

CHAPTER 6

RESULTS

6.1 INTRODUCTION

In this chapter, the analysis of data gathered according to the research design described in Chapter 5 is discussed. Firstly, an analysis and interpretation of the biographical information of respondents based on frequencies and percentages are done. Secondly, the validity and reliability of the questionnaire are determined. Thirdly, factor analysis to establish internal consistency (validity) is done on the responses of female educators and constructs are identified based on a pattern matrix. This is followed by the calculation of Cronbach Alpha coefficients based on responses from female educators' questionnaires to determine the degree of reliability of the questionnaire. After establishing the validity and reliability of the measuring instrument (questionnaire), the analysis and interpretation based on responses of respondents in terms of frequencies and percentages are done.

Statistical procedures undertaken by the North-West University's Statistical Consultation Services (Potchefstroom Campus) provide information regarding the data gathered from questionnaires from both female educators and principals as part of quantitative research done for this study. Statistical analysis was done by means of SAS (2003 & 2005), SPSS (2009) and Statistica (2011) programmes. In the next section descriptive statistical analysis are used to describe data gathered from female educators' responses. ANOVA and post hoc tests or *t*-tests are used to break down gathered data to determine practical significance between biographical variables and the extent of principals' involvement in the career development of female educators.

Lastly, focus group discussions as a method of qualitative research to enhance the richness and wealth of information regarding the research problem are discussed. Three focus group discussions were conducted with post level 1 female educators; female educators on the SMT (School Management Team) and with primary school principals. Based on coding processes, a brief detailed description on each of the identified constructs will enhance meaning on different aspects of career development within the context of the sample groups.

6.2 BIOGRAPHICAL INFORMATION OF RESPONDENTS

6.2.1 Biographical information of female educators

To establish a profile representing educators partaking in this research, biographical information is needed of the sample group of female educators. Biographical information regarding the age, highest qualifications, current post level, years of experience on current post level, race and marital status of the sample groups of female educators is gathered and interpreted. Lastly, reference is made to the number of female educators at school.

Table 6.1: Biographical information based on female educators' responses

20 years and younger	26	7.5%
21-30 years	88	24.7%
31-40 years	147	43.7%
Older than 40 years	77	22.8%
No response	5	1.4%
TOTAL	343	100.0%
Teacher's education	141	41.1%
Teacher's education	130	38.2%
Science	56	16.3%
Engineer/graduate diploma	56	16.3%
Other postgraduate qualification	20	5.8%
No response	56	16.3%
TOTAL	343	100.0%
First grade 1	100	29.2%
First grade 2	81	23.6%
No response	11	3.2%
TOTAL	343	100.0%
4-7 years	102	29.7%
8-11 years	81	23.6%
12-15 years	100	29.2%
16 years and more	60	17.5%
No response	11	3.2%
TOTAL	343	100.0%
Active	100	29.2%
Retiree	56	16.3%
Contracted	10	2.9%
Unemployed	1	0.3%
Other category	11	3.2%
No response	56	16.3%
TOTAL	343	100.0%
Single	16	4.7%
Married	100	29.2%
Divorced	10	2.9%
Widow	17	5.0%
Unemployed	1	0.3%
No response	9	2.6%
TOTAL	343	100.0%
Yes	16	4.7%
No, last 12	173	50.4%
No response	1	0.3%
TOTAL	343	100.0%

A brief discussion based on Table 6.1 will lead to the determination of the profile of female educator respondents partaking in this study.

- Age

According to Table 6.1, 7.14% of the sample educators are 30 years and younger, 24.70% between 31-40 years, the majority of female respondents partaking in this research (43.75%) are between 41 and 50 years of age whilst 22.92% of the sample group of female educators are older than 50 years. It seems that the majority of respondents on this item are older than 41 years.

- Qualifications

The majority of female educators' highest qualification is a teacher's diploma (38.70%) whilst 29.16% have a degree. Table 6.1 reveals that 16.70% of the sample group have obtained a degree plus a postgraduate diploma. 2.98% of the female educators have obtained a teaching certificate whilst 8.30% have obtained other postgraduate qualifications. It seems that the majority of female educators are adequately qualified for the teaching profession.

- Current post level

The majority of female educators within the sample group (78.58%) are on post level 1 with 18.15% on post level 2. Less than 20.00% of the target group have been promoted. Possible reasons why eleven educators (3.27%) did not respond to the request to identify their post level can be because they are uncertain of it; are temporary educators; or are acting in posts and have not received confirmation regarding their current post level. Also they could just have missed the item. It seems that the majority of respondents are on post level 1 and have not been promoted.

- Years of experience on current post level

The majority of female educators in this sample group (32.44%) have 16-23 years of experience on their current post level. Only 16.36% have experience between 0-7 years, whilst 27.43% have spent 8-15 years on the current post level. According to Table 6.1, 20.53% (approximately one-fifth) of female educators in this sample group are on the same post level for 24 years and more. It seems that the majority of female educators (83.64%) have spent more than 7 years on their current post level. Possible reasons why eleven educators (3.27%) did not respond to the request to indicate their years of experience on their current post level can be because they are uncertain; are temporary educators; or are acting in posts and have not received confirmation on their post level from the department as yet; or they simply missed the item. A further possibility may be that they are appointed in SGB-posts (School Government Body). Respondents are in general experienced and it seems that they will be able to make informed decisions on career development.

- **Race**

According to Table 6.1, 75.90% of female educators partaking in this research are African; 16.07% are white; 5.35% coloured and 0.30% (f=1) Indian.

- **Marital status**

From the information gathered in Table 6.1 it is evident that 60.12% of female educators partaking in this research are married, 23.21% are single with 9.52% divorced and 5.06% widowed. Only 0.30% (f=1) have the marital status of a co-habitant. It seems that the majority of respondents have experienced different life roles and the possible conflict rising from it.

- **Number of female educators at school**

It is clear that well over 90% (94.90%) of schools represented by partaking female educators have more than 10 female educators on the staff. It seems that sampling procedures for this research are valid in the sense that primary schools with more than 300 learners will have at least 10 female educators at school to complete the questionnaires. Although 3.00% of respondents indicated that there is between 5-9 female educators at a specific school, it could be due to a lack of information because of the teacher: learner ratio. According to the Morkel model, it is highly unlikely that in a primary school with more than 300 learners there will be less than 10 female educators on post levels 1 and 2. A description of the "average female educator" is given in the next paragraph.

Synthesis: Profile of female respondents

The biographical information obtained from the female educators' questionnaires (cf. Table 6.1) sketches the profile of the female respondents as follows: The majority of female educators are 41-50 years old (43.75%); in possession of a teaching diploma (38.70%); on post level 1 (78.58%); are married (60.12%); and African (75.90%). The majority of female respondents have 16-23 years of experience on post level 1 (32.44%) and are teaching in a school with 10 and more female educators (94.90%) where the majority of educators are African (75.90%).

