followed, they inculcate discipline in schools where one cannot do as one pleases. Instead, one will be obliged to follow the policies and routines of the school to maintain peace and hope to the community.

4.3.3 Support in creating a positive environment

Schools are multi-faceted organisations with complex environmental demands and the female principal, as a manager, must have good communication skills in order to create a positive school climate. A good principal encourages and acknowledges good work by teachers. Creating a collaborative, conducive environment with an open communication are important factors for the successful school improvement initiative (Uskey, 2003:15). The principal as an instructional leader, in curriculum management, focuses on instruction, builds a community of learners, shares decision making and accountability and supports the on-going professional development by improving his/her listening skills. Halawah (2006:335) further argues that effective communication is one critical characteristic of effective and successful school principals. Effective schools and instructional leadership emphasises the impact of principal leadership on creating safe and secure learning environments and positive nurturing school climates. According to Gillis and Jackson (2002:264), action researchers systematically collect and analyse data for the purpose of taking action and bringing about change by generating practical knowledge.

Kemmis and MacTargart (2007:297) emphasise that the group is committed to collective inquiry, monitoring and coming up with solutions to problems encountered. The problems that were identified included the fact that the co-researchers were not effectively implementing the curriculum as indicated by the performance of the learners. However, the team agreed to focus on the five priorities as stated in Section 3.3.3.1 of Chapter 3.

Below is the picture of learners in a school under study in creating a conducive learning environment.



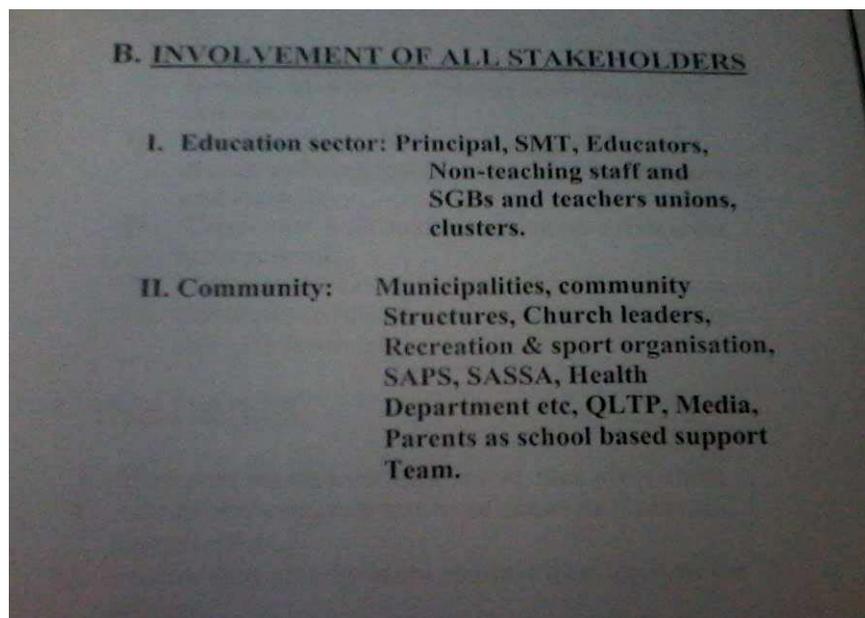
The picture shows that the environment in which these learners are in is conducive, even though they are overcrowded. They are all sitting down doing their work cooperatively, indicating that where there is cooperation and effective communication in a school, teaching and learning is taking place.

4.3.4 Support of parental and community involvement in planning, preparation and presentation

Female principals need support from all the stakeholders and the district office and especially the community in which they work, as well as the staff. The policy emphasises that community involvement is of vital importance (see 4.2.3). When they are supported, they can support the teachers as well as classroom assistants, who offer support inside the classroom by helping teachers to implement new ideas, demonstrate a lesson, co-teach, observe and provide positive feedback. The school needs the support of the parents, because in preparation for the school, they need to be involved. Without their support, the school would not function properly for the future of their children.

Linden (2010:57) further argues that involving parents in their children's learning provides many opportunities for success. It is also evident that when parents are involved at school, children do better in school and they stay in school longer. It also

helps in decision-making and strategic planning. Dematthews (2014:193) says that support from home is important and is an aspect that emerged from female principals' discussion that for the curriculum to be effectively implemented, parents and community are needed to support the school for proper presentation of all school activities that support curriculum implementation and delivery. Below is the evidence that the team drafted to indicate the involvement of all stakeholders.



The discussion in a meeting indicated when the stakeholders who are going to be the first (the education sector) in coming together before the community are involved, it also indicates which communities are to be involved in ensuring that there is an effective curriculum management in the school. When planning, these stakeholders need to be involved in decision making as well.

4.3.4.1 Analysis from CFST perspective

This is in line with the CFST, which emphasises that female principals need to be empowered to face psychosocial challenges and in order to do so, they need skills development. Karenje (2008:05) states that if female leaders are empowered, they

can strengthen the lives of their communities. It is still true that if you educate a woman, you educate the entire nation. The skills that they will acquire can be imparted to others who can share the vision of the school and the responsibility for the success of the school as a whole, by encouraging extra-curricular and co-curricular participation and support female principals in decision making and accountability by involving parents in all the decisions taken in a school. Discipline must start with the teachers when they honour their periods and do their work so that the learners will be disciplined. When policies are implemented and followed, they inculcate discipline in schools where one cannot do as one pleases. Instead, one will be obliged to follow the policies.

4.3.5 Enrich female principal with knowledge of curriculum and learning programs

The team realised that it needed to have a plan before embarking on the solutions that focus on enriching female principals with knowledge of curriculum and management (see 4.2.9). The researcher and the team agreed to use programs that would help the principals, deputy principals and HODs to understand the expectations of the Department of Education (DoE) in knowledge of the curriculum and learning programs (Pharabatho & Mafora,2013:173). To ensure and maintain a high standard of performance and female principals' knowledge of the curriculum aspects and learning programs that encouraged them to be lifelong learners, they have to empower and develop others and the whole school (Komba & Nkumbi, 2008:68).

The team agreed and decided to identify and conduct workshops for empowerment. The team agreed to get people who are going to support the female principals by giving motivation and drafting the work schedule and time for the activities to be done by the team collaboratively and having training workshops for the lead teachers for work delegation on utilising assessment and curriculum management and capacitating female principals and SMTs on curriculum management and other leadership skills.

Jomo commented:

I think it would be good if we understand the roles of principals and curriculum management so that we will be on the same page with regard to what the DoE expects of us.

The retired principal decided to discuss the roles of the principals and the principal from Maphotho High suggested discussing curriculum management during the next meeting, as it was going to highlight the most valuable things that the female principals are expected to do in managing the curriculum effectively. The whole team applauded the suggestions that were made, because they reflected what the research was all about in enhancing the role of female principals as curriculum managers.

The principal from Bumba Primary School asked the team:

Why don't we ask the CPTD member to come to our meeting to clarify on the courses they offer that could enhance the role of female principals as curriculum managers? It is a good idea to meet, but we must be careful not to disturb the schools' hours.

The team together with the researcher suggested early Saturdays (10:00) as much better (as referred to in 3.3.4.1). The mayor's response suggests that it was much better for the team to meet on Saturdays when all of the members would be present and would be able to understand all the activities to be performed in enhancing the role of the female principal as curriculum manager. The suggestion of a CPTD member indicates that the team needed the person to clarify more on the other modules so that the principals can learn in order to empower them with the knowledge of the curriculum. It came as a solution and the person responsible for calling the member was the team secretary. The team agreed to meet at 10:00 and disperse at 13:00. It is evident from what Bumba's principal said that these kinds of meetings should be done, but must not disturb the school hours, which emphasises the need for collaboration of female principals to discuss matters as well as challenges to the curriculum together, but not during the school hours.

4.3.5.1 Analysis from CFST perspective

What the team did was in line with the CFST emphasising that knowledge of the curriculum and learning programs needs to be shared by all for the success of the

team. Kyahurwa (2013:19) argues that the team encouraged freedom while conducting workshops where all team members should participate and also encourages equity where all the members be recognised and their voices heard. The team also organised the person who was going to deliver a speech on social justice and empowerment.

