

MIDLANDS STATE UNIVERSITY



FACULTY OF EDUCATION

**REASONS FOR THE EXCLUSION OF WOMEN FROM LEADERSHIP POSITIONS
IN THREE PRIVATE SCHOOLS IN FRANCISTOWN, BOTSWANA.**

A DISSERTATION SUBMITTED

BY

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Declaration

I, Enia Kawonde, declare that this study, **‘Reasons for the exclusion of women from leadership positions in private schools in Francistown, Botswana’** is my original work and has not been previously submitted to any university. All sources used have been indicated and acknowledged by means of references.

Signature _____

Date _____

Approval

This dissertation entitled '**reasons for the exclusion of women from leadership positions in private schools in Francistown, Botswana**' by Enia Kawonde R15031T, meets regulations governing the award of a Bachelor of Education in Management and Leadership at Midlands State University, and is approved by its contribution to knowledge and literal presentation.

Supervisor _____

Date _____

Dedication

I dedicate this project to my husband Tarisai Kawonde who has always been by side in class and for being my study partner. I also dedicate this project to my two lovely children Tanenyasha and Nokutenda who endured a lot as I was working hard to make this study a success. I also dedicate this project to my late mother in law Lydia Kawonde for believing in me and encouraging me when pressure seemed unbearable.

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ABSTRACT

This study examined the reasons for the exclusion of women in leadership in three Botswana private schools found in the city of Francistown. In this study, a case study design was used as a strategy to conduct the practical aspects of this research. The study was informed by the mixed method research design. Interviews and questionnaires were research tools that were used to collect data for this study. Questionnaires had closed and open ended questions. The population comprised of three English medium schools in Francistown, Botswana. The sample consisted of three administrators and twenty teachers. Some reasons that hinder women from attaining leadership positions were identified. Inadequate financial resources and time constraints incapacitated the researcher in doing a national study. Further research at a larger scale is highly recommended to refute or to affirm the results of this study.

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CHAPTER ONE

THE PROBLEM AND ITS CONTEXT

1.1 INTRODUCTION

In general women are the majority in the teaching field especially in primary schools, yet they constitute the least number in positions of authority within the education sector. This research sought to examine the underlying reasons for this under representation of women in private schools in Botswana Francistown. Despite many efforts by different forums to increase the representation of women in school leadership positions, their numbers have remained low. This chapter looked at the background of the study, the statement of the problem, the research questions and the significance of the study. It also looked at the limitations, delimitations and some key terms were defined. The chapter ended with a summary.

1.2 BACKGROUND OF THE STUDY

Gender equality has been visible in the development discourse as reflected in the United Nations' Millennium Development Goals where parties pledged to promote gender equality and women empowerment. They have maintained the momentum by keeping the gender question on the agenda where parties look forward to achieving gender equality and empowerment of women. Most world leaders acknowledge that women play a pivotal role in addressing poverty, hence the need to address challenges that marginalised women from the main development arena and reduce them to mere spectators. However, gender equality in leadership still remains a pipe-dream despite the proliferation of various global, regional and national legal instruments promoting gender equality.

In most African countries, women constitute about half the total population but women continue to be socially, politically, economically and culturally marginalized. African

tradition, culture and religion have been found to have a direct impact on men and women relations, therefore entrenching male domination at different levels of leadership. Patriarchy has also been found to justify the subordination of women in both the private and the public sphere. This research shall enunciate various reasons why women are excluded from leadership positions in private schools in Francistown, Botswana.

The international community already has made numerous commitments to promote gender equality and eliminate discrimination against women. A number of instruments have been put in place such as; The Convention on the Elimination of All forms of Discrimination Against Women, the Beijing Declaration and Platform for Action (1995) and the Millennium Development Goals Summit (2000). The Beijing Platform for Action considered the inequality between men and women in the sharing of power and decision making at all levels as one of the critical areas of concern for the empowerment of women (Women Watch, 2000). Most governments across the world including Botswana signed the Beijing Platform for Action that endorsed a policy to promote gender equality and empowerment of women (Moser, 2005). Gender mainstreaming was identified as the most important mechanism to reach the ambitious goals laid out in the Platform for Action.

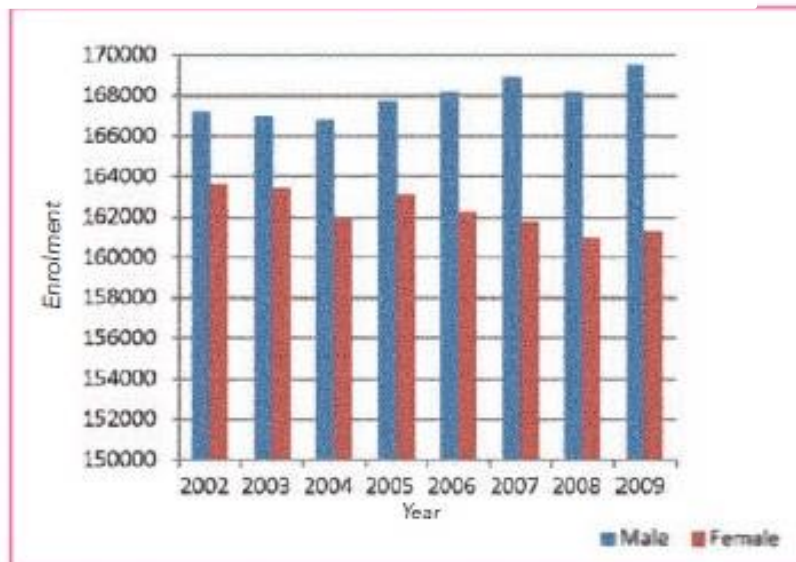
At Southern Africa region level, efforts to address gender inequalities have resulted in the instituting of a number of instruments that emphasize gender equality. These include, the SADC Declaration on Gender and Equality, signed by SADC Heads of State and Governments in 1997. It commits to ensuring the equal representation of women and men in the decision making of member states. The African Union Protocol on African Women's Rights adopted in 2003 by African Union is another measure aimed at rectifying gender inequalities between men and women in various aspects including educational leadership. All this clearly shows that there have been global, regional and national legal statutes and policy commitments that are meant to ensure women's participation in key decision making

positions, but the Global Index, (2014) reports that glaring gender inequalities still exists in many parts of the world. The Convention for Affirmative action and the quota system have helped women to break challenges to participation, but challenges still exists across different societies that block women from realising their full potential in the public sphere.

Many institutions have managed to propel women into positions of leadership, this was done through implementation of employment equity policies and affirmative action, and this has somehow worked against female leaders as they are viewed as having been ‘let in’ hence even the most capable woman leader is viewed with suspicion and their work is no stroll in the park (Moutlana, 2001).

In Botswana, statistics suggest that the government has already started the process of eliminating gender disparity at grassroots level that is in primary and secondary education. As figure 1.1 shows.

Figure 1.1 Gender Disparity in Education



Source: Education Statistics Brief 2009

Government policy and legislation have evolved positively in support of women's empowerment. In this regard, the most significant legislative reform is the abolition of the Marital Power Act of 2004. The original Act had effectively made wives minors in deference to their husbands. The statutory subordination of women to men is slowly being removed from Botswana's policies and laws. In a major breakthrough for girls, the Government has adopted a policy position that reduces the risk of girls not returning to school after pregnancy. Girls who leave school after pregnancy may now return to school within six months of giving birth. Prior to this policy shift, girls were required to wait for two years before seeking to return to school, a punitive measure long enough for some never to return to school at all (Education Statistics Brief 2009). Significant progress has also been made towards improving women's participation in managerial positions in the private and public sector. In spite of these developments women still seem to be excluded from leadership positions in private schools in Francistown, Botswana and this study sought to explore the reasons why.