6.2.2 Biographical information of principals

To establish a profile representing principals' biographical information is needed of the sample group of principals. Biographical information regarding the age, highest qualifications, gender, current post level, and years of experience as principal, race of the principal and the race of the majority of female educators are discussed. Lastly, reference is made to the number of female educators at school.

Table 6.2: Demographical information based on principals' responses

30 years and younger	3	5.5%
31-40 years	8	13.3%
41 and older	20	33.3%
Not response	3	5.0%
TOTAL	40	100.0%
Gender: Male	3	7.5%
Gender: Female	8	20.0%
Gender	3	7.5%
Native born respondents	18	45.0%
Non-native born respondents	8	20.0%
Unanswered	3	7.5%
TOTAL	40	100.0%
Race	10	25.0%
Ethnicity	7	17.5%
TOTAL	40	100.0%
Post Grad 1	3	7.5%
Post Grad 2	8	20.0%
Post Grad 3	28	70.0%
Unanswered	3	7.5%
TOTAL	40	100.0%
3-5 years	3	7.5%
6-10 years	11	27.5%
11 years and more	26	65.0%
Unanswered	3	7.5%
TOTAL	40	100.0%
Admins	10	25.0%
Teachers	7	17.5%
Contracted	3	7.5%
Unseen	3	7.5%
TOTAL	40	100.0%
Admins	10	25.0%
Teachers	8	20.0%
Contracted	3	7.5%
Unseen	3	7.5%
TOTAL	40	100.0%
3-5	3	7.5%
6-10 years	28	70.0%
TOTAL	40	100.0%

A brief discussion based on Table 6.2 will lead to the determination of the profile of principals' respondents partaking in this study.

- Age

Based on the information in Table 6.2, none of the principals are younger than 30 years with 9 of them (22.50%) between 31-40 years and the rest (77.50%) older than 41 years.

- Qualifications

None of the principals have a teaching certificate as highest qualification. The majority of principals (45.00%) have a degree and postgraduate diploma whilst 22.50% have obtained other postgraduate qualifications. According to Table 6.2; 27.50% of the principals have no postgraduate qualification whilst 7.50% of them have a degree with 20.00% a teaching diploma as highest qualification. Possible reasons for the two principals who did not respond to the request to give their qualifications, either is that they were unable to fit themselves into a category or that they are either unqualified or under-qualified for their posts and are sensitive in terms of qualifications. It seems that in general principals are adequately qualified.

- Gender

Based on the information displayed in Table 6.2; 82.5% of the principals partaking in this research are males whilst 17.50% are females. The role and responsibility of both male and female leaders to act as role models to female educators are clearly underlined by these numbers. It also underlines the phenomenon that the majority of principals' posts are still filled by males.

- Current post level of principals partaking in this research

The majority of principals, i.e. 70%, are on post level 4 with 22.50% on post level 3. It is assumed that the principals on post level 2 (5.00%) are relatively young or are acting in that post. For a school with a learner number higher than 300 learners it is highly unlikely that the principal will be on post level 2.

- Years of experience as principal

Based on the above information (Table 6.2), 70.00% of the principals have 10 years and more of experience, whilst 27.15% have 2-9 years of experience. Unfortunately there are no beginner principals (0-1 years) in the sample group. Principals seemed to be relatively experienced.

- Race

It is evident from Table 6.2 that 80.00% of the principals partaking in this research are African; 17.50% are white and 2.50% coloured.

- Race group of the majority of female educators at the school

Within the sample group, African female educators are the majority in 82.50% of schools represented in this research. In 15% of the schools, white female educators are in the majority with coloured female educators forming the majority in 2.50% of the schools represented.

- Number of female educators at the school

Within 95.00% of all schools represented in this study there are ten (10) or more female educators on their staff. Sampling was done (cf. Pars. 1.5.2.2 & 5.3.3.5) on schools with at least 300 learners to ensure that there will be at least ten female educators on the staff to complete the questionnaires. All principals are in charge of schools with more than 300 learners and more.

Synthesis: Profile of principals

The biographical information obtained from principals' questionnaires (cf. Table 6.2) sketches the profile of principals in this sample group as follows: the majority of principals are 41 years and older (77.50%); on post level 4 (70.00%); males (82.50%); and African (80.00%). The majority of principals have ten years and more of experience as principals (70.00%), are working in a school with more than 10 female educators (95.00%) whilst the majority of staff members in schools partaking in this research are African (82.50%). In the next paragraph the validity and reliability of the measuring instruments will be discussed.

6.3 VALIDITY AND RELIABILITY OF THE QUESTIONNAIRE

Reliability and validity are two key concepts in quantitative research linked to measurement and are regarded as ways to demonstrate and communicate trueness of findings. Firstly, validity as a concept is discussed. To determine the validity and reliability of the questionnaire (cf. Par. 5.3.3.4), factor analysis was done based on responses of female educators (n=336), and Cronbach Alpha coefficients were calculated to establish the reliability of the questionnaire. Due to the small number of principals partaking in this research (n=40) a factor analysis based on their responses was not done but Cronbach Alpha coefficients were calculated for principals' responses to enhance comparison between responses from both groups.

6.3.1 Validity and reliability (factor analysis and Cronbach Alpha) of female questionnaires

6.3.1.1 Validity

Validity refers to the extent of the accuracy to which an empirical measure reflects the intent to measure a concept (Gall *et al.*, 1996:249; De Vos *et al.*, 2005:160). According to Fraenkel and Wallen (2008:111) validity refers to the degree to which the researcher can defend the conclusions in terms of correctness and significance in terms of data gathered by the researcher by means of the research instrument.

Content validity refers to the content and format of the research instrument (De Vos *et al.*, 2008:163; Fraenkel & Wallen, 2008:148). In this research the questionnaire items were constructed in accordance with the content of Chapters 2-4 representing content validity. Items were identified based on syntheses made in Chapters 2-4. Comments made by experts in educational management and statistical analysts, as well as information gained during the pilot tests were accumulated in the questionnaire; therefore the content validity of the questionnaire in this research has been enhanced.

Face validity refers to the degree to which the research instrument seemed valid and verifies relevance and representativeness of the chosen items to the intended setting (Coleman & Briggs, 2002:61; Roberts *et al.*, 2006:43). Critical feedback from experts in educational management and statistical analysts, as well as information gained during the pilot tests regarding the format, language level and the understanding of questions add face validity to the research instrument.

