

BARRIERS TO BLACK FEMALE TEACHERS ASPIRING TO PRINCIPALS' POSTS IN HIGH SCHOOLS IN THE UITENHAGE DISTRICT OF THE EASTERN CAPE

By



University of Fort Hare
Together in Excellence

**A dissertation submitted in partial fulfilment of the
requirements for the degree of Master of Education
in Education Policy and Management in the
Faculty of Education of the
University of Fort Hare**

SUPERVISOR: PROFESSOR B.R.G. LINDEQUE

Date submitted: February 2001

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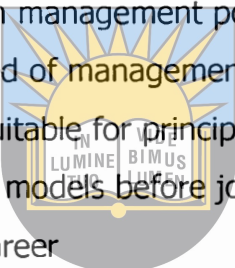
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ABSTRACT

Female education managers are still in the minority, despite the many changes in education in recent years. It is against this background that the researcher found it imperative to investigate the factors that have a bearing on the under- representation of Black females in principals' posts in high schools in the Uitenhage district of the Eastern Cape Province.

On the basis of the perceptions held by educators, findings of research studies, the researcher's practical experiences and the little South African literature that exist, the research question crystallises as follows: Why are women under- represented in principals' posts?

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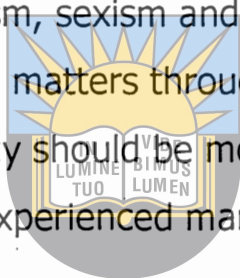
The purpose of this investigation was to gain an insight into the barriers that lead to the under -representation of females in principals' posts in high schools. The review of literature provided a focus as the framework on which this study is based.

Ethnographic interviews that were recorded were conducted with six key informants. The Lickert scale of checking teacher attitudes towards commonly held perceptions was used to supplement the interviews.

Results indicated that stereotypes, prejudice against women, commonly held assumptions about womens' capabilities, career expectations and motivations, the strong influence of SADTU and nepotism have a tendency of impinging on all aspects of womens'work and opportunities.

Recommendations for the study: There should be a strategy which is aimed at countering nepotism, sexism and too much interference by teacher Unions in Education matters throughout the Education system and that this strategy should be monitored by a team composed of females and experienced managers.

For further research, one would recommend that researchers should look at strategies of countering nepotism.

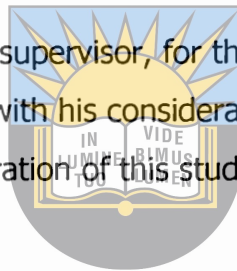


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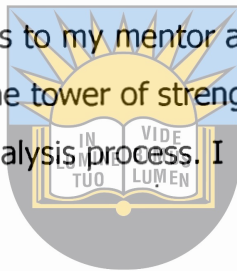
My deepest gratitude and appreciation go to the following:

1. The Almighty God, the omnipotent, who has sustained me since birth till present and for giving me the strength and courage to work throughout my studies.
2. The NRF for the grant that made this study possible.
3. Professor Ben Lindeque, my supervisor, for the generous and empathetic manner in which he guided with his considerable ability, rich experience, expertise throughout the duration of this study.
4. The District Manager of the Uitenhage District, Mr E. Kani, for allowing me to conduct interviews with educators.
5. The Educators – Vido, Ringo, Phum-Phum, Numbers, Babes and Thobho – who willingly and enthusiastically participated in this research. Without you this study would not have materialised.
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8. The former Director of EPU-Fort Hare, the late Dr C.C. Ota, and Mr. George Moyo for their invaluable advice, guidance and assistance, particularly when I was doing the course work.
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10. I also thank the whole Mrwetyana family, my mother (Carrie), Nono, Vuyani for their love, support and faith in me. You are all loved dearly.
11. Finally, my appreciation goes to my mentor and role model, Dr. N.P. Mrwetyana, who has been the tower of strength throughout my studies, especially during the data analysis process. I thank you very much. You are loved dearly Bhelekazi.



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DEDICATION

This study is especially dedicated to my husband, Vuyo Curnick Mayana, who is a pillar and source of strength in my life. My children, Siyabonga, Thokozani and Akhona – your patience, faith and love have always inspired me to become better all the time. This research study has been undertaken in your honour and it belongs to you more than to me. I love, admire and respect you.



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DECLARATION

I, Sibongile Mayana, do hereby declare that the work contained in this dissertation is entirely my own work, with the exception of such quotations or references which have been attributed to their authors or courses and that all sketches, maps and diagrams have been drawn by me, save where I have acknowledged that another is the author.



Dated at **Fort Hare University** thisday of 2001.

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Signed:
Sibongile Mayana

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CHAPTER 1

BACKGROUND AND AIM OF THE STUDY

1.1 Introduction

This is an exploratory study with the intention of investigating the under-representation of female teachers in principals' posts. Despite the many changes in education in recent years, female education managers are still in the minority despite the fact that they form the majority of the workforce. The apartheid regime has left behind a legacy of inequality. There is a clear disparity in the distribution of principals' posts, which emphasizes the effect of discrimination against Black women. Gender stereotyping has resulted in women being employed in lower categories, with very few women in decision making positions.

The investigation was carried out because of the writer's concern about this problem in the Uitenhage district of the Eastern Cape Province. The researcher intended to contribute something meaningful and to fill the gap in the South African literature on this topic.

In the new dispensation schools are expected to shift towards self-management, where capable management by both men and women is the acceptable style. During this transformation period, if women who are good in team building, empathetic and holistic in their approach to management,

could be employed in principals' positions, they would utilize their skills and talents to achieve total quality management.

Although many education institutions claim commitment to the provision of equal opportunities to all employees, there still exists a mysterious "glass ceiling" (Ozga 1993:43) that seems to succeed in keeping women out of the top ranks of management. Even where women are highly qualified, the predominance of males at management levels has resulted in a culture in which male behaviour patterns are perceived to be the norm, and in which women find it difficult to be accepted as equals by their male colleagues. There seems to be a lot of lip service and reactive measures, but little proactive action and a marked lack of insight into women's real needs. Gareth and Morgan in Adler (1993:16) allude to the fact that "organisations are dominated by gender-related values" and it therefore makes a great deal of difference whether you are a woman or male.

Discrimination and prejudice by men against women seems to be at the heart of the female problem. Research done by Shakeshaft (1993:14) bears testimony to the fact that women view their job as master teachers or educational leaders in contrast to the male perception that school management is not the woman's place. Despite these perceptions, there seems to be a number of women who are slowly reaching the echelons of the management sector.

It is therefore against this background that the researcher found it imperative to investigate the factors that have a bearing on the under- representation of

Black females in principals' posts in high schools in the Uitenhage district of the Eastern Cape Province.

1.2 Background of the problem

The Freedom Charter that was adopted by the Congress of the People at Kliptown, Johannesburg stated unequivocally that:

Our country will never be prosperous or free until all our people live in brotherhood, enjoying equal rights and opportunities...The rights of the people shall be the same, regardless of...sex (ANC 1955:1).

It is interesting to note that the ANC document while encouraging non sexism still emphasises "brotherhood" and not "sisterhood".

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In the same vein, the United States of America's Women's Charter stresses that freedom cannot be won for one section or for the people as a whole, as long as "we" women are in bondage (De Vries 1990:119). It is also clearly stated in Article No. 55 of the United Nations Charter, that the principle of equal rights should be respected for the promotion of universal respect for, and observance of human rights and fundamental freedom for all without distinction as to race, sex, language and religion (De Vries 1990:39). That non-negotiable value of "equality for all" is also enshrined in the South African Bill of Rights.

It would appear that neither legislation nor policies have succeeded in redressing the gender imbalances of the past. Discrimination against women

in principals' posts still exists in spite of the new policy documents regarding gender equity. Affirmative action policies were introduced for the first time in 1994 to correct the gender imbalance and marginalisation of certain groups of people at senior post levels. Affirmative action is intended to correct unfair labour practices. One of its core principles is to strive to eradicate barriers to employment and advancement in the physical and organisational environment and to provide support for all its employees (Government Gazette, 1998, Volume 394:12). Affirmative action is supposed to be used as a catalyst in the advancement of previously disadvantaged people, in terms of occupying senior positions.

The challenge for affirmative action is to create those conditions in which women can overcome the barriers that block progression up to the employment hierarchy irrespective of rank and to create an environment that affirms them (Government Gazette, 1998:24).

The Employment Equity Bill (1997:05) was introduced to eliminate unfair discrimination in employment, to provide for affirmative action to redress the imbalances of the past and to create equality in employment. The creation of equity in employment is necessary on both equity and efficiency grounds.

The Employment of Educators Act (No. 76 of 1998), clearly indicates that due regard must be given to equality, equity and other democratic values and principles when vacant positions are filled. The ability of the candidate and the need to redress past imbalances in order to achieve broad representation shall be considered.

The South African Schools Act (No. 84 of 1996), was promulgated to combat racism and sexism and all other forms of discrimination and intolerance, and in doing so lay a strong foundation for the development of every teacher's talents and capabilities.

In spite of the above stipulations as already argued above, gender inequity in education, in terms of females occupying principals' posts, is still the order of the day. During the past three years of working as an education development officer, the researcher noticed that in the Uitenhage District of the Eastern Cape Province, 23 of the 26 high school principals were permanently employed males. In spite of the introduction of policies regarding gender equity, few women occupy principals' posts in the Uitenhage district of the Eastern Cape Province.

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1.2.1 Formulation of the research problem

On the basis of the perceptions held by educators, findings of research studies, the researcher's practical experiences, and the little South African literature that exists, the research problem crystallises as follows: Why are women under- represented in principal's positions?

1.3 Aim of the study

The purpose of this investigation is to gain an insight into the barriers that lead to the under- representation of females in principals' posts.

The study sought answers to the following critical questions:

- What are the reasons for the under- representation of female teachers in principals' posts?
- To what extent do internal factors play a role in the under- representation of female teachers in principals' posts?
- To what extent do external factors play a role in the under- representation of female teachers in principals' posts?

1.4 Theoretical Framework



The theoretical framework guiding this study is the internal and external factors that contribute to the under-representation of females in senior education management posts. The internal factors are personal barriers that are perceived as deficiencies or inadequacies that exist within women (Greyvenstein 1991:305). The internal factors range from perceptions commonly held against females because of the socialisation process, to the career breaks and their effects.

The external factors are the environmental barriers that exercise an influence on the advancement of females (De Witt 1991:571). These factors are however interwoven but the researcher will deal with them in greater detail in chapter two.

1.5 Significance Of The Study

First and foremost the value of this study lies in it's potential to alert the Eastern Cape policy makers and curriculum developers to the under-representation of females in principals' posts in high schools.

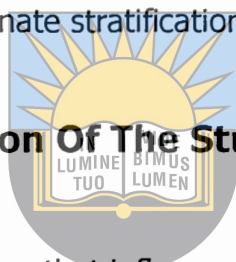
Also, the findings of this research study could influence policy makers in this region to engage in collaborative processes in restructuring employment policies for females and to eliminate stratification that is based on gender.

1.6 Scope And Limitation Of The Study

Researchers report several factors that influence the under-representation of females in managerial positions. This investigation, however, confined itself to the internal and external factors.

The purposeful sample was selected from Black female and male teachers in the Western Region of the Uitenhage District of the Eastern Cape Province.

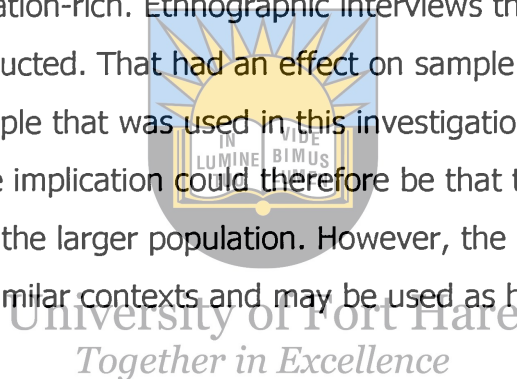
The investigation on the topic was conducted within a period of 6 months from May to November 2000. The duration of the ethnography may be perceived to be short by some. However, this period of time enabled the researcher to collect and analyse the data, and also to draw conclusions before the end of the University's 2000 academic year.



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Although the interviews were designed to encourage a free flowing and informal conversation, the participants were not that free. Their brief responses forced the researcher to probe further, with the result that the interviews did not proceed in the anticipated conversational way. This could be interpreted as a limitation to the present study.

In view of the qualitative nature of the investigation, the sampling method selected was purposeful. Participants were selected because they were believed to be information-rich. Ethnographic interviews that are time consuming were conducted. That had an effect on sample size. The small size of the purposeful sample that was used in this investigation may be perceived to be a limitation. The implication could therefore be that the findings might not be generalised to the larger population. However, the findings may be transferred to other similar contexts and may be used as hypotheses for future investigations.



1.7 Research Orientation

Vakalisa (1997:8) asserts that a researcher should declare his/her research orientation upfront so that those who critique the study know the background from which it emanates. In this study the researcher's social responsibility influenced the research orientation. As noted by Mrwetyana (1995:8), the researcher, as a member of the formerly disadvantaged racial group, and currently marginalised gender, has a responsibility to "challenge and to make problematic, the educational issues that were usually taken for granted". Along with Jansen (1988:525) the researcher rejects an ideologically neutral

position in research because “to claim neutrality, is to sanction the socio-political status quo as it affects education”.

It was against this background that the qualitative approach was adopted for this study. Qualitative research is “a phenomenological approach to educational research because it describes reality and does not subscribe to experimental scientific research methodologies of quantification, but to a variety of interpretative research methodologies” (Zondi 1997:10). It is descriptive in nature and the description of realities is based on the participants’ perspectives. It allows the researcher to state his/her “biases, values, and judgement” explicitly (Cresswell 1995:147).

Owing to the subjectivity and personal nature of qualitative research, the researcher, at times, needs to reflect on activities in the first person. As observed by Wolcott (1990:19) “The more critical the observer’s role and subjective assessment, the more important to have that role and presence acknowledged in the reporting”. Although reporting in the third person has been used in most of the chapters, there were many instances where the first person was used.

1.8 Definition Of Terms

It is necessary for this study to explain some of the terms that will feature prominently. These explanations will attempt to bring the study into context by clarifying a few terms, which may be easy to define at face value though meaning something different in the study presented. These definitions will

help the readers to get explicit meanings put across by the researcher. For this study the following definitions are preferred.

1.8.1 *Internal Factors*

Internal factors are personal barriers that are generally perceived as deficiencies or inadequacies that exist within women (Greyvenstein 1991:305). They are barriers that can be overcome by anyone (Shakeshaft 1987:82).



1.8.2 *External Factors*

External factors are the environmental barriers that exercise an influence on the advancement of female teachers in education management posts (De Witt 1991:571). External factors, however, are inextricably interwoven with intrinsic barriers (Greyvenstein 1991:308).

1.8.3 *Principalship*

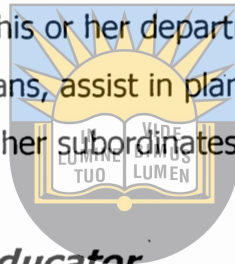
The term principal refers to the highest position occupied by the person in charge in a school, answerable for whatever takes place in school (Pope 1982:4). The principal is either appointed or acts as the head of a school (The South African Schools Act No. 84 of 1996). The principal's duties encompass co-ordination, directing, and delegation of duties to subordinates and rendering of support to the subordinates. The principal has to ensure smooth running of the school.

1.8.4 *Post Level One Educator*

This is an educator who is not regarded as being in the school management team, although he or she manages his or her classroom activities.

1.8.5 *Post Level Two Educators*

This is an educator who is the head of a department. The head of department's job is to monitor his or her department, assist the educators in planning their weekly lesson plans, assist in planning the year plans, giving guidance and support to his or her subordinates.



1.8.6 *Category D Educator*

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The term category D refers to an educator who passed grade 12 (Matric), and has received four years of higher education (M+4) in a University/Technikon/College of Education.

1.8.7 *Category E Educator*

The term category E refers to an educator who in addition to meeting the category D requirements has done an extra higher education year (M+5).

1.9 Overview Of Study

The dissertation will be organised in the following manner:

Chapter 2: This chapter focuses on the review of the literature on which the investigation was based. Literature that looks into the factors that contribute to the under-representation of females in principals' posts internationally is reported.

Chapter 3: The primary focus of this chapter is the methodology of the study. The case study design, the sampling method, and the data collection and analysis processes are described. So are the methods of establishing the trustworthiness of the qualitative investigation.

Chapter 4: The chapter presents the analysis and interpretation of the collected data.

Chapter 5: The chapter summarizes the main findings and conclusions with regard to the internal and external factors that contribute to the under-representation of females in principals' posts in the Uitenhage district in the Eastern Cape Province.

1.9.1 Summary

Both legislation and policies protect the equality of opportunity. Yet, the widely held view is that some are more equal than others. Why is it that only

a small percentage of women are occupying managerial positions? The next chapter seeks to answer that question by reporting the findings of investigations conducted in an attempt to theorise this controversial phenomenon.

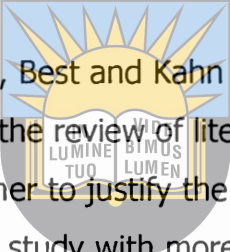


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CHAPTER 2

LITERATURE REVIEW

2.1 Introduction



Several researchers (Zondi 1997, Best and Kahn 1993, Smith 1991, Mayher 1991 and Gay 1987) agree that the review of literature is an essential evil in research. It enables the researcher to justify the need for conducting the investigation, thus providing the study with more credibility and substance. Also, the literature provides evidence that the researcher is aware of what is already known and what is still unknown about the phenomenon under investigation.

It should be mentioned, however, that the manner in which qualitative researchers conduct literature reviews differs from that of quantitative researchers. For example, in a qualitative study, the researcher conducts a "preliminary" literature review. Unlike in most quantitative studies, qualitative researchers behave as follows:

(They) locate and criticize most of the literature for the study during data collection and analysis. They do a continuing literature review because the exact research focus and questions evolve as the research progresses (Schumacher & McMillan 1993:140).

In view of the fact that the present study describes phenomena from the participants' perspectives without suggesting grounded theory, the literature review justifies the need for an in-depth description of the under-representation of women in management position. The review enables the qualitative researcher to understand the context of the site and phenomena under investigation. Unlike in quantitative research, the literature does not provide the qualitative researcher with preconceived ideas, hence the absence of hypotheses in qualitative studies.

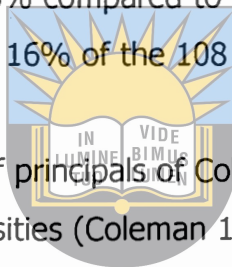
It was against this background that the literature was reviewed in the present investigation. The trends that emerged from the review were not imposed on the ethnography. Whilst the researcher kept the trends in mind when formulating the research problem and the interview questions, the trends were not used as hypotheses because that would have pre-empted the participants' perceptions of the situation.

Although several studies on barriers to female teachers aspiring to principals' posts in high schools have been conducted internationally (Wales, England, New Zealand, etc.), little research has been done in South Africa. Research on gender equity and under-representation of women in education management posts has only started recently in South Africa. In the USA it is alleged that these studies on gender equity were conducted for more than two decades. This chapter presents a review of literature on the under-representation of females in senior education management posts.

2.2 Under- Representation Of Women In Management Positions

The under- representation of women in senior education management positions is well documented. An analysis of trends in Great Britain shows that in 1988 women accounted for only 11% of the general management of staff (Davidson and Cooper 1992: 11). In 1990, there were 12 million economically active women. Out of the 28.1 million civilian labour force, the female economic activity rate was 52.8% compared to males who constituted 74.2% (Coleman, 1993:177). In 1991, 16% of the 108 LEAs had female chief education officers.