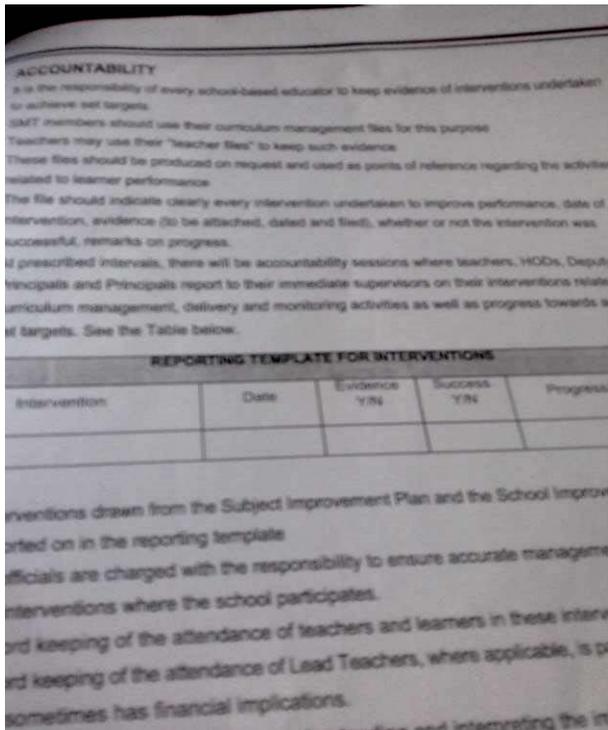
In conclusion, the teams worked collaboratively in enhancing the role of female principals as curriculum managers by having training for the female principals to give them knowledge of the curriculum and learning programmes

4.3.6 Support female principal in decision-making and accountability as well as enriching female principals on learner assessment of achievement

The roles of principals and curriculum management to develop female principals as curriculum managers were previously discussed at length together with the support to be given in decision making and accountability of female principals as curriculum manager by gathering the information, promoting togetherness, sharing powers and facilitating strategic direction (see 4.2.6). Wiles & Bondi (2007:4) agreed that decision making and accountability are key functions of school leadership. They need to be enriched in learner achievement. They need to work together with the SMT and parents in taking decisions on learner appraisal, since it involves money, and the principal will be accountable for all that has been done. Commitment is very important. However, it all started well, with the motivation provided by the district official and who was also familiar with PAR.

She (Futhi) said in a meeting:

I am glad to be part of the team that is going to initiate the monitoring of curriculum management in which we are going to be a channel of communication.



This means that she was glad to be part of the team that would do great things in the district, because it would be the channel for communication and working together for change in decision making. She placed emphasis on working together in keeping records of evidence of interventions undertaken to achieve set targets. In conducting this research, it would enable team members to become pioneers for change in our district, where there will be accountability sessions related to curriculum management, delivery and monitoring activities, as well as progress. Helping one another is important for the purpose of uplifting the standard of the team's work.

The whole team was elated by the motivation offered by the district official. The roles of female principals and curriculum management to develop principals as curriculum managers were previously discussed at length. Female principals were given workshops on how to monitor learners' achievements by creating a committee that will make sure that appraisal of learners is taken into consideration in scheduled dates.

4.3.6.1 Analysis from CFST perspective

The study is in line with the CFST, as it encourages freedom to take decisions in a free and equitable environment. The decision that will bring hope to the hopeless, the decision that facilitates change, that weighs everyone's opinion and chooses what is best for the school, was where social justice and equity was practiced to bring hope to the school led by a female principal.

4.3.7 Encourage collective capacity to promote curriculum management

The aim of the study was to formulate a strategy to enhance the role of the female principal as curriculum manager and to help the deputy principals and HODs to develop as the 'udonga' or wall that protects and works hand-in-hand with the principals. This study came up with transformative ideas based on the principles of empowering the less privileged group and promotes social justice for all (MacTarggart, 2006:169). In order to fulfil the objectives of the research, the co-researchers worked collaboratively and all of the views and ideas of the co-researchers were respected and valued by the researcher.

According to Mahlomaholo (2012:2) and Nkoane (2012:99), the co-researchers and the researcher have to show equality, be respected and be given hope when giving meaning to their situations as a means of promoting collective capacity. That is why they held discussions on how to capacitate the female principal to promote curriculum management, evaluate the findings and see to it that they lend a hand by focusing on a series of actions directed at helping female principals in the development process to increase their knowledge, skills and understanding and to develop the attitudes needed to bring about the desired developmental change and develop strategies for advocacy.

Below is evidence drafted by the team that contains the proof that the team is dedicated to encourage collective capacity to promote curriculum management:

STRATEGY	ACTIVITY	RESPONSIBILITY	TIME FRAME	PROGRESS/CHALLENGES
1. CLASS VISIT BY SMT	1. MEET ALL STAKEHOLDERS 2. ANALYSE PERFORMANCE. 3. DISCUSS MODERATORS REPORT. 4. CAUSE SCHOOL TO DEVELOP AND IMPLEMENT IMPROVEMENT PLANS.	SMT	QUARTERLY	IMPROVEMENT OF TEACHING AND LEARNING
2. MEETING WITH STAFF, UNIONS, SGB COMMUNITY STRUCTURES	1. PRESENT PERFORMANCE ANALYSIS. 2. DISCUSS RESPECTIVE ROLES IN QLTP. 3. SOLICIT INPUTS AND SUPPORT.	SMT & SGB	QUARTERLY	EFFECTIVE TEACHING AND LEARNING
1. MONITOR IQMS		PRINCIPAL	QUARTERLY	TEACHING DEVELOPMENT PROC

The team's strategies to encourage capacity to promote curriculum management involved working hand in hand with the SMT, the SGB and the stakeholders. It is evident that the time frame was allocated when the strategy and the activity and persons responsible, as well as what is expected of them, was stated clearly on the evidence above. All stakeholders have to meet and the strategy to be used was one of class visits by the SMT to identify teachers' strengths and building upon them for the team benefit and effective implementation of the curriculum.

4.3.7.1 Analysis from CFST perspective

CFST is in line with the encouragement of collective capacity building to promote curriculum management, because it focuses on peace and hope to be brought by all team members in promoting power relations that should begin with the lives of the marginalised. Collective capacity to promote curriculum management promotes freedom, as it requires greater commitment, shared experience and collective power to do things together, incorporating all stakeholders for the benefit of the success of a team.

In conclusion, female principals creating collective capacity building to promote curriculum management is of vital importance, because working collaboratively with all the stakeholders can help the female principal to implement curriculum management effectively. Sister school exchange is another way female principals can build capacity. Capacity building is a reflective process that promotes better teaching by more teachers (Stringer, 2013:25).

4.3.8 Capacitating the female principal in financial management, strategic planning and education management development, as well as supporting female principal with resources

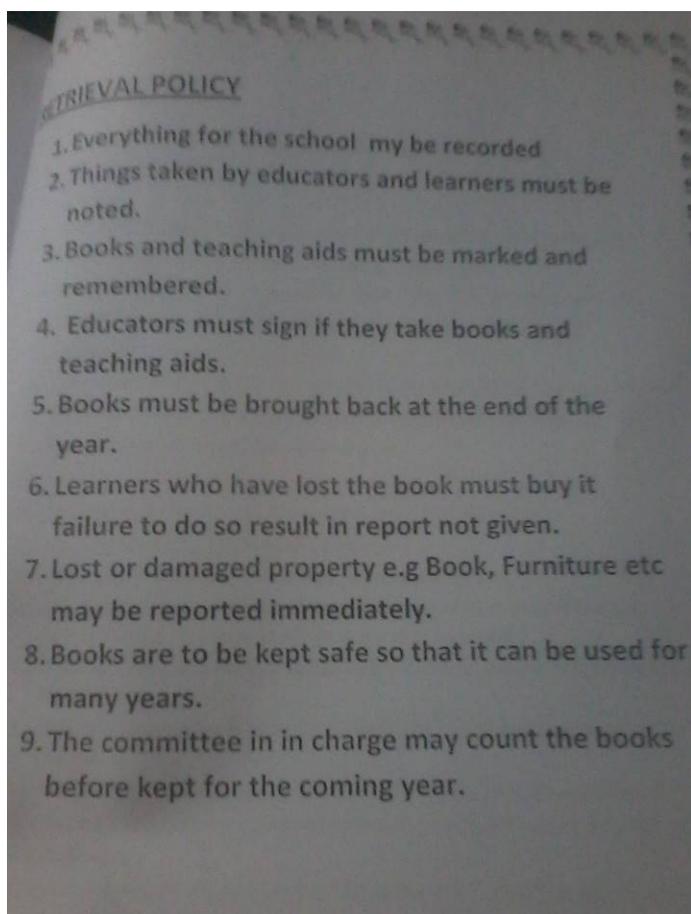
Motivation, communication, controlling, planning, organising and guiding were discussed as some of the team's management tasks in helping those female principals who had a shortage of resources to become capacitated on financial management as well as strategic planning and education management development, such as the female principal who did not have a photocopying machine. Precautions must be taken against wastage while handling finances (see 4.2.11). The district officials encouraged principals to communicate and collaborate with other schools that were in need of any help for the effective functioning of school curriculum management. Even those schools that were not doing so well needed to sit together as neighbouring schools and lend a helping hand where possible, which requires strategic planning, organising, co-ordination, transparency and good command. In our discussion, Zinhle said:

A female principal is new to this school and there is no support from the other SMTs or the community, because the community does not trust a female, since they had a male principal.