Construct validity (cf. Par. 6.3.1.2) refers to the degree to which constructs, made up by different related groups of items, are measured by the research instrument (Pietersen & Maree, 2007b:217). Factor analysis tends to measure which items are answered the same and therefore need to be clustered because the same factor is measured (*ibid.*). In this research study, explorative factor analyses were done on the questionnaires completed by female educators to determine the construct validity of questionnaires. Factor analysis is done by means of Principal Axis Factoring (extraction method) and oblimin rotation with Kaiser Normalization. Factor analysis is a means to explain the maximum variation with a small number of constructs, for example in this study, 68 questions were asked and organized into ten constructs. In compliance with Kaiser's criterion all factors with a value

larger than 1 are extracted whilst the degree to which information is kept per item must be at least 30%, indicated by 0.3 (Hair *et al.*, 1998).

External validity refers to the degree to which generalisations can be made from the results of the research (Fraenkel & Wallen, 2008:102). As a result of the systematic sampling of schools, results obtained during the research can be generalised for the entire population; therefore the selection of schools provides external validity regarding the extent of involvement of principals in the career development of female educators in primary schools in the Free State Province with more than 300 learners.

6.3.1.2 Factor analysis

Factor analysis entails a collection of statistical methods to reduce data that correlate into a smaller number of dimensions/factors or constructs (Anon., 2010:1-2). Exploratory factor analysis, used to uncover the underlying structure of a large set of variables assumes that any measured variable may be associated with a latent factor. In this study Exploratory Factor Analysis is done by means of Principal Axis Factoring (extraction method) and oblimin rotation with Kaiser Normalization. By means of principle axis factoring, analysis is done of the variance shared with other items (*ibid*). According to the Kaiser-Meyer-Olkin (KMO), a measure of the sampling adequacy in this study indicates a value of 0.963; therefore enough data is obtained for factor analysis. This is supported by the results found with Bartlett's test for sphericity and whenever a value of less than 0.001, it is evidence of sufficient correlation between items. In compliance with Kaiser's criterion all factors with a value larger than 1 are extracted. Communalities, representing the proportion of variance in an item in terms of the extracted factors will be less than 1 (Anon., 2010:1-2). In this study communality after extraction varies from 0.327 (Item 50) to 0.787 (item 41), i.e. an indication of how much information is kept per item. The % variance explained by the extracted factors is 67.303%. The communalities should be at least 30%, indicated by 0.3; therefore in each item enough information is kept indicated by a value of 0.3 as benchmark, i.e. 30% of the variance on each item is kept for factor analysis. It was not necessary to remove any items from the questionnaire used for female educators. A brief summary of the KMO (Kaiser-Meyer-Olkin Measure of adequate sampling), Bartlett's test of Sphericity and correlation matrix for this study will be indicated in the next table.

Table 6.3: KMO, Bartlett's test and correlation matrix for this study

Kaiser-Meyer-Olkin Measure of adequate sampling	0.963
Bartlett's test for Sphericity	16533.85
df	2278
Significance (p-value)	.000

Hatcheson and Sofroniou (1999) point out that KMO values higher than 0.9 are excellent. The Kaiser-Meyer-Olkin measure of 0.963 for this study indicates that enough data is obtained for factor analysis whilst Bartlett's test of Sphericity indicates p-values of 0.000, i.e. indicating sufficient correlation between items for factor analysis. The correlation matrix determinant is small and indicates the possibility of multicollinearity between variables.

In compliance with Kaiser's criterion, factors with Eigen values larger than 1 can be extracted (Field, 2009:647). In this study ten (10) factors are extracted. In the next table the variance displayed by these 10 factors are explained.

Table 6.4: Total variance explained by 10 factors

Factor	Initial Eigen values		
	Total	% of Variance	Cumulative %
1	30.87	45.39	45.39
2	2.79	4.11	49.51
3	2.36	3.47	52.99
4	1.90	2.80	55.79
5	1.65	2.43	58.23
6	1.47	2.17	60.40
7	1.28	1.89	62.29
8	1.21	1.78	64.07
9	1.16	1.71	65.78
10	1.03	1.51	67.30

A pattern matrix for the items included in the questionnaires for female educators are indicated in the table underneath. If an item has a factor loading larger than 0.3 on more than one factor, it is placed in the factor where interpretability is best, as indicated in the literature.

Table 6.5: Pattern matrix: female educators' responses

Pattern Matrix : Female educators' responses										
	Factor									
	1	2	3	4	5	6	7	8	9	10
Q34										
Q33						.272				
Q32										
Q31						.281			.265	
Q30										
Q66	.376									.310
Q64	.370									
Q35										
Q65	.355									
Q28										
Q47										
Q44										.264
Q45										
Q46										
Q48										
Q49										.251
Q29	.250									
Q6		.305			.250					
Q8			.661							
Q7			.651							
Q9			.631							
Q10			.492							
Q56										
Q57										
Q58										

Continue

Table 6.5: Pattern matrix: female educators' responses (continue)

Pattern Matrix : Female educators' responses										
	Factor									
	1	2	3	4	5	6	7	8	9	10
Q55							.266			
Q52										
Q51										
Q20					.596					
Q21					.595					
Q22					.518					
Q14					.372					
Q1					.335					
Q40						.707				
Q41						.690				
Q42						.672				
Q39						.649				
Q38						.629				
Q37						.560				
Q36					.262	.508				
Q43						.413				.277
Q63							.566			
Q62							.541			
Q59	.279						.518			
Q61							.517			
Q60							.494			
Q53				.369			.461			
Q54				.265			.413			
Q67	.277						.317			.269
Q68							.294			

Continue

Table 6.5: Pattern matrix: female educators' responses (continue)

Pattern Matrix : Female educators' responses										
Factor										
	1	2	3	4	5	6	7	8	9	10
Q13			.253							
Q12										
Q11			.254							
Q15										
Q17									.653	
Q3			.296						.509	
Q 2									.487	
Q16									.472	
Q26									.395	.339
Q4									.373	
Q18									.357	
Q5									.333	
Q19									.327	
Q27									.310	
Q24					.265					.495
Q50										.467
Q23					.390					
Q25									.313	

Based on the pattern matrix, 10 constructs, similar to the literature study, can be determined. In the pattern matrix for this study, the majority of items are placed according to the highest loading under specific constructs. Only five items (item 6; 14; 15; 68 and 24) have a loading of less than 0.3 in the category they were placed with values of respectively 0.250; 0.263; 0.261; 0.294 and 0.265. In the case of items 15 and 68 the items were loaded only in constructs 8 (recruitment) and 7 (mentoring) respectively. Although the loading of item 6 is 0.305 in construct 2 (networking) it is better interpreted under construct 5 (communication) with loading 0.250. The same principle is applied to items 14 and 24. Item 14 with a load of

0.372 under construct 5 (communication) is placed under construct 8 (recruitment) with a loading of 0.263. Item 24 with a load of 0.265 is placed under construct 5 (communication) due to better interpretation instead of construct 10 ("old-boys' networks") where it loaded as 0.495.