Females constituted only 4% of principals of Colleges for further education and 3 % of professional universities (Coleman 1996:179).



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A similar trend is observed in the United States of America. The Erica data base report (1995) confirms that women hold 16% of the chief executive officers' positions in 453 colleges and universities in the United States. At community colleges, there appears to be a slight increase of 5 % compared to 1975, but still women are under- represented in senior education management positions.

Cahoon (1991:11) states that in Ontario as well as other provinces in Canada the same trend is noted. There is no change, and in some cases, negative changes over the last 10 years. There are fewer women in senior education management posts now than there were 10 years ago. In education women constitute 65% and 75% of the work force in universities.

The Vaughan report (1989) states that women who are Deans in Colleges constitute 21%, and it is likely that the number of women rectors may continue to increase more from this rank.

Weidner (1991:29) reports that in the Alberta House of Commons, out of 295 people, 39 are women. In the Senate, the same trend is noted. Out of 104 people, only 13 are women. In the Provincial legislature, out of 83 people, 13 are women. Out of a total of 1,059 trustees, 410 are women. Women principals constituted 24.4%, three years later, an improvement was noted with a rise of 28%.

South Africa has approximately 22 universities and 15 technikons but there are only three universities that are presently headed by women and they are the Universities of Cape Town, Durban Westville and Natal, while Wits Technikon is the only one with a woman for a Rector (Tsoka 1999:128). There are nine Provincial governments in South Africa, out of the nine, there are only three women who are Ministers of education namely, the Northern Cape, Kwa-Zulu Natal and in the Western Cape. Four women who were previously appointed as MECs for education were demoted in the Eastern Cape, Gauteng and North West.

2.3 Discrimination Against Women In The Work Places

Laxton (1984:43) investigated the nature of role stereotyping in advertisements in print media in South Africa and their influence on women labour options in the field of management. The sample consisted of both male

and female managers in the Gauteng area. The study found that there are indications that advertising stereotypes affect both the employers' perception of women as suitable management material and the women's view of themselves in this role.

Duff (1992:178) investigated barriers to women in management positions. The sample consisted of women only. He found that the scarcity of women in top positions limits the possibility of many aspirant women having a female mentor. Many women in top management positions, have unfortunately, conveyed negative feelings about their experiences in their posts, which instead of encouraging more women to aspire to these positions, has had a negative effect. It appeared from the responses of the interviews that the cultural perceptions of husbands being the head of the family still exist even at the workplace.



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De Vries (1990: 07) investigated the extent of discrimination against women in the workplace and problems encountered in the developing of an integrated management team. The sample consisted of women in higher levels of management in South Africa where women were seen everywhere but with very few at the top of organizational structures in South Africa. It was found that the position of women in society has weakened, maybe due to an unconcerted effort to eliminate discrimination.

In an investigation conducted by Linda (1991:13) it was found that White women in South Africa enjoy educational facilities equal to those enjoyed by their male counterparts. They thus enjoyed a larger percentage of the gross

national product than black women do. She further stated that the lack of women in positions of authority and power serves as a deterrent for women to aspire to such positions

2.4 Attitudes Towards Women

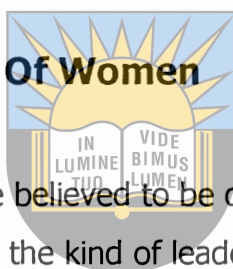
James (1984:128) investigated the attitudes and experiences of women towards their work. The sample consisted of 32 managerial African women and 12 of their immediate superiors in the Johannesburg and Pietermaritzburg areas. It was found that there was a lack of role models, career guidance and communication problems. Women were reported to encounter prejudice from Black and White women. Black co-workers apparently resented those women who asserted themselves as this deviated from women's socially approved subordinate positions. Many women in this study felt that they were not given the opportunity to prove themselves because of prejudice against them (James 1984:129).

Monau (1995: 83) investigated the internal and external factors underlying the under- representation of female teachers in management positions in high schools. The sample consisted of all female teachers at post level one and two in the Mabopane, Garankuwa, Tlabane, Madikwe and Mankwe circuits in the Northern Cape. The study found that the female teachers were not networking with male teachers. They were not exposed to either mentoring or role modeling systems.

In each of the above mentioned countries, women constitute two thirds

of the total teaching force. In the UK, the authors in this field do not pay much heed to gender. They simply fail to take account of gender related problems when pursuing their research, though only a few articles are guilty of explicit sexist bias. Authors give the impression of being unaware of such issues. Even when articles are written about teachers and stress, there is no reference to gender (Hough (1988: 73). The common assessment that women teach and men manage in schools still holds true, despite a multitude of strategies to rectify the gender imbalance in education.

2.5 Leadership Styles Of Women



Leadership styles of women are believed to be different from those of men. Collegial management refers to the kind of leadership which involves democracy, participative decision-making, empathy, as well as sympathy, transparency and shared problem solving methods rather than being aggressive, and placing emphasis on control rather than negotiating.

The trend towards collegial management has been particularly noticeable in primary schools, and most of the relevant literature refers to this sector. There may be several reasons for this disparity, including the fact that primary schools are generally small enough for the whole school collegiality and have simple unstratified structures. It may also be influenced by gender.

The culture of collaboration and co-operation which is characteristic of female managers, being compatible with 'Ubuntu' and collegial styles of

management, are greatly needed especially during this transformation phase in South Africa.

AL-Khalifa (1989: 89) claims that women adopt different management style from men. These female styles of management are contrasted with masculine aspects of management. Al- Khalifa (1992:100) asserts that men are associated with aggressive, competitive behaviours, their emphasis is on control rather than negotiations, and the pursuit of competition rather than shared problem solving. These male characteristics are assumed to be unappealing to females.

Aburdene and Naisbitt (1992) quoted from the Eric Data base report of 1992 associated women with behaviors that empowers, restructure, teach, provide role models and encourage openness and stimulating questioning.

Baker (1992) notes a paradigm shift in leadership styles for the 21st century, that views leading and managing as a holistic, inclusive process, participatory and shared decision-making, rather than the one in which a single leader dominates. Gray (1989) asserts that individual managers may possess qualities from both male and female paradigms regardless of their gender. In Gillet-Karams' view (1994) leadership depends on situations, not on gender.

There is a notable under- representation of women in senior education management positions in South Africa. Under- representation is underscored by complex and diverse variables functioning on individual, organizational and societal levels. These variables compound strategies to promote greater

gender equity in educational management. According to the literature review, there are external and internal factors that frustrate women in realising their goals and ambitions of being principals in secondary schools.

2.6 Internal Factors

This subsection explores the internal factors, which have an effect on the under- representation of women in senior education management posts. These factors are also known as institutional barriers that are built into the system, systemic in nature and which impact and effect directly on how women are promoted to management positions. It would appear from literature review that there are many internal factors, but for the purpose of this study the following internal factors will be considered.



2.6.1 Career planning

A career plan refers to how one planned his or her career progression, moving from the lowest level up to the highest level in the teaching posts. Dean 1991:24 states that few women plan careers the way men do and they may find teaching fits in with their family and do not seek opportunities beyond the classroom. It is believed that women lack career planning which is detrimental to their potential progress. Adler (1993: 30) contends that the career plan of women is by drift or luck, being shaped by developments in one's life, the influence of families and those families who previously held those positions. Ozga (1993:v1111) argues that women do not have access to the experience of unilinear career progression open to men, nor do they

choose to pursue such limited versions of career developments. It is assumed that the most common route to leadership was academic or curricular as opposed to pastoral. In spite of all these findings, some women are determined to make progress. The phenomenon of sexual division of labor lead to a spiral of under- evaluation of women, where women are not given the chance to demonstrate administrative competence

2.6.2 *Career break*

A career break occurs when an educator has left teaching because of reasons such as maternity and paternity leave, study leave, and secondment to another post. This term in other words refers to a break in the teaching service. Some researchers (Adler 1993, Coleman 1993, Ozga 1993) assert that career breaks are detrimental to the progress of women, and the opposite exists to men. Childbirths, childcare, study leave, secondments to senior positions are examples of factors that lead to career breaks. It is believed that mens' progress is not hindered by these factors. Demotion may occur on re-entry from child rearing. Career breaks may easily interfere with career paths and which in-turn may hinder promotion prospects.

2.6.3 *Career path*

There is a significant difference between the career path of women and men. The career path of women is very slower than that for males, although the career experience of women is much wider than men. Schmuck (1986: 177)

asserts that women who had a career path were single with no children or had older children, for example, administrators tended to be older.

In a study conducted by Cahoon (1991:12) it was found that men make career decisions between 18 and 25 years, whereas women are more likely to make their decisions between 25 and 35 years. That is why men are regarded as high flyers and fast trackers. If a person comes to a career at the age of 35, this person usually, is a female. Females are regarded as 'over the hills' in terms of being fast trackers.

2.6.4 Promotion myths



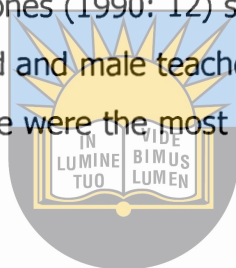
The role of women in the working environment is surrounded by myths that are accepted as facts, although they have little basis of facts. One of the most harmful myths, which militate against women, is the belief that women do not have the necessary attributes to become good managers.

Although it is generally believed that lack of preparation is a barrier to promotion, Shakeshaft (1993:12) argues that women come just as prepared as men. The only problem is the lack of informal opportunity in terms of becoming visible. Women tend not to give themselves visibility, instead they let men become visible.

Males are sometimes given assignments seen generally as being more central, more critical, more visible and more relevant than those given to women are (Cahoon 1991:13). The promotion myths are associated with the perceived

misconception that women are not professionally qualified. Women are no less qualified psychologically for positions in management than men Kachs, (1980). In similar vein, Davidson (1992) and the Weindling and Earley Report (1987) state that it is only a myth which does not match reality to think that women are under- represented in senior education management posts because of being under or non- qualified. Both men and women are qualified and both are interested in promotion posts.

Contrary to expectations, the Jones (1990: 12) study revealed that women teachers were the best-qualified and male teachers worst qualified. However a lack of training and experience were the most significant factors affecting women's chances of promotion.



2.6.5 Recruitment procedures

Despite equal opportunity policies, within institutions as well as across local education authorities, women are still excluded in recruitment procedures. A lot of times the interview panel is not gender sensitive, where one find more males than females.

Cahoon (1991:13) states that bias in recruitment and selection procedures, the decision of how, where and when positions are advertised compounds the problem. The possibilities of female teachers obtaining senior posts are limited because of the informal recruitment procedures and because of limited exposure of female teachers to managerial activities. Barbara (1993:261) confirms the absence of strict formal recruitment procedures and

accountability that militate against womens' career progress. Male domination in decision making processes enables them to recruit men to fulfill management positions in education. The wording of the advertisements e.g., (responsible for girls welfare) this duty being regarded as low status role, discourages a lot of women.

2.6.6 *Lack of self-confidence*

Women are perceived to have lower self-esteem than men do. Dean (1991:24) clearly state that men are more likely to overreach and go beyond their abilities, while women are likely to under- reach. Women have a tendency of thinking that the fact that men are mostly preferred than them in senior posts is that there is something wrong with them. Women have a tendency of applying only for posts for which they qualify whilst men apply even if they don't qualify.

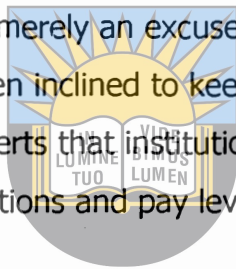
In the same vein Cahoon (1991:13) states that, because of their low self-esteem, women apply for a lot less positions. The low self -esteem is coupled with inner fears and inability to talk positively about themselves or even feel positively about them.

Shakeshaft (1987:85) contends that the lack of confidence assumed as one of the internal factors, is a product of traditional belief and organizational system that limits opportunities for female teachers to acquire experience that will help them build self -confidence. Experience boosts ones' self-confidence and empowers ones' self-image. It is alleged that women are employed in senior

posts temporarily or as being seconded to those promotion posts, and as a result, their confidence about careers is shaky.

2.6.7 *Discrimination (racial and sexual)*

Overt discrimination arises when an applicant or person is discriminated against because of race, religion, sex or any other personal characteristics. A lot of discrimination, both racial and sexual goes under the creed of being equal, but different, but this is merely an excuse for excluding women from everything which men have been inclined to keep to themselves (Laxton 1984:49). Linda (1990: 43) asserts that institutional discrimination involves perceptions of status of occupations and pay levels, which are generally regarded as a norm.



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In South Africa many discriminatory legislative provisions have been removed by the introduction of the Equity Bill of 1997 and affirmative action, which is aimed at eradicating barriers to career progress and advancement in the physical and organizational environment and to provide support for its employees.

Duff (1992: 183) contends that the hiring of women teachers as temporary is seen as discriminatory, as male teachers were generally given preference to permanent posts.

2.6.8 *Androcentric bias*

Hough (1988: 69) asserts that androcentric bias is a notion of viewing the world and shaping reality through a male lens. Androcentric bias occurs when the male experience is treated as the norm, whereas female realities are not considered or are relegated to the abnormal. Androcentric bias places males at the heart of discourse and thus considering itself able to ignore gender.

Shakeshaft and Hanson (1995) discovered that levels of androcentric bias are evident in the issues of education administration

Bailey (1996:89) asserts that sexual harassment, exclusion from staff meetings and being undermined by male colleagues in a boys' school emerge as an important dimension of androcentric bias. Sexual harassment is about power, if it is reported it gets worse, because it may stop but one will be perceived as having broken the norm. Androcentric bias inherent in the literature denies the reality of the beginning woman principal and the experience of sexism often encountered when taking office (Mc Neel 1998:196, and Dun 1998).

2.6.9 *Lack of support, role models, and positive reinforcement*

Lack of support from the organization in which one works and from the family may lead to under- development of women. Women do not get the feedback they need, or any corrective mechanism. The opposite occurs to

men who are corrected in order to know what goes on and for developmental reasons.

Lack of support from family members eg. from one's spouse , if the wife is in a senior management post leads to frustration.

When the performance evaluation is done, males predicate much higher performance ability on their part than females. This is due to the fact that in most cases, the appraiser is the male who thinks that he is the role model. The lack of female role models may also increase the problem. Males that are seen as real administrators and women who are compared and gauged against male norms compound this problem.

This study is undertaken to establish whether these internal factors do exist in the Uitenhage district in South Africa or not. Under internal factors these are the aspects that the researcher will investigate.

- Career breaks; Career plan; and Career path.
- Recruitment procedures.
- Promotion myths.
- Availability or lack of role models and positive re-inforcement.

2.7 External Factors

External factors include aspects like culture, tradition and sex role stereotyping.

2.7.1 Cultural socialization

Culture is a complex whole which includes knowledge, beliefs, art, norms, law, customs, morals and other capabilities and habits acquired by man as a member of society (Medley and Conyers 1972: 47). In the words of Lewis (1976:16) "Culture is thus the protective shelter of a community and cultural distinctions become to some extent an index of social identity". Culture is handed down from one generation to the next through the education process of socialisation. It is believed that cultural socialisation ensures that people in the society acquire the norms and standards that govern their thoughts, speech, beliefs and all other actions and behaviour.



Tsoka (1999:128) explains that it is through cultural socialisation processes that individuals come to acquire notions of racism, racial antagonism, racial exploitation and conflict, gender domination and exploitation.

Raum in Duminy (1966:96), quoted in Tsoka (1999:128) points out that with regard to indigenous culture, a boy is promoted from herding goats to herding sheep and then from herding calves to finally herding cattle. While a girl learns first to cook for an infant then for her elder siblings, and for her mother and as it were graduates in cooking when she is allowed to prepare a meal for her father. Such cultural prescriptions go a long way and eventually are transferred from home to school and can prevent people especially women from obtaining senior education management posts. Women are denied promotions in the working place simply because culture had consigned them the home environment.

Apartheid on the other hand too had actually worked to reinforce the cultural patterns of a traditional society in which women were regarded as mere children in the society and therefore had no business to be leaders in any enterprise.

2.7.2 *Stereotyping*

It is believed that stereotypes also contribute to the under- representation of females in senior education management posts. Stereotypes are a set of beliefs about a group of people, including attributes and social identity people are likely to display. Society has a tendency of setting up a system of categorizing people according to these attributes that are considered natural for members of each category. Stereotyping implies that certain thoughts, actions and perceptions are accepted as the rule, and that the practicing of it eliminates other roles or realities. Examples of stereotyped beliefs are that, men are intellectually superior to females, women are uncomfortable in a man's world, women are believed to be short term employees, men are emotionally more stable than women and that women work as a hobby or for luxuries only.

2.7.3 *Sex role stereotyping*

Pope (1982:10) believes that sex role stereotyping inhibits upward occupational aspirations because of fear of a failure, fear of success, role conflict, low self- esteem and the perceived results of occupational achievement which are not as positive for women as for men.

Research studies conducted by James (1984: 130) revealed that Black male co-workers apparently resented women who asserted themselves with men as this deviated from women's socially approved subordinate position. In his study it was found that many women felt that they were not given the opportunity to prove themselves because of prejudice against them.

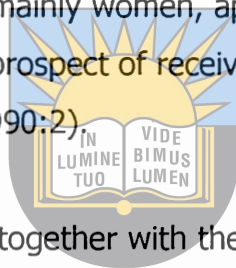
2.7.4 Allocation of duties

Tradition plays an important role in culture and contributes significantly in shaping one's future. Traditionally a woman's place is the kitchen where she is expected to fulfill certain kinds of jobs which are prescribed for her, for example, to cook, clean, sowing, knitting and so on.

Tsoka (1999:22) in her study observed that 20.7% of women and 12% of men strongly disagree with the statement that on average a woman who stays at home all the time with her children is a better mother than a woman who works outside home at least part time. These very low percentages prove that the majority of South Africans in the Gauteng Province still believes in the old saying which prescribes that a woman's place is at home where her role is seen as caring for the children. It is assumed that women as leaders in Primary schools fulfill adequately the role model of motherliness the young children are used to at home. On the other hand, it is argued that the male teachers like the father figure in the family, are always feared and therefore should be less considered for the leadership position in Primary schools (Tsoka 1999:127). Therefore the male teachers are considered to be leaders

in high schools because they are believed to be able to control and maintain discipline.

Women often take on roles which are often more complex than the kind of conventional management roles occupied by men but which are less visible in the institutions and less well rewarded (AL Khalifa 1990:2). A project of teachers' job at East Anglia University has revealed a growing "underclass" of demoralised teachers who feel increasingly excluded from career development. Many teachers, mainly women, appear to be doing more work than ever before but have no prospect of receiving any promotion in the form of an allowance (AL- Khalifa 1990:2).



It can be argued that schools, together with the families, contribute heavily towards the maintenance of a society's social relationships and sexual division of labour. In the same vein Hirschowitz (1986: 38) argues that schools and families contribute to sex role stereotyping. At school, subjects like science were largely seen as masculine subjects inappropriate to girls, since science and technology were mainly of use in the production of goods and profits, a world from which girls were largely excluded. The schools initiated a culture, which is difficult to eradicate and a culture of thinking that science is not for girls but is for boys.

Teachers play a big role in the thwarting of girls' potential. This is sometimes done directly in actions such as holding different expectations for girls and boys, boys getting more teacher time than girls, male teachers giving less attention to girls. Girls' subject choices in education and training reflect expectations of a role in society, which confirms their place in society. Morrel

(1992: 1) argues that even though girls enter school in large numbers, their career directions and participation in the labour market are gender specific.