1.3 STATEMENT OF THE PROBLEM

The involvement of women in key decision-making positions is integral to development as it presents an opportunity for addressing women's practical and strategic gender needs, yet there is an unequal representation in key decision-making positions. Studies have shown that women tend to give priority to social problems such as social security and healthcare issues, thus their involvement in key decision making positions would strengthen key developmental priorities which men would not normally put high on the development agenda. This research therefore, sought to examine some of the reasons why women are excluded in educational leadership positions in private schools in Botswana, Francistown. Literature generated shall be of great value to all stakeholders in the country.

1.4 RESEARCH QUESTIONS

1.4.1 MAIN RESEARCH QUESTION

What are the reasons for the exclusion of women from leadership positions in private schools in Francistown, Botswana?

1.4.2 SUB QUESTIONS

1. What measures are in place to counter the exclusion of women from leadership positions?
2. What are the major barriers that hinder women from taking up leadership and administration roles?
3. How can the involvement of women in educational leadership positions be increased?

1.5 SIGNIFICANCE OF THE STUDY

The research is motivated by the belief that educational institutions would thrive if women were included in decision making positions. The research would therefore inform policy makers on existing socio-cultural challenges that they can strengthen affirmative action and initiate strategies that could bridge the gap between men and women in leadership in order to harness these underutilised resources.

Most findings of this research would furthermore inform Women's organisations that agitate for, and articulate women's needs and interests on existing gender inequalities in terms of leadership and this can form the basis of their advocacy agenda. Relevant national machinery would also be aware of existing challenges, and they would re-strategies on their implementation of gender programmes at national and community level. Communities should stand to benefit from this research since it aims to strengthen female participation which would in turn contribute to female empowerment and development. Planners in government would also be able to apply policies with more insight than is currently the case. Most

importantly, women themselves who are central to the study would benefit from the present study regarding their exclusion from leadership positions.

1.6 LIMITATIONS OF THE STUDY

This study was delimited to three schools out of seven in Francistown, Botswana. Time and financial constraints affected the size of the population sample. The demands of being a first degree student and a teacher at a private school caused the restrictions of the study to only three schools. The researcher however utilised school holidays, public holidays, weekends and after school hours to carry out the research.

The study used purposive sampling to recruit participants. As a result the research findings cannot be generalised to the wider population of women in leadership. However, even though the results cannot be generalised to other contexts because of socio-cultural diversity and difference, the material can still have relevance in terms of highlighting the socio-cultural challenges to female leadership in traditional male-dominated societies

1.7 DELIMITATIONS OF THE STUDY

The study is delimited to three schools out of seven in Francistown, Botswana. The chosen schools met a criteria set on an initial survey done using a checklist. The three schools will be named A, B and C for the sake of anonymity. All the schools are private schools and the other four schools not included are government schools.

1.8 DEFINITION OF TERMS

- ❖ Northouse, (2012) defines leadership as a process whereby an individual influences a group of individuals to achieve a common goal. In education, leaders work with teachers to improve educational processes. Adeniyi, (2007) defines leadership as the integration of character, knowledge, skill and desire to serve others.

1.9 SUMMARY OF THE STUDY

This chapter has raised key issues surrounding the research question. The discussion has shown that gender inequality is a topical issue in the development discourse, and gaps still exist in female representation hence the motivation of this study to articulate the reasons why women are excluded in educational leadership positions. The chapter also looked at the background of the study, the statement of the problem, the research questions and the significance of the study. The next chapter will concentrate on the literature review, finding out what other researchers have concluded.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter provides an extensive review of relevant literature that reflects the global and regional perspective regarding gender equality; and also highlights the dilemmas that are faced by women in their quest to participate in leadership positions; a review of literature relating to gender equality in the workplace is made. The review will also cover the theoretical framework, international research on gender equality in the workplace especially in management and the Botswana education management system.

2.2 Major barriers that hinder women from taking up leadership positions

2.2.1 Marriage and family

Studies have shown that marriage and family commitments present challenges in terms of women participation in leadership (SADC Gender Monitor, 2013). Teen pregnancies have been found to inhibit female representation since leadership requires high credentials which can only come through education. The prevalence of teen pregnancy is very high in Botswana. It remains to be seen how the new policy that allow girls to come back to school within six months of giving birth will help the female attain tertiary education.

Feminists have criticised marriage and family for stifling female career advancement as women are often required by society to fulfil their roles of being mothers and wives, making it difficult for them to navigate between career and family obligations (Rutoro, 2012 & Dube, 2013). Studies have found that the traditional conception of marriage in Africa places a barrier to women's professional advancement in the public sphere (Mapolisa & Madziyire, 2012). Marriage was found to be the root of discriminatory attitudes and tendencies in the workplace, with married women managers being expected to bow to their private sphere

obligations of caring for the family, while their male counterparts have time to socialise and network. Some scholars have made conclusions that marriage somehow stands in the way of female advancement. Mugari and Masocha, (2015) observed in their study of female leadership in the sports fraternity that single women seemed to enjoy promotion as they had no marital obligations that held them down when they needed to be away from home attending business. However, the authors note that there is no empirical evidence to answer the question of whether husbands indeed block their wives from taking up leadership positions. This was an interesting dimension for this study as it also interrogated partner support from the participants to the in-depth interviews.

It is well documented in literature that women who have sufficient support from their husbands and families perform much better in leadership (Murniati in Ndebele, 2014). Zinyemba, (2013) noted that women did not often get this support from their husbands; rather they got jealous and insecure reaction particularly when the wife enjoyed a company car and cash allowances. This lack of husband support then caused a huge barrier as some women chose to fulfil their marriage obligations and keeping it intact by not penetrating into leadership circles, thereby creating a gap in female representation. On the other hand, other women chose not to marry at all to avoid being bogged down by marital and family demands, and a cursory look around Botswana's female leadership seems to validate this opinion.

By virtue of socialisation from a tender age to be obedient housekeepers, women take seriously the responsibility of domestic maintenance which limits their career advancement while men are not held down by such responsibilities. Women were reluctant to take up promotion as leaders as this would most likely take them away from their husbands and children (Chabaya, Rembe & Wadesango, 2009). This reaction is consistent with women's dilemmas in Africa contexts where marriage is regarded as a huge achievement and unmarried women were regarded as a social disgrace. This societal expectation pushed

women into compliance with socio-cultural expectation so as to safeguard their dignity, thereby prejudicing their chances to climb to the top. Kwinjeh, (2012) states that women have been driven back to the medieval era where their main value was based on their reproductive capacity and their functions within the family as wives, mothers and caregivers. Women's reproductive roles are a reality; hence some parliaments and workplaces have given in to pressure from gender activists to provide care facilities at workplaces.

Rutoro, (2012) also argues that gender inequality is entrenched in the patriarchal nature of African countries, Botswana inclusive, which promotes female subordination by making them lose their identity at marriage. In many cultures, women drop their second name and assume their husband's name and this to a large extent makes women culturally constrained to take up leadership in their communities, be it in politics or otherwise.