The placement of items under constructs with a lesser loading is based on the literature study and to enhance interpretation. Item 6 regarding the emphasis placed on the developmental value of IQMS rather than monetary gain is placed under construct 5 (communication) rather than networking (construct 2). Item 14, regarding staff recruitment in terms of the ethos and vision of the school, is placed under construct 8 (recruitment) rather than under communication (construct 5). Item 24 is placed under communication (construct 5) rather than in combination with item 50 regarding the level to which degree the principal allows "old-boys' networks" to colour perceptions regarding female educators.

Table 6.6: Items per construct

Questions/Items	Number of construct	Construct
28; 30-35	1	Self-concept
29; 44-49	2	Networking
7-10	3	Affirmative action
51,52, 55-58	4	Role conflict
1,6;20-24	5	Communication
36-43	6	Delegating
53-54; 59-68	7	Mentoring
11-15	8	Recruitment of staff
2-5;16-19;25-27	9	Career development
50	10	The degree to which "old-boys'-networks" are allowed to colour perceptions regarding female educators

Based on the pattern matrix, constructs are identified (cf. Table 6.6), namely self-concept; networking; affirmative action; role conflict; communication; delegating; mentoring; recruitment of staff; career development and Q50 referring to the degree to which "old-boys' networks" are allowed to colour perceptions regarding female educators. Once all the items had been placed according to the highest loading in terms of constructs or based on the literature study, item 50 (single item) formed the tenth construct.

Item 28 regarding the extent to which principals facilitate teamwork in such a way to oversee female educators acting as team leaders, originally placed in the questionnaire under the sub-category career development needs due to the need to act as leader which will enhance leadership skills, is now being moved to construct 1, i.e. self-concept. A possible explanation can be the close relationship of this item to self-concept, i.e. that to act as leader also enhances self-belief. Although leadership and the opportunity to act as a leader are closely linked to the career development needs of female educators it seemed that the sample group in this research rather interpret the question in such a way that to be team leaders will enhance their self-concepts. A better self-concept will eventually determine the career development needs of female educators. Although this item has loads in both constructs one (self-concept) and two (networking), it is placed under networking as a result of the higher loading. The question regarding recognition given by the principal for work done is possibly interpreted in such a way that they feel they are "good enough according to the principal to partake in networking".

Items 1 and 2 regarding the extent of awareness of principals regarding current skills and knowledge displayed by female educators and the value of IQMS respectively are moved from HRM on micro-level to communication (construct 5). In essence it makes sense that although the principal may regard these questions as part of HRM, for the female educator proper communication on her career planning and communication with the principal regarding the "milestones" on career planning are essential.

Proper communication (items 20-24) regarding career development opportunities and information regarding career development opportunities form an essential part of career development by means of proper communication and flow of information.

Construct 7, i.e. mentoring, consists of items regarding role models, i.e. to the extent to which principals portray a balanced leadership and management style (items 53 & 54); items on mentoring and also on items originally in the subcategory of partnership regarding career development. Mentoring is a broad concept and interrelated to many facets of career development; therefore the female educator sees herself in partnership with the principal and other mentors regarding, for example, leadership- and management style, delegating and role models. Questions/items 64-68 illustrated the latter concepts, for example the question regarding co-responsibility for career development etcetera (item 64).

Items 11-13, originally under the sub-category affirmative action, equity and equality is now combined with staff recruitment (sub-category: career development on micro-level and systemic factors) under recruitment (construct 8). Respondents in the sample group possibly view conscious recruitment of female educators as managers and the role of the principals to minimize prejudice against females as ways to enhance the recruitment of female educators although these principles flow from affirmative action.

The construct career development (construct 9) contains items of subcategory human resource management on micro-level (items 2-5) as well as items under the sub-category career-development on micro-level (items 16-19) and career development needs (items 25-27). It seems that items 2-5 and 16-19 addressed HRM on micro-level and systemic factors that influence the operational plan of the school to accommodate the career development needs of female educators as displayed in items 25-27. The strong link between career development needs and the operational plan for career development can never be ignored.

The factor correlation matrix gives an indication of the extent to which different constructs correlate with one another. In the next table the correlation matrix for the constructs used in this study are indicated.

Table 6.7: Factor Correlation Matrix for identified constructs

Factor Correlation Matrix										
Factor	1	2	3	4	5	6	7	8	9	10
1	1.00	.26	.20	.26	.26	.41	.43	.22	.32	.19
2	.26	1.00	.27	.38	.44	.52	.48	.21	.26	.09
3	.20	.27	1.00	.30	.23	.33	.33	.34	.39	.14
4	.26	.38	.30	1.00	.28	.40	.40	.23	.32	.28
5	.26	.44	.23	.28	1.00	.45	.34	.22	.38	.08
6	.41	.52	.33	.40	.45	1.00	.52	.24	.38	.22
7	.43	.48	.33	.40	.34	.52	1.00	.23	.35	.24
8	.22	.21	.34	.23	.22	.24	.23	1.00	.33	.15
9	.32	.26	.39	.32	.38	.38	.35	.33	1.00	.22
10	.19	.09	.14	.28	.08	.22	.24	.15	.22	1.00

Factor/construct 1: Strong correlations are evident between construct 1 (self-concept) and construct 6 (delegating) and 7 (mentoring) with values 0.41 and 0.43 respectively. Factor 1 correlated visibly with construct 2 (networking); construct 3 (affirmative action); construct 4 (role conflict); construct 5 (communication); construct 6 (delegating); construct 7 (mentoring);

construct 8 (recruitment) and construct 9 (career development). Self-concept is related to all other identified career development constructs. A strong correlation exists between self-concept, delegating and mentoring as constructs. Principals as mentors can delegate in a way to purposely enhance the self-concept of female educators resulting in improved career development.

For construct 2 (networking) there are visible correlations with construct 3 (affirmative action); construct 4 (role conflict); construct 8 (recruitment) and construct 9 (career development). Large correlations exist between construct 2 and construct 5 (communication); construct 6 (delegating); and construct 7 (mentoring). Mentoring and delegating are closely linked because challenges identified by the principals as mentor can be addressed by delegating. By means of proper delegating, females may acquire new skills and face new challenges to further career development. If principals for example communicate the rationale behind the delegating of certain tasks to specific female educators and allow those female educators to utilize network opportunities to build SC, then the close relationships between mentoring, delegating, communication and networking become clear. Timeous communication on networking opportunities will most certainly enhance the career development of female educators.

For construct 3 (affirmative action) there is a visible correlation with all constructs except construct 10 ("old boys' network"). All activities/action steps on all constructs are executed within the broader spectrum of affirmative action. Strong correlations are found between construct 4 (role conflict); construct 6 (delegating) and construct 7 (mentoring) whilst correlation is visible with all other constructs. Again the close relationship between mentoring and delegating is indicated whilst role conflict is closely linked to the career and life cycles of female educators. Principals, sensitive to the existence of role conflict and the importance for female educators to balance their life roles, will delegate in such a way to maximise career development within the boundaries set by her specific career and life style. For construct 5 (communication) there are visible correlations with all constructs except construct 2 (networking) and construct 6 (delegating) where the correlation is strong, whilst the correlation with construct 10 ("old boys' network") is insignificant. Again clear and honest communication on what and why certain tasks are delegated/or non-delegated (at this specific time) to a specific female educator will not only enhance relationships but also inform career development planning.