Some insights drawn from the foregoing literature review informed the design of the interview schedule and the Lickert Scale. As already mentioned in Chapter 1 the study focussed on the following critical questions:

- What are the reasons for the under- representation of female teachers in principals' posts?
- To what extent do internal factors play a role in the under- representation of female teachers in principals' posts?
- To what extent do external factors play a role in the under- representation of female teachers in principals' posts?



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2.8 SUMMARY

Stereotypes prejudice against women and commonly held assumptions about womens' capabilities, career expectations and motivations have a tendency of impinging on all aspects of womens' work and opportunities. These undermining attitudes and practices are very much a part of the schools' cultural norms, captured in the curriculum as well as in adult work relations. These come to rationalize unjust and inefficient management practices especially in decision making, in the selection and promotion of the staff and the allocation of duties and opportunities (AL Khalifa 1990: 2)

The socialization process influences the behavior of women in their pursuit of promotion posts. Women fail to realize and utilize their capability, talents and interests in career pursuits. Girls, it would appear, internalize sex role stereotypes in an inevitable and uncomplicated manner. It is therefore, these assumptions that this study seeks to investigate in the Uitenhage district of the Eastern Cape.

The next chapter describes the research methodology that was applied in the current investigation.



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CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The preceding chapter focussed on the preliminary literature review that findings of research studies conducted internationally on the under-representation of females in leadership positions were discussed. The review highlighted themes such as discrimination against women in the work places (Laxton 1984; Duff 1980; De Vries 1991 and Linda 1991), attitudes towards women (James 1984; Monau 1995 and Hough 1988), Leadership styles of women (Al Khalifa 1989; Gray was conducted for the present investigation. The 1989; Aburdene and Naisbitt 1992 and Baker 1992), career planning and pathing (Dean 1991, Ozga 1993, Adler 1993, Coleman 1993, Schumuck 1986 and Cahoon 1991), promotion myths (Carol 1991, Kachs 1980, Weindling and Earley 1987 and Jones 1990), recruitment procedures (Cahoon 1991 and Barbara 1993, lack of self confidence (Dean 1991, and Shakeshaft 1987), as well as discrimination (Laxton 1984, Linda 1990, Duff 1990, Bailey 1996, Mc Neel and Dun 1998). Other researchers identified external factors that impact on the phenomenon under investigation (Medley and Conyers 1972, Lewis 1976 and Tsoka 1999).

The purpose of the current chapter is to describe the methodology of the research. By methodology of the research is meant "the overall plan of the

research, conceptual, theoretical and implementational” (Mrwetyana 1995: 51).

3.2 Choice Of Research Design

To the extent that the researcher did not manipulate the site and process of the investigation, the design is naturalistic. The participants were selected on the basis of their interest in the topic and they expressed their views freely in their natural settings. Merriam (1988: 70) explains the appropriateness of a naturalistic study as follows:

(It) is undertaken when description and explanation are sought, when it is not possible or feasible to manipulate the potential causes of behaviour...



In view of the fact that the researcher's concern was to understand the under- representation of female teachers in principals' posts from the perspective of the participants, the qualitative approach was considered appropriate. Such understanding was acquired by analysing the participants' "feelings, beliefs, ideas, thoughts and actions" (Schumuck 1993: 373). This perspective was influenced by Malinowski's assertion that " the final goal, which an ethnographer should never loose sight of ... is briefly, to grasp the Natives' (peoples of the South Sea islands) point of view, his relation to life, to realise his vision of his world (1993:25).

3.3 The Case Study Design

Qualitative researchers prefer using case study designs. Bell (1993:8) describes the case study as an approach, which gives an opportunity for one aspect of a problem to be studied in some depth within a limited scale. She further describes it as "an umbrella term for a family of research methods having in common the decisions to focus on inquiry around instances". In similar vein, Merriam (1988) and Gawe (1996) explain that case studies focus on a specific particular situation, event, programme or phenomenon. Gawe (1996: 33) goes on to explain that the researcher may locate a case that is typical of many other cases, that cases would serve as an example of a class of events. Once that has been done, observations and collection of data about the case may provide insight into the class of events.

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This is an educational case study that focussed on one phenomenon, the internal and external factors that influence the under-representation of females in senior management positions. The investigation concentrated on one case, the Western Region of the Uitenhage District.

3.4 Selection Of Research Site

As already indicated above, the study is located in the Western Region of the Uitenhage District. The Uitenhage District was selected for this study because the researcher has been a teacher in Uitenhage for seven years and has also been a seconded Education development officer in Uitenhage for three years. The researcher had previously worked as a professional nurse in one of the community health clinics in Uitenhage for eight years.

Uitenhage is situated on the banks of Sunday River (See Annexure 1). The Uitenhage district is in the Western Region of the Eastern Cape Province. The Regional offices of the Department of Education, which are in Port Elizabeth, are 40 kilometers from the Uitenhage district. The district is composed of the following towns and farms: Uitenhage, Kirkwood, Coega, Despatch, Rocklands, Sunday River Farm, Sunlands and Rose Cottage. The 114 schools that are in the jurisdiction of the Uitenhage District are distributed as follows:

There are 26 high schools. The Roman Catholic Nuns privately own one of them, Mary Mount. Four of the High Schools are regarded as combined because they include grades one to twelve. Four of the High Schools focus on technical subjects. There are two special High Schools for the handicapped. The composition of high school principals in the district includes seven White males, eleven Black males, five Colored males, two Black females and one White female.

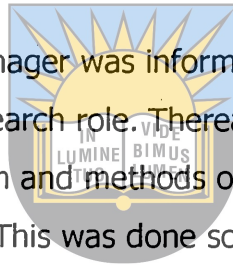
There are 88 Primary schools in the Uitenhage District. Out of 88 primary schools, there are two Preparatory schools, four Pre- primary schools, and one Private school. Twenty-three farm schools are distributed around the Uitenhage District. The composition of Primary school principals includes eleven White males, eight White females, nineteen Black males, twenty-five Black females, fifteen Coloured males and six Coloured females.

Most of the schools in the Uitenhage district were built between 1920 and 1990 with some of the older Black schools already showing signs of deterioration.

The Teacher Unions present in Uitenhage district are the South African Democratic Teachers Union, The Cape African Teachers Union, Die Suid-Afrikanse Onderwysers Unie, NEHAWU and NAPTOSA. The importance, which is attached to education, is not very strong, as there are industries that would under normal circumstances pay competing salaries like Volkswagen motor company and the Good Year Tyre Company.

3.5 Gaining Access To Research Sites

First, the Uitenhage district manager was informed verbally about the aim of doing the research and the research role. Thereafter, a brief written statement that specified the aim and methods of the investigation, as well as its significance was submitted. This was done so as to obtain authorization for gaining access to the research sites. Copies of the documentation referred to here above appear in Annexure 2.



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3.6 Selection Of Sample

Patton (1990:169) describes purposeful sampling as a process of "selecting information –rich cases for study in depth". In similar vein Mc Millan and Schumacher (1993:378) assert that the researcher searches for information-rich key informants "because they are likely to be knowledgeable and informative about the phenomenon the research is investigating".

The type of purposeful sampling considered appropriate for the present investigation was network sampling. According to Goetz and Le Compte (1984: 79) "network sampling is a strategy whereby the few selected key

informants recommend other successive information rich participants". The researcher describes the types of information that is relevant to the study and on the basis of that description; the key informants refer the researcher to other potential participants. This strategy is very useful when the participants "do not form a naturally bounded group but are scattered throughout populations"(Mc Millan and Schumacher 1993:381).

The respondents were not situated in one site but were located throughout the Uitenhage district. The researcher did not know them but through networking, snowballing took place. Snowballing is a process whereby respondents tell you or advise the researcher about the respondents who can give you information about the case investigated. In selecting the key informants, the researcher identified two female educators and one male post level (one) teachers as key informants. They assisted with the identification of other potential information rich educators. The participant's referrals had a snowballing effect in that the sample increased to six participants.

Table 1 below summarises the categories of respondents included in the sample.

Interview sample.

POST LEVEL	GENDER	NUMBER
1	Male	1
1	Female	2
2	Female	1

2	Male	1
4	Female	1

Formal letters explaining the purposes of the investigation and requesting the teachers to participate were written to the information-rich teachers. Copies of the correspondence to and from the participants appear in Annexure 3 and 4.

3.7 Ethnographic Interviews

The principal method of data collection was the ethnographic interview. Ethnographic interviews are open response questions to obtain data of participants' meanings, how individuals conceive of their world, and how they explain or make sense of the important events in their lives (Schumacher 1993: 423).

The researcher selected the interview strategy so as to obtain the present perceptions, feelings, concerns and thoughts of the participants with regard to the under- representation of females in senior managerial positions in the Western Region of the Uitenhage District. Ethnographic interviews allow the researcher to ask the interviewee questions about themselves, their own behaviour and activities. The interviewees can also explain how they perceive and interpret their personal circumstances, histories and the actions of others. Interviews allow the gathering of subjective opinions as well as factual information. Opportunities for probing and clarification present themselves during interviews.

In Cohen and Manion's words (1980: 243) "interviews provide access to what is inside a person's head, making it possible to measure a person's attitudes, values and beliefs.

Interviews are flexible and adaptable because they can be used with many different types of problems and persons. Nonverbal and verbal behaviour can be noted and affords the interviewer an opportunity to motivate the respondent.



3.8 The Actual Interviews As Conducted In This Study

The interview guide approach was used. Topics were selected prior to the actual interviews. The sequence and wording of the open-ended questions were decided during the interviews. This was because the interview guide approach is situational. The interviews, however, were conversational in nature. The researcher allowed participants to talk in detail about areas of interest.

As stated earlier, interviews were conducted at first with two females and one male post level one educators. On the basis of insights gained from the first three key informants, the researcher increased the sample by requesting the three key informants to suggest other informants who are knowledgeable and could be informative about the topic researched. The pool of additional informants as well as those identified initially finally included six interviews.

The researcher asked open-ended conversational interview questions to elicit information from the respondents. There was no rigidity in the manner in which the interview guide was used. Interviews were conducted from June to July 2000.

Each interview was prefaced with a general introduction by the interviewer. Before each interview, the informants were told briefly about the purpose of the study and what would be done with the results. Respondents were also assured of anonymity and confidentiality. They were also given an opportunity of asking whatever they required to know about the study. The Department of Education officials did interviews at the informants' homes since the topic is very confidential. This involved travelling since the researcher is staying in Port Elizabeth and all the interviewees were from the Uitenhage district. Travelling was not a problem since Uitenhage is not far from Port Elizabeth and since the researcher is also a teacher in Uitenhage.

The use of tape recorders ensures completeness of the verbal interaction and provides material for reliability checks (Schumacher 1993: 432). Permission to record the interviews had been secured when the appointments for the interviews were made. Some informants were opposed to the use of tape recorders. The explanation given for such opposition was fear of victimisation should officials from the Provincial Department of Education know their views. However, the researcher reminded informants about the need to tape record the interviews. The maintenance of anonymity and confidentiality were reinforced by explaining how the data were to be used, and also how identities would be protected.

Introduction and small talk were a combined phase in which respondents were introduced to the study. When it was felt that the informants were at ease and talking freely, warm up questions were asked which were relevant to the study. The pattern of questioning developed in response to the interview situation. The least sensitive areas of research topic were explored before those that were perceived as threatening or embarrassing.

Assurance of anonymity and confidentiality were reiterated at the end of each interview. At the end of the interviews, each informant was given a chance to ask questions or to comment about the interviews.

The researcher transcribed audiotapes of the interviews that had been recorded as soon as possible after completing the interviews. Those given in the mother tongue were translated in English. This exercise gave the researcher the opportunity to analyse the interviews whilst transcribing and translating them, and thereby moving the study quickly forward. Samples of the field notes are tabled in Annexures 5.

3.9 The Likert Scale

The Lickert Scale of checking teacher attitudes towards commonly held perceptions was used as also a method of data collection.

The Lickert Scale was presented in the form of a questionnaire. The respondents were asked to answer the questions by starting from any question that they considered easier for them. Three columns were presented for answering the questions namely, (agree, disagree and do not know). Each

respondent was instructed to place a cross under the preferred column, and they were requested to place only one cross under each column. Each cross-counted one in the Likert scale.

The type of questions asked were related to the commonly held perceptions that led to the under-representation of females in principals' posts. (See Annexure 6)

First and foremost the purpose of using the Likert Scale was to ensure transferability and conformability of the study. Second, the Likert Scale was used to identify how the respondents felt and perceived the phenomenon. Thirdly, it was used to crosscheck data obtained from ethnographic interviews and data obtained from the Likert Scale by comparing both types of information obtained. Lastly, it was hoped that triangulation would be achieved through using the Likert Scale in combination with other data collecting methods.

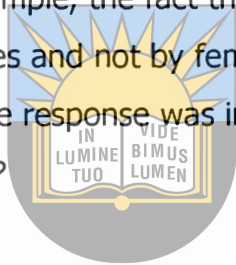
3.10 Analysis Of Data

Data organisation, analysis and interpretation were done simultaneously. Coding was achieved by following coding guidelines as described in Schumacher (1993: 486), organising data and segmenting it into units of meaning called topics and grouping the topics into larger clusters to form categories. Most categories emerged from the collected data. They were not imposed on data prior to data collection or predetermined, although in some instances the literature review influenced the inclusion of some. Even when the categories of the data emerged during the phase of data analysis, the

thought of deciding on a strategy for reporting the findings of this investigation worried me. Pattern seeking became unavoidable.

3.10.1 Pattern-seeking

Schumacher and McMillan (1993: 495) define a pattern as “a relationship among categories”. During the process of pattern seeking it was necessary to understand the complex links between various aspects of people’s situations, orientations and beliefs. For example, the fact that one response was consistently being given by males and not by females could be left unexamined. Could it be that the response was influenced by male beliefs or could it be explained differently?



Also it was crucial to ensure that the categories were internally consistent and distinct from one another. Because of its very nature, qualitative analysis depends on “grounded categories of meanings” that are given by the respondents. This forced the researcher to keep going back to the data, comparing topics and categories, and confirming the emerging tentative patterns. It was necessary to determine whether the data were illuminating the research problem and also which data were central to the unfolding story of the under-representation of women in managerial positions in the Uitenhage District.

It became clear that the issue of overlap was unavoidable. Some topics fitted in more than one category. For example, career breaks, careers planning, and career path, and duties prescribed specifically for females fitted in two categories.

In the same vein, some categories fitted in more than one pattern. The focus of the study, however, informed the decisions taken during the phase of pattern seeking. Although the process was extremely difficult, the researcher found it to be most useful. Along with Patton (1990:406), it is agreed that pattern-seeking is a “creative process that requires making carefully considered judgements about what is really significant and meaningful in the data”.

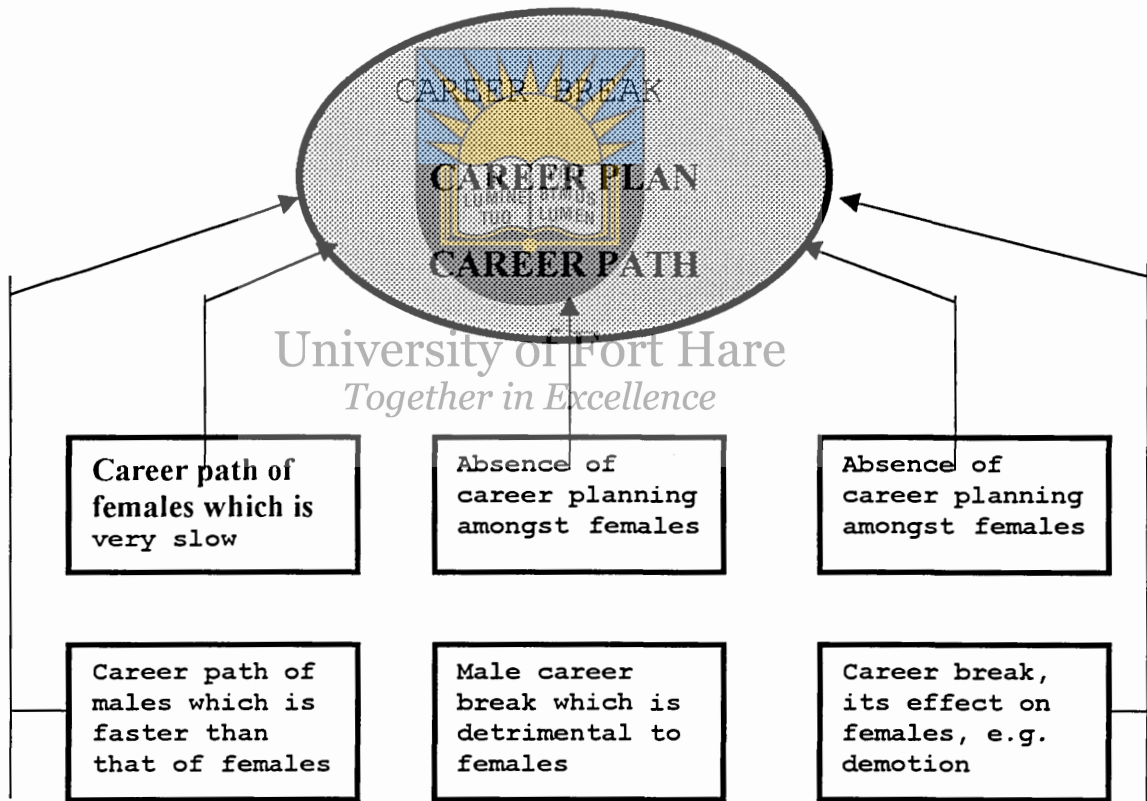
3.10.2 *Techniques used for pattern-seeking*

1. Ordering and sorting categories for patterns was another useful technique. As suggested by Schumacher and McMillan (1993:499), new categories were combined, subsumed and even created new categories that made sense in terms of meaning and the research problem. For example, duties specifically prescribed for females were combined with career paths, career planning and career breaks and formed one category. Then, categories were grouped into patterns namely internal factors and external factors that contributed to the under- representation of females in principals’ posts.
2. Integrative diagrams helped in asking more questions about the topics, categories and emerging patterns (See Diagrams 1- 7).