Parenthood was identified as major barrier to reach the top, as it required women to make huge sacrifices in an attempt to balance family and work demands (Grant Thornton, 2015). Some women were reported to forgo their careers so that they could concentrate on child rearing, or delaying having children so that they could concentrate on their careers. Either way, this involved life changing decisions on the part of women. In a study by Grant Thornton, (2015) 28% cited parenthood as a huge barrier to female advancement. It was also observed that not many men were ready to help with childcare citing a backlash from the society. In African societies such men were said to have been given love portions, hence men in traditional societies were reluctant to help with child care and other domestic chores.

2.2.2 Culture and patriarchy

Tradition and culture are strong in Africa and in Botswana in particular, and they even dominate the law and religion; traditional practices have been incorporated into religious practices and they have come to be believed by their followers that they are demands of their

gods (Leightfoot-Klein, in Kambarami, 2006). Patriarchy as an aspect of culture is a social system that appropriates social roles and they ensure women are kept in subordinate positions (Kambarami, 2006). This discussion looks at patriarchy as an aspect of culture and religion in relation to gender equality in leadership.

There is an assertion that culture is a notoriously difficult concept to describe despite a century of efforts to come up with a standard definition (Spencer-Oatey, 2012). This study will use Kroeber and Kluckhohn, (1952) who describe culture as a set of implicit and explicit patterns of behaviour that are acquired and transmitted from one generation to another. They also point out that the core of culture consists of traditional ideas, values and systems that influence future action. It can be simply be summed up as the ideas, customs and social behaviour of a particular people in society. Botswana like any other African country has a culture that subjugates women due to such cultural practices as 'bogadi' (bride price) which commercializes women and makes them 'property' belonging to their husbands.

African culture leaves women in a predicament as they cannot participate in the decision making process in the families they were born and neither do they have a voice in the families they married into (Hove, 2012). Therefore women have no room for exposure to leadership, or grooming opportunity for leadership. These inequalities are perpetuated by the overemphasized traditional and religious beliefs that become a stumbling block to female advancement and women should stand resolute in what they believe in until society has changed its mind set against female leadership.

Previous studies have shown that patriarchy is one of the causes of gender inequality. The word has been used to analyse the origins of male domination and oppression of women, and has been used since the 60s with feminism to refer to the systematic organisation of male supremacy and female subordination (Kramarae, 1992). The system is described as male

authority that oppresses women through various structures such as the social, religious, cultural, political and economic institutions. The feminist theory posits that patriarchy is a social construction that can be overcome by critically analysing its manifestations and exposing them. Patriarchy control is the system of male monopoly of decision making positions at all levels of governance, and these structures are used to safeguard and maintain male domination while perpetuating female subordination (Longwe, 2002). This has led men to continue to serve their own interests at the expense of female interests; therefore it would be folly for women to expect men to realize the value of gender equity and hand over part of the power to women. Patriarchal practices shape and perpetuate gender inequality and strip women of any form of control over their sexuality. Kambarami, (2006) argues that custom in Africa is stronger than the law and is even stronger than religion. In these patriarchal societies, leadership has been associated with masculinity and a general belief that men make better leaders than women. Patriarchy has been found by researchers to be a major barrier to women's advancement, and its combination with conservative religions interpretations and cultural stereotypes has created a very strong barrier to women's participation in the public sphere (Maseko, 2013).

The family has been criticised for being the root for patriarchal practices as it socialises the young to accept sexually differentiated roles which prop up boys as the breadwinners and leaders, while girls are taught to be obedient and submissive housekeepers. Maseko, (2013) argues that in Africa traditional culture, girls are defined as being dependent on and submissive to men in their formative years, and as they grow older they internalise these qualities. This socialisation process has gone on to impact on the performance of women in leadership as it stands as an obstacle and kills any zeal of ambition to lead.

Gender quotas have been created to increase female representation but researchers have argued that they have not delivered as expected because they thrust women into unaltered

social and political structures that frustrate female leaders (SADC Gender Monitor, 2013). These structures are criticised for perceiving women that benefit through affirmative action of being handed a favour hence expected to be of compliant conduct. Non-compliance and antagonistic behaviour on the part of women in these structures earn them discrimination and exclusion, further frustrating any efforts to achieve gender parity in leadership.

2.2.3 Religion

Religion is a strong pillar that holds Botswana's social fabric together. However, Christianity has been used as a tool for female exploitation and oppression (Kambarami, 2006). Christianity has strengthened traditional patriarchal beliefs, practices and attitudes which are used to control women, be they followers or wives and any females. The story of creation and original sin in the Old Testament that Eve was created from the rib of Adam is interpreted in the Christian environment to suggest that women are second class citizens that are dependent on men, and they need constant supervision lest they err (Townsend, 2008). Later the teachings in the New Testament are further proof in the Christian community that women should submit to their husbands (Colossians 3:19). With the majority in Botswana subscribing to Christianity, it goes without say that female subjection is to large extent driven by religion that fits perfectly into the cultural religion that promotes male supremacy.

2.2.4 Low self esteem

Another socio-cultural related barrier to women's representation is low self-esteem and lack of confidence on the part of women themselves who have potential to become leaders. In a study Chabaya, Rembe and Wadesango, (2009) found out that myths, stereotypes and prejudices related to women's capabilities and attitudes presented as an obstacle to women's participation. Women have internalised such myths as women cannot make good leaders, and these have worked as a handicap in development of their individual career capacities and

personalities. The social background is blamed for making women feel inferior and with the acerbic belief that men only should be leaders while women play a subordinate role. The socialisation of women into stereotypes that make second class citizens makes them lack confidence in making independent career decisions. Women seem not to have sufficient drive to dismantle the patriarchal society. Epstein, (2005) blames women to some extent for the perpetuation of these socio-cultural factors that are bottleneck to female representation in key decision making positions. The author argues that women have to re-socialise the gender roles that make them stay in cultural prisons in which they worship male domination, and focus on propagating independence and career orientation.

2.2.5 The glass ceiling, glass borders, glass walls perspective

One of the socio-cultural challenges females face in participation in representation is the 'glass ceiling'. This concept was first used in the Wall Street Journal in 1986 as the journal looked at the persistent failure of women to go up the corporate ladder in reflection to their representation on the labour market (Angelovska n.d). The expression implies that an invisible, transparent barrier similar to a ceiling exists and it blocks women from attaining equality with men. The glass ceiling bunches up the socio-cultural attitudes such as gender stereotyping and occupational segregation that prevent women from reaching the top of the corporate hierarchy and keep them 'in their place' (Platform for Action, 1995). The glass ceiling explains why in Europe and the US women account for less than 10% of senior executives, implying that gender bottlenecks are stronger at the top end of the hierarchy.

Maseko, (2013) also observes that due to the glass ceiling, most women continue to suffer discrimination in the workplace as this invisible wall separates them from top-level management. Very few women that manage to break the glass ceiling often continue to face challenges in the workplace and this impacts negatively on their performance. Men still hold

the biggest stake in top management and these imbalances show that challenges still exists for women.

2.3 Measures that can be taken to counter the exclusion of women from leadership positions

2.3.1 Policies

Botswana is a signatory of the Beijing Declaration and Platform for Action, (1995) which urges that in addition to government efforts, various actors need to make a commitment to support women's participation in power structures and decision making decision making positions. The convention points out that gender inequality should not be viewed as a government problem, but the private sector, academic institutions; political parties as well as employer organisations should establish time specific targets and time plan on how to improve female representation in leadership. The SADC Protocol on gender pushed for 50-50 representation by 2015 through use of affirmative action and elimination of challenges that prevent women from meaningful participation in all spheres of life. However, despite being a signatory to SADC protocol, Botswana has not yet reached 30% female representation, it only had a record of 23% by 2016. This shows that more should be done if gender disparity is to be achieved. Maseko, (2013) argues that there is need for a radical 're-socialisation' of women to make them aware of how culture creates a huge gap between women and men. The SADC Gender Monitor, (2013) also notes that systematic and institutional challenges should be removed to enable women's participation.