Even in this school, there were no facilities such as computers or photocopying machines that would enable the school to function properly. The evidence above indicates that female principals need support from the other SMT members when the community doubts her because of gender. In this regard, other female principals were vocal about helping their fellow female principal.

Below is evidence that the team agreed to have a policy of retrieval which all female principals will use to help them retrieve all the resources, even the financial

resources, in working with the teachers.



The above evidence indicates that the strategy the team came up with was that everything for the school must be recorded and that there will be a committee for retrieval of all resources in order to save the finances of the school by marking all books and teaching aids. When the teacher takes books, the books must be signed and taken back when the year ends. Records must be kept safe. Learners who have lost the books must buy new books to avoid wastage and for the female principal's accountability.

4.3.8.1 Analysis from CFST perspective

CFST is in line with the study, as it talks more of cooperative governance in ensuring that there is freedom for all to use resources and the female principal is providing

hope and peace to the people she works with for the effective implementation of the curriculum to make sure that there is equal justice in using the resources of the school.

In conclusion, the female principal needs to be capacitated on financial management, strategic planning and education management development, as well as supporting female principals with resources that are needed by the school for effective functioning of the curriculum in schools.

4.3.9 Support female principal to encourage positive human relations

The female principal needs to be supported to encourage positive human relations in school and for them to have their dignity respected and protected (see 4.2.14). Female principals deserve treatment which is fair and equal for them to be able to work with the team effectively. It is evident that managers who have adhered to the principles of human relations and are familiar with the role of clarity or understanding, desire or motivation, as well as assessment and adaptation techniques, are more productive than the managers that are only concerned with organisational support and credit of decisions (Tourani & Yazdani 2009, 17).

Zinhle said:

The spirit of brotherhood needs to be spread

From what Zinhle said, it is evident that the spirit of oneness is of vital importance in a school led by a female principal, because human relations can build and can destroy the school. The phrase 'spirit of brotherhood' indicates that working harmoniously is a reflective process that promotes better teaching by more teachers (Stringer, 2013:25).

Positive relationships at work may therefore include developmental networks and mentoring relationships that span organisational boundaries, as well as relationships between individuals sharing a common profession, occupation or work community that is tied to the organisation (Ragins and Dutton, 2012:2).

4.3.9.1 Analysis from CFST perspective

CFST is in line with the study, as it encourages the spirit of oneness and solidarity, where social justice is done with the intention of encouraging positive human relations (Harding 2004:5).

4.3.10 Formulating a plan

The team formulated a plan which would examine all challenges that female and male principals encountered in effectively implementing curriculum management and formulated a strategy where the team agreed to be the first to coordinate the plan of working together and networking with others in order to come up with solutions to the problems.

Some principals volunteered to make use of the best teachers they had to network with other teachers and offer help where possible. The principals agreed to be the networking team, where people would share and learn from each other.

The team agreed in our discussion meeting to use the structure below:

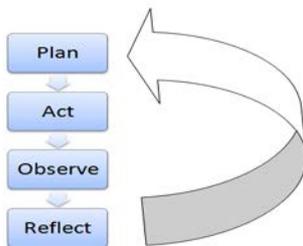


Figure 2 Action Plan

As a strategy to come up with solutions, the team will Prepare > Plan > Implement > Review/Revise the plan collaboratively for the success of the curriculum implementation.

Female principals will be enhanced as curriculum managers to use these strategies for the benefit of the school.

4.4 FACTORS CONDUCIVE TO THE SUCCESS OF THE STRATEGY TO ENHANCE THE ROLE OF FEMALE PRINCIPALS AS CURRICULUM MANAGERS

The forum was cognisant of what MacDonald (2012:46) said when he mentioned that the research must be empowering, promote capacity development and be capacity building in all who participate and provided of data that outline the conditions conducive to the implementation of solutions discussed in 4.3. MacDonald further alludes to the notion that research is an educational process, an approach to social investigation and a way to take action to address the problems.

It became necessary to find conditions that are conducive for the purpose of sustaining the solution, even after the study had reached its conclusion (Qhosolo, 2015:201). This section discusses the conditions that follow, conditions that enhance the dedication in a team, conditions that are conducive for a team vision and conditions that support the effective collaboration of female principals in enhancing their role as curriculum managers. In order to improve the curriculum and the professional development of teachers, the retired principals became mentors to the principals who were still in the field of education. Democracy was applied in all matters pertaining to the school. Democracy goes hand-in-hand with transparency because, if there is transparency, teachers will not resist their work, because they will know what is happening in their school.

4.4.1 Conditions that support and enhance dedication in a team

What made the team succeed was applying democracy in the way in which female principals work in a school, which was applauded by all team members. Democracy emphasises that all people are equal and should work collaboratively with one another and is about bringing people together to solve problems (Lunenburg & Ornstein, 2010:524). The team worked towards encouraging collective performance for the success of the strategy.

In addition, everything that is being done in a school should be conducted in a democratic way to implement the curriculum effectively. Even among teachers in

schools teaching the same grade, there must be team teaching and camaraderie for the benefit of the learners (Sandholtz, 2000:40). Working together and the spirit of brotherhood can also harness the implementation of the curriculum effectively by the female principal in a school. Female principals must also participate actively in curriculum decision making with the help of a team. Having sound relationships with the team encourages them to work collaboratively to maintain personal relations amongst themselves. In a sense, a team combines individual strengths, having a shared commitment to performance.

While working on the conditions conducive during our discussion, Zondo said:

There is nothing that will help us other than working together and practise democracy, where there is no one to look down upon others because we are all the same. Even among the principals it must be our culture to work harmoniously and be united so that the curriculum can be implemented effectively. We all need one another – the SMT needs parents and teachers so that everything can be effective, we also need our neighbouring schools we are all working to achieve the same goal.

From what Mr Zondo said, it became clear that the team must have a common vision of succeeding in curriculum delivery. The words ‘must be our culture’ indicate that female principals need to have the same goal and vision about their schools so as to not neglect their duties, and so the emphasis was on creating a dedicated team that will see to it that the female principal’s roles as curriculum managers are enhanced. However, the team was successful in producing productive citizens of our country by working hand-in-hand with the other schools, which was a success, as we managed to work collaboratively in networking with other school principals to make sure that the curriculum is well implemented.

4.4.1.1 Analysis from CFST perspective

From the CFST perspective, for the triumphant implementation of the strategy to enhance the role of female principals as curriculum managers, the team was there to assist and ensure that there was effective teaching and learning in schools, maintain school organisation and monitor the use of the Annual Teaching Plan (ATP) and timeous completion of work, lesson plans, programmes of assessment and ensuring

that there is freedom, equity, social justice, hope and peace in schools. The team fostered support where necessary and facilitated team teaching between schools to share methods and appropriate strategies (Someck, 2006:8) in ensuring that regular management meetings were held to discuss curriculum delivery, monitoring assessment and recording and guiding and planning the functionality of schools (DoE KZN, 2016:3).

The dedicated team agreed to take part in ensuring that there is an effective functioning of schools to ascertain the success of the study. The team was aware that collaboration would make things much better for the female principal enhancement as curriculum managers, because they understood that working alone cannot enforce curriculum implementation without the assistance of the team and other stakeholders. This will promote effective communication, trust and commitment.