The significant correlation between delegating (construct 6) and mentoring (construct 7) can possibly be explained in terms of delegating in accordance with career developmental needs of individuals. As the principal as mentor detects the career development needs of the individual, he/she can use delegating as a tool to address the specific career developmental needs of female educators.

The total percentage of the variance explained, high communalities and the degree to which the pattern matrix could be interpreted indicate the construct validity of this research. To determine the reliability of the questionnaire, Cronbach Alpha coefficients can be calculated for each construct.

6.3.1.3 Reliability of the questionnaire

A theoretical framework based on an extensive literature study (Neuman, 1997:140; De Vos *et al.*, 2005:163) led to the development of a questionnaire conceptualising constructs to increase reliability (cf. Par. 5.3.3.4). Reliability is increased with the measuring of a single construct or sub-dimension of a construct (Neuman, 1997:140) and implies that the same variable, measured under the same conditions will over time produce the same measurements if the measurement instrument is reliable (De Vos *et al.*, 2005:163). Since reliability refers to consistency over time; shortcomings within the instrument will not result in varying data even when other researchers use the instrument. Reliability of a measuring instrument mirrors the degree of consistency with which it measures whatever it measures. Internal consistency is determined by associating answers with the set of questions designed to measure the same concept (Pietersen & Maree, 2007a:183-197; Fraenkel & Wallen, 2008:154).

The Cronbach Alpha coefficient is a procedure, reliable in nature to indicate how well items are positively correlated to one another, i.e. measuring internal consistency between various items of a measuring construct (Sekaran, 2006:205-207; Pietersen & Maree, 2007b:216; Fraenkel & Wallen, 2008:158; Ary *et al.*, 2010:246). By means of a statistical method the Cronbach Alpha coefficient is calculated for each grouping of questions illustrating the level of internal consistency as well as the extent to which these items were measured in the same construct. A value for the Cronbach Alpha coefficient equal to/or larger than 0.7 is classified as highly consistent and a value equal to or larger than 0.6 is viewed as substantially consistent (Partington, 2003:103). Pietersen and Maree (2007b:216) on the other hand

classify a value of 0.9 as highly reliable; 0.8 as an average degree of reliability; and 0.7 as a low degree of reliability.

In the next table a summary is given of correlations of items/questions based on statistical procedures to organise items into constructs based on inter-correlation. The average inter-item correlation determines the average correlation between all items designed to measure the same construct (Trochim, 2006b:4). The Cronbach Alpha coefficient will increase with increased inter-correlation amongst items, i.e. with increased internal consistency. The degree, to which a set of items measures a construct, is indirectly related to the Cronbach Alpha coefficient. Gliem and Gliem (2003:87) declare that the closer the value of the Cronbach Alpha coefficient is to 1, the higher the internal consistency. A value of 0.8 for the Cronbach Alpha coefficient indicates good internal consistency (ibid.). In this study, the Cronbach Alpha coefficient for all constructs is 0.8 or higher, therefore the questionnaire is reliable. Nunally (1978) believes that a questionnaire is reliable when the Cronbach Alpha coefficient is higher than 0.7 (SAS Institute, 2005:295). The Cronbach Alpha coefficients for the identified constructs are displayed in the table below. According to the literature study (Chapters 2-4), 10 sub-categories were determined and used in the structured questionnaires. Based on factor analysis done on responses of female educators, ten constructs/factors consisting of one or more items/questions were identified based on the pattern matrix.

Table 6.8: Cronbach Alpha coefficients for identified constructs based on female educators' responses

Questions	Concept number	Construct	Cronbach Alpha coefficient	Mean of inter-item correlation
28; 30-35	1	Self-concept	0.94	0.67
29; 44-49	2	Networking	0.88	0.52
7-10	3	Affirmative action	0.80	0.49
51,52, 55-58	4	Role conflict	0.90	0.59
1,6; 20-24	5	Communication	0.86	0.46
36-43	6	Delegating	0.93	0.64
53-54; 59-68	7	Mentoring	0.95	0.61
11-15	8	Recruitment of staff	0.80	0.45
2-5;16-19; 25-27	9	Career development	0.91	0.49
50	10			

The questionnaire is reliable because the values of the Cronbach Alpha coefficient varied from 0.80 to 0.95 for nine factors/constructs. Construct 10 consists of a single item; therefore no value for the Cronbach Alpha coefficient is indicated. The Cronbach Alpha coefficients for the principals' questionnaires are discussed in paragraph 6.6.1 (cf. Table 6.35).

6.3.1.4 Synthesis

The questionnaire can be regarded as valid. The construct validity of this research is explained by means of the total percentage of the variance explained, high communalities and the degree to which the pattern matrix could be interpreted (cf. Tables 6.4 & 6.5). Reliability of the questionnaire is established by means of the Cronbach Alpha coefficients where no construct has a value lower than 0.80 (cf. Table 6.8). Information regarding the means and standard deviations for the different items in section B of the questionnaire will be indicated in the subsequent section.

6.4 QUANTITATIVE MEANS AND FREQUENCIES

The item with the highest means in a sub-category indicates the highest involvement by principals and vice versa. For terms of reference, average means with a value ≥ 3.2 involvement is perceived as being to a large extent whilst values of ≤ 2 indicate no involvement. In the next table group averages are indicated for female educators on all identified constructs (cf. Table 6.5).

Table 6.9: Group averages for female educators' responses on ten identified constructs

Construct	Means	Standard deviation
Networking	3.14	0.61
Communication	2.99	0.64
Delegating	2.91	0.69
Recruitment	2.89	0.64
Mentoring	2.82	0.68
Role conflict	2.81	0.68
Self-concept	2.77	0.74
Affirmative action	2.76	0.72
Career development	2.69	0.68
Degree to which "old-boys' networks" is allowed to colour perceptions regarding female educators	2.14	1.02

It is evident from Table 6.9 that female educators perceived principals' involvement in all constructs to be to some extent whilst no construct involvement was perceived to be to a

large extent. According to female educators, principals are most involved in networking (average mean = 3.14) followed by communication (average mean = 2.99) whilst they are least involved in allowing "old boys' networks" to colour perceptions regarding female educators (average mean = 2.14).

In the first part of this section a frequency analysis, based on the responses of female educators on different items categorized into different sub-categories in section B of the questionnaire, is discussed. In the second part the responses of principals' mirroring the extent of their own involvement in the career development of female educators will be discussed. In both these sections a Likert scale (cf. Par. 5.3.3.2) is used to indicate the levels of the extent of principals' involvement in the career development of female educators. The scale used is as follows: 1= no extent; 2= to a lesser extent; 3= to an average extent and 4 = to a large extent.