Kambarami, (2006) recommends that in addition to re-socialisation, there should be commitment to legal and policy reform in light of international standards in order to build an environment that accommodates women, and laws should accord them similar freedoms to their male counterparts. Furthermore, universal normative consensus is difficult against a background of diverse cultural and contextual realities, therefore more work lies with

dismantling systematic and institutional barriers so as to create an enabling environment for women to equally participate in Botswana's development process.

Since 1996 UN Fourth Conference on Women, (1995) Botswana has made significant strides in the advancement of women despite the fact that there are still gaps and constraints. In 1996 the Government promulgated the National Policy on Women Development. This policy attempts to address the situation to women in Botswana in an integrated and multi-sectorial manner. It focuses on areas such as; elimination of all economic and social-cultural practices as well as inappropriate laws which will be done through eliminating all forms of inequalities among women and men, promotion of education and skills training which will be done by ensuring that education is designed to create gender awareness. It is also worth noting that from 1996-1997 the National Women's Machinery was upgraded to a full-fledged government department. A National Gender Programme (NGP) Framework and Plan of Action (POA) developed from 1997 to 1999. Women's NGOs like YWCA Teen Mothers and Diphilana Project (UNICEF) initiated to enrol young mothers who had to leave school due to teen pregnancy.

2.3.2 Use of quota systems

Quota systems are aimed at directly increasing female participation as they have the capacity to bypass discrimination by dictating that certain positions should be reserved for women (Pande & Ford, 2011). Therefore the government and civil society should push for more quotas in various sectors to ensure a rise in female representation.

2.4 How the involvement of women in leadership positions can be improved

2.4.1 Encouragement

In a study carried out by KPMG (n.d.) on female leadership, the findings showed that there was no shortage of ambition among women surveyed as 60% of the professional women

aspired to be a leader, but there was a strange disconnection; there was something that was holding them back. It was shown that encouragement plays a key role in washing away hesitation hence the need for women to receive all the support they can get instead of being viewed as less capable by their male colleagues.

2.4.2 Socialisation

A woman's predisposition to lead does not start in adulthood; rather it begins in the formative years hence the need for nurturing so as to ensure a solid foundation for future leaders. Studies have shown that early exposure to leadership as well as childhood lessons on leadership have a significant bearing on a woman's perceptions of her capacity to lead (KPMG n.d.). This is the time when views of leadership begin to take shape and values take root. This aspect of grooming the girl child for leadership is lacking in most African countries Botswana inclusive, hence the gender disparities that are evident in terms of leadership.

2.4.3 Role modelling and confidence building

A study by Chabaya, Rembe and Wadesango, (2009) has shown that many women have low self-esteem and they lack confidence. The study further argues that women have indicated that they lack support from their family and the workplace. A study by KPMG (n.d.) also showed that when it comes to taking leadership roles in adulthood, women struggled with their confidence even though they were regarded as intelligent and were once leaders in school. Having a role model earlier on in life and having a strong professional network was also found to have a critical influence on how women perceived leadership; and it also helped to create and boost much needed confidence. Hence there should always be initiatives to help women build their confidence instead of questioning their abilities as happens when women miss their step in their leadership roles.

2.4.4 Creating a circle of trust

Research has shown that connecting women is one key in the evolution of female leadership to facilitate woman to woman engagement and mentoring. This is true as research has shown that female leaders tend to feel lonely as the leadership environment was male dominated; this loneliness further decimated their confidence to discharge their leadership roles (Dodo, 2013). The presence of women in key decision making positions is a networking opportunity that can help women advance in their careers. There is need for collaborative efforts between government, civil society, religious leaders and traditional leaders to raise awareness among men and women in order to eliminate patriarchal attitudes and stereotypes that work against men and women advancement. Media involvement can also make them appreciate equality of men and women, as they portray a balanced and non-stereotypical picture of women and men.

2.4.5 Mentoring

Recent studies have shown that women who received mentoring were more successful in terms of rising to the top (Maseko, 2013). The study argues that with the right mentoring, women will be in a position to overcome such challenges as lack of confidence and low self-esteem that are often cited as inhibiting women in leadership, and there was no better way to learn from someone that had previously walked the same path. This also provided the upcoming leaders with the much needed support as it got lonely higher up the ladder.

2.5 Summary of the chapter

The literature review in this chapter has provided an overview of different debates surrounding socio-cultural challenges in female representation in the private and public sector. Major barriers that hinder women from taking up leadership and administrative roles have been identified. Measures that can be taken to counter the exclusion of women from

leadership positions have been articulated. The chapter also looked at how the involvement of women in leadership positions can be improved. The next chapter will at the research approach, the population, sampling methods and research instruments.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology that was used in the study. Kumar, (2011) points out that methodology is the analysis of the principles, rules and postulates employed by a discipline. Methodology helps the researcher to focus on explaining how the problems were investigated and why particular techniques and methods were used. The chapter also includes the population, sample, instruments, research procedure and the methods of data analysis.

3.2 Research Approach

When carrying out a research, the choice of a design is influenced by objectives and purposes of the research. Research is defined by MacMillan and Schumacher, (2010) as a plan and structure of the investigation used to obtain evidence to answer research questions. In this study qualitative and quantitative research was adopted. Qualitative research refers to a set of techniques that are often used in social science and marketing, in which data is from a relatively small number of participants. Qualitative deals with aspects of social phenomena that may be observable and can be reported (Johnson, 2001). Analysis of qualitative research is not statistical, but it involves detailed verbal descriptions of the phenomenon under study (Maurer, 2007). This qualitative way of study is characterised by exploring aspects of social life through the use of flexible instruments such as in-depth interviews and questionnaires (Cochran & Patton, 2003). The data are in form of words and not numbers, which are designed to reveal and explain perceptions, attitudes and feelings of the population (Qualitative Research Consultants, 2014). One advantage of qualitative studies is that they are not bogged down by matter of external validity, because their purpose is to obtain rich and textured knowledge about people's experience of a particular phenomenon (Fisher,

2008). According to Creswell, (2008) quantitative research tends to address research problems requiring a description of trends or an explanation of the relationship among variables. Quantitative research requires that the researcher explain how one variable affects another.

3.3 Research design

The research design to be employed was the case study. The case was of a group of private schools which are known as CHOPS. According to Creswell, (2008) a case study is an in-depth exploration of a bounded system based on extensive data collection. Tight, (2017) defines a case study as involving a particular case or where the case will be complex and bounded, studied in its context with the analysis undertaken seeking to be holistic. Bryman, (2012) postulates that an in-depth understanding requires that only a few cases be studied for each case to be examined, the researcher has less time to devote to exploring the depth of any one case. Data obtained or collected is a lot richer and of greater depth than other designs. Bryman contends that case studies are sites for an employment of both quantitative and qualitative research hence the adoption of a mixed method theoretical framework. Some of the advantages of a case study are that it allows investigators to focus on a case and retain a holistic and real-world perspective, it has the ability to deal with a full variety of evidence, it investigates a contemporary phenomenon in depth and within its real world context (Yin, 2013). According to Tight, (2017) one of the disadvantages of a case study is that it contains a bias towards verification that is tendency to confirm the researchers' preconceived notions.

