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**A STUDY OF THE FACTORS WHICH
CONTRIBUTE TO SUCCESS FOR
MĀORI WOMEN IN TERTIARY EDUCATION**

**A thesis presented in partial fulfilment of the
requirements for the degree of**

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ABSTRACT

This thesis is a study of the factors which contribute to success for Māori women in tertiary education. It focuses on the success of six Māori women who are in positions of responsibility and decision making in various education institutions and agencies. They were students enrolled at Queen Victoria School for Māori Girls in 1961 and have all achieved success in tertiary education over the past thirty years.

The focus on success factors is in part a response to the frustration felt by Māori at the concentration on failure, underachievement and barriers to success evident in much of the research which has been sponsored and supported over the past three decades. It is argued in this thesis that it is as important to identify success factors as it is to identify barriers to achievement. This study will complement the many positive initiatives which Māori, particularly women, have taken in the last twenty years of this century to regain control of the education of our children through *kōhanga reo* and *kura kaupapa Māori*, by providing relevant research material for consideration.

The women's stories are presented as oral narratives in the women's own words. They are a contribution to the body of literature recording the lives of Māori women in Aotearoa, a body of literature which, though currently disappointingly small, is significant.

A primary feature of the study is that Māori women are central and essential as *kaitautoko*, *kaiākihaere*, research participants, *kaiwhakapakari* and *kaiāwhina*. Māori women were supervisors and transcribers. As the researcher, I am a Māori woman. The research is based upon Treaty of Waitangi principles and within *tikanga Māori* as outlined in the methodology chapter of the thesis.

The worlds from which the women in this study came are worlds of the past, worlds which Māori currently seek to restore and duplicate within such structures as *kōhanga reo*, *kura kaupapa* and *wānanga*. Modern communication, an international economy and globalisation work against the duplication of the world from which these women came, but attention to the factors which enabled them to live and succeed in two worlds are the some of the factors which must be duplicated in this and the next generation to promote further success by Māori women in education.

HE MIHI

Ko Tararua te maunga
Ko Hōkio te awa
Ko Ngāti Raukawa te iwi
Ko Ngāti Pareraukawa te hapū
Ko Ngātōkōwaru te marae
Ko Te Whatanui te tangata
Tēna koutou katoa.

Tēna koutou ō ngā hau e whā, ō te ao whānui hoki, ē titiro nei ki tēnei tuhinga.
Ki ā koutou ngā wāhine o ngā uri ō Kahungunu, ō Ngāti Raukawa, ō Ngāti Porou, ō
Te Whānau-ā-Apanui, i whakaae mai nei kia tuhia ēnei kōrero, hei whakaputa ki te
ao whānui, kā nui ngā mihi ki a koutou katoa.

Ki te Tumuaki hoki o te kura o Wikitōria i whakatuwhera mai nei i ngā tataua kia taea
ai te titiro ki te ao ō nanahi, tēna hoki koe.

Ki ōku ake kaiākihaere, ki a Kath, kōrua ko Robyn, tēnā kōrua.

Ki aku marumarua hau hoki, i tiaki nei i a au, i whakangāwari nei i taku noho kia pai
ai te haere ō ngā mahi, tēnā rawa ātu koutou.

Nā ā koutou werawera i taea ai kia ea ai te whakatauaiki e ki nei:

Whiria te muka o te Wharanui
Kia whātoro atu ki te ao hunahuna ā kui mā ā koro mā
Inā kei reira a āpopo e tatari mai ana.