4.4.2 Conditions that support and enhance dedication in a team

A shared vision is the first step in allowing people who mistrusted each other to begin to work together. It creates a common identity, a shared sense of purpose, a vision and operating values, which establish the most basic level of commonality (Mogherini, 2016:44). Female principals will be able to work with all the staff harmoniously if they share the vision, keeping in mind that as a team, they need to know the destination, significant purpose, clear values and having the picture for the future.

It was evident in the monthly meetings that the team has the purpose of enhancing the role of female principals as curriculum managers, with the clear picture of networking for the future, whereupon Zibuse said:

It is us who will pioneer the enhancement of female principals as curriculum managers to help them face challenges they encounter on daily bases.

From what was said by Zibuse when she referred to 'us', it indicates that they now operate as a team with a shared vision and purpose and Zibuse is enthusiastic about being pioneers in executing the strategy to work for the female principals to be the

best curriculum managers. The team having a common identity and a clear value in ensuring the vision is accomplished effectively when the curriculum is well implemented.

4.4.2.1 Analysis from CFST perspective

The above discussion is in line with the CFST, since the team is willing to work together in enhancing the role of female principals as curriculum managers by mentoring them and networking with them where equity and social justice have to be considered.

4.4.3 Conditions that support effective collaboration: gender equity

The team recognises women as unique in the way that they do things and the way in which they perceive things, which is what also made the team succeed (Moorosi, 2010:549). However, this does not mean that they are different to men in terms of the emotional connections that evolve in daily social interactions (Hart, 2006:48). Gender equality is one of the conditions that can enhance the role of female principals as managers when they are given equal opportunities to exercise their roles as curriculum managers. Even in meetings, women are given a chance to voice their concerns freely, just like everybody else.

One of the female principals articulated her concern of what was happening in her school. She said:

In the school where I am, there is an HOD that is against everything that I say because I am a woman, just like her.

This indicates that this principal cannot freely voice any of her concerns, because she knows that there is someone who opposes everything she comes up with. She is from a school where there is no collaboration or team work, but after the intervention of a team, things changed.

4.4.3.1 Analysis from CFST perspective

The discussion above is in line with the CFST, because it emphasises that gender is just a mark and female principals need a team with a vision to foster the enhancement of the role of female principal as curriculum manager, which is what the study intends to address.

4.4.4 Condition to improve the curriculum and professional development of female principals: Training

As a team, we agreed that monthly meetings are of essential importance for female principals, because it will eliminate the problems they encounter on a daily basis. During those discussion sessions, female principals will be trained in matters concerning the management of the curriculum. Borko argues that teachers must have rich and flexible knowledge of the subjects they teach, which is why there is a need for training of female principals in curriculum management (Borko, 2004:5). Effective communication was greatly emphasised and that is what made the team succeed. Effective communication is one critical characteristic of effective and successful school principals. Emphasising the impact of principal leadership on creating safe and secure learning environments and a positive nurturing school climate, Halawah (2005:336) states that this will not exclude deputy principals or HODs, as they all need to be developed due to the ever-changing policies in the education system. In addition, their staff needs to be developed to solve problems.

Zikode said:

We need to attend all training sessions, because they will be developing us as an SMT. Since the curriculum and policies change now and again, we need to be updated. Perhaps academics need to be involved in curriculum design. We have gone from OBE to RNCS to CAPS. There are many things that we are doing. Whole school evaluation is our responsibility, as well as school improvement plan assessment and other aspects pertaining to the curriculum. This is why we delegate some of the work to the HODs and deputy principals, but accountability stays with us.

From the above discussion, it is clear that principals are overloaded with work and that many changes are taking place in the education system as articulated in 'ever

changing'. Principals are confused because of the number of changes which not only cost money, but also leads to them being blamed for not effectively implementing the curriculum. That is why the team decided to engage in more training of female principals and having a networking group. Partnership, sharing, transparency, respect and mutual trust were emphasised in all training of female principals, as their role is enhanced as curriculum managers.

4.4.4.1 Analysis from CFST perspective

What has been discussed above is in line with CFST, since it encourages empowerment of the less fortunate. Training will empower them to be more engaged in networking groups that encourage sharing, respect and bringing hope to the hopeless (Barret, 1995:97). Continuous improvement of the female principals is encouraged by involving all the stakeholders. Having a coaching team develops ability and realises the need of a strategy to work effectively.

4.4.5 Team Building as a condition conducive to success

As managers, female principals encouraged teamwork among the staff, because managing the curriculum is linked to the management of teaching and learning, which is at the heart of the educational process (Dyer, 2015:13). Female principals, as effective team builders, ensure that individuals and teams are kept up to date with regard to plans, developments, and issues that affect them and the way they do their jobs. Pentland (2012:67) is of the opinion that principals, as team builders, help their members to understand and meaningfully contribute to the organisation's strategic goals and appreciate the contributions made to the organisation (Habegger, 2008:27). Team members have to be confident that individual and team effort will be reviewed fairly and be recognised, as appropriate collaboration will be maintained.

These were the things that made the team building be a success, according to Sna in our discussions:

We need a team that works together so that we can help each other where one fails. The schools that are performing well should be teamed up with the schools that are under-performing so that we can all be proud of our children.

From what Sna said, it is clear that the SMT needs to work together and school principals should work as a team in order to effectively deliver the curriculum when helping one another by working collaboratively as a team.

Female principals should empower team members to excel and provide appropriate support and feedback that will support their initiatives. Shangase (2013:107) indicates that Nigeria advocated collaboration among stakeholders for the effective implementation of the curriculum. Working together as a team helped to enhance and develop the others.

4.4.5.1 Analysis from CFST perspective

The discussion above is in line with what CFST is saying, in that there must be sharing among the group in order to work as a team and the female principals must be the team builders (Fullan, 2007:161). The team agreed that for the curriculum to be effectively implemented, female principals need to be helped by other stakeholders by working collaboratively to enhance their roles as curriculum managers for effective curriculum management in emphasising equity for all, social justice and freedom by bringing hope and peace.

4.5 THREATS TO THE IMPLEMENTATION OF THE STRATEGIES FORMULATED IN ENHANCING THE ROLE OF FEMALE PRINCIPALS AS CURRICULUM MANAGERS

In this section, the discussion will be on threats to the implementation of the strategies formulated in enhancing the role of female principals as curriculum managers and how they were avoided. The components of the emerging strategy were examined at length in Section 4.3. The components of a dedicated team, a common/shared vision and the effective implementation of curriculum management by female principals was examined. This section will discuss the threats to a

dedicated team, threats to human and financial resources and threats to commitment, as well as monitoring of the strategy.

4.5.1 Threats to a dedicated team

When the team is uncertain of what they are supposed to do, it creates barriers to their success and it poses a threat to the team. The team must possess teaching knowledge, skills, understanding and must have specific curriculum expertise. Teamwork involves collaboration, dedication and commitment towards certain goals. Coaching and mentoring by the team encourages team teaching and professional development in teaching and learning, assisting in attaining goals. If there is no dedicated team, supporting and monitoring can be a barrier, because sharing of the expertise and collaboration cannot take place among schools in order to enhance the role of female principals as curriculum managers.

During our discussion meetings in the school under study, one of the staff members raised his concern:

Other members of the team are not certain of our capabilities

From the above extract, it is evident from what the staff member articulated that she sees the team as a threat to their work and to their positions. The presence of a team in their school makes them feel as if they are looked at as failures. According to Kyahurwa (2013:29), after supporting, the team needs to monitor progress, which is vital for the purpose of developing the standard of teaching and learning. Furthermore, plans for improvement need to be developed and the effectiveness of the goals and objectives must be determined so as to identify weaknesses and strengths of working as a team.

The team clarified their intention of visiting the school to support and monitor the strategies by elaborating that the female principal will work hand in hand with the team and network on everything pertaining to curriculum management.

4.5.2 Threats to a shared vision

In trying to bring the team together, the issue of power differentials might be a problem (see 3.3.4.2), when they will not be able to air their concerns and real challenges. Because the people who are among them are district officials, the team members might be afraid to openly state their concerns and vision might be affected.