INTERNAL FACTOR

PATTERN-SEEKING

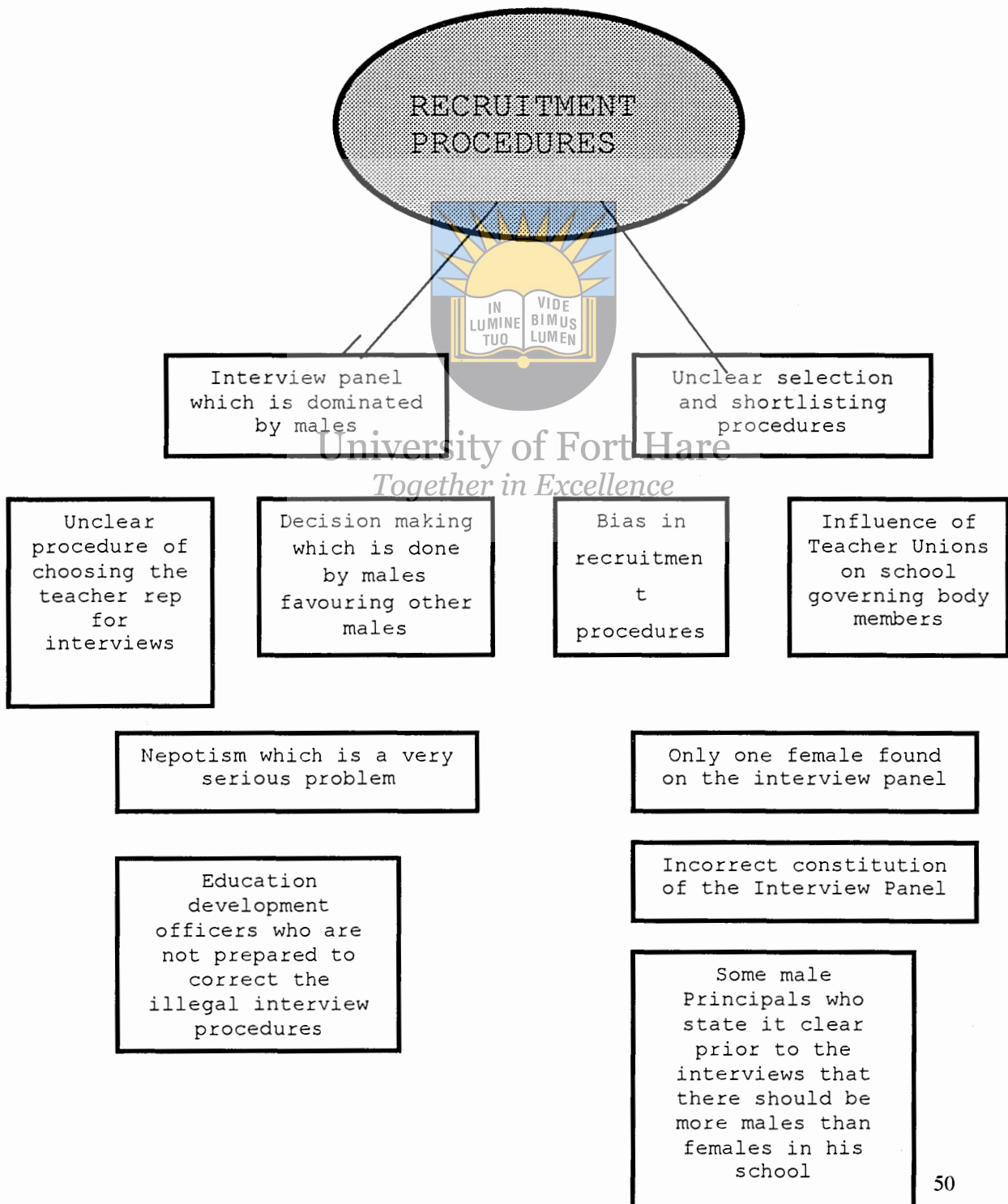
CATEGORY



TOPICS

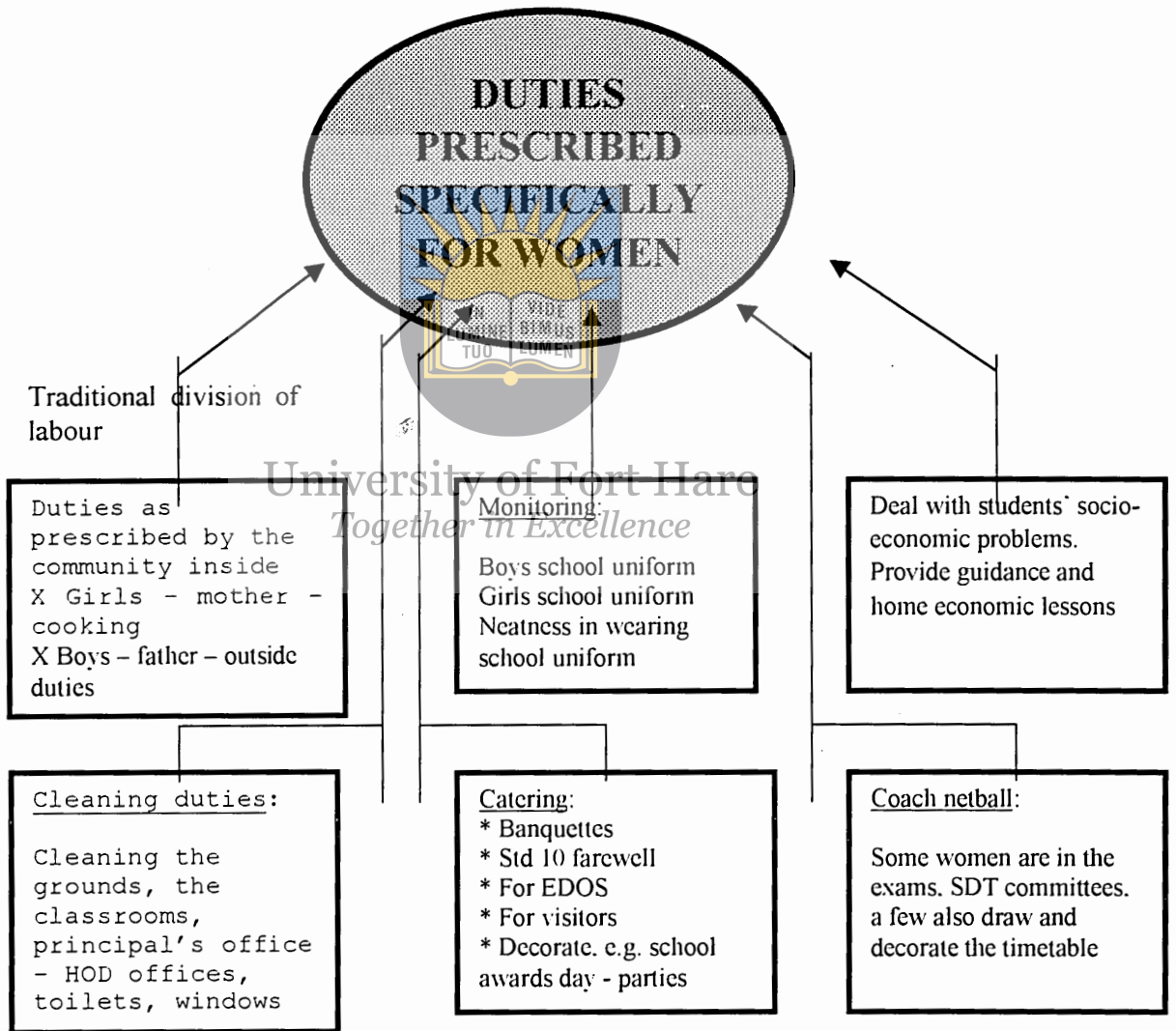
PATTERN SEEKING = INTERNAL FACTOR

CATEGORY



EXTERNAL FACTORS

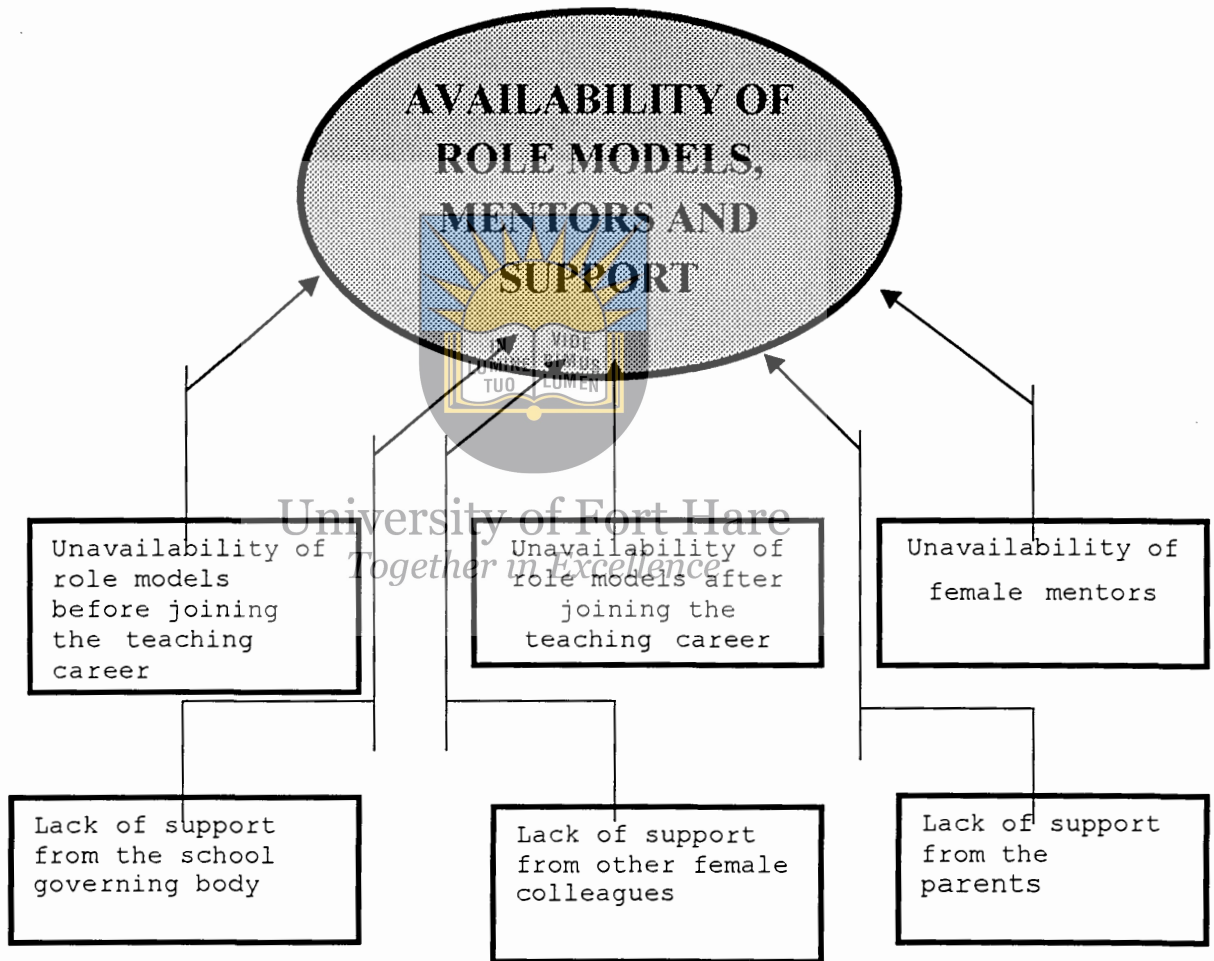
CATEGORY



TOPICS

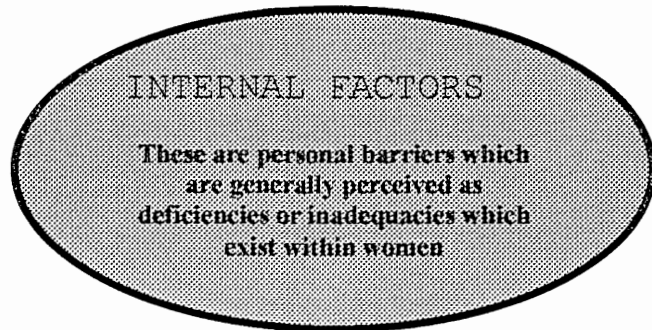
INTERNAL FACTORS

CATEGORY



TOPICS

PATTERN

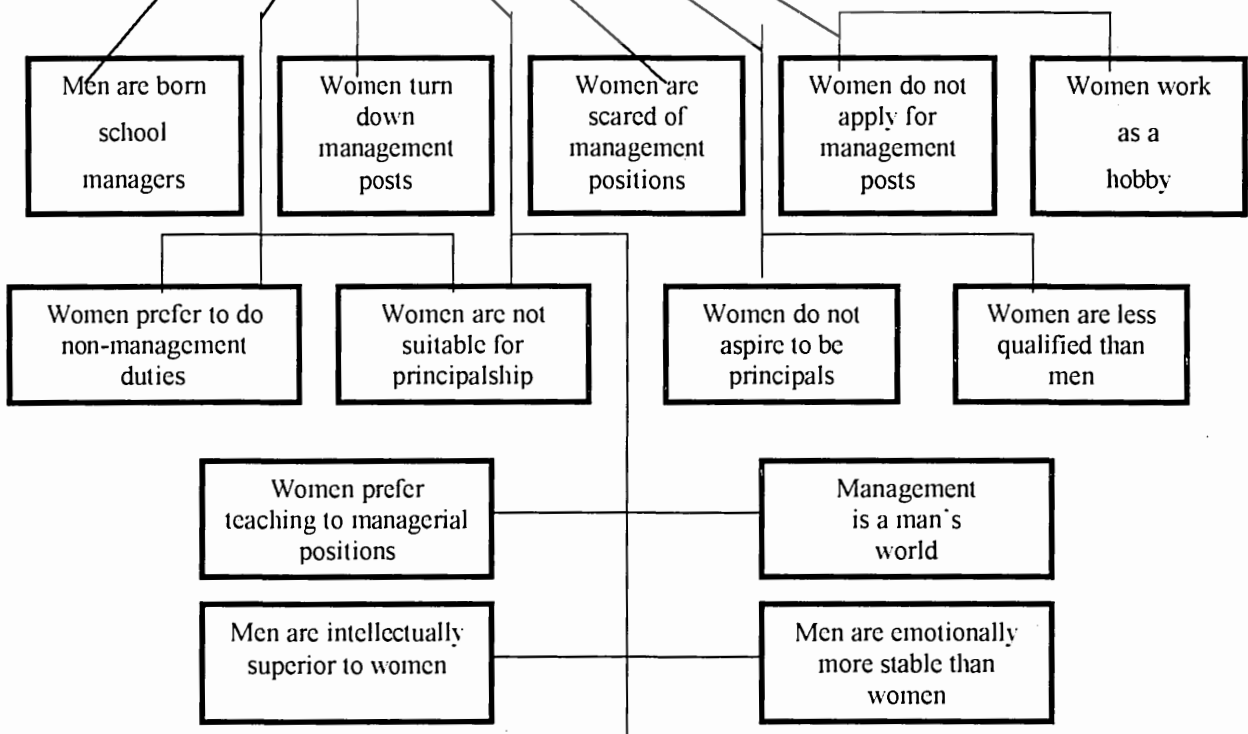
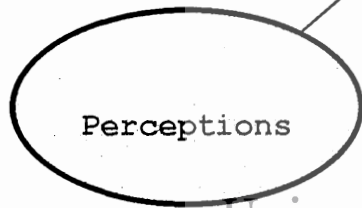


CATEGORY

Grouping of the Topics into larger clusters. To form categories. Identified the distinctive attributes – similarity.

TOPICS

Dividing data into parts by a classification system and segmenting data into units of meaning called Topics (Schumacher & McMillan, 486)



EXTERNAL FACTOR



DUTIES PRESCRIBED SPECIFICALLY FOR MEN

Drawing of the
School Time
Table

Management and
administration duties

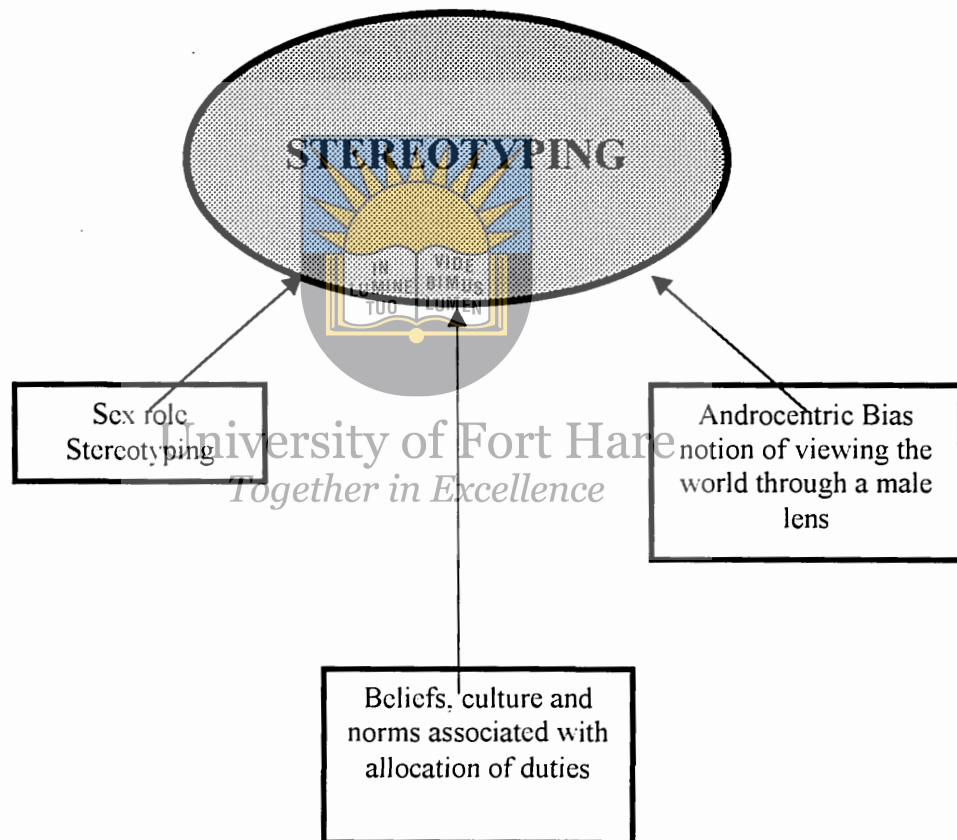
Heads of Departments
are males

Maintenance
of school
discipline

In the absence of
the Principal, a
male will be second
in command

Allocation of duties
to females, e.g.
catering

EXTERNAL FACTOR



3. Cross -checking each participant's responses on the Likert Scale with the interview responses did triangulation. Also, cross-checking among the different participants' responses was done.

3.11 Establishing Trustworthiness Of The Study

Due to the perception that qualitative naturalistic inquiry uses "soft techniques", the trustworthiness of qualitative naturalistic data is usually questioned, especially by positivists whose traditional criteria of sound inquiry are commonly referred to as internal validity, external validity, reliability and objectivity (Mrwetyana 1995: 94).



To add rigour to qualitative-naturalistic inquiry, the following alternative constructs are proposed: credibility, transferability, dependability and conformability (Lincoln and Guba, 1985; Cohen and Manion, 1980; Schumacher and Mc Millan, 1993). Purposeful sampling method as explained earlier, was used to enhance reliability of interviews. The aim was to maximise the range of information that was collected and to provide the most stringent conditions for theory grounding .

3.11.1 Credibility

Credibility is referred to as the extent to which the participants and the researcher's perception of a situation are similar. Interviews were the principal method of data collecting. Audiotapes were used to confirm reliability of notes. A Likert Scale of checking attitudes supplemented the use of interviews. Verbatim accounts of conversations and direct quotes from documents were included. The purpose served by such form of recording was to describe the internal and external factors that lead to the under representation of female teachers to principal's posts from the participants' perspectives.

3.11.2 Transferability

The key informants in the Uitenhage district were representative of similar teachers located in the Uitenhage and other districts of the Eastern Cape. When the contexts are similar, generalisations from the present study may be transferred to those similar contexts. However, it should be pointed out that such generalisations might not be treated as final. Instead, they may be working hypotheses for future investigations.

3.12 Reflections On The Researcher's Role

The researcher perceived herself as an "insider" and not an "outsider". Thus, her familiarity with the officials of the department of Education in the Uitenhage District and her familiarity with the Uitenhage District educators facilitated an ethnographic approach in the investigation. For the ethnographer to obtain information- rich cases, and to get a deeper understanding of the phenomenon (the factors that contribute to the under-representation of females in management positions) investigated, the researcher must be actively involved with the group, communicate with them, and spend a considerable period of time among them. In this regard, the researcher started her fieldwork with a distinct advantage because I was an educator at Molly Blackburn High School at Kwa Nobuhle Location in Uitenhage. She was also a seconded Education Development Officer from 1996 October to 1999 January in the Uitenhage district. She speaks Xhosa, English and Afrikaans, and there was no need for an interpreter who might misrepresent information. Therefore, the researcher had little difficulty in becoming involved with the interviewees.