3.4 Population

Population can be defined as any group of individuals that have one or more characteristics in common that are of interest to the researcher. Bless and Smith, (2002) define population as the entire set of objects, events or group of people who are the subjects of the research, and

about which the researcher wants to determine some characteristics. In this case the population was 20 teachers and 3 administrators from three private schools chosen due to their proximity to the researcher.

3.5 Sample and methods

A sample is a small subset of the population that the researcher has chosen to be studied. In this study purposive sampling was used. 20 teachers and 3 administrators from three private schools in Francistown were chosen due to their proximity to the researcher. Stratified sampling was also used in order to ensure that there was appropriate number of male and female teachers involved in the study. Random sampling from the sex groups was done to come up with a final sample.

3.6 Research Instruments

A research instrument is a tool used to obtain information which serves as evidence to support a finding. The researcher will use the questionnaires and interviews for gathering data.

3.6.1 The Interview

According to Maree, (2016) an interview is a two-way conversation in which the interviewer asks the participant questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participant. It also involves the collection of information through direct verbal interaction between the interviewer and the interviewee. It requires the actual physical proximity of two or more people and generally requires that all normal channels of communication be open. The interview offsets the weaknesses of the questionnaire in that the interviewer could explain more clearly what information is needed. The researcher recorded voice data during interviews.

3.6.2 The Questionnaire

Creswell, (2008) says a questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. The researcher used both structured and open-ended questions to gather information from participants. A questionnaire has the following advantages; the ability to focus on a wide range of topics and purposes, collect data for describing populations that cannot be observed individually and the ability to reach out to more people at the same time. They also guarantee confidentiality and anonymity and this enables participants to be more truthful in their responses. The participants are allowed to present questions on their own without the influence of the researcher. This assures the researcher of gathering reliable and correct information. Structured and open-ended questions were used and the researcher also prepared straight forward questions.

3.7 Data Collection Procedures

An application letter from MSU for permission to carry out research was sent to the Ministry of Education and to schools. Administrators were interviewed personally by the researcher. The participants were given two weeks to complete the questionnaires. A pilot test was conducted.

3.8 Data Analysis Plan

The researcher started by organizing data collected, edited the data and checked for accuracy. The data will be analysed qualitatively and quantitatively.

3.9 Validity

Validity is the extent to which a component of research such as instruments reflects or measures what it really intends to measure. According to Creswell, (2008) validity means that the individual's scores from an instrument make sense, are meaningful, and enable you as a researcher, to draw good conclusions from the sample you are studying to the population.

3.10 Reliability

Maree, (2016) states that when we speak of reliability of an instrument we mean that if the same instrument is used at different times or administered to different respondents from the same population the findings should be the same. Pre-testing of questionnaires was also conducted among participants to make sure that the questions gave the same results if administered to the same group. This enabled the researcher to refine and adjust some of the questions.

3.11 Summary of the Chapter

This chapter outlined the qualitative and quantitative research approach, population and sampling methods. The research design was identified as the case study in this chapter, the interview and the questionnaire as research instruments that will be used in this study. The data collection procedures and the data analysis plan were outlined. The next chapter will present and analyse data.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

This chapter focuses on presentation, analysis and discussion of the collected data. The three sub-research questions posed in chapter 1 were addressed. Raw data collected from the sample were analysed and presented as frequency tables and pie charts. Oral interviews were all recorded and transcribed for the purposes of data presentation and analysis. Findings from each research instruments were analysed and discussed to find out the reasons for the exclusion of women from leadership positions in Francistown, Botswana. For logical flow of the data to be presented, sub research questions were restated and then data obtained in response to each sub-question were analysed and presented. A summary on the data presented ended the chapter.

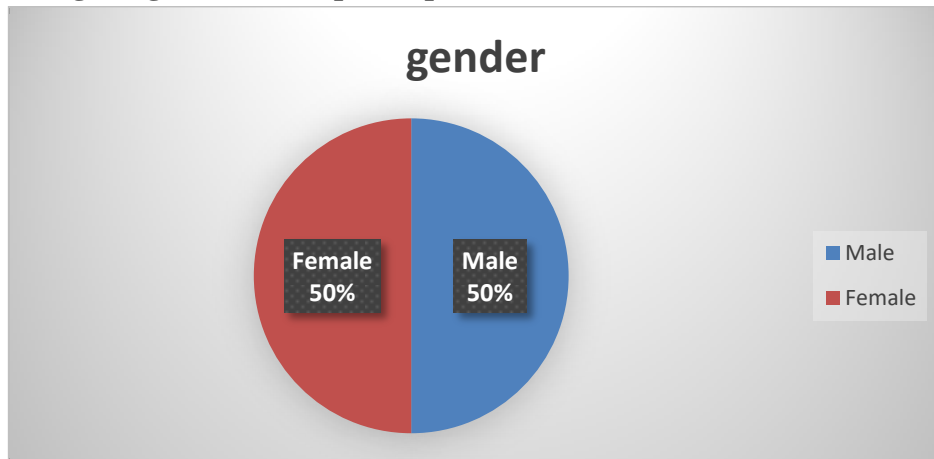
4.2 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.3 Demographic details

4.3.1 Gender of participants

The researcher found it necessary to establish the gender of the participants because men and women may have different views on issues pertaining gender. The pie charts in fig 4.1 shows the gender of participants who responded to the questionnaires.

Fig 4.1 showing the gender of the participants



Source, *primary data*

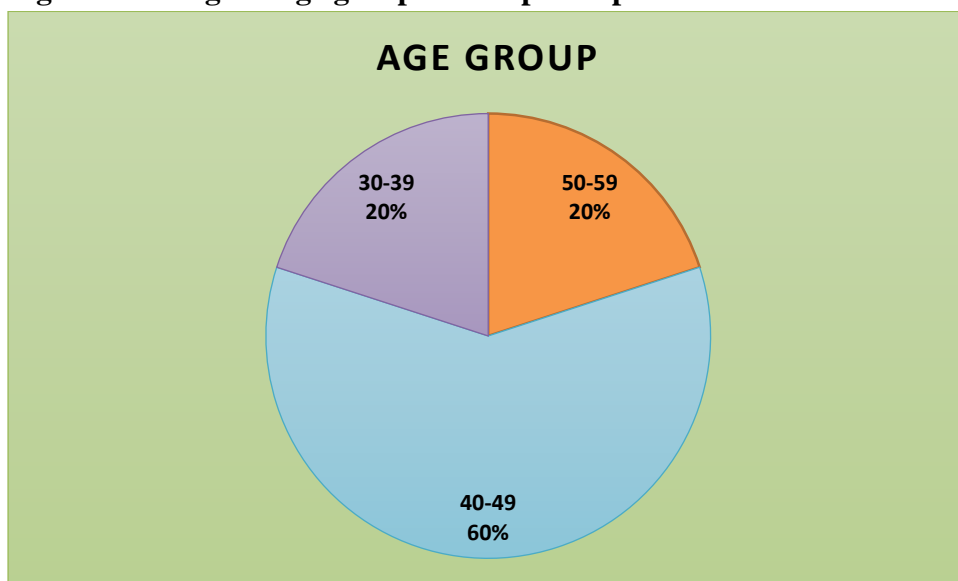
There was an equal representation of females and males among the participants.

4.3.2 Age group of participants

The researcher found it necessary to find out the ages of the participants as the information would help to find out how age affects one's views on gender.

The pie charts in fig 4.2 shows the age group of the participants who responded to the questionnaires.