Bumba principal said:

I cannot narrate some of the incidents I am facing, because I do not want the district to look at me as a failure.

From what the principal said, it is evident that not all the challenges and encounters that the female principals encountered were expressed, because in a team we have the district officials and some will be hidden, because they do not want to be seen as failures. They will pretend as if they experience nothing bad as female principals, which is a threat to the study.

4.5.3 Threats to human and financial resources

A lack of resources in the school under study can be seen as a threat, because a school cannot function properly without resources and when the team do not have funds to sponsor the school, it becomes a threat. Resources can be human, physical, financial and informational, as well as cause delay in filing of posts, as it forms an integral part of curriculum management.

Dlungelwa commented in a meeting where we were discussing resources:

Our school has received the status of a no fee school, which makes it difficult to function if the funds are not available. Even to make copies becomes a problem and we and the SGB cannot hire teachers to prevent overload to the teachers and the delay of payment from the department.

Based on what the team discussed, it was clear that some of the matters related to resources needed raised a concern for the effective implementation of the curriculum that was out of their hands. Books cost a great deal of money and that is why one sometimes finds that the school is out of money. In most of the schools, the children

do not pay school fees. To parents, 'free education' means that they do not have to pay anything for their children's education. When the school does not have funds, they interpret it as if the principals are consuming (wasting) the school's money.

The SGB member said:

The issue of teachers, we do not have ideas how we can pay them, as the school does not have money. Some teachers volunteered, but left the school because they were not given anything.

It was evident that the school did not have funds or enough teachers and the school functionality was being disturbed. The SGB saw that there was nothing that they could do about the issue of the shortage of teachers, which was caused by the number of learners they have. The team workshopped all the stakeholders on the matters pertaining to the resources on how they should be maintained, especially books, as they have said that they are expensive since they were a no fee school where the female principal had to write letters of donations to different stakeholders and work collaboratively with the district officials to get teachers.

4.5.4 Commitment

Parents do not want to commit themselves to their children's education and from what the researcher has observed from the attendance of co-researchers, no-one wanted to commit to being the team leader who would initiate some of the changes that the forum was discussing. Setting unrealistic goals can lead to the failure of adhering to commitment. Organisation comes from the inevitability of solidarity in order to realize their needs and aims and there are different reasons why people are becoming members in an organisation and commit themselves to realising the goals and vision of the organisation (Halis and Gokgoz 2007:10).

One of the female principals in a team said:

Working with this team means that I have to be in two places at once.

The female principal felt that she has to work for the school as well as for the team in solving curriculum management problems. The fear of commitment is visible in what

she articulated. Female principals need to commit themselves in a team that develops and enhances the effectiveness of the curriculum management in a school by working collaboratively with the team through having effective communication skills and trust in order to achieve this. The power differential is also taken into consideration, because the team consists of a number of different members from all the stakeholders. The team reassured the female principal that she would never be alone, since the team would be there to support her, enrich, encourage and mentor her all the way with the help of all the stakeholders.

4.6 INDICATORS OF SUCCESS ON THE FORMULATED STRATEGY

Previous sections illustrated the process of developing a strategy to enhance the role of the female principal as curriculum manager. These sections, 4.2, 4.3, 4.4 and 4.5, were as follows. The first objective examined the challenges in enhancing the role of female principals as curriculum managers. The second objective examined the components of the strategy. The third objective alluded to the conditions that enabled the implementation to be a success. The fourth objective focused on the threats anticipated that hinder the success of the strategy and how they were discussed and avoided and, lastly, the evidence that the strategy works is discussed below.

For the study to be successful, a team has to enhance the role of female principals as curriculum managers in collaboration, networking, mentoring, coaching and workshops, as was discussed as evidence that indicate the success of the strategy.

4.6.1 Collaboration

All of the team members understood the meaning of the word collaboration, as it entailed that everyone had to take part in discussions and the need to form a team that will enhance the role of female principals as curriculum managers by fostering curriculum management. In all the neighbouring schools, female principals have to help each other in promoting effective curriculum management. Female principals were exposed to collaboration with different stakeholders and they also understood the roles and expectations and the support that the district officials provide, which

indicated that there was collaboration among all of the team members. After the discussion, the principals decided to help the female principal who did not have a computer or a photocopying machine.

Zikode said:

We agreed to be our brothers' keeper.

This was an indication of collaboration and caring. When Zikode mentioned that they are going to be their brothers' keeper, it indicated that they were willing to help other female principals when the need arises. In understanding the need for designing a strategy to enhance the role of female principals as curriculum managers, the team collaborated to work together and the team explored strategies to support female principals by creating a team with a vision for the future to engage in all the challenges female principals encounter that hinder curriculum management. These conditions enable these strategies to work and try to avoid those threats that can hinder the strategy through teamwork. The intervention did work, because all the team members agreed to sit and collaborate when there are future challenges.

4.6.2 Networking

Teamwork and the decentralisation of curriculum decision making are required for effective curriculum management. Monthly meetings were scheduled in which sharing and learning from one another took place. The team members agreed to do the networking and to share ideas in schools to gather information regarding the subjects taught at school for the curriculum to be effective. The team agreed to network with the expectation of the curriculum being effectively managed and implemented. This was evident in the study, where team members started to network and share ideas about the subject taught in schools, as well as to conduct team teaching. The team also shared ideas on how to tackle daily challenges that hinder effective curriculum implementation and come up with solutions collectively.

4.6.3 Mentoring, coaching and workshops

Mentoring and coaching was done by the retired principals, since they are the veterans, because it is imperative for principals to receive continuous training on curriculum management and other related matters that will help them to guide and support their teachers. The retired principals had to mentor the principals so that they would learn from experience (DoE, 2000:95). This should be done in order for the curriculum to be implemented effectively by the female principal. The district officials agreed to see to it that female principals attend workshops on a monthly basis so that it can be easier for them to share and solve the challenges they encounter in schools.

4.7 SUMMARY

This chapter dealt with the analysis of the data, as well as the presentation and interpretation of results and findings on the strategy to enhance the role of female principals as curriculum managers. The chapter also focused on how the data was analysed, interpreted, presented and discussed. This was in line with the objectives of the study as mentioned in Chapter 1. There were many sources of data, including the information sessions in which we, as co-researchers, jointly and explicitly indicated that there was a need for the formulation of such a strategy. The information identified the challenges that female principals face as curriculum managers and solutions to address the problems regarding curriculum management were discussed. The sessions took into consideration the conditions necessary to make the strategy work. Furthermore, risks were anticipated that lead the strategy to fail. Everything was done in consideration of the objectives of the study.

CHAPTER 5: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The aim of this study is to design a strategy to effectively enhance the role of female principals as curriculum managers at selected schools in the Amajuba Education District. In pursuance of this aim, this chapter focuses on analysing data and discussing findings, leading to the formulation of a strategy for enhancing the role of female principals as curriculum managers and highlighting appropriate systems that are to be in place for the effective implementation of the curriculum. Finally, the chapter concludes by giving the summary of the findings, making recommendations for future research and acknowledging a limitation of the study.

5.2 BACKGROUND OF THE STUDY

The study aims at enhancing the role of female principals as curriculum managers by exploring the challenges that they encounter on a daily basis in managing the curriculum effectively. Solutions were discussed among the co-researchers that will assist the female principals in ensuring that the curriculum is well-managed in their schools. The conditions conducive to the success of the enhancement of female principals as curriculum managers were discussed in the forums we were having. Obstacles that could hinder the progress and success of the effective implementation of strategies formulated were also anticipated.

5.2.1 Problem statement

Literature reveals that principals lack sufficient information to facilitate the strategic direction of schools, as well as the skills needed to create climates that are conducive to teacher growth (Pratt, 2007:39). This study focuses on the factors that affect curriculum management in schools led by female principals and explores how

femininity has been repressed and misrepresented in leadership (Rancier, 2005:272).

5.2.2 Research question

How can the role of female principals as curriculum managers be enhanced?

5.2.3 The aim of the study

The aim of the study is to design a strategy to enhance the role of female principals as curriculum managers.