Frequency analysis is used to address research aim 3 to determine the extent of principals' involvement in the career development of female educators as perceived by female educators. Frequencies are based on the number of responses from participants. For example, for this discussion, frequencies on levels 3 & 4 are combined to indicate involvement from an average to a large extent whilst the combination of frequencies on levels 1 & 2 indicate involvement to no or lesser extent. The first grouping is considered to be "positive" responses and the latter "negative" responses. All tables include the frequencies and percentages based on responses and an abbreviated description of each question/item, whilst items will be ranked according to average means.

6.4.1 Responses from female educators on questionnaire

Based on Chapters 2-4, the questionnaire was developed to address different aspects of career development. This paragraph consists of ten sections addressing different aspects of career development, namely HRM on micro-level (items 1-6); affirmative action, equity and equality (items 7-13); career development on micro-level and influence of systemic factors (items 14-19); career development needs of female educators (items 20-28); improving the self-concept of female educators (items 29-35); delegating (items 36-43); networking (items 44-50); role conflict and role models (items 51-58); mentoring (items 59-63) and career development as partnership between educator and principal (items 64-68). The paragraph ends with a brief synthesis regarding the responses of female educators. In this section

information based on the questionnaires received from female educators on post levels 1 and 2, are interpreted and the first sub-category that will be discussed is HRM on micro-level.

6.4.1.1 Human resource management on micro-level

The table below mirrors information received from female educators on HRM on micro-level.

Table 6.10: Female educators' responses: Human resource management on micro-level

Rank	Item no.	Abbreviated description of item	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	6	Emphasizing the developmental value of IQMS.	3.18	0.80	13	3.90	44	13.30	144	43.50	130	39.30
2	1	Principal awareness of the level of skills and knowledge currently displayed.	3.09	0.76	12	3.60	44	13.30	176	53.20	99	29.90
3	2	Knowledge of future level of skills and knowledge needed.	2.87	0.84	26	8.00	61	18.90	166	51.40	70	21.70
4	4	Reconciliation of individual career development needs with the needs of the school.	2.75	0.92	37	11.20	79	24.00	142	43.20	71	21.60
5	5	Review of the career development strategy of the school to accommodate changing career development needs.	2.71	0.91	41	12.30	76	22.90	152	45.80	63	19.00
6	3	Implementation of a comprehensive career development programme for female educators.	2.45	0.99	77	23.40	73	22.20	134	40.70	45	13.70

Scale: 1=no extent; 2=lesser extent; 3=average extent and 4=large extent)

In terms of HRM on micro-level (cf. Table 6.10), 82.8% (rank 1-item 6) of female educators responded that their principals are involved in emphasizing the developmental value of IQMS from an average to a large extent whilst 83.1% (rank 2- item 1) of female educators rated principals to be involved from an average to a large extent in the level of skills and content knowledge currently displayed by female educators. This indicates that female educators take note that principals are aware of the benefits of increased professional development and

proper assessment as part of progression on a career ladder to further the level of competency of staff members. Awareness of current levels of knowledge and skills displayed by staff opens the door to assist female teachers to take proper career actions and to map out career paths. According to the literature study, professional development as well as assistance on how to better current performance levels, enhances the ability to take informed career actions in furthering career development (cf. Pars. 2.3.2; 4.2 & 4.7.3). Interestingly, 54.4% (rank 6-item 3) of female educators responded that principals are involved in the implementation of a comprehensive career development programme for female educators at school from an average to a large extent. From literature it is evident that a comprehensive career development plan for female educators will enhance the level of career development at a specific school (cf. Par. 2.3.2). Next, responses on affirmative action, equity and equality are discussed.

6.4.1.2 Affirmative action, equity and equality

The next table provide information regarding female educators' responses on affirmative action, equity and equality.

Table 6.11: Female educators' responses: Affirmative action, equity and equality

Rank	Item no.	Abbreviated description of items	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	7	Policies and procedures in place to enhance gender parity.	2.89	0.90	27	8.20	73	22.20	137	41.60	92	28.00
1	8	Female educators' progression without alienating males.	2.89	0.83	22	6.70	69	21.00	161	49.10	76	23.20
3	9	Affirmative action aimed at gender parity.	2.82	0.89	31	9.50	71	21.90	148	45.50	75	23.10
4	12	Conscious empowerment of female educators with management skills	2.78	0.87	30	9.30	76	23.50	153	47.40	64	19.80
4	13	Actively striving to minimize role prejudice against women.	2.78	0.90	31	9.80	78	24.50	139	43.70	70	22.00
6	11	Conscious recruitment of female educators as potential managers.	2.74	0.91	39	11.90	75	22.80	147	44.70	68	20.60
7	10	Allocation of tasks based on gender.	2.43	1.04	77	23.80	89	27.60	99	30.60	58	18.00

(Scale: 1=no extent; 2=lesser extent; 3= average extent and 4=large extent)

Based on the information gathered from Table 6.11, 72.30% (rank 1-item 8) of female educators responded that their principals are involved from an average to a large extent in the progression of female educators without alienating males. According to table 6.11, 69.60% (rank 1-item 7) of participating female educators indicated that principals are involved from an average to a large extent in having policies and procedures in place to enhance gender parity. It seems that female educators recognize efforts made by their principals to adhere to policies regarding equity and equality in adherence to the constitution but simultaneously they address the fact that due to low numbers of male educators in primary schools (cf. Par. 3.4) and the importance of them to figure as role models, specifically for boys, they do not wish to alienate them. According to literature, female educators want a fair and equal chance regarding career development opportunities and progression whilst they do not prefer tokenism (cf. Par. 3.8.3) or to be hampered by glass ceilings etcetera (cf. Par. 3.6.2.2). More than half, 51.40% (rank 7-item 10) of female educators participating in this research responded that principals are involved from no to a lesser extent in the allocation of tasks based on gender (cf. Pars. 3.3.1; 3.5.3). This is in line with literature, namely that delegating will be in accordance with competency and responsibility levels rather than on gender (cf. Par. 3.5.3). In the next section career development on micro-level and the influence of systemic factors are discussed.

6.4.1.3 Career development on micro-level and influence of systemic factors

The table below is a summary of responses from female educators on career development on micro-level and systemic factors.