Fig 4.2 showing the age groups of the participants



Source, *primary data*

The ages of the participants ranged from 30 to 59 years. While most of the participants were between the ages of 40 to 49 years, the category 30 to 39 years and category 50 to 59 years had equal numbers of participants.

4.3.3 Teaching experience of participants

The teaching experience of the participants was also analysed. The pie charts in Fig. 4.3 shows the teaching experience of the participants who responded to the questionnaires.

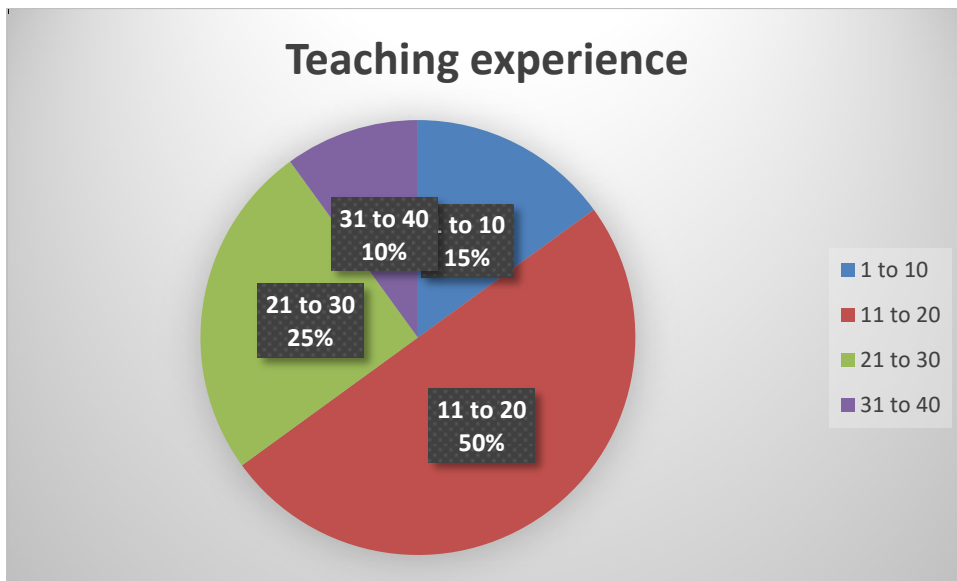


Fig 4.3 showing the teaching experience of the participants

Source, *primary data*

The participants' years of experience ranged from 1 to 40 years with 11 to 20 years range having the largest number of participants and 31 to 40 years having the least number of participants.

4.4 Sub-research Question 1: What measures are in place to counter the exclusion of women from leadership positions?

This question sought to find out measures that are already in place that help to counter the exclusion of women from leadership positions. Responses from the questionnaires are shown in Table 4.1

Table 4.1 showing the responses from the questionnaires' participants
(N=20 teachers participating in the questionnaire)

Measures	Frequency	%
Educating women	4	20
Having women's league	2	10
Creating leadership positions for women	6	30
Policy formulation	3	15
Use of quota systems	3	15
Nothing tangible	2	10

Source, *primary data*

While the most frequent response was creating leadership roles for women not many participants having women's league as a solution to women's problems.

Most of the female participants felt that women empowerment, educating women, creating women's leagues and the use of quota systems are the measures that that are being used by the Botswana government to counter the exclusion of women from leadership roles. Some pointed out that the government had created educational and leadership opportunities and were using policies to help women attain leadership positions. Some of the female participants felt that the governments' efforts to include women in leadership positions had yielded some results, although there was still more effort needed.

In response to an interview question that sought to find out some of the measures that counter the exclusion of women from leadership position in Francistown most men expressed that educating women, creating opportunities and the use of quota systems can help women attain leadership positions. Some of them also identified use of policies, political mileage and

women empowerment as measures that can be used to counter the exclusion of females from leadership positions. It was also noted that some of male participants felt that the government had not done much to help women attain leadership positions. One of the interviewees had this to say; *“some measures to encounter such in our country are policies in place and use of quotas”*. This was in agreement with another interviewee who also talked about the use of policies and had this to say *“ the use of policies like that previously during pregnancies women have to drop out of school for about two years, these days it has been reduced to six months definitely they will come back to school.”* The third interviewee had this to say *“ ammm when you look at private schools it’s a bit difficult but aaa I think in our organisation (an organisation for private schools Chops) we are about twenty principals and out of those twenty we have about four are ladies, which I believe its its its an encouraging number though obviously when you look at the public domain (government schools) it’s a bit higher so I am looking at policy formulation which should be in place even in private institutions by our body members to encourage women to be involved to be in leadership roles”*.

All the interviewees seemed to point at policies like the quota system as a measure that can be used to counter the exclusion of women leadership positions.

4.4.1 DISCUSSION

From the participants’ responses in answering the first sub-question on measures that are in place to counter the exclusion of women from leadership positions most of them felt that creating leadership positions for women can help counter the exclusion of women from leadership positions. A research carried by Mountlana, (2001) however, showed that after creating leadership positions women will be viewed as having been ‘let in’ hence even the most capable woman is viewed with suspicion. A number of the respondents felt that formulating policies that can improve the chances of women in attaining leadership positions can also help. This was supported by Kambarami, (2006) who recommends that there should

be commitment to legal and policy reform in light of international standards in order to build an environment that accommodates women. Use of quotas was also identified as a measure that can counter the exclusion of women from leadership positions. Pande and Ford, (2011) agrees by saying quota systems are aimed at directly increasing female participation as they have that capacity to bypass discrimination by dictating that certain positions be reserved for women. Most of the female participants felt that encouragement and having female mentors can help females attain leadership roles. This is supported by a study conducted by Maseko, (2013) which showed that women who received mentoring were more successful in terms of rising to the top. Most of the male participants mentioned educating women as a measure to counter the exclusion of females from leadership positions. This however, is in contrast with findings in the US that showed that women take up more 57% of the undergraduates in colleges (United States News Service). It was very interesting to note that no female participants mentioned educating women as a measure to counter the exclusion of women from leadership positions.

4.5 Sub-research Question 2: What are the major barriers that hinder women from taking up leadership and administrative roles?

This question sought to find out the barriers that hinders women from taking up leadership positions. In response to the question on major barriers that hinder women from taking up leadership and administrative positions participants from the questionnaires gave the responses shown in Table 4.2

Table 4.2 showing the responses from the questionnaires' participants
(N=20 teachers participating in the questionnaire)

Barriers	Frequency	%
Societal and cultural beliefs	3	15
Patriarchy	4	20
Lack of policy	2	10
Lack of encouragement from female mentors and role models	3	15
Marriage and family responsibilities	3	15
Religion	3	15
Lack of educational leadership and experience	2	10

Source, *primary data*

From the table it is evident that most of the women cited family responsibilities and patriarchy as some of the major factors that hinder women from attaining leadership positions. They also felt that lack of policies is another barrier to women attaining leadership. Some felt that women only rise to prominent positions after fulfilling sexual favours. Religious beliefs and lack of female mentors or role models were also cited as factors that may hinder women from attaining leadership positions. It was interesting to note that women do not feel that they lack education as their male counterparts felt.

When asked the same question in an interview most of the males felt that patriarchy was a major barrier for women not attaining leadership roles. More than 60% of the male participants also felt that women lack education and relevant experience in educational leadership and management. Lack of female mentors and role models and culture were identified as other barriers to attaining leadership in women. Family responsibilities,

socialisation, religion and, low self-esteem, lack of encouragement and incompetence were cited as factors that may promote exclusion of women in leadership positions.