Cole (1988:25) observed that by studying our own society, especially when it involves studying our own communities, we increase our sensitivity to how other

people react to research practised upon them. Another ethnographer (Sobahle 1999) who conducted an ethnographic investigation in his own community echoes this observation. This researcher too became aware that his respondents had a negative attitude towards being researched. They were of the opinion that as most Whites did most of their research on Africans, distortions and biased reporting about their lives was the order of the day and that nothing positive about them ever came out of research. Assuring the interviewees that they would be given opportunities to confirm what would be finally reported after the investigation allayed such fears.

Gaining access to the community the researcher was investigating did not pose the problems usually reported by outsiders. Her insider's position enabled her to cut down on the usual red tape of first spending too much time explaining the reasons why she wanted to do research. Since the District manager of the Uitenhage district who had worked with her for three years in the District Office knew her, her presence did not cause any suspicions. Moving in and out of the District Office was therefore not a problem.

The reaction to the researcher was perhaps less hostile than it would have been to a White researcher who would be perceived as an outsider. Their reluctance to be interviewed was reflected in their typical comment "SBO kuba inguwe comrade " (We are doing this because it's you comrade). They also stressed the importance of anonymity, as they feared possible victimisation by the officials of the Department of Education and the Executive Members of the South African Democratic Teachers Union (SADTU). Again they stated it clearly that the information would be released since they knew her very well "kuba inguwe Sbo". As a member of SADTU, the researcher could easily empathise with them. Her ability to empathise with them made it easy for her to assure them about the maintenance of their anonymity and the need for a Black researcher to research and write about their people as authentic authors.

In order to collect data, one has to communicate, but communication involves more than verbal exchanges. There are also facial expressions, body movements and tone of voice (Mitchell 1988:64). During her fieldwork, there were certain mannerisms the researcher immediately noticed whenever a sensitive topic was discussed. For example, when the perceptions held by the community about whether females were suitable for principalship or management, one could sense their discomfort from their body language. Most of the female respondents appeared to be very much emotional. One could sense that some of them were giving the information from personal experiences and observations.

It should be stressed, though, that the fact that she was an insider does not necessarily mean that there were no problems. On the contrary, she was always conscious that as an insider she may not always have much access to information as an outsider, for instance, it is possible for the insider to overlook highly salient data because of its familiarity. Sometimes the respondents could not talk at large about some problems. Some of their responses were brief and to the point, even though the questions asked were open-ended. This could be attributed to her previous status of an Education Development Officer. They could have been associating her with authority, the District Office. The researcher was also mindful of the danger that the insider's familiarity with the area being investigated may cause him/her to make errors of interpretation.

3.13 Summary

The foregoing chapter described the research methodology of the present study. The study was qualitative and employed the case study design. The research site was the Western Region of the Uitenhage District. The data collection methods used were ethnographic interviews and the Lickert Scale. Use of the two methods ensured the credibility of the findings. The approaches used for data

analysis were coding and pattern seeking. The following chapter deals with qualitative data analysis.



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CHAPTER 4

DATA ANALYSIS

4.1 Introduction

The previous chapter described the data gathering process that was engaged in when the factors that lead to the under-representation of females in management positions in High Schools in the Uitenhage District were investigated. Ethnographic interviews were employed as the primary data collection method, whereas the Likert Scale was used for finding out the attitudes of the respondents toward the generally reported perceptions accounting for the under-representation of women in managerial positions.

This chapter reports the overall findings of the investigation.

4.2 The Findings

As indicated in the introductory chapter, this study intended to investigate the following critical questions:

- What are the reasons for the under-representation of female teachers in principals' posts?

- To what extent do internal factors play a role in the under- representation of female teachers in principals' posts?
- To what extent do external factors play a role in the under- representation of female teachers in principals' posts?

This section seeks to present the findings of the current investigation with regard to the above critical questions.



4.2.1 Under representation of Women in Management Positions

All the respondents agreed that there were very few women that were employed in management positions. This finding corresponds with the EMIS STATS EVIDENCE. The term EMIS refers to Education Management Information System which indicates the number of teachers, classrooms and grades taught in a particular school. The EMIS STATS clearly indicate that out of twenty-six high schools in the Uitenhage district, only three principals are female, whereas twenty-three are male. This finding also corresponds with the findings of studies conducted by Coleman (1993), Davidson and Cooper (1992). In both investigations it was reported that women accounted for only 11% of the general management staff in Great Britain in 1988. The ERICA data base report of 1995 also confirms that 16% of the Chief Executive Officers' positions were held by women out of many Colleges and Universities in the United States of America. In

South Africa, studies conducted by De Vries (1991) and Linda (1991) reported that there are very few women in the top organisational structures in South Africa.

4.2.2 *Internal factors that Contribute to the Underrepresentation of Women in Management Positions*

The factors that influence the under-representation of women in management positions are classified as internal and external.



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4.2.2.1 *Perceptions Together in Excellence*

The perceptions held by the predominantly male employers were cited as one of the contributory factors to the under-representation of women in managerial positions.

- ***Women turn down management positions***

As regards the perception that women turn down management positions, two out of six respondents were undecided on their positions. They said that they did “not know”, “they wouldn’t be sure” whether women turn down management

positions or not. Three of the respondents agreed that some women do turn down management posts. One respondent completely rejected the perception that women turn down management posts:

I don't think that there is any validity in that statement. If women knew that they would be given the positions they qualified for, they would apply.

When asked to comment on the reasons for this state of affairs, one respondent argued that "...it is about where we come from, bias against women".

The past regime governed by apartheid principles accepted gender inequalities as a natural order of how things should be. When women competed with men for managerial positions, it seemed as if it was natural for the man to be appointed, irrespective of the female's competence. This is evident in the responses given by some of the participants:

Some Principals are just opposed to women as leaders.

Because women were seen as mothers, they could not be in management positions. It was even worse when they fell pregnant. They had to leave school. Males used that as a reason for not appointing women to these posts.

The conduct of the School Governing Bodies was cited as one of the reasons why some women turn down management positions. According to section 20 of the South African Schools' Act (1996) the School Governing Bodies are supposed to recommend the appointment of educators and non-educators to the employer,

the Department of Education. The perception inferred from the response of one respondent in particular was that some members of the SGBs are biased against women:

Some female principals are ill-treated and mishandled by the SGB and they end up feeling demotivated and losing interest (in applying for other senior posts).

The South African Democratic Teachers' Union is perceived to be so powerful that the majority of educators believe that if SADTU does not want an educator to be employed, SADTU will influence the Department of Education and the educator will not be employed. If employed against the wishes of SADTU, the latter is capable of making the affected educator's life extremely difficult, especially if the educator is a member of a Teachers' Union other than SADTU:

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Women are ill-treated and mishandled by SADTU...they turn down management positions because of fear, not fear because they can't manage, but because of fearing that they will be harrassed the whole of their lives and their families.

From this educator's response, it is fair to infer that this ill-treatment by SADTU usually targets women in particular. If that is accepted as a probability, it seems equally fair to argue that the possible reason for this perception is that the executive of SADTU is usually predominantly male.

When the issue of gender bias is discussed, it is generally assumed that it is the male segment of the population that discriminates against females. It never

occurs in our minds that males may be supportive, whilst women may be responsible for bringing other women down. This revelation is captured in this educator's response:

Women are ill-treated by other females, when a female is in a management position, other women look down upon her and think that they can do better than her in the same position.

- ***Women are scared of management positions***

Out of a total of six respondents, five rejected the perception that women are so scared of management positions that they do not even apply. It is interesting to note that this finding is in contradiction to (Cahoon 1991:1) that because of repeated attempts by females to apply for principals' posts without success, they have stopped applying.

Two respondents cited examples of women who applied for managerial posts such as the principal's and education development officer's posts and did not succeed.

Women these days do want to venture out, to show that they are on the same par with males.

One of the respondents, however, supported the perception that women are scared of management positions. The respondent attributed this fear to women's beliefs that the selection panels are always in search of male appointees:

During the interviews their (panel) perception is that they must look for a male to be the manager of a school, regardless of qualifications and skills.

These findings contradict the findings of investigations reported by Cahoon (1991) and Dean (1991). Both researchers reported that owing to the low self-esteem of women, they apply for less managerial positions. In similar vein, Shakeshaft (1987) equates low self-esteem with lack of self-confidence on the part of women. It is interesting to note that Shakeshaft attributes the lack of self-confidence to traditional belief and organizational system that limits opportunities for females to acquire experience that will help them to build confidence.

- ***Women are not suitable for principalship***

Five interviewees rejected the perception that women are not suitable for principals' positions. One educator cited examples of women who are effective principals. She further cited an example of even a high school principal who is a woman.

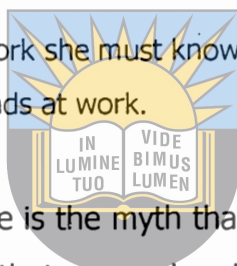
It depends at which level do authorities think women are suitable for management positions.

She went on to commend women principals of primary schools who produced well-behaved pupils.

One educator stated that it depends on the character of the individual:

If a person is weak by nature, even if he is a male, it means that he is not strong. He does not know any managerial skills or is not having any positive attitude about himself.

If a woman is a leader at work she must know that she is not a leader in my house. It all ends at work.



The main reason for that attitude is the myth that the woman's position is in the kitchen. It is interesting to note that one male educator's response was as follows:

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Well that is a myth women are suitable. They can be good principals. There are enough good female principals as there are good enough males.

This respondent gives reasons which are similar to the previous respondent. It is also interesting to observe that he also alludes to the fact that women are not given the opportunity to utilise their skills.

One educator stated that women are principals at home, a mother is also a female, ...a financial manager,...a leader at home.

One respondent out of six respondents, said that both women and males are suitable for principalship. She cites the example of her school where she believes that there is order and discipline in her school and teamwork:

For instance in my school, there is order and discipline, teamwork you name it, it is known and you too Mrs. M... you know it.

She further also compares two high schools, one high school which is led by a male (Muir boys college) and (Riebeeck girls high school) which is led by a female principal. She said that problems could be present in both schools but the standard of managing the school is the same. She further states that:

The logo of the University of Fort Hare, featuring a sunburst design with the motto 'LUMINE BIMUS' and the year '1829'.

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If only they (women) can be given a chance to show their expertise.

It would appear from the reasons cited by the respondents that women are not given a chance to show or utilise their skills or expertise in schools, and this reflects the problem of beliefs and bias against women in terms of allocation of duties whereby there are certain posts that are for males and certain posts that are associated with women. One should also take into consideration the fact that the authorities of the Department of Education (Employer) are all males.

I think these reasons reflect back to the ways of thinking of the African community which believes that and emphasize that it is only males who can do challenging jobs (Androcentric bias) which places men as leaders.

4.2.2.2. Availability of role models before joining the teaching career

All six respondents agreed that they had role models before joining the teaching career. One respondent stated that his role model was his high school teacher, he was a man. When asked why he regards that teacher as his role model, he gave the following reasons:

This teacher was a good teacher, a good sports master, exemplary and disciplined,.. He cared very much for us because he used to give us advices when we had problems.



Another female teacher had role models, which were both male and female. The reasons cited for choosing these teachers as role models is:

Teaching was a calling to them...always ready and willing to guide and help.

It is interesting to note that one educator does not tell me whether the role model was a female or a male, but she stated that she was at a later stage disappointed by her role model and she no longer regards this lady as her role model. Whilst she is in the teaching profession, she met the interviewee who at that period became her role model. But she further stated that her mother is her role model because:

She's very close to her, can identify with her, she supports and loves her, and she'll take her last thing to comfort a person.

One male respondent said that he had both male and female role models who were his primary school teachers. These role models were interested in their work.

The way my English teacher used to inspire me, this teacher was also an English teacher and she was very much disciplined.

One female educator said that she had a female role model who taught her grade 12. The reason given when asked why she regarded this lady as her role model was as follows:

The logo of the University of Fort Hare, featuring a shield with a sunburst at the top, an open book in the center with the Latin motto 'IN LUMINE VERITAS', and a banner at the bottom with the motto 'VIDE BONUS'.

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She knew her work very well and she was highly qualified than the rest of the teachers. She was very much disciplined.

One female respondent had both male and female role models that were always clean and formally dressed.

It appears from the findings of this research that only two female educators had a female role model. The stereotyped ways of thinking lead the researcher to think that the reason why the only two females had both male role models and female role models, especially male role models is their socialisation.

This reflects an inference drawn by Duff(1990) in his findings that the scarcity of women in top management positions limits the possibility of many aspirant women having a role model.

4.2.2.3 *Availability of role models after joining the teaching career*

Out of six respondents, it would appear that four respondents had no role models and only one educator had a role model.

One educator sees teachers as having a very low morale and not exhibiting the qualities and skills that are expected from teachers. She further stated that she does not have a role model amongst teachers, as they don't portray teaching ethics.



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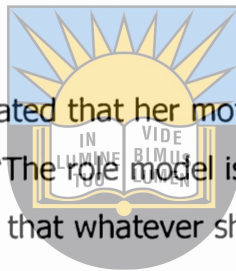
Teachers are demotivated, there are no incentives any more, the environment that we are working in is not conducive to teaching, and therefore that is why there are no role models.

One female teacher once thought that the previous female minister of Education was her role model but later on she disappointed her. Mrs.B... was a female Minister of Education in the Western Region of the Eastern Cape. When this respondent was asked to give reasons as to why she felt that the minister of Education disappointed her, she made it clear to me that she would rather not discuss that with me because it was highly confidential.

It is amazing to find that both males in this study have role models that are also males. Their role models (males) are males that are in the top positions in the department of Education in the Western Region. Both these males applaud these two male role models because of their administration:

Since Mr... came to this position, teachers know exactly what is expected from them, ...where they stand, he is pro- active and innovative.

One educator who previously stated that her mother is her role model, presents herself as her own role model: "The role model is myself". She said this statement because she believes that whatever she does portrays the good qualities of a teacher.



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One educator did not give a straight forward answer in trying to answer the question, she said that for her it was difficult to say whether she had a role model or not because of education which is governed by politics, whereby the ethics of the teaching profession seem to be forgotten by the educators and also by those who are our employers. She gave the following reasons for her inability to say whether there were role models or not:

Kids are roaming around the streets from Monday to Friday, there is no one who is accountable for looking after them, Principals are being chased away by the parents and kids from school.

The findings of this research corresponds with the writings of authors like Tsoka (1999) who found out that women who finally succeeded to make a break through into the leadership position, found themselves faced with a stuck of harsh reality of the lack of female role models that should inspire them. In the same vein Duff (1992:183) further stated that the scarcity of women in top positions limited the possibility of many aspirant women having a role model or a female mentor. This lack of role models that are females could be one of the reasons why females look up to males as their role models.

4.2.2.4 Career plan



Out of six respondents, five agreed that they never planned to be where they are today. Only one female respondent stated that she planned to be where she is today. They thought that by now they would be in senior posts like the head of department, vice principal, vice director of sport or director of sport.

When they were asked to give reasons as to why they thought that by now they would be in senior posts than the ones they are in now, they forwarded the following reasons:

One educator stated that because he worked so hard and sacrificed his time, he felt that he is supposed to be in a senior post in a sport department.

I thought that by now I would be in sport department, maybe as a director or a vice-director because of the work I've done to promote the love of sport to students.

Two educators stated that they were very much frustrated and felt demotivated because of the post levels they were.

I possess a senior degree,...at least my experience is good, why can't I be in a senior post.

Another educator said:

After seven years of teaching experience, I thought that I would be a deputy Principal



Another female advanced the following reasons:

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I regret after twenty years why did I chose to be a teacher, because of the frustration I'm in now, in 1976, I was an H.O.D., I've applied to many schools before, but not a single school appointed me as a Principal. In 1996, I've been taken to the Uitenhage district as a seconded Education development officer up to 1999, when I was told to go back to school to teach due to absence of money.

It is interesting to note that the findings in this study revealed that both males and females did not plan their careers. These findings are in contrast with the research results of Dean (1991:24) who said that few women plan careers the way men do. At the same time the researcher agrees with Adler (1993:30)) who

contend that the career plan of women is by drift or luck, being shaped by developments in one's life, because in this study, it was clear that females never planned their careers but they are filled with remorse because they think that by now they would be in senior posts.

The researcher also concurs with Ozga (1993:viii) who argues that women do not have access to the experience of unilinear career progress open to men, nor do they choose to pursue such limited versions of career developments. Women in this study assumed that because they are highly qualified that is the only route to obtain senior posts.



In spite of all the respondents, who never planned to be where they are today, one female respondent, who is now a principal, said that she planned to be where she is today. She further stated that although she has achieved what she wished to get, it was tough to move up the ladder. Also Ozga (1993) agrees that some women are determined to make progress. In the same vein Dean (1991:24) also states that few women plan careers the way men do and they may find teaching fits in with their family life.

4.2.2.5 Career break

Three respondents reported that career breaks had no effect on males, but had an effect on females.

Two respondents out of a total of six said that they have never experienced or witnessed what effect a career break has, and one male respondent said that a career break had an effect on him, but what is surprising is the fact that, at the same school, another male educator was treated differently than him as he had a negative experience.

One male educator worked as a teacher for three years, thereafter he went to work at "Ellerines Furnisher Store" for four years. When he joined teaching again, he had a nasty experience as his previous experience was never recognised. He applied for an H.O.D. post, but he was told that he does not qualify because of less number of teaching years, thereafter he did not get the post because his previous working years were not taken into consideration.

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When I came back to teaching my previous experience was not recognised, even the documents of the department of education did not have any information about myself, my file was nowhere to be found, and my previous experience was affected by my career break.

This respondent further stated that the career break had no effect on the female head of department because she left the school for six months because she was on maternity leave, but she was already an H.O.D.

One educator said that the career break had an effect on females and had no effect on males, when asked why the respondent said so, the following words were the respondent's response:

If males go for study leave, males are more acceptable with their improved qualifications, but when it comes to females, they do not get much of acceptances, they seem to be threats to males and to other women. I mean that there is that jealousy amongst women that now she is better than we (females) and that are now she is qualified, maybe she is going to think that she is better than we are. The inception is not the same.

One respondents cites an example of a female who was ill treated at her school just because she was seconded at a senior post:



One female teacher was seconded at the Port Elizabeth Teachers center for two years, when redeployment took who should be redeployed because of her teaching hours that were less than was required, this is equivalent to demotion because the career break led her to be redeployed, she has gone now to Ntabankulu School in Transkei.

Another female gave an account of what happened in her school:

If maybe a female is out for three months, the duty allocation is changed because students cannot be left alone without a teacher, but when you come back, you feel as if you are not accepted.

When you come back, you find out that they don't want to give you your duties back, there are no direction and it is usually females,

I don't know whether it is jealousy or not. From females the principal will demand work from you without giving you any feedback, no acceptance from you head of department, principal and colleagues. But with males it is rare, males don't get this problem when they come back,

The findings that women are affected by career breaks corresponds with authors like Adler (1993), Coleman (1993) and Ozga (1993) who assert that career breaks are detrimental to the progress of women and that the opposite occurs to men.



Study leaves, maternity leave and secondments to senior posts had an effect on women in this study, in so much that one woman who was seconded to the Port Elizabeth Teachers Center was affected and she found herself in the redeployment list. According to literature review, men are usually not affected by a career break, but in terms of the findings of this study, one male was affected because he was not the favourite of the principal of his school, whilst at the same school, one male was not affected who happened to be the principal's friend.

Career breaks may easily interfere with career paths and which in turn may hinder promotion prospects , as this happened to the male teacher who left to work at Ellerines Furnisher store in Port Elizabeth and in Uitenhage.