5.2.4 The objectives of the study

- To understand the need for designing a strategy to enhance the role of female principals as curriculum managers;
- To explore strategies to support female principals in curriculum management;
- To investigate existing strategies to enhance the role of female principals as curriculum managers and the conditions that enable these strategies to work;
- To anticipate the threats to emerging strategies aimed at enhancing the role of female principals, and to formulate risk management systems; and
- To formulate the indicators of success (or lack thereof) in enhancing the role of Female Principals as curriculum managers.

5.3 THEORETICAL FRAMEWORK

The Critical Feminism Standpoint Theory was used as a lens through which to examine the strategies to enhance the role of female principals as curriculum managers. This theory was chosen because it places emphasis on social and power structures and aims to emancipate and empower oppressed groups which are the

objectives of this study. This framework assisted the researcher in achieving valuable experiences and identifying a way to develop an oppositional consciousness (Harding, 2004:3). According to Mills, a male feminist of the 19th century (Szapuova, 2006:184), feminism is a movement for the political, social and educational equality of women with men.

5.4 METHODOLOGY

To formulate a strategy to enhance the role of female principals as curriculum managers, PAR was used to address power sharing and deal with real challenges. Furthermore, PAR has been used as a means to obtain information. According to MacDonald (2012:36), PAR is a qualitative inquiry that is democratic, equitable, liberating and life enhancing. It gives the voice and directive in generating data (Kach & Kralik, 2006:4). In reality, PAR is emancipatory and takes place between the community and the researcher. The PAR philosophy acknowledges the concept that people have a right to determine their own development and recognises the need for local people to participate meaningfully in the process of analysing their own solutions which they share and to have power and control in achieving sustainable development (Attwood, 2012:2). Similarly, this study seeks to formulate innovative strategies to assist female principals and establish programmes collaboratively to improve curriculum management. MacDonald (2012:37) defines PAR as a process of fact finding, action and reflection, leading to further inquiry and action for change.

5.5 FINDINGS AND RECOMMENDATIONS

There were many challenges that the principals faced to effectively manage the curriculum to achieve the desired goals as discussed in this section, which is why the aim of the study was to formulate a strategy to enhance the role of female principals as curriculum managers.

5.5.1 Lack of a dedicated team with a vision to foster curriculum management

I discovered that there is no dedicated team to foster curriculum management. There was no team to coordinate the team that coordinated the activities to make the curriculum management effective. The need for intervention was of vital importance for the strategy to work and it was evident that the female principal, when appointed to be principal of a school, was not accepted by the people she worked with, but as time went on, they adjusted to change and accepted and worked with her effectively. Lack of understanding contributed to a lack of teamwork. Instead of evaluating people based on their gender when formulating a team, the only thing that helps is working together for the benefit of the curriculum management. Even the deputy principals should learn from the principals for the benefit of the learners, overlooking gender. Considering the above, the solutions were based on the evidence that a team must be created where all the members are equal, in line with the philosophy of PAR, which emphasises that all members should be treated as equals.

5.5.1.1 Recommended solution: Collaboration and team work

Collaboration and team work are the solutions to the problems encountered by the female principals that can enhance their role as curriculum managers in maintaining the team work and collaboration. In executing curriculum management, working together and working as a team can prevent interpersonal relations that are not good.

5.5.1.2 Recommended conditions for a team to foster curriculum management

(i) Democracy

The team agreed that the school that exercises democracy and where the principal interprets the vision of the school, is in line with the curriculum. Staff members are able to participate in decision making, which can promote a culture of responsibility

and continuous improvement in curriculum implementation thanks to shared values and having common goals.

5.5.1.3 Obstacles regarding the creation of a dedicated team to foster curriculum management: Commitment

A lack of commitment I observed while we had meetings raised a concern that if the planned strategy is not monitored closely, the members will always have excuses to not attend the monthly meetings that we agreed upon in our forum, unless the chosen retired principals stick to what they were doing during the meetings, where they always reminded us of the purpose of the meeting and encouraged punctuality among members, as well as commitment.

5.6 LACK OF CREATING A POSITIVE LEARNING ENVIRONMENT

The team found that when a school lacks a positive learning environment, harmony does not exist. In order to promote collective capacity in a school, there is a need for a positive school culture, where there is a harmonious relationship among the stakeholders. When the retired principal mentioned that what satisfies them as teachers is to see learners progressing, it points to the collective effort of all teachers when learners succeed.

5.6.1 Recommended solutions: Communication

The female principal as the curriculum leader must communicate with the staff members on what is happening in schools, so that they can have a clear picture of curriculum implementation. When the principal works collaboratively with the staff to attain a common goal, the channels of communication are always open, as they have the responsibility of making sure that curriculum management is done effectively (Kyahurwa, 2013:39).

5.6.2 Recommended conditions for creating a positive learning environment: Team building

An effective school is one which incorporates team building, where the principal works collaboratively with all the staff. The literature shows that teamwork can enhance individuals' skills and learning and that collaborating with the various stakeholders helps to get work done (DeAngelis, Sully & Penney, 2014: 284), which is why the team decided to form a team that will make sure that the strategies will be implemented and that will monitor the curriculum management.

5.6.3 Threats to creating a positive learning environment: Resources and finance

The strategy will be threatened by the shortage of resources and finance. It will be impossible to implement the strategy if there are no human, physical and financial resources, adequate teachers with relevant skills, or resources like photocopying machines and computers.

5.7 PARENT AND COMMUNITY INVOLVEMENT

Parents need to be involved in the teaching and learning of their children. The co-researchers agreed that parents are the strength of the school. Without them, the school won't function properly. The SGB members need to be educated about their roles for them not to be used wrongly. Parents are not involving themselves in the education of their children and they sometimes do not even attend the meetings. Others do not even assist their children with homework, because they are working far away from their children.

5.7.1 Recommended strategies to involve parents and the community in schools

(i) Managing finance

Finances need to be managed properly. The SGB is the body responsible for finances, but the principal is accountable for everything concerning the finances of the school. The team discovered that in decision making, the SGB and principals should be trained accordingly on financial matters, because of the rate of misappropriation of funds, which is very high.

(ii) Managing resources

Books are expensive and they need to be purchased every year. Learners lose books every year, which makes the buying of books a yearly necessity. Resources are an integral part of curriculum implementation and without resources, the curriculum won't be implemented effectively. Teachers, learners and parents have to take care of them. It can be books or computers, finances and human resources that are used to facilitate learning.

5.7.2 Recommended conditions to involve parents and the community in schools

(i) Training

SMTs need to be trained more often so that they can address any issue pertaining to curriculum management and even answer any questions that the teachers might have regarding the curriculum. The SMT must monitor the implementation of the curriculum by observing classes, monitoring lessons and evaluating the assessment materials used at schools. Teachers deliver and manage the curriculum at school level, frequently assess and document learner achievement, modify instruction to improve learner attainment, participate in curriculum development and revise activities. SMTs need to be enhanced in monitoring what is happening in the school, whether in the classroom and outside the school. The SMT is not monitoring

effectively because of the workload they have. Staff are overloaded because of PPN, should be taken into consideration. Subject heads should work collaboratively with the HODs.

5.8 CONTENT KNOWLEDGE OF TEACHER AND PEDAGOGICAL CONTENT KNOWLEDGE

Teachers articulated that content knowledge is a problem, where you are given a subject you are not familiar with and expected to deliver good results. This is the reason why results are dropping now and then. The teachers who are not performing well are taken to Grade 8 and 9, which causes a problem, because Grade 8 and 9 are not intensely monitored like Grade 12. Content knowledge affects the results of Grade 12 learners due to the fact that the teachers lack content knowledge of that particular subject, which also contributes to the level of learner subject attainment.

5.9 RELEVANT PROFESSIONAL DEVELOPMENT PROGRAMME

Without the professional development of the principals, the school cannot improve, due to the many changes that they are facing. The principals must have the knowledge of the curriculum for them to be able to transfer the knowledge to the teacher, as they are the facilitators of the curriculum in order to address any problems they encounter. Female principals should know how to approach issues related to curriculum management, since they are the curriculum leaders.

5.10 HUMAN RELATIONS

Discrimination caused by jealousy among female staff members should be addressed, because it hinders curriculum implementation when staff members work independently instead of working together. It can even damage the human relations in schools, which makes the schools dysfunctional. It results in the perception that women are unable to implement the curriculum effectively and that they cannot manage properly because of sabotage and insubordination.