Table 6.12: Female educators' responses: Career development on micro-level and the influence of systemic factors

Rank	Item no.	Abbreviated description of items	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	14	Staff recruitment in accordance with the ethos and vision of the school.	3.13	0.76	19	5.80	87	26.50	122	37.20	100	30.50
2	15	Staff recruitment based on teaching ability.	3.02	0.82	19	5.70	53	16.00	161	48.60	98	29.60
3	19	Responsibility of SMT: career development of female educators in their departments.	2.84	0.91	35	10.50	65	19.40	153	45.80	81	24.30
4	16	Induction programmes for newly appointed and newly promoted female educators.	2.79	0.90	32	9.80	80	24.20	144	43.60	74	22.40
5	18	The principal to personally act as coach and/or mentor when needed.	2.76	0.90	37	11.10	75	22.60	151	45.50	69	20.80
6	17	Availability of mentors and/or coaches to assist female educators	2.55	1.01	65	19.70	82	24.80	118	35.80	65	19.70

(Scale: 1=no extent; 2=lesser extent; 3= average extent and 4=large extent)

Principals are, says 78.20% (rank 2-item 15) of female educators, involved from an average to a large extent in the recruitment of staff on teaching ability (cf. Table 6.12) whilst 70.10% (rank 3-item 19) of female educators rated principals to be involved in holding SMT members responsible for the career development of female educators in their departments from an average to a large extent. It seems that, regarding staff recruitment (cf. Par. 3.5.4.2), female educators acknowledge that principals give preference to the core aspects of education, namely teaching and learning. The literature study indicates that the recruitment of staff are influenced by certain systemic factors, for example number of learners and posts available (cf. Par. 3.2.2), but that hidden agendas on recruitment (cf. Pars. 3.6.2.1-3.6.2.3) limits the

career development of female educators (cf. Par. 3.5.2). It was interesting to note that only 55.50% (rank 6-item 17) of female educators responded that principals are involved from an average to a large extent to make coaches and mentors available to assist female educators. In literature the availability of mentors and coaches is emphasized as an important factor to enhance career development (cf. Pars. 3.5.4 & 4.8.3). The career development needs of female educators will be discussed in the next section.

6.4.1.4 Career development needs of female educators

The table below provides information based on female educators' responses on their career development needs.

Table 6.13: Female educators' responses: Career development needs

Rank	Item no.	Abbreviated description of items	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	21	Communicate information: available posts to all educators.	3.20	0.87	21	6.40	34	10.50	129	39.70	141	43.40
2	20	Communicate information: career development opportunities to all educators.	3.15	0.82	13	3.96	53	16.14	135	41.20	127	38.70
3	22	Communicate information: different possible career paths to all educators.	2.91	0.87	24	7.40	67	20.70	146	45.20	86	26.70
4	28	Facilitation of teamwork to oversee females acting as team leaders.	2.85	0.92	33	10.20	67	20.60	141	43.40	84	25.80
5	23	Career development needs accommodated in the School improvement plan (SIP).	2.83	0.89	27	8.30	81	24.90	137	42.00	81	24.80

Continue

Table 6.13: Female educators' responses: Career development needs (continue)

Rank	Item no.	Abbreviated description of items	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
6	27	Awareness of career development needs associated with career- and life stages	2.74	0.83	30	9.20	75	23.10	168	51.70	52	16.00
7	26	Awareness of the career needs of the female educators re-entering education.	2.72	0.88	33	10.20	83	25.80	147	45.70	59	18.30
8	24	Resources: availability to attend professional career development opportunities.	2.54	0.97	52	16.10	103	31.90	108	33.40	60	18.60
9	25	Identification of career weaknesses and strengths of females	2.16	0.94	45	14.00	96	20.90	119	37.10	61	19.00

Scale: 1=no extent; 2=lesser extent; 3= average extent and 4=large extent)

The majority, 83.10% (rank 1-item 21), of female educators responded (cf. Table 6.13) that principals are involved in communicating information regarding available posts to all educators from an average to a large extent whilst 79.90% (rank 2-item 20) rated principals to be involved in communicating information regarding career development opportunities to all educators from an average to a large extent. It can be concluded, as reported by female educators, that their principals are involved in communicating information to all staff members regarding available posts and career opportunities. Information regarding career development opportunities will, according to literature, enables female educators to apply for posts but also to enhance their level of skills and knowledge as well as their knowledge regarding future requirements for career progression (cf. Pars. 2.2.3 4; 2.8.4; 2.9.1 & 4.8.2). Based on Table 6.13; 56.10% (rank 9-item 25) of female educators claimed that principals are involved in identifying staff members' career weaknesses and strengths from an average

to a large extent whilst in literature it is viewed as a basic competency in terms of career development and a pre-requisite for proper career development planning as well as proper delegating (cf. Pars. 2.2.3 & 3.5.3). In the next categories responses to the sub-category on improving the self-concept of female educators will be discussed.

6.4.1.5 Improving the self-concept of female educators

The table below reports the information gathered from female educators' questionnaires regarding the improving of their self-concept.

Table 6.14: Female educators' responses: Improving the self-concept of female educators.

Rank	Item no.	Abbreviated description of items	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	29	Recognition for work done.	3.05	0.85	17	5.21	60	18.41	139	42.64	110	33.74
2	30	Consciously focused on work enrichment for female educators.	2.86	0.79	18	5.60	74	22.90	167	51.70	64	19.80
3	35	Recognition of the interrelationship between the level of job satisfaction and the quality of work life.	2.79	0.83	22	6.74	88	27.00	153	46.94	63	19.30
4	33	Assistance to improve level of assertiveness.	2.75	0.88	32	9.77	81	24.77	150	45.86	64	19.60
5	34	Focus on what motivates female educators to take consistent career development actions	2.73	0.86	34	10.50	74	22.80	160	49.40	56	17.30
6	31	Guidance to build on career strengths	2.72	0.87	34	10.60	78	24.40	161	47.20	57	17.80
7	32	Principal to act as coach for female educators to align career development needs with school's strategic goals	2.70	0.87	34	10.40	88	26.80	148	45.10	58	17.70

(Scale: 1=no extent; 2=lesser extent; 3= average extent and 4=large extent)

Based on information received from female respondents' questionnaires (Table 6.14), 76.38% (rank 1-item 29) of female educators were of the opinion that principals are involved from an average to a large extent in giving them recognition whilst 71.50% (rank 2-item 30) of female educators rated principals' involvement from an average to a large extent in consciously focussing on work enrichment. It seems that female educators recognise and appreciate principals' efforts to let them feel "visible" and appreciated in the workplace in accordance to literature (cf. Pars 2.3.3.1 & 2.7). According to literature (cf. Pars. 3.6.1.1-3.6.1.4), in many instances a low self-image will lead to low self-appreciation and often female educators do not apply for certain posts (cf. Par. 3.6.1.1) or feel unappreciated at school. The poor self-concept of some female educators is a huge stumbling block in utilizing their full potential and in turn, career development is inhibited. In the next section information regarding the items in the sub-category delegating will be discussed.

6.4.1.6 Delegating

Information regarding delegating, as based on female educators' responses, is portrayed in the next table.