In a study conducted by Cahoon (1991:12) research results revealed that men make career decisions between the age of 18 and 25 years, whereas a woman is more likely to make her decision between the age of 25 and 35 years.

4.2.2.6 Career path

From the findings of this study it could be inferred that there is a significant difference between the career path of females and males.

It could be inferred that the career path of women is very slower than that of males. This inference is deduced from the information obtained from the respondents that females were negatively affected by career breaks and which in turn could easily interfere with their career paths.

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4.2.3 External Factors Contributing To The Under Representation Of Females In Senior Education Management Posts In High Schools

Greyvenstein (1991:308) said that external factors are inextricably interwoven with intrinsic barriers. De Witt (1991:571) further explained that external barriers refer to environmental barriers that exercise an influence on the advancement of female teachers in education management posts. Since internal and external factors are interwoven, some of the findings discussed in this section may sound as a repetition or may seem similar to those discussed under internal factors.

4.2.3.1 Recruitment procedures

Cronyism, the buddy system and the old boy network underlie the subtle covert barrier referred to as recruitment procedures which is very detrimental to the appointment of females to senior education management posts. The findings of this research reveals that out of six respondents, all of them agreed that they were informed about the vacancy, the date on which it would be advertised and the paper in which it would be advertised. However the respondents raised a concern of the interview panel which was not gender sensitive, whereby all males constituted the panel, or in some cases one female representative was found in the panel. Sometimes this female was a token because she had to succumb to what the males said, even if she did not agree with them (males), because of incorrect representation of the members of the panel.

The respondents also strongly raised the problem of nepotism, which was continuously practiced in the Uitenhage District. It was also alleged that the Education Development Officers were aware of the problem as they were always involved during the interviews and who seemed not prepared to remedy the whole situation because they were afraid of the members of the South African Democratic Teachers Union which is very notorious and has the largest numbers of teachers in the union.

These findings correspond with the writings of authors like Cahoon (1991) and Barbara (1993) who revealed in their findings that there is a lack of legitimacy in interview procedures, short listing and the formulation of the interview panel and procedures implemented for evaluating and ranking of candidates.

One educator stated that when there was a vacancy in the school, the standard procedure was that they were told when and where the vacancy would be advertised but he stated his concern about the following facts.

They do not get into details as to who'll be at the panel, all we know is that the governing body representatives will be there, who it will be, and we don't know, and also the requirements of the post are mentioned Teacher unions do take part... mostly controlled by males, it's rare that you'll find a female representative.

Nepotism takes place.

This respondent further mentioned the fact that she met all the requirements of the advertisement but still she was not recognised. She further mentioned that some of the males who were holding senior posts were her juniors in terms of teaching experience. She stated it clearly that she was 10 years old in this career and she was highly qualified, but because of favouritism among males who dominated the interview panel, she was still a post level one educator. She said that:

Nepotism takes place, it depends on who is there, which button you press... I've got more teaching experience and more qualifications... so I think there was if there was fairness, I could have been there.

One educator stated that they were informed about the vacancy, when and where it would appear, when interviews would take place, and said that they were also informed and told who the interviewees were and the principal usually told them about the quality of the teacher needed. But the respondent expressed some concerns regarding the principal's views and remarks and his recruitment style, like for instance this remark:

We can't allow a situation where we have more females, at least the ratio should be three is to one or four is to one, we can't where females dominate us (males).



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This utterance links up with Greyvenstein (1990:32) whose research findings proved that incorrect selection filtering occurs when interview panels consist of males only and selection taking place according to stereotyped gender role criteria, the most common filtering occurring in the hiring process.

Another educator said that all the staff members were informed of the paper in which it would be advertised and the date. She further stated that there was transparency in her school in terms of choosing the representative of the School Governing Body who was chosen publicly in a School Governing Body meeting. How teachers chose their teacher component to represent them in the panel was

not known. One should be mindful of the fact that this respondent was the principal of the school. The secrecy which was practiced in the way the teacher component was chosen was having a secret purpose, because this teacher would influence the representative of the School Governing Body especially the chairperson to choose the teacher preferred by some teachers in the same school, even if the teacher did not meet the requirements of the post that was advertised. She further mentioned the problem of absence of gender balance:

Sometimes teachers influence the School Governing Body members to choose their preferred candidate even if the candidate does not qualify, the problem is that females do not want to open their mouths, they want somebody else to to open a mouth for them... there are also more males than females in the interview panel.

One out of six respondents expressed gratitude towards the recruitment procedures as practised by her principal:

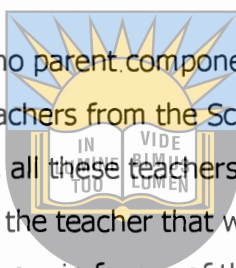
There is transparency in the recruitment procedures and there is also an open door administration but people seem not to take notice of that. Sometimes there is only one female in the panel, so the ratio is always unequal dominated by males.

When she was asked if this unequal ratio was the norm or if it was a perceived as a good thing, she replied by saying that:

I never seriously considered it, but now that the researcher has asked, in future something to correct the imbalance will be done.

Another respondent mentioned the serious problem of nepotism practiced in his school, whilst this respondent was interviewed for an H.O.D. post, the interview panel was deliberately incorrectly formulated. When asked to explain why did he feel that the panel was incorrectly formulated, he replied by saying that.

I mean that there was no parent component of the School Governing Body, there were only four teachers from the School and some representing the School Governing Body, all these teachers were the principal's friends and were also friends of the teacher that was interviewed with me, it was clear that the panelists were in favour of the teacher who was only one year in school.



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According to the South African Schools Act (Act no. 84 of 1996) the interview panel should be constituted as follows:

- One teacher, representing the teachers in school.
- One teacher component from the School Governing Body.
- One Non-educator.
- At least two representatives of the Unions present in that school.
- Three parent component representatives of the School Governing Body and the question of representativity should be considered, to be gender sensitive.

What was interesting was the fact that although the interview panels were incorrectly formulated, the Education Development Officers were always present and witnessed the whole thing, kept quiet because they also would not want to be chased away by the South African Democratic Teachers Union representatives.

One respondent traced the incorrect recruitment practices as far back as 1976 to 1993 when the schools were under the jurisdiction of the School Board. The school Boards were composed of retired principals, retired ministers, local councilors and parents from the community.

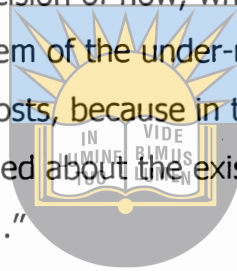


The schools were run by pastors who recognised only their church members. If your family was poor or coming from the farm, apartheid ruled, not the one, which was practised by Whites. The school board had more powers than the School governing body. Even if they suspected that you have delivered a baby, they would go to hospital check your breasts, checking if you really had a baby, after that you'll be chased away out of school. Having a baby and marrying was a big scandal (taboo). During the time of the Bantu education, we suffered a lot...from Bantu education to the Department of Education Culture and Sport, we were labeled.

The respondent further mentioned the incorrect constitution of the interview panel

There are different people wearing different caps, more males than females we females experienced all the things that are related to oppression, we had no rights and no privacy.

It was clear therefore that male domination in decision-making processes enabled males to recruit men to fulfill the senior management posts in education. However some findings in this research contradicts the findings of Cahoon (1991:13) who said that, "the decision of how, where and when positions are advertised compounds the problem of the under-representation of females in senior education management posts, because in this research, findings indicated that all the teachers were informed about the existing vacancy, when and where the vacancy would be advertised."



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Respondents were asked so that they can indicate the most important requirement between qualifications and experience in the appointment of a person in a senior education management post. Out of six respondents, four believed that qualifications were very much important and only two respondents said that both qualifications and experience were equally important points to be considered when senior personnel was employed.

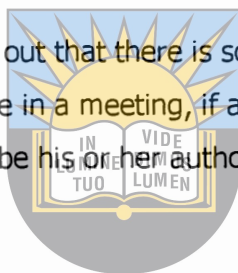
One educator who believes that qualifications were important forwarded the following reasons:

I mean if you are an under-qualified principal, you'll always feel threatened, you'll always be suspicious of highly qualified teachers, whatever they say, will

be scrutinised by you, because you think that they want to undermine your authority.... I think a senior person should at least possess a B.Ed. or an Honours Degree with courses that encompass human resource management and administration.

Another educator who also believed that qualifications were very much important, forwarded the following reasons:

If maybe the principal finds out that there is somebody who is more qualified than him or her, for example in a meeting, if a learned teacher raises a point, he'll feel threatened or maybe his or her authority will be undermined.



From the above mentioned reasons, it was clear that some Principals who were not highly qualified or possessing just the junior degrees were not happy in the company of teachers who were more learned than they were. It was also interesting to note that it was female respondents who stressed the importance of qualifications, and that they are both category E teachers.

However, one respondent who believed that both qualifications and experience were equally important, said that if only the candidates met the requirements, which were stipulated in the advertisement, that was enough.

Qualifications and experience are equal; it's up to you to be more qualified than the requirements.

However she further emphasised the importance of furthering the studies especially if one was in a management post so that the person was updated and would be able to develop his or her subordinates and motivate teachers.

Another educator who also believed that both qualifications and experience were equally important forwarded the following reasons when asked to justify his answer:



You can't lead without the necessary experience, skills of being a leader... you can't be a principal with a standard ten certificate. You need to have a degree and some years to back you up. The highest qualification should be an Honours degree for starters, it's best for a principal to be ahead of other teachers as a role model and as a leader.

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Another respondent gave the following reasons when asked why she said that both qualifications and experience were equally important:

I think both of them are important because you'll find out that there are qualified teachers who've got all the qualifications that are needed in management... so it's about both of them

Another respondent said:

You can't lead without having any previous experience of leading

people or Department.

Yet another one said:

Experience is important in a higher post and not very much important in a post level one post.

One respondent said that experience was very much important, although she had no previous management experience:



I never had proper experience in management, but my school is one of the best schools in Uitenhage.

It is quite amazing to note that even females stressed the importance of experience, whilst they were the same people whose career path was slow due to hindrances caused by males to females, whereby females are not afforded the same opportunities in schools, even the duties allocated to females were not challenging. The Department of Education stipulated that for one to be in a senior post, one had to move from post level one to post level two, from post level two to post level three, one cannot skip two post levels and get a senior post, one had to move through all these steps.

4.2.3.2 Duties which are specifically prescribed for women

- **Sex role stereotyping**

Schumuck (1986:177) and Duff (1992:178) said that men are geared towards academic posts with high opportunities, whilst females specialise in pastoral work with low opportunities. The following duties, which are specifically allocated, to females confirm the above findings:

It would appear from the findings of this research that out of six respondents, five respondents said that women are responsible for cleaning of classrooms, toilets and the grounds of the school. Women are also responsible for monitoring if the school uniform is well put on by students both boys and girls, catering for the standard ten farewell function or banquet, decorating the school hall for functions like the banquet and prize giving ceremony.

However one respondent said:

Few women control late coming, they do it on their own, otherwise this duty is allocated to males.

It is true to say that all the above-mentioned duties are pastoral duties associated with women. Dean (1991:24) contends that sex role stereotyping is the main reason for women not getting administrative posts, because the whole population believe women to be passive rather than assertive, conforming rather

than dominant and emotional rather than even tempered. Therefore maybe that's why they (women) are given pastoral duties.

It is amazing to note that the following information contrasts with that given by the other respondents. One educator said that in her school, some women are also performing duties related to males:

In my school, some women are in the examination and the school development team Committee.

Another said:



We (females) draw the timetable, decorate the timetable and also decorate the administration block. We are organisers and Co-ordinators.

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She further stated:

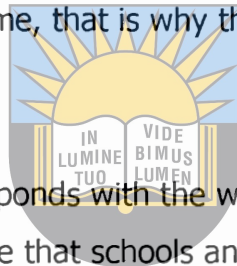
Females are creative in the first place. Females are decorators of their homes/houses. They are not afraid to stand up and do things, they are ambitious, and they want their things to be 100%.

Women in some schools maintain discipline. Coaching of net ball and entertaining visitors especially the Education Development Officers is also part of the duties of females. These two duties are not duties that can lead to promotion, therefore these last mentioned duties corresponds with findings of

James (1984:130) who revealed that many women in his study felt that they were not given the opportunity to prove themselves because of prejudice against them.

One educator further mentioned that at home women are supposed to clean, cook so that duty is transferred to school which is another organization which has it's own expectations. Men are supposed to do duties outside the kitchen, herd the sheep and cattle at home, that is why they are thought to be leaders even in the workplace.

The findings in this study corresponds with the writings of authors like Hirschowitz (1986:38) who argue that schools and families contribute to sex role stereotyping:



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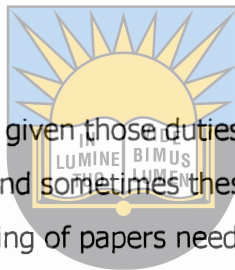
Where teaching is traditionally viewed as complementary to a woman's role of wife and mother, management is contradictory to this role, thereby causing further conflict" (Greyvenstein 1991).

It appeared from the responses of the respondents that the cultural perceptions of husbands being the head of the family still exist in the workplace. The main barrier noted here is a cultural barrier because it prescribes that a woman's place is at home, "Such cultural prescriptions go a long way and eventually can work against certain individuals or sections of society as they do

against women even in areas where they too, also deserve promotion to leadership positions" (Raum in Duminy 1966).

Laxton (1984:49) and Linda (1990:43) believe that institutional discrimination involves perceptions of status of occupations and pay levels, which are generally regarded as a norm.

One male educator said that:



The reason why women are given those duties may be the principal thinks that they deserve those duties, and sometimes these duties are given when there is a need, for example when typing of papers need to be done.

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He further said that females in his school deal with students' socio economic problems.

It is clear from the findings of this research that the duties performed by women are not likely to improve their career path. It is also likely to be slower than that of males.

Pope (1982:10) asserts that sex role stereotyping inhibits upward occupational aspirations because of role conflict, low self-esteem and the perceived results of occupational achievements, which are not as positive for women as for men.

- ***Duties which are specifically for men***

One educator said that he knows these duties from personal experience, as he is also a male head of department.

Drawing of the timetable, allocating duties to Junior staff, deal with exams, remind females to do their work, in charge of trips, we are also grade heads.

Another educator cited the following examples of duties performed by males.

Males are given controlling jobs, control of late coming students, most of those jobs are given to males.



One female respondent said:

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Males are not given the duties of cleaning, as if it is our (females) school, males are heads of school, at times the principal is responsible for drawing of time table, but he has taught quite a number of teachers to do the time table...so that maybe if we get senior posts, you can be able to perform those duties.

The following respondent cited an example of a duty, which is performed by one male head of department although in his school there are five male heads of departments and one female head of department:

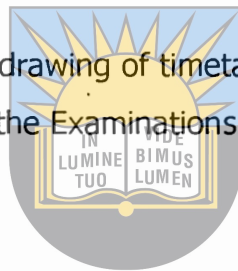
Some of the males are second in command whenever the principal is away, one of the males is given the duty of running the school until the principal comes

back, this duty has never been given to the female head of department.

It is amazing to note that this duty of running the school has also never been given to other male heads of department.

Another respondent who is a school principal described the duties that she allocated to males in her school:

Males are responsible for drawing of timetable; they are convenors of different committees like the Examinations committee, allocating of duties to junior teachers.



When she was asked why she allocated those duties to males she explained that it was because males in her school were good in those duties; it was not because of gender bias.

Males are responsible for drawing of timetable, they are the heads of departments, and males allocate ground duties to junior staff, and see to it that the committees are functioning very well. Males also assist when it comes to toilet cleaning also assist in the maintainance of discipline. I must say that I prefer males to do the functions that I've mentioned.

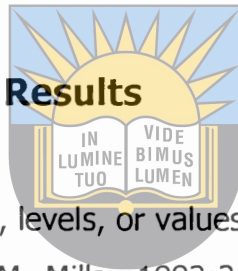
Another female respondent said this about the duties that males are responsible for:

They always look at our (females) weak points and never commend us on our

strong points. They have no specific duties as we all do the work but of course they always take the back seat.

The findings of this research are similar to the findings of a research study conducted by Cahoon (1991:13) who asserts that males are sometimes given assignments seen generally as being more central, more critical, more visible and more relevant than the duties given to females.

4.2.4. The Lickert Scale Results



"A scale is a series of gradations, levels, or values that describes various degrees of something"(Schumacher and Mc Millan 1993:244). For the purpose of this research a Lickert Scale was used because it allows fairly accurate assessments of beliefs or opinions. It was also preferred because many of our beliefs and opinions are thought of in terms of gradations. In Schumacher and Mc Millan's words (1993:244), "We believe something very strongly or intently, or perhaps we have a positive or negative opinion of something".

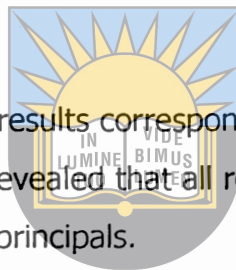
The Lickert Scale was in the form of a questionnaire followed by a scale of potential responses. The different response scales used were: agree, disagree and do not know. The subjects were requested to check the place on the scale that best reflects their beliefs, perceptions, attitudes and opinions. Each response was allocated one mark. This section tabulates the scoring as well as the findings.

4.2.4.1 Women do not aspire to be principals

Table 4.1

	Agree	Disagree	Do not know
Male		2	
Female		4	

It can be seen in Table 4.1 that regarding the perception that women do not aspire to be principals, all the six key informants rejected the commonly held perception.



The findings of the Lickert scale results correspond with the findings of the ethnographic interviews, which revealed that all respondents rejected the view that women do not aspire to be principals.

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These findings support the research results of a study conducted by Davidson (1985) and the Weindling and Earley report (1987) which revealed that both men and women are interested in promotion posts.

4.2.4.2. Women prefer teaching to managerial positions

Table 4.2

	Agree	Disagree	Do not know
Male		2	
Female		4	

Table 4.2 shows that all the six informants rejected the perception that women prefer teaching to managerial positions.

The findings of this research study correspond with the Davidson (1985) and the Weindling and Earley report (1987) which confirmed the fact that both men and women are interested in promotion post.

4.2.4.3. Management is a men's world

Table 4.3

	Agree	Disagree	Do not know
Male		2	
Female		4	

It can be seen in Table 4.3 that regarding the perception that management is a men's world, all the informants rejected this view. It is amazing to note that even the males in this study rejected the perceptions.

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These results correspond with the ethnographic interview results, which rejected the view that women are not suitable for principalship.

4.2.4.4. Men are intellectually superior to women

Table 4.4

	Agree	Disagree	Do not know
Male	1	1	
Female		4	

Table 4.4 shows that out of six informants, one informant agreed that men are intellectually superior to women. It is interesting to observe this only informant is a male.

However, five respondents rejected the perception that men are intellectually superior to women.

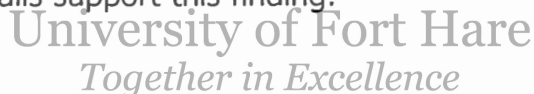
4.2.4.5. Women are less qualified than men

Table 4.5

	Agree	Disagree	Do not know
Male		1	1
Female		3	1

Table 4.5 reflects that out of six respondents, four respondents rejected the perception that women are less qualified than males. However, two respondents seemed to not know whether women are less qualified than males or not.

The biographical details support this finding.