5.10.1 Recommended solutions to the challenges

(i) Networking

The team agreed that networking with other schools that are performing much better can raise the standard of schools that are not performing well and that a networking style should be used where expert teachers are invited to schools, as learners pay attention when they see someone they are not familiar with. Networking with other principals can solve any problems a principal might encounter which could hinder female principals as curriculum managers.

(ii) Support

The SMT, teachers and parents need the support of one another as well as support from the district officials and subject advisors in curriculum management. The deputy principals should support the HODs and the principal should be visible and be able to have class visits to ensure curriculum implementation. Teachers should not see the principal's visits as a threat, but as a means of assisting them in curriculum management.

(iii) Skills development

Skills need to be developed, since there are many changes happening in education. The principal must have all the skills that he/she will use to equip teachers with curriculum knowledge. The principal should in actuality be able to answer any curriculum questions that teachers might have.

(iv) Discipline

Discipline starts with the principal. In the case of punctuality, if the principal came to school late, the staff will copy her. The principal has an influence on the learners as well. Whatever the principal is doing, the whole school will adopt it, and so if the

principal is managing effectively as a curriculum leader, there is no need to have this stressful work concern the teachers.

(v) Gender equity

If gender equity is addressed appropriately, the curriculum management can be effective in schools with female principals. If all the staff and SMT work together, they forget about their differences, because they share the common purpose of being in the organisation to implement the curriculum and are unconcerned with gender.

5.11 THREATS TO IMPLEMENTATION OF THE STRATEGY

(i) Monitoring and commitment

The strategy will fail if it is not monitored properly by team members, because monitoring is the key for effective implementation of any planned activity. Monitoring the strategy to ensure that it works might be a problem when there is no dedicated team with leaders with a vision of uplifting the female principals in whatever challenge they encounter. The team, along with the committee selected to monitor the effectiveness of curriculum management in schools, must also assist the female principals with curriculum matters. A committed and reliable team is needed to implement the strategy formulated.

5.12 EVIDENCE THAT THE STRATEGY WORKED

(i) Collaboration

It is evident that the strategy worked, because the team members agreed to work collaboratively to make sure that the curriculum is better managed, since it is evident that when the curriculum is well-implemented, the results of learners will improve. The female principals agreed to work collaboratively and meet regularly to check and

discuss challenges and try to devise solutions to problems that could hinder curriculum management in schools.

(ii) Networking

Neighbouring schools agreed to network and share their ideas in making sure that the curriculum is implemented and delivered effectively. This is why they agreed to take teachers who are doing the same subject and exchange them to help those schools that are not performing well and agreed to take even the teachers who are teaching Grade 8 and 9 so that they will network and help each other on matters they do not understand, because it is evident that networking and sharing are the best approaches to disseminating content knowledge.

5.13 LIMITATIONS OF THE STUDY

As was evident in Chapter 3, the study was qualitative in nature, employing most principles of PAR. Co-researchers were at times reluctant to participate, even though I clarified the aim of the study and the purpose of conducting the research. The members were not always present and were complaining about their weekend commitments, since the study was done mostly on Saturdays, as the permission letter urged that teaching, learning and examinations should not be disturbed. The inclusion of the district officials also contributed to the co-researchers being unable to freely voice their concerns.

The study focused on the 8 schools and the findings cannot be generalised, because of the number of schools in the study compared to the number of schools in KZN. The female principals were not many, even though in the study, there were female HODs, deputy principals, district officials, retired female principals and a mayor. However, the study could have had a much bigger outcome if there were more schools in the study.

5.14 SUMMARY

The aim of the study was to enhance the role of female principals as curriculum managers. The study demonstrates how CFST as the theoretical framework that couched the study assisted in achieving the objectives of the study, using PAR as a means for collecting information. I was involved in a series of discussions with co-researchers, as they are the ones who experience challenges as curriculum managers. This study tried to find facts, take action, reflect, do further inquiry and bring about change. There is now a dedicated team with a vision to enhance the role of female principals as curriculum managers.

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ANNEXURE A: APPENDIX

Okubi yikho ukuthi yebo imiphumela ayimihle inkinga abase high school bathi abaseprimary abangenzi kahle kubantwana visa versa

Thabiso: sike sanomphathi thina wesifazane owaye actor owayengenayo ivision ngesikole, engenalwazi leadadministration and management nakuba wasebe udeputy iminyaka ewu 19 kwakunezingqinamba eziningi ukudlula izinto ezinhle, engasebenzisani namuntu nestaff ne SGB ekubhekeleleni iskole isizathu salokho ukuthi wayengazihluphi ngokusebenzisana nothishomkhulu owayekhona ngaleso sikhathi ukuze afundele ikusasa ngikusho lokho ngifuna ukugcizelela ukubaluleka kokubambisana phakathi komphathi namasekela kanjalo nama HODs.thina siyiSGB siyafisa ukusiza esikoleni sezingane zethu nakuba kwakulikhuni yikho ngithi kuyadinga sifundiseke sonke esisezikhundleni ngokubaluleka kokusebenzisana.

Ngathatha nami iskole kade kuphethe umuntu wesilisa umphakathi waqala wangangemukela kahle kodwa ngokuhamba kwesikhathi wabaright sasebenzisana kahle okwakungisiza kakhulu umkhuleko.

Sna: umphakathi wethu awukakholelwa kahle ukuthi umuntu wesifazane angaphatha iskole uye ubezwe olimini ngenxa yokuthi sekuphathe owesilisa iskhathi eside bebemethemba kakhulu.

Esikhathini esiningi asibibikho isikhathi lapho sibizelwa ukuxoxa ngezinkinga ezikwicurriculum,ngenxa yokuthi umsebenzi muningi kanti nepaperwork imi ngenhla, nabantwana baningi emaclassin,njengoba nama HOD kumele abuye aye nasemaiclassin angiphathi uma uyiHOD yama languages lokho kugcina kwenze ukuba umuntu angakhoni ukwenza umsebenzi ogculisayo

Zondo; Ayikho eyosisiza ngaphandle kokuthisisebenz engokubambisana futhi idemocracy ipractizwe ezikoleni zethu angabikho obukeleka phansi ngoba sonke siyafana , nakothisha ngokunjalo kube iculture yethu ukubambisana nobumbano ezikoleni, ukuze icurriculum ikwazi ukuipmlementeka kahle ngoba makudonsiswana kubakhona okungahambi kahle siyadingana sonke iSMT iyabadinga abazali kanye nothisha ukuze kuqhubeke kahle konke

Whilst Nosisa was talking, Zinhle interrupted, saying that:

Ungasayiphathi eyepaperwork ungamonitor kanjani kulamapaper esiwagcwalisa mihla namalanga mina nje enginamaclass awu 5 fanele ngibhale konke kwalamaclass, ezinye zezinto ezingenza ngicabange nokuresigner ngozifunela omunye umsebenzi ongenamaphepha. Isikole sethu sinabantwana abaningi okwenza kube lukhuni ngempela, ube ungagcinanga lapho kufanele umonithe nomsebenzi wabantwana abako 70 per class.

This can be translated as follows:

Do not mention paperwork. How can you monitor while there are lots of papers you have to write daily? Especially if you have five classes, it becomes a problem. This is one of the things that makes me think of resigning and looking for another job where there is no paperwork. Our school is so big which makes it very difficult. And, what makes it worse is that you even have to monitor the work of the children.

Kwathina nje SMT siyayidinga isupport edistrict ngoba muningi lomsebenzi esiwenzayo, ukufunda nokufundisa kanye nokuhlolwa kwabantwana.

Sna commented that 'Even as SMTs, we need the support of the district office with regard to the workload, as well as teaching, learning, and assessment.'

Fakude said: *'Enye into eyenza sibenomsebenzi omningi kangaka (overload) othisha bayashoda ngenxa ye PPN iyasilimaza impela njengama HODs.'*

Sinhle said: *abazali abasiyo inkinga kuyekuhluka ukuthi umphakathi osebenza kuwo unjani abazali bomphakathi wethu babakhonzile othisha bezingane zabo*

Siwe: *umphakathi unomthelela ekutheni isikole siphumelele ngoba uma umphakathi uqotho isikole bayasithanda bangafuni lutho olubi olwenzeka eskoleni sabo.*

Zibuse: *Abantwana abakiyo inkinga kuye kube yikho ukuthi badinga ukwesekwa ngabazali emfundweni yabo kube kubi mabemeya uPrincipal*

Zipho said: Kusikole engikuso sinenkinga ngabazali abangazimbandakanyi nomsebenzi wabantwana bayaziqhelelanisa nesikole, abezi ngisho kunamameetings kugcina

kuyidlanzana elijwayele ukuba semhlanganweni, kuyantshonhwa izinto zesikole mhlampe kungakhona bakwethu ongangicebisa lapha kini ukuthi bona basizakala kanjani.