They also expressed that socialisation, marriage and family responsibilities were some of the barriers that hinder women from taking up leadership roles. One of the interviewees had this to say: *“What I have seen with my members of staff especially the ladies mm mm obviously when you are interacting with them you see that they are under pressure. They have to look after the family and also mm mm the way people perceive, look at women it actually discourages them to be in management. People want to believe that women are supposed to be home looking after children and they want to believe to say when are they going to look after children so that’s how I look at it. Family responsibilities, socialisation the way they were brought up to say they are supposed to be with children and us men were supposed to be working.”* The other interviewee also mentioned marriage and family responsibilities as barriers that hinder women from taking up leadership roles. He had this to say: *“About women and leadership I take it that there are some low self-esteem on the part of the women.”* He went on to say: *“some barriers that we can take note of things like marriage, and family responsibilities and religion.”* In response to barriers that hinder women from taking up leadership roles the other interviewee said: *“Traditionally it is believed that men are more superior than women so that’s why men assume leadership positions than women.”*

4.5.1 DISCUSSION

In response to the question on major barriers that hinder women from taking up leadership and administrative roles most of the participants identified patriarchy as a major barrier. According to Kambarami, (2006) patriarchy is an aspect of culture that appropriates social roles that ensure women are kept in subordinate positions. Longwe, (2002) concedes to the above by saying patriarchy control is a system of male monopoly of decision making positions at all levels of governance, and these structures are used to safeguard and maintain

male domination while perpetuating female subordination. A good number of the participants also mentioned religion as a barrier that hinders women from attaining leadership roles. In support Kambarami, (2006) agrees by saying Christianity has been used as a tool for women exploitation and oppression. It was noted that 60% of the participants felt that low self-esteem also hinder women from attaining leadership and administrative roles. Chabaya, Rembe and Wadesango, (2009) conducted a study which showed that most women have low self-esteem and they lack confidence. As a result of the above they do not apply for leadership positions. Maseko, (2013) states that in African traditional culture, girls are defined as being dependent on and submissive to men in their formative years, and as they grow older they internalise these qualities and this kind of socialisation has gone on to impact on the performance of women in leadership as it stands as an obstacle and kills any zeal of ambition to lead. Most of the participants are in agreement with Maseko as they also view culture as a barrier to women from attaining leadership and administrative roles.

4.6 Sub-research Question 3: How can the involvement of women in educational leadership be increased?

The intention of asking this question was to find out what participants’ thoughts were on what would increase the involvement of women in leadership and administrative positions.

Data from the questionnaire participants are presented on Table 4. 3

Table 4.3 showing the responses from the questionnaires’ participants
(N=20 teachers participating in the questionnaire)

Suggestion	Frequency	%
Formulating and enforcing policies like the quota system	7	35
Cultivating trust and encouragement	5	25

Educating women	3	15
Creating equal leadership opportunities	2	10
Change of societal beliefs	1	5
Giving leadership preferences to women	2	10

Source, *primary data*

From the table it is evident that most females had the feeling that if they had mentors and if the government can use quota systems their involvement in leadership can be improved. Use of policies, educating women and providing scholarships, flexible working conditions and creating equal opportunities were also identified as ways that that can improve the involvement of women in educational leadership positions.

In answer to the same question most of the male participants were of the view that use of policies and the quota system can help women in attaining leadership positions. They also pointed out creating equal opportunities, creating a circle of trust among women, educating and encouraging women and change of societal beliefs as some of the measures that can be taken to improve the involvement of women in educational leadership. One of the participants felt that different organisations can lower the criteria (affirmative action) for selecting women into leadership positions thus creating more opportunities for women to attain leadership.

One of the interviewees had this to say: *“the involvement of women in leadership and managerial can be increased by encouragement, they need to be sensitized and then encouraged to take up responsibilities.”* The other administrator seems to say role modelling may help improve the involvement of women in leadership. He had this to say *“yes we can increase that by having female leaders to come and inspire their female counterparts.”*

4.6.1 DISCUSSION

Most of the participants identified use of quota systems and creating trust among women through mentoring as ways that can increase the involvement of women in educational leadership. Pande and Ford, (2011) has this to say on use of quotas: they are aimed at directly increasing female participation as they have the capacity to bypass discrimination by dictating that certain positions should be reserved for women. Some participants also felt that formulating and enforcing policies can also increase the involvement of women in educational leadership. Kambarami, (2006) agrees by saying there should be commitment to legal and policy reform in light of international standards in order to build an environment that accommodates women. It was interesting to note that most male participants felt that women needed education and leadership experience to increase their involvement of women in leadership. However, this is in contradiction to the findings by the United States News Service, (2009) that concludes that women make up to 57% of the undergraduates in US colleges and they earn the majority of the doctorate degrees awarded in that country. Some participants especially males also felt that creating equal opportunities and giving women preferences may also help women increase their involvement in leadership. However, such women leaders are viewed with suspicion as they viewed as having been 'let in' (Mountlana, 2001). Encouragement was also mentioned especially by women as one factor that can help women increase the involvement in leadership. A study carried out by KPMG (n.d.) on female leadership showed that encouragement plays a key role in washing away hesitation hence the need for women to receive all the support they can get. Other factors mentioned include change of cultural beliefs, cultivating trust and sensitizing women and employees on women leadership.

4.7 Summary of the chapter

This chapter has presented demographic data in pie charts, the gender, age group and years of teaching experience was analysed into pie charts. A frequency table on how participants responded to questions was drawn for every question. The chapter also looked at the views of females and male on the reasons for the exclusion of women in leadership positions. A deep analysis and interpretation of the participant's views showing that women in private schools in Botswana face a huge task of breaking the societal and cultural challenges that inhibit women from attaining leadership positions was also presented. The next chapter will give a summary of the study.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The focus of this study was on the reasons for exclusion of women from leadership positions in private schools in Francistown, Botswana. This chapter offers a summary of the chapters, conclusions and recommendations to illuminate further studies on the reasons for the exclusion of women from leadership positions.

5.2 SUMMARY

This study investigated the reasons for the exclusion of women from leadership positions in three schools found in Francistown, Botswana. To guide the study, the following sub-questions were examined:

- What measures are in place to counter the exclusion of women from leadership positions?
- What are the major barriers that hinder women from taking up leadership and administration roles?
- How can the involvement of women in educational leadership positions be increased?

The study would be of benefit to policy makers as they can strengthen affirmative action and initiate strategies that could bridge the gap between men and women in leadership. The study would furthermore inform Women's organisations that agitate for and articulate women's needs and interests on existing gender inequalities in terms of leadership and this can form the basis of their advocacy agenda. Planners in government would be able to apply policies

with more insight than is currently the case. Most importantly women themselves who are central to the study would benefit from the study.

A review of related literature proved that countless scholars attest to patriarchy, societal and cultural beliefs, low self-esteem, marriage and family responsibility, religion and lack of policy as some of the factors that hinder women from taking up leadership and administrative roles. Numerous researches conducted highlighted that policies, encouragement, role modelling and confidence building, mentoring and use of quota systems can be used to counter the exclusion of women from leadership positions. Through this case study, a couple of research findings done by others were validated. Findings of this study shall help in adding literature to the board of knowledge. Furthermore, they shall act as a spring board for further studies in Botswana and world over.