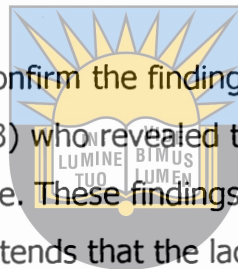
The findings of this research support the findings that emanated from the research studies conducted by Davidson (1985) and the Weindling and Earley report (1987). which revealed that it is a myth, which does not match reality to think that women are less, qualified than men. The Jones (1990) study revealed that women teachers were the best qualified and male teachers worst qualified.

4.2.4.6. Women have a better self- esteem than men do

Table 4.6

	Agree	Disagree	Do not know
Male			2
Female		4	

It can be seen in Table 4.6 that regarding the perception that women have a better self esteem than men, four respondents seem to reject this perception, whereas, two respondents do not know whether women have a better self-esteem than males or not. It is however amazing to observe that both males respond in the same way, could it be because they do not want to commit themselves or that they indirectly say that women have a lower self-esteem than men.



The findings of this research confirm the findings of the research studies conducted by Cahoon (1991:13) who revealed that women have a low self-esteem and lack self-confidence. These findings are further confirmed by Shakeshaft (1987:85) who contends that the lack of self confidence is assumed as one of the internal factors that leads to the under-representation of females in senior education management posts.

4.2.4.7. Men are emotionally more stable than women

Table 4.7

	Agree	Disagree	Do not know
Male	1	1	
Female		3	1

Table 4.7 shows that out of six respondents, four rejected the perception that men are emotionally more stable than women do. However, one respondent seems to not know whether the perception is true or not. One male respondent agree that men are emotionally more stable than women.

4.2.4.8. *Women do not apply for principals' posts*

Table 4.8

	Agree	Disagree	Do not know
Male		1	1
Female	1	3	

Table 4.8 shows that regarding the perception that women do not apply for principals' posts, out of six respondents, one respondent agrees that women do not apply for principals' posts. However, four respondents rejected the perception that women do not apply for principals' posts. One respondent seems not to know whether women do not apply for principals' posts or not.

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The findings of the Lickert scale results confirm the findings that emanated from the ethnographic interviews which revealed that women do apply for principals' posts. The ethnographic interview results also revealed that women are not scared of management positions.

4.2.4.9. *Women work as a hobby*

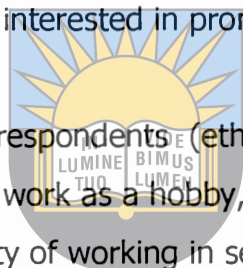
Table 4.9

	Agree	Disagree	Do not know
Male		1	1
Female		4	

It can be seen in Table 4.9 that regarding the perception that women work as a hobby, out of six respondents, five rejected the commonly held perception, whereas one respondent seemed to not know whether women work as a hobby or not.

The findings of this research support the research results of a study conducted by Davidson (1985) and the Weindling and Earley report (1987) which revealed that both men and women are interested in promotion posts.

Some of the utterances of the respondents (ethnographic interview reports) confirmed that women, do not work as a hobby, the only problem is that they are not afforded the opportunity of working in senior education management posts.



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4.2.4.10. Women prefer to do non-management activities in school

Table 4.10

	Agree	Disagree	Do not know
Male	1	1	
Female		4	

Table 4.10 shows that out of six respondents, one seemed to favour this perception, whereas five respondents rejected the perception that women prefer

to do non-management activities in school It is however interesting to note that it is a male respondent that is in favour of this perception.

The Lickert Scale results confirm the findings that emanated from the ethnographic interviews

These findings further confirm the Davidson (1985) and the Weindling and Earley report (1987) which revealed that both men and women are interested in promotion posts.



4.2.4.11. Men are born school managers

Table 4.11

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	Agree	Disagree	Do not know
Men		1	1
Female		4	

Table 4.11 shows that regarding the perception that men are born school managers, five respondents rejected the commonly held perception, whilst only one respondent seemed not to know whether men are born school managers or not.

This perception is associated with socialisation process and androcentric bias, which places males at the heart of management.

4.2.4.12. Lack of confidence prevents women from being appointed as principals

Table 4.12

	Agree	Disagree	Do not know
Male		2	
Female		2	2

Table 4.12 shows that out of six respondents, four rejected the perception that lack of confidence prevents from being appointed as principals. However, two respondents indicated that they do not know.

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The Lickert scale results support the results that emanated from the ethnographic interviews. However, these findings do not correspond with the research results of a study conducted by Cahoon (1991:13). who revealed that because of a lack of confidence and a low self-esteem. women apply for a lot less positions.

However, Shakeshaft (1987) contends that the lack of confidence assumed, as one of the internal factors is a product of traditional belief that limits opportunities for female teachers to acquire experience that will help them build self-confidence.

4.2.4.13. Women have more career breaks than men do

Table 4.13

	Agree	Disagree	Do not know
Male			2
Female		1	3

It can be seen in Table 4.13 that regarding the perception that women have more career breaks than men, out of six respondents, one respondent rejected this view, whilst five respondents did not know whether women have more career breaks or not.



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4.2.4.14. Women do not plan their career path

Table 4.14

	Agree	Disagree	Do not know
Male			
Female	2	2	2

Table 4.14 shows that regarding the perception that women do not plan their career path, out of six respondents, two respondents were in favour of this

perception, whereas two respondents rejected the perception. However, two respondents did not know whether women do not plan their career path or not.

The Lickert scale results confirm the ethnographic interview results.

Furthermore these results support the research results of a study conducted by Dean (1991), which revealed that women do not plan their career, and that their career path is by drift or luck.

4.2.4.15. Women are suitable for management positions

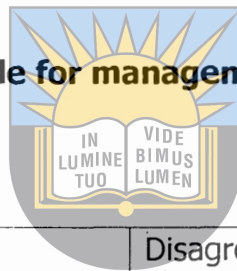


Table 4.15

	Agree	Disagree	Do not know
Male	2	0	0
Female	3	1	0

It can be seen in Table 4.15 that regarding the perception that women are suitable for management positions, out of six respondents, five were in favour of this perception, whereas one respondent rejected the view that women are suitable for management positions.

4.2.4.16. Career breaks have a huge effect on women's promotion

Table 4.16

	Agree	Disagree	Do not know
Male			2
Female		1	3

Table 4.16 shows that out of six respondents, one rejected this perception, whereas five respondents did not know whether career breaks had an effect or not since some of them said that they did not experience career breaks in their particular schools.

The Lickert scale results do not confirm the results that emanated from ethnographic interviews, because during the interviews the researcher tried to explain the meaning of the term CAREER BREAK and some responded differently from the Lickert scale results.

Adler(1993) Coleman (1993) and Ozga (1993) assert that career breaks are detrimental to the progress of women and the opposite exists to men. The interview information confirmed the findings of these researchers .

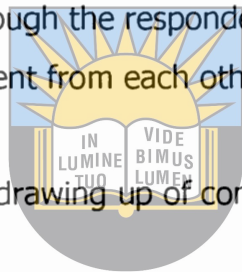
4.2.5 SUMMARY

The foregoing chapter described the findings of the study. The respondents gave reasons that led to the under-representation of females in principals' posts in the

Uitenhage district. The Lickert scale of checking teacher attitudes confirmed the results. The internal and external factors that led to the under representation of females in principals' posts were stated by respondents from their own perspectives. The data obtained from this chapter shows that internal and external factors that lead to the under-representation of females in principals' posts do exist in the Uitenhage district in South-Africa.

The responses of post level one; two and three educators were not very much different from each other. Although the respondents were in different categories, their responses were not different from each other.

The next chapter will focus on drawing up of conclusions and recommendations on the study.



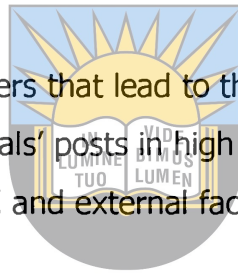
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CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

The research study on the barriers that lead to the under- representation of female Black teachers to principals' posts in high schools in the Uitenhage district proposed to identify the internal and external factors that contributed to the research problem.



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Chapter four has looked into the findings of the study and found that internal and external factors lead to the under-representation of Black female teachers in high schools in the Uitenhage district in the Eastern Cape Province.

To investigate the stated problem of the study which is " Why Are Women Under- Represented In Principals' Posts"(refer to 1.3.1), the researcher undertook to focus on the two following aspects:

1. To what extent do internal factors contribute to the under- representation of Black female teachers in high schools?

2. To what extent do external factors contribute to the under- representation of Black female teachers in high schools in the Uitenhage district?

Chapter five, therefore focuses on drawing up conclusions and recommendations on the study on the basis of the afore- mentioned aspects.

In an attempt to address the barriers that lead to the under -representation of Black female teachers in principals' posts in high schools, the following conclusion is drawn.



5.2. Conclusion

The following conclusions are drawn from the findings of this research and are based on the aims of the study. It is evident from the above review of gender in education that serious gender inequities do exist in South Africa, especially in the Uitenhage district of the Eastern Cape Province. There is a need for further research on the reasons for the under- representation of Black females in principals' posts.

The ethnographic interviews and the Lickert scale results confirmed that although teaching is popularly characterised as womens' work, women are missing from the principals' posts and other top management positions. There is an extremely low representation of women in education management posts and little attention is given to this problem in the Uitenhage district.

Many teachers desire to be in senior education management posts but some males seemed to be opposed to this. The influence of culture, which presents in sex role stereotyping, compounds the problem.

The major barriers that lead to the under- representation of Black female teachers are perceived to be the following: The lack of role models, mentors and support seems to be a major problem to women aspiring to principals' posts. The lack of role models is also due to female jealousy towards other females who are in management positions.



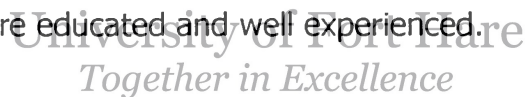
Career breaks, career paths and career planning also seem to serve as barriers. The lack of career planning in this study is a problem that faced both males and females because they did not plan their careers but expected things to happen.

Commonly held perceptions, which are: Women turn down management posts, women do not apply for principals' posts, and women are scared to be principals were rejected by some of the key informants in this study.

Duties that are specifically prescribed for females which are underscored by stereotyped ways of thinking and prejudice also increases the problem. Many females appear to be doing more work but have no prospect of receiving any promotion even in the form of an allowance. In schools, even females who are in management positions are tokens. This leaves many female teachers who have

the potential to manage feeling neglected, under-valued, poorly rewarded and marginalised. The duties that are prescribed for women have an undermining tone and are very much part of the schools' cultural norms captured in the curriculum.

Prejudice and discrimination against female teachers, sex role stereotyping and unfair recruitment procedures are also a problem. Prejudice has the potential of leading to real acts of discrimination, no wonder in the Uitenhage district there are very few females in principals' posts. The reason for this could be due to the perceptions held about women and which lead to think that females are not competitive enough to be successful in the management world. According to the results of this study, women said that they are ready to compete successfully as leaders because they are educated and well experienced.



The main serious barrier as perceived by the researcher in this study was the unfair recruitment procedures, which go hand in hand with nepotism. The most serious problem occurred during the short listing period of candidates, interview selection filtering occurring when interview panels consisted only of males and selection, which occurred according to stereotyped gender role criteria.

Nepotism in the Uitenhage district poses a very serious threat. If you are not born in Uitenhage, if your family is not well known or if you are not a strong member of the South African Democratic Teachers Union, you will never get a senior post. From this study it was also revealed that if you were not a friend of

the principal or of the members of the school governing body, you would never be in a senior position.

Some of the above mentioned areas are suggested for more in -depth research.

5.3. Recommendations

Qualitative researchers do not at all times make recommendations since they research a case so as to understand how people think, feel and perceive the phenomenon which is investigated. The researcher feels that her recommendations might not portray what the key informants said or could have a negative influence to the whole research results.

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In an attempt to identify the barriers that lead to the under- representation of Black female teachers in principals' posts in high schools in the Uitenhage district, the following recommendations based on the ethnographic interviews and Lickert scale are suggested:

There should be a strategy, which is aimed at countering sexism; a team composed of both males and females should monitor too much interference by teacher Unions, under- utilisaton of female teachers and countering nepotism throughout the education system and this strategy.

There should be programmes aimed at facilitating more equitable gender attitudes and to make special provision for the advancement of females into

senior Education management positions e.g., workshops on being assertive, administration and management skills

The school Governing Body needs to have a policy and procedures in place, countering discrimination which should be understood by all the members of the School Governing body and the school staff. This policy needs to be implemented and monitored.

Training and experience in related activities are essential to prepare females to aspire and cope with management duties so as to provide female role models.

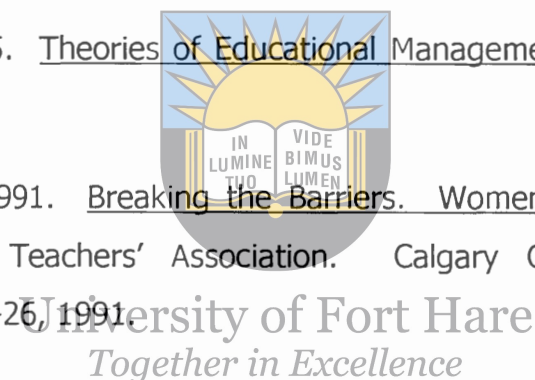
Lastly, the access to and level of participation of females in management training and other developmental opportunities need to be monitored and written reports available to all educators. *Together in Excellence*

The researcher would be gratified if the findings and recommendations of this investigation could have an impact on the agenda of addressing the inequities that characterise management positions in education.

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ISEBE LEMFUNDO
IPHONDO LEMPUMA-KOLONI

Annexure 2

Reference Verwysing : Ireferensi	☒ :9954000	Office of the Kantoor van die L-ofisi	District Manager Private Bag X64 UITENHAGE 6230
Enquiries Navrae : Imibuzo	E.M. Kani	Fax No. 9227659 Faks Nr. : Faksi No.	02 December 2000

TO WHOM IT MAY CONCERN

This serves to confirm that **Sibongile Cleopatra Mayana** has been granted permission to conduct interviews with High School teachers. This is for the purpose of her studies towards MA degree at the University of Fort Hare.

Her research could be of value and assistance to both teachers and the Department. The interviews will be conducted **only** during the teachers' spare time.

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Thank you


E.M. KANI
DISTRICT MANAGER
UITENHAGE

26 Ben Mazwi Street
Kwa-Magxaki Location
Port Elizabeth
6201

The District Manager
Mr E. Kani
Uitenhage District Office
Private Bag x64
Uitenhage
6420



PERMISSION TO USE SITE

University of Fort Hare
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Sir,

I am currently registered at the University of Fort Hare as an M. ED student in Management and Policy.

The title of my dissertation is : **THE UNDER-REPRESENTATION OF FEMALE TEACHERS IN PRINCIPALS' POSTS IN THE UITENHAGE DISTRICT IN THE EASTERN CAPE;**

The aim of this study is to determine the barriers that lead to the under-representation of females in these senior Education management posts.

I therefore request you sir, to grant me permission to conduct interviews to some teachers in the Uitenhage District. The interviews will be conducted in June year 2000, during the school holidays. The results of the interviews will be sent to the University of Fort Hare.

Thanking you in advance,

Yours Faithfully
Mrs. S. Mayana.

Annekees

26 Ben Mazwi Street
Kwa Magxaki Location
Port Elizabeth
6201
01.06.00

Dear Educator

REQUEST FOR PARTICIPATION IN INTERVIEWS.



I am currently registered with the University of Fort-Hare as an M.ED student. I would love to interview you in my study. The topic of my study is **THE UNDER REPRESENTATION OF FEMALE TEACHERS IN PRINCIPALS' POSTS IN HIGH SCHOOLS IN THE UITENHAGE DISTRICT IN THE EASTERN CAPE.**

The aim of this study is to determine which internal and external factors contribute to the under representation of female teachers in principals' posts in the Uitenhage district.

The interviews will be conducted at your home at a time that is convenient to you. The results of the interviews will be sent to the university of Fort-Hare. Your anonymity will be maintained.

Hoping that you will respond soon and in writing.

Thank You.
Yours Faithfully
Mrs. S. Mayana

Ameres

Tinara high school
Uitenhage
6242
20.06.00

Dear Mrs. S. Mayana

Acceptance letter to participate in your study as an interviewee.

Your letter dated 01.06.00 refers.

Thank you for choosing me to participate in your study as an interviewee.

I am happy to hear that the interviews will be conducted at home since some of the information could be containing personally and politically sensitive information.

However, I once again plead with you to maintain my anonymity and confidentiality.

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Thank you.
Yours faithfully



ANNEXURE 4

THE ACTUAL INTERVIEW GUIDE

OPEN-ENDED CONVERSATIONAL QUESTIONS.

Question 1.

You have a teaching experience of...years.
What have you observed about the appointment of women to managerial positions in the schools?

Question 2 .

What would you attribute your observations to ?

Question 3 .

I am told that some women turn down management positions. What could be the reasons for that ?

Question 4 .

There is also a perception that women are scared of being managers that they do not even apply for managerial positions. What do you think ?

Question 5 .

There is another belief that women are not suitable for principalship. What do you think ?

Question 6 .

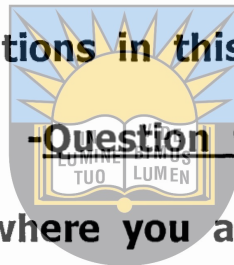
What types of responsibilities are given to women at your school ? Why?

Question 7 .

Why did you choose teaching as a career ?

Question 8 .

What are your aspirations in this field ?



-Question 9 .

Did you plan to be where you are today ?

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Question 10.

Before you trained as a teacher, who was your role model ? Why?

Question 11.

Who is your role model now in the education field ? Why?

Question 12.

Question 12.

What effect does a career break have on males and females ?

Question 13 .

In the appointment of a principal, which one is more important than the other (experience or qualifications) or are they both of equal importance ?



Question 14 .

What obstacles have you experienced in your career development ?

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Question 15.

What is the future of women in this field ?

Annexure 6

INTERVIEWS AS CONDUCTED ON BABES

SEX : female

CATEGORY : F

POST LEVEL : 2

Interviewer : How long have you been teaching ?

Interviewee : I started teaching on the 19th of January 1976, almost 24 years now.

Interviewer : 24 Years, quite a long time okay.

Question 1

Interviewer : So what have you observed about the appointment of women to managerial positions in the school ?

Interviewee : Okay, in our days, lets say in the 1976, there were no principals in the first place , who were females, only male principals were given the positions but, there were few female principals in the lower primary schools, Secondary schools up to high school level. Only male principals were appointed, that's what I've experienced.

Interviewer : Okay okay, so you say. There were more principals in primary schools, more than in high school.

Interviewee : They were more in the sense that they were females in the primary school.

Interviewer : So, what have you observed about their appointment ?

Interviewee : Okay, their appointment then, it was just depended on the school governing body.

Interviewer : The school governing body.

Interviewee : Because they were supposed to rule and choose the person they wanted, if you were not in favour of those people, you will not be appointed but there was a stigma, that if you are a female, they don't take you as a principal, that can rule. It was difficult to get a post, when you are a female.

Interviewer : Okay, you say there was a stigma because you are a female, you could not be appointed in those positions.

Interviewee : More especially if I can add in that time, there was a saying that if you are pregnant you must leave the school and then leave your job, you can't work because you are married.

Only male principals of teachers were in these positions. So that stigma is still there even now in our, in this new South Africa.

Interviewer : So you say still the stigma is still present, what do you mean ? Because I understand the department now, is including teacher organisations you see, all that staff, so what do you mean ? Is it still present ?

Interviewee : It is. 10% of principals in Uitenhage are females but 90% are males.

Interviewer : Why do you think is the reason for that ?

Interviewee : It's because they don't want eh... female principals, because they are saying, you can't lead because you are a mother, you are supposed to be a house wife, you are supposed to look after your children all that thing.