Nosisa said: Kulele kumphathi sikole ukuthi asondeze abazali eduze izinto ezincane ezenza abazali basithande isikole isibonelo nje mabebiziwe abahambe bejabule ukuze babuye ngelinye ilanga ubenze isikole baziswe kungesabo bekwazi ukuzwakalisa uvo lwabo makuthathwa izinqumo nindawonye.

Mbal said: Uzame ukumsondeza umuntu kodwa abe nenkinga nawe ngoba ungowesifazane thina besifazane abasihluphi abesilisa kodwa abesifazane abazama ngayo yonke indlela ukusidicilela phansi kunale Pull her down syndrome ababanayo. Mina kuke kwashona uthisha kade egula yena lo esinaye kwi SMT wafafaza ukuthi ngibulele lowo thisha (sweating) kwawephula umoya wami lokho kodwa ngoba ngiyakholwa ngadlulisa ngoba ngabe asisebenzisani.

Zimu said:

'Siyadinga ukudevelophwa njalo ngoba kulohulumeni wethu icurriculum ishintsha njalo.'

Zinhle said:

Kuyinkinga ukucwaswa ngabantu besifazane bakusebenzise kabuhlungu baphikisane nayoyonke into ozama ukuyenza esikhundleni sokuthi ngabayakulekelela kodwa cha bafake umoya ngisho kwabanye ngeke ukwazi ukusenzakahle.

Futhi: kuyintokozo ukubayingxenye yaleteam ezokwenza izinto ezinkulu lapha kudistrict yethu ngithokoze kakhulu ukubayilungala leteam ngoba ngibuka sizoba abantu abazoqala umgudu wokuxhumana koPrincipal belekelelane ekusebenzeleni umphakathi kuze abantwana baphumelele nokuletha ushintsho ekubukeni indlela esifundisa ngayo.

Nosipho: Kulesiskole engikuso angiyitholi isupport kwi SMT ngoba ayizwani iyiphilelani iyodwa nomphakathi awuthembi kahle ngoba ngingowesifazane bajwayele owesilisa lobekade engumphathi

Principal:

Kusikole engikusokune HOD ephikisana nanoma yini engiyishoyo ngoba ngingowesifazane sengize ngithi akubeyiyo ephendula umbuzo noma icommenteyishoyo.

Zikode said: sifanelwe ukuwahamba amatraining awuhlobo lokudevelophwa siyiSMTngoba ne curriculum ishintsha njalo asazinje eminyakeni ezayo ukuthi sobeseyinayiphi icurriculum, uma ubukakahle siyadinganathi ukubasi involvwe makwenziwa icurriculum. Zololo khukade sine OBE (Outcome Based Education) kwathiwa is here to stay sekuyi RNC (Revised National Curriculum),nakhu manje sekuyi (CAPS) kuyobanini la ama academics eyoba nezwi nawonge curriculum namapolicies ashintsha njalo. Ziningi nezinto okumele sizenzile wena Whole school evaluation, School improvement plan, Assessment nokunye yikho sigcina sidelegatha kuba HOD nama Deputy kodwa i accountability ngeke uyidelegathe.

ANNEXURE B: PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTION



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1004

Ref.:2/4/8/800

Mrs NR Mthethwa
PO Box 5480
Newcastle
2940

Dear Mrs Mthethwa

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "ENHANCING THE ROLE OF FEMALE PRINCIPALS AS CURRICULUM MANAGERS", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 03 May 2016 to 30 June 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Amajuba District

Adv. MB Masuku
Acting Head of Department: Education
Date: 19 May 2016

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 beyond the call of duty
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Phindile.Duma@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: www.kzneducation.gov.za

ANNEXURE C: CONSENT TO PARTICIPATE IN THIS STUDY

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time. I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

I agree to the recording of the audio recording.

I have received a signed copy of the informed consent agreement.

Full Name of Participant: _____

Signature of Participant: _____ Date: _____

Full Name of Researcher: _____

Signature of Researcher: _____ Date: _____

ANNEXURE D: INFORMED CONSENT FOR PARTICIPANTS

Enhancing the role of female principals as curriculum managers
Principal Investigator Nompumelelo Rebecca Mthethwa [MD]
Phone number :0787687265

INFORMED CONSENT:

Dear Participant

I would like to invite you to participate in a study that I will be conducting. The title of the research is Enhancing the role of female principals as curriculum managers.

The aim of this study is to: design a strategy to enhance the role of female principals as curriculum managers.

Research objectives

- To understand the need for designing a strategy to enhance the role of the female principals as curriculum managers.
- To explore strategies to support female principals in curriculum management.
- To investigate existing strategies to enhance the role of female principals as curriculum managers and the conditions that enables these strategies to work.
- To anticipate the threats to emerging strategies aimed at enhancing the role of female principals with the intention to formulate risk management systems: and
- To formulate the indicators of success or lack thereof in enhancing the role of female principals in curriculum management as better managers.

You are regarded as the key informant based on your first-hand experience of the central phenomenon. You will therefore be able to purposefully inform an understanding of the research problem of the study. All steps will be taken to uphold confidentiality during this study.

Interviews will be approximately 30 min in duration, utilizing prepared open ended questions. The discussions will be conducted at a mutually agreed venue where you as potential participant will feel safe and secure.

Your participation is entirely voluntary and you are under no obligation to participate in this study. You will not suffer any consequences or loss for choosing not to participate. Participants will not be rewarded for participating. It is also your right to withdraw at any time with no repercussions.

ANNEXURE E: PERMISSION LETTER TO CONDUCT RESEARCH

PERMISSION LETTER

Request for permission to conduct research at _____

Enhancing the role of female principals as curriculum managers.

10/01/16

Name: _____

Building no: _____

Department of education: _____

Telephone number : _____

Email address: _____

Dear _____,

I, Nompumelelo Rebecca Mthethwa am doing research with Mahlomaholo M, a Professor in the Department of education towards a M Ed at the University of the Freestate. We are inviting you to participate in a study entitled Enhancing the role of female principals as curriculum managers.

The aim of the study is to formulate a strategy to enhance the role of female principals as curriculum managers.

Your organisation has been selected because you are the manager/principal/deputy principal/HOD/circuit manager/SGB/mayor.

The study will entail discussions and audio recording of data.

The benefits of this study are that schools will be better managed and the community will benefit as well in the curriculum that is well implemented.

There will be no potential risks in this study. Feedback procedure will entail discussions.

Yours sincerely

NR Mthethwa

Educator

ANNEXURE F: INFORMED CONSENT

Enhancing the role of female principals as curriculum managers

Principal Investigator: Nompumelelo Rebecca Mthethwa [MD]

Phone number : 0787687265

INFORMED CONSENT:

Dear Participant

I would like to invite you to participate in a study that I will be conducting. The title of the research is Enhancing the role of female principals as curriculum managers.

The aim of this study is to: design a strategy to enhance the role of female principals as curriculum managers.

Research objectives

- To understand the need for designing a strategy to enhance the role of the female principals as curriculum managers.
- To explore strategies to support female principals in curriculum management.
- To investigate existing strategies to enhance the role of female principals as curriculum managers and the conditions that enables these strategies to work.
- To anticipate the threats to emerging strategies aimed at enhancing the role of female principals with the intention to formulate risk management systems: and
- To formulate the indicators of success or lack thereof in enhancing the role of female principals in curriculum management as better managers.

You are regarded as the key informant based on your first-hand experience of the central phenomenon. You will therefore be able to purposefully inform an understanding of the research problem of the study. All steps will be taken to uphold confidentiality during this study.

Interviews will be approximately 30 min in duration, utilizing prepared open ended questions. The discussions will be conducted at a mutually agreed venue where you as potential participant will feel safe and secure.