The research was conducted in Botswana in the city of Francistown. The research design used was a case study. Though external validity was threatened, it was befitting to use it since the purpose of this study was to have an in depth understanding of the phenomenon rather than generalisations. Three schools were used as the population of the study. Sampled twenty teachers and three administrators from the three schools were used in this study. Stratified sampling was used at each school in order to ensure that there was appropriate number of male and female teachers involved. Random sampling from sex groups was done to come up with a final sample. Two research instruments were used:

- Questionnaire
- Interviews

Questionnaires were used to get information because they were cheaper, easier to produce and administer. However, the researcher had to follow a few respondents to get the

questionnaires back. In spite of that, the process of administering them was smooth. The attempting of all questions apart from one that was not 100% completed helped the researcher in getting profound data.

Questions on the interview guide were open ended. Three administrators participated in the interview. The interviews for administrators took much of the researcher's time though richer data were obtained from the interview.

Permission to carry out the study was sought from responsible authorities. Consent to conducted the study was sought from the participants. Data were obtained, presented, analysed and discussed. Data were stored in various gadgets for safe keeping and backup in the event of data loss due to various reasons.

During the course of this study, a couple of constraints were encountered. Time was a major constrain that impacted heavily on this study. The researcher is an expatriate in Botswana and works at a private school where job security is guaranteed as a result of one's production.

To surmount the above challenges, the researcher had to work over night to ensure that this research is completed. Weekends and public holidays were golden opportunity moments that were fully utilised. Money that the researcher had accumulated through savings helped in easing financial constrains that the researcher faced in printing questionnaires and movements using a car.

Data collected were analysed and presented. The gender, age group and years of teaching experience was analysed into pie charts. A frequency table on how participants responded to questions was drawn for every question. The views of females and males on the reasons for the exclusion of women in leadership positions were also analysed. A deep analysis and interpretation of the participant's views showing that women in private schools in Botswana

face a huge task of breaking the societal and cultural challenges that inhibit women from attaining leadership positions was presented.

5.3 CONCLUSIONS

Although some progress has been made in terms of female involvement in leadership, this study has confirmed that Botswana in general and Francistown in particular still has a lot to do in terms of achieving fair representation in key decision making positions. Botswana's patriarchal system presents a huge stumbling block to female leadership. From the first sub-research question that sought to find out measures that can help to counter the exclusion of women in leadership positions it can be concluded from this study that women empowerment, educating women, creating women's leagues, use of quota systems, encouragement and having female leaders are measures that can be used by the government to counter the exclusion of women from leadership roles.

From the findings from the second sub-research questions which sought to find out the barriers that hinder women from taking up leadership positions it can be concluded that societal and cultural beliefs, patriarchy, lack of policies, and lack of encouragement and lack of female mentors are some of the barriers that hinder women from attaining leadership positions.

From the findings of the third sub-research question which sought to find out what would increase the involvement of women in leadership and administration it can be concluded that measures like formulation and enforcing policies like the quota system, cultivating trust, encouragement, educating women, creating equal opportunities, change of societal beliefs and giving leadership preferences to women can improve the involvement of women in leadership positions.

5.4 RECOMMENDATIONS

This study sought to find the reasons for the exclusion of women in leadership positions in Francistown. In light of the findings and conclusions given in 5.3 the following recommendations were made:

- Women's organisations should lobby for quotas in private schools. Women and men should not invest their energies in constant power struggles; rather men should embrace women as a deep reservoir of development opportunities, and make space for them on development arena.
- There should be strong concerted efforts between private schools and government to dismantle patriarchal systems that characterise Botswana society which cripple development by keeping women in traditional peripheral roles.
- Society should acknowledge the contribution of women to development. Botswana society should start believing in the capacity of their citizens regardless of gender. Government and private sectors should acknowledge the productive and reproductive roles of women and effect structural reforms that can help women concentrate on their work.
- There should be quantitative and qualitative dimensions to address the structural challenges that prevent women's equal participation in decision making process.
- There should be emphasis on measuring the impact female leaders have in decision making process.
- The study also recommends that employers consider what Shava and Ndebele, (2014) term a family friendly culture in workplaces so that female leaders do not have to worry about their families.
- The study recommends that there should be quotas to ensure equal participation of women and men at the grassroots in order to make women participation meaningful.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

This study only concentrated on the reasons why women do not attain leadership positions in private schools in Francistown. Future studies can look at improving the participation of women in leadership positions in Botswana.

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APPENDICES

APPENDIX 1: QUESTIONARE FOR TEACHERS AND ADMINSTRATORS

My name is Enia Kawonde: I am a first degree student at Midlands State University (Zimbabwe). I am carrying out a research in partial fulfilment of the requirements for the Bachelor of Education in Educational Management and Leadership. The research is to find out reasons for exclusion of women in leadership positions in private schools in Francistown Botswana. I have identified you as a key person who can provide information required for this study, you can kindly assist me by giving honest response to questions on this questionnaire. Responses should be anonymous and be assured that all information provided shall be treated in confidence and will be used for the purposes of this research. May you kindly attempt all the questions though you are not obliged to do so? Your time and effort spent answering these questions will be greatly appreciated.

Please note: participation in this study is voluntary

Thank you.

PART A

PARTICIPANTS' PERSONAL DETAILS

Please indicate your answer by ticking in the relevant box

A) Gender

Male

Female

B) Age group

below 30 years

30-39 years

40-49 years

50-59 years

60 years and above

C) Teaching experience

1-10 years

11- 20 years

21-30 years

31-40 years

41-50 years

51 and above

PART B

Answer the following questions using your own words

1. What are the major factors that hinder women from attaining leadership positions?

2. What are the socio-cultural factors that promote the exclusion of women in leadership positions?

3. What are the organisational and professional factors influencing promotion among males and females administrators?

4. What has the government of Botswana done to increase the number women in leadership positions?

5. Has this (referring to the answer from number 4) improved the number of women in leadership in your own opinion?

6. What strategies can be suggested to promote positive promotion preferences among male and female administrators?

APPENDIX 2: INTERVIEW GUIDE

Time 10-15 minutes

Study Title A study to find out the reason for exclusion of women from leadership positions in private schools in Francistown, Botswana.

Key areas

1. Women and leadership

- a. In your opinion what are the reasons for the exclusion of women from leadership positions in private schools in Francistown?
- b. What are some barriers that hinder women from taking up leadership and administration roles?

2. Education

- a. How has access to education impacted females in leadership?
- b. In your opinion, what is the connection between access to education and leadership?
Does education guarantee one to go up the leadership ladder? Why?

3. Culture

- a. What do women perceive as challenges to their being in leadership?
- b. What cultural or social practices at family level or community level inhibit women from participation in leadership?

4. Strategies

- a. What measures are in place to counter the exclusion of women from leadership positions?

How can the involvement of women in leadership and managerial positions be increased?

APPENDIX 3: LETTER APPLICATION FOR PERMISSION

Plot number 19483

Selepa

Francistown

26 June 2017

The Chairperson

Mophato Private School

Box 605

Francistown

Dear Sir

REF: APPLICATION FOR PERMISSION TO CARRY OUT AN ACADEMIC RESEARCH STUDY

I am a Bachelor of Education in Educational Management and leadership student with the Midlands State University in Zimbabwe and I am carrying out a research on women and leadership in Francistown. I will be using teachers, administrators and board members to get information that shall be analysed to make the study meaningful. The information obtained shall be treated in confidence and the purpose of this study is purely academic. The findings of this study shall be shared with the management.

Your cooperation will be greatly appreciated.

Yours faithfully

Enia Kawonde