Question 2.

Interviewer : Okay Babes, I am told that some women turn down management positions . What could be the reason for that, is that so ?

Interviewee : In some cases they do turn down management positions, because you'll find out in most of the schools, the school governing body, the principal is supposed to work hand in hand with the school governing body and the school governing body chair persons are

almost males, and the entire school governing body is ...is... composed of males, so they don't want or trust females to stand there as a leader, because now if you are the principal of the school, it means then that you are going to lead the school governing body, teachers and children, but you find that some female principals are ill treated, mishandled by the school governing body and feel demotivated and end up losing interest and turn down the post because of ill treatment, and lack of co-operation (intsebenziswano).

Interviewer : So you say some members of the panel , sometimes there are more males than females, sometimes there are no females, okay. And what about the school governing body members.

Interviewee : School governing body members , most of them are males, but you'll find only 3 (three) out of 15 (fifteen) , three are females, twelve are males, so (bayarulisha) they rule.

Interviewer : I am also made to believe that the teacher unions also, have a role to play in the appointment of teachers , what is your belief ?

Interviewee : Yes in this new South Africa, teacher organisations also have a role to play, but you'll find out that their role they are saying, it's not..., they must not take the initiative fully, because they are..., must be there as observers, because they are 2 (TWO), most of the members are there, are the school governing body members who has the rulling.

Question 3.

Interviewer : There is also a perception that women are so scared of being managers that they don't even apply for management positions, what do you think ?

Interviewee : Iya (YES) I could say because of that stigma, I've mentioned earlier on, females don't want to be managers, resistance to change is not yet okay, because you'll find out in the new South Africa, saying that they are introducing the affirmative action, but even that affirmative action is being theorised in Africa and when there are interviews whereby females competes against males,

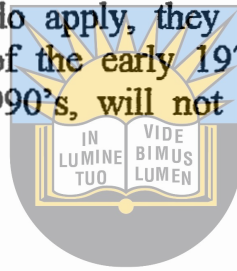
you'll find that their perception is that they must look for a male to be the manager of the school, regardless of qualifications, skills and whatever is possessed by that female.

Interviewer : So you also believe that women are scared of being managers.

Interviewees : They are scared, but some of them are not scared because they do qualify and some of the females can cope with whatever problem which they encounter in schools.

Interviewer : So you do believe that some of them do apply for the posts.

Interviewee: Some of them do apply, they will differ as said earlier on, female teachers of the early 1970 something and female teachers of the 1980 and 1990's, will not be the same, that's where the break down is.



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Question 4

Interviewer : Babes, there is also another belief that women are not suitable for principalship. What do you think ?

Interviewee : They are suitable.

Interviewer : You think they are suitable ?

Interviewee : No, they are suitable.

Interviewer : Why do you say so ?

Interviewee : You are a principal at home, because everything at home is being run by the female, a mother is a female, a mother at home is a leader because the father does nothing, a financial manager first, seeing to it that everything goes smooth, so that skill that she possess from being a leader at home, can be applied even at school, so they are suitable, 100% suitable , because of that stigma, the one I mentioned earlier on.

Interviewer : Okay, okay , so you say , females are suitable for principalship.

Question 5

Interviewer : What type of responsibilities are given to females in your school ?

Interviewee : Okay, there are many responsibilities that are given to women at school, lets say, if at school, we are having a function, the principal will call the staff, and the principal will lay the thing on the table, you are supposed to do this, and this and this.

Most of the vision will come from the female side, they are organisers, they are co-ordinators, they are going to see to it that everything is being done from A to Z.

They are not afraid to stand up and do things, they are ambitious, they want their things to be 100%, and to tops, unlike male teachers, because you'll find that male teachers take the back seat and when it comes to handling of money, giving out money, males always have an outburst, they burst, they don't want to pop out money, they always watch the side of the weakness of the females, they don't notice the strong points of the females.

Interviewer : So you say a lot of things are run by females at your school.

Interviewee : Activities and not things.

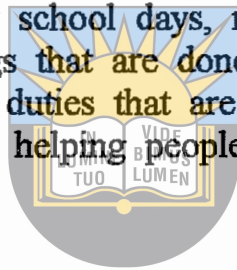
Interviewer : Okay Babes, when it comes to maybe timetable, who makes time table in your school ?

Interviewee : Females are creative in the first place, because females as I've told you earlier are decorators of their houses, homes, they are also decorators of the time table. The administration block of the school is being decorated by females and nobody will say , people know and are not told where to put it, the time table should be attractive , the people who draw it and make it attractive are females.

Question 6

Interviewer : Okay Babes, Why did you choose teaching as a career ?

Interviewee : I've chosen teaching as a career because I've seen one of my teachers when I was at school. He was a role model to me, he came early at school, he taught well, after each period, there was no need for one to ask questions, , everything that he taught was clear, he loved children, he visited our homes, he cared for us, so that's I've chosen to be a teacher because even Jesus Christ was a teacher simply because at home we were brought up and taught to go to church, from the Sunday school days, my teacher in the Sunday school also taught me things that are done by a teacher at school Which are similar to those duties that are performed by teachers. I loved that because she was helping people.



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Question 7.

Interviewer : So did you plan to be where you are today ?

Interviewee : Hayi ke ngoku, totally not. (No I did not plan to be where I am today)

Interviewer : You did not plan to be where you are today ?

Interviewee : As a result I regret , after 20 years, why did I choose to be a teacher, it seems as if I chose to be in wrong career, why I'm saying that it's because of the frustration I am in now at the present moment, I don't know whether you want me to explain further.

Interviewer : Please explain further.

Interviewee : I was a teacher from 1976, and then after that I was a head of department. I've applied to many schools before but not a single school appointed me as a principal because they were afraid of my certificates.

Interviewer : So what do you mean when you say, that they were afraid of your certificates ? Are you highly qualified ?

Interviewee : I am now in category F.

Interviewer : What do you mean by category F.

Interviewee : I've passed J.C. , from there I went to the training College, I've got my primary teacher's certificate, I then studied eh... matric, part time, I'm a hard worker, in the first place, and then after that I studied with the Vista doing STD. Certificate which was 3 years, after that Secondary education diploma another three years, from there I went to the university of Cape Town whereby I also did I Remedial education because I wanted to help the poor kids because of our environment, and then you'll find out there are a lot of children who need special attention. As a teacher you are a mother for 6 hours a day. So then after that I passed my B.A. at the university of Port Elizabeth. I also did honours in Xhosa. From there, now I passed recently my B.ED in the university of Potchefstroom. So before that, I also got merit certificates from the department because of the achievements in my school, in my school I ... everything has been done by me.

I was the ... advisor of my principal so that's why I don't know why did they not appoint me as a principal. I don't know whether my principal didn't want to loose me or what. I don't know. And then from then in 1996, I've been taken to the Uitenhage district office as an education development officer. I was there from 1996 as an educator up to 1999 when I got suspended. I was in a dark tunnel now, everything changed, that's why I'm saying I'm not happy, because the department said there's no money, after this new change, everything changed from the South African side, more especially from in the department of education.

I think the mismanagement in Bisho, I'm not afraid to say that, the mismanagement in Bisho according to funds, played a major role in my capacity, because now I should be an E.D.O., because I've got the skill, I'm experienced.

What else do you want ?

Interviewer : Oh.. it's enough, enough Babes.

Question 8

Interviewer : Babes, before you started to be a teacher, who was your role model ?

Interviewee : Mr. D.B. Mavuso was my role model. He was ever clean, a teacher who'll wear a tie, not a single day you'll find u Mr. Mavuso enganxibanga itie (he always wore a tie), upresentable (he was always presentable), uyajongeka (presentable). The other role model was Mrs. Dastile, a teacher that always wore socks, always formally dressed, I like formality very much, you'll find that neatness begins at home and then spreads to school kids, so then I told myself Maan, I want to be a teacher because I want to be like Mr. Mavuso and this Mrs. Dastile.

Interviewer : Are they still alive ?

Interviewee : Yes they are still alive, they are pensioners.

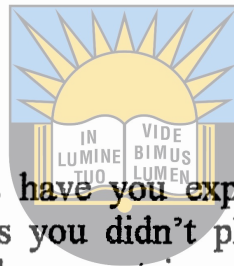
Question 9.

Interviewer : Who is your role model now in the education field. Do you really have a role model in the education field ?

Interviewee : Uyambona lombuzo hayi (You see this question, no) It's difficult in the year 2000 to say I have a role model, yes there are people who are role models but there are obstacles, those people too are being guided by politics, you'll find out that our education Is being eh...driven by politics, mna ke (but me) I'm not politically aligned, yes I am, but I am an educationist, so that's why I'm saying

To say today I'm having a role model, eyi, because there are strikes, kids are left alone, kids are roaming around the streets during almost every day, from Monday to Friday there's no ...you can't say we are having so many pass rates (100%) because in our time, there were competitions in our schools, whereby you'll find that Mqhayi school has so many first classes, why not Dwane school, why can't Dwane have so many first classes. But today eh...things are difficult, because you must try by all means not to be harsh, a lot of principals are being chased by the parents, by the kids from the schools, so nobody wants to come up for her rights.

Question 10.



Interviewer : What obstacles have you experienced in your career development? You say moss you didn't plan to be where you are today, so what problems did you get in your career development, I heard you mentioning the fact that you were an education development officer, why did you come back in the first place ? (zi funds) It was because of funds, the department said they had no funds and then kwakho (there was a) moratorium whereby the department said, no more appointments.

And then it's funny to me, because in 1997 we also went to interviews but everything was on hold up, there were no results because the department said there were no funds, and then another thing which was also a major problem is that redeployment, redeployment has an effect to a lot of teachers, even to me, even though I was not identified as in excess because some of the people, you'll find out that they were depressed. If I could tell you the real thing, after I got the news from the regional director, I won't mention his name, in 1999 on the 19th of February, I still remember the date when he said to us , we were seven, he said to us, the department had no money and now the department is in the process of redeployment, and then the department said to us, you, the M.E.C. said we must go back to our schools.

You can imagine being a principal, and now no longer being an education development officer and now going back to a school, that school which was under your circuit, because *bebekujongele phaya kaloku* (They respected you) because there were some workshops that we conducted, the department had invested through us, but all of a sudden they said we must go back to school. I was depressed on March 1999, I took a leave, a sick leave up until September 1999, even now I won't say I'm okay, they don't regard me as an educator any more. They (even my principal) is regarding me as an education development officer, so *andinakucebisa nto* (I can't give an advice) *andinakuthini* (I can not say anything) and I'm not happy.

Interviewer : It's terrible, terrible ne.

Interviewee : And more especially there are teacher organisations that get deep, deep, deep down in the affairs of education.

Interviewer : What do you mean by that ?

Interviewee : Why I'm saying that, I was at the office and then we got that message from the Regional director that we should go back to school, and then our district manager had no problems with us in the office, but then the teacher organisation which I'm not going to mention it's name, went to our offices and they had a sit in, saying that ("we are not going out of this office up until Babes goes back to school") so that was terrible to me.

Interviewer : So how many education development officers were there

Interviewee : We were two female seconded education development officers.

Interviewer : Are there any permanent EDO's there ?

Interviewee : Ha, the worst part of it, the white education development officer who was in Graaf Reinet, he was the only white, we were six females and he was the only white, and unfortunately or fortunately for him, he was appointed. I don't know whether it's because of his colour, or because of his sex, but discrimination was there.

Interviewer : Are there any steps that you took there after when you saw this white person is appointed ?

Interviewee : Yes, there were steps which we took as a team, we are still waiting for the results from the C.C.M.A.. Otherwise the case is still on.

Interviewer : It's terrible, it's terrible.

Interviewee : Yes it's terrible, that's why I say, after 20 years, it seems as if I've chosen a wrong career, I've got a grudge now, and at my age now, who can appoint me, where else can I get a job now, I'm 47 years now.

Question 11

Interviewer : Babes in your life as a teacher, have you ever applied for a principal's post ?

Interviewee : I've applied as many as possible, not a single bulletin , I have'nt applied for a principals' post, but they'll sit there and I'll come from the interviews saying that I'm number one, but all of a sudden over night , everything will change.

Interviewer ; So you are not afraid to be a principal.

Interviewee : I'm not, even tomorrow, even today, even if you can say there's a principal's post, there or whatever, I am not afraid, I can be one.

Interviewer : So you can work in the company of males.

Interviewee : I can work with males. I don't have no problems with males. Being a female, I have no problem with them. I am now waiting for this Coega project now, I want to apply as the director.

Interviewee : What is going on there at Coega ?

Interviewee : We are still waiting from the newspaper, that there is still a place, maybe at the end of the year, they are going to advertise some posts there. I don't know, but I am going to apply, I am not happy where I am, you can hear maybe tomorrow that I'm there.

Question 12

Interviewer : So what is the future of women in this field ?

Interviewee : The future of women, I won't say it's doomed or what, no, females can stand up but there are people who look at females and then (babe nento yoba) they think that females can't be leaders. But females can be leaders of any country, there are so many females that are in upper positions, like the minister of health it's a female, so that's why I say there is a chance that females can be on a 50/50 basis and to be regarded as human beings. We have all the skills, we are experienced, we are having all the certificates which males do not have.

Interviewer : You said you applied for a principal's post but overnight you did not get it, other people were employed. Do you think that these people are right for these posts, the females that are employed in these posts ?

Interviewee : Well I won't say they are right, and I won't say they are wrong because I am not working with them, but what I know in one school where I applied and then I got that appointment and then it was changed and the principal of that school was not born in Uitenhage, she was from outside Uitenhage, she did not know me, but she was ruled now by other people in her school and together with the relatives of that particular applicant and she got threats and she had no alternative but to take that teacher. Then after that, the principal got some problems from that lady, and then she came to me after a year, she came to apologise and to disclose everything. It is then that I realised that overnight there was a manoeuvre by people who think that they are okay or maybe have good relations with the relatives of that applicant, but at the same time they are lowering the standard of the school, because the management of the school is not good at all, there is no co-operation at all. As a result that particular teacher who was appointed at that post wrote a petition to that school.

Interviewer : Is the principal a male or a female ?

Interviewee : The principal is a female.

Interviewer : Would you think that she was jealous of you or what was the reason ?

Interviewee : I won't say that she was jealous, because she did not know me, but only because she got some threats over night, the school governing body also took part.

Interviewer : You said earlier the school governing body controlled everything, and that sometimes it was composed mainly by males, were they already in control, before 1993 ?

Interviewee : From 1976 to 1993, the school was controlled by the school board, a board of parents, usually retired ministers. Retired school principals, local councilors etc. Church leaders ruled the school. The schools were run by pastors who recognised only their church members. If your family was poor or coming from the farm, apartheid ruled not the one which was practised by the whites.

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Maybe it could be due to ignorance, the school board had more powers than the school governing body. Even if they suspected that you have delivered a baby, they would go to the hospital, check your breasts, checking if you really had a baby. After that you'll be chased away out of school. Having a baby and marrying was a big scandall (TABOO). In 1979, after I got married, my principal forced me to produce a marriage certificate, after I got a child. From 1979 till now it was illegal, during the time of Bantu education, we suffered a lot

Interviewer : You said 10% of females are principals and 90% are males. They did not think females can be principals, who are they ?

Interviewee : There are 24 male principals and only 2 female principals, Rebeeck girls high school and Rocklands intermediate farm school, they is the panel, department, There are different people wearing different caps, more males than females.

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University of Fort Hare

Together in Excellence

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Interviewee : There are 24 male principals and only 2 female principals, Rebeeck girls high school and Rocklands intermediate farm school, they is the panel, department, There are different people wearing different caps, more males than females.

Interviewer : Is there a difference between a male and a female ?

Interviewee : No difference, but sometimes females are talkative and males are sometimes weak.

Interviewer : What is the difference between a female of 1976 and after 1976 ?

Interviewee : Due to apartheid, the department of training was called Bantu education, and all the things that are related to oppression, we had no rights, no privacy, there was only one union CATU, it is after that, that teachers were allowed to get married. From Bantu education to the department of education culture and sport, we were labeled

Interviewer : You said some females turn down management positions.

Interviewee : Males do not regard you as a leader, support in some schools is lacking from both males and females, especially if they don't upgrade themselves, they feel inferior. Sometimes females too, they don't support you. One principal wants to be boarded due to female pressure.

Interviewer : You said that teacher unions should be observers, does that happen ?

Interviewee : In the sense that ,but before that , they hold meetings, they come with predetermined ideas, they cocus with the chair person of the school governing body.

Question

Interviewer : In the Uitenhage district is there any principal that you think is more qualified than you are ?

Interviewee : No, in the primary level, secondary, maybe two or three, all, they would be people who were studying with me e.g., Mrs. Mosi and Mrs. Noninzi, who has recently been a member of parliament at Bisho, it means that I had potential, but because I'm from a poor background because my family is not known.

Question

Interviewer : Which one is more important, qualifications or experience ?

Interviewee : They go both. Qualifications and experience are equal, it's up to you to be more qualified than the advert. Upgrade yourself be current, be updated so that you develop your staff, motivate your teachers.

Interviewer : Do you think experience is important because sometimes we are not given a chance to act.

Interviewee : Sometimes the adverts are unfair e.g., post level one, category c, experience, this is not wise, where do you get the experience from, experience is important in a higher post, not very important as such. The principal should meet the requirements of the advert, boost her staff, should be transparent and should delegate duties.

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Question

Interviewer : The effect of career breaks is it the same on males and females ?

Interviewee : Not the same, only females go from maternity leave, males don't take the paternity leave, If females are out for three months, your duty is done by other people, when you come back you find out that they don't want to give your duties back, no direction, and it is usually females. I don't know whether it is jealousy or not, but with males, it's rare, males don't get the problem, when they come back, there could be even a party, From females the principal will demand work from you without giving you feedback, no acceptance from your head , principal and colleagues.

THE LICKET SCALE

Do not rewrite the sentences again.

Study the grid carefully.

Place a cross under the preferred column

Only one cross should correspond with the question

Agree . Disagree. Do not know

1. Women do not aspire to be principals.

X

2. Women prefer teaching to managerial positions.

X

3 Management is a mens' world.

X

4 Men are intellectually superior to women.

X

5 Women are less qualified than males.

X

6 Women have a lower self esteem than men.

X

7. Women do not apply for principals' posts.

X

7. Men are emotionally more stable than women.

X

8. Women work as a hobby or for luxuries.

X

9. Women prefer to do non management activities in school.

X

10. Men are born school managers

X



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Agree Disagree Do not know

11. Lack of confidence prevents women from being appointed as principals.

12. Women have more career breaks

than men.

13. Women do not plan their career path.

14. Women are suitable for managerial positions.



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15. Career breaks have a negative effect on womens' promotion

ETHNOGRAPHIC INTERVIEW GUIDE.

CONFIDENTIALITY.

Everything is confidential.

The report will preserve your anonymity.

You are please requested to answer in any order.

Your answers can be as long, or as short as you like.

BIOGRAPHICAL DATA.

Biographical data will be asked to establish rapport and focus attention.

Tell me about yourself. Could you please describe your career and education, including qualifications from the time you left school, till to date.

Age : 41 YRS

Sex : FEMALE

Occupation : TEACHER University of Fort Hare
Together in Excellence

Category : E.

Post level : 1

Qualifications : B PED AND B PED
B. ED

Teaching experience in terms of years : 9 YRS

Subject discipline or learning area : ENGLISH AND GUIDANCE

Any other working experience : SENIOR MARKER

Workshops attended : AIDS AWARENESS PROGRAMME
SKILLS FOR ADOLESCENCE
TABLE MANNERS
Management and Administration
English and Guidance workshop