Table 6.15: Female educators' responses: Delegating

Rank	Item no.	Abbreviated description of items	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	41	Delegating according to responsibility level.	3.04	0.80	15	4.64	54	16.76	157	48.80	96	29.80
2	40	Delegating according to competency level.	2.98	0.85	21	6.40	60	18.30	151	46.20	95	29.10
2	42	Delegating to acquire new skills and competencies.	2.98	0.79	12	3.70	68	20.90	158	48.60	87	26.80
4	36	Delegating to expose you to all kinds of work experiences.	2.94	0.80	16	4.90	68	20.70	165	50.30	79	24.8
4	39	Allowing you the same potential level of decision making as other educators on the same post level	2.94	0.84	18	5.50	72	22.10	146	44.80	90	27.60
6	37	Delegating to prepare you for a leadership role.	2.91	0.85	24	7.30	62	19.00	159	48.60	82	25.10

Continue

Table 6.15: Female educators' responses: Delegating (continue)

Rank	Item no.	Abbreviated description of items	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
7	38	On-the-job training to be prepared for a leadership role on the next post level.	2.82	0.81	23	7.10	73	22.50	168	51.90	60	18.50
8	43	Delegating to prevent boredom.	2.71	0.94	38	11.90	85	26.70	126	39.50	70	21.90

(Scale: 1=no extent; 2=lesser extent; 3= average extent and 4=large extent)

In terms of delegating (cf. Table 6.15), 78.60% (rank 1-item 41) of female educators responded that principals are involved in delegating according to the responsibility level of female educators from an average to a large extent whilst based on the responses 75.40% (rank 2-item 42) of female educators rate their principals to be involved in delegating in such a way that new skills and competencies can be acquired from an average to a large extent. The majority of female educators identified principals' involvement to utilize delegating as a tool for career development. It seems that female educators are aware that tasks are allocated to responsible, competent and trustworthy people. In literature, delegating as a tool to enhance career development is aimed at assistance of female educators to enhance their skills and knowledge level, enhancing professional growth and career development (cf. Pars. 3.5.3 & 4.8.3). The responses of female educators in the sub-category networking will be discussed in the subsequent paragraph.

6.4.1.7 Networking

The responses of female educators rating principals' involvement in networking are presented in the next table.

Table 6.16: Female educators' responses: Networking

Rank	Item no.	Abbreviated description of item	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	44	Treat with respect.	3.46	0.71	3	0.90	33	10.20	100	31.10	186	57.80
2	45	Viewed as a human being and not only as "teaching ability".	3.40	0.73	7	2.20	27	8.40	118	36.80	169	52.60
3	46	Allow to utilize networking opportunities.	3.22	0.76	6	1.80	49	14.90	139	42.40	134	40.90
4	47	Allow to grow a reputation through networking	3.05	0.75	8	2.40	61	18.50	168	51.10	92	28.00
5	48	Encourage mixed networking over female networks	2.99	0.79	16	4.90	57	17.50	167	51.40	85	26.20
6	49	Information regarding networking opportunities.	2.85	0.84	23	7.10	74	22.90	154	47.70	72	22.30
7	50	Allowing "old-boys' networks" to colour perceptions regarding female educators	2.14	1.01	113	35.10	83	25.80	93	28.90	33	10.20

(Scale: 1=no extent; 2=lesser extent; 3= average extent and 4=large extent)

The majority, 88.90% (rank 1-item 44), of female educators responded that principals are involved in treating them with respect from an average to a large extent (cf. Table 6.16). Further responses indicate that 89.4% (rank 2-item 45) of female educators indicated that principals view them from an average to a large extent as human beings and not only as “teaching ability” whilst 83.3% (rank 3-item 46) of female educators rate principals to be involved in allowing female educators to utilize network opportunities from an average to a large extent. It seems that female educators are quite satisfied with the extent to which principals are involved in networking. By treating female educators with respect, and allowing them to utilize network opportunities, principals demonstrate that they want or assist female educators to gain professional knowledge and expertise, i.e. to grow professionally. They feel trusted and allowed to be developed holistically, and are not only viewed as teaching ability, building HC as one of the benefits of proper networking. As indicated in literature, SC is built by means of networking (cf. Par. 2.3.3.1). Being exposed to different networking opportunities allows female educators to be exposed to different mentors (cf. Par. 3.5.4), management and leadership styles (cf. par. 3.5.4.1) as well as role models. All the latter enhance career development (cf. Pars. 2.3.3.1; 3.5.4 & 4.8.3).

The majority, 60.9% (rank 7-item 50), of participating female educators rated principals to be involved from no to a lesser extent in the practice to allow “old boys’ networks” to colour perceptions regarding female educators. This item with a ripple effect on recruitment, affirmative action, delegating etcetera is, according to literature, a key factor in allowing female educators to take their rightful place in society (cf. Pars. 3.6.2.1 & 4.8.3). In the next paragraph items regarding role conflict and role models will be scrutinized.

6.4.1.8 Role conflict and role models

Information based on female educators’ responses on role and role conflict forms the basis for the next table.

Table 6.17: Female educators' responses: Role conflict and role models

Rank	Item no.	Abbreviated description of item	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	53	Role model portraying a balanced leadership style.	3.00	0.84	18	5.60	62	19.40	141	44.00	99	31.00
2	54	Role model in portraying a balanced management style.	2.99	0.86	18	5.50	69	21.10	139	42.50	101	30.90
3	52	Recognise the importance for you to balance different life roles effectively.	2.98	0.76	14	4.30	58	17.60	177	54.00	79	24.8
4	58	Understands that female educators view work roles and family roles as complementary	2.88	0.83	18	5.50	83	25.30	147	44.80	80	24.40
5	55	To accommodate the fact that your career path is affected by different life roles.	2.84	0.80	18	5.45	83	25.15	163	49.40	66	20.00
6	51	Assistance not to view assertiveness as unfeminine.	2.81	0.83	22	6.80	81	25.00	156	48.10	65	20.10

Continue

Table 6.17: Female educators' responses: Role conflict and role models (continue)

Rank	Item no.	Abbreviated description of item	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
7	57	Accepting that for female educators' different career- and life cycles are linked with different career needs.	2.72	0.85	26	7.90	100	30.30	144	43.60	60	18.20
8	56	Accommodate the fact that career paths of women differ from those of men.	2.68	0.91	38	11.50	93	28.20	135	40.90	64	19.40

(Scale: 1=no extent; 2=lesser extent; 3= average extent and 4=large extent)

According to Figure 6.17, 75.00% (rank 1-item 53) of female educators responded that principals are involved in portraying a balanced leadership style from an average to a large extent whilst 74.8% (rank 3-item 52) of female educators rated the item principals recognise the importance for female educators to balance their life styles from an average to a large extent. It seems that principals are aware, as indicated by female educators and according to literature, that a lack of full involvement to act as role models to female educators and not understanding the complexity of role conflict due to life roles, career development may be inhibited (cf. Pars. 3.5.4 & 3.8.2-3.8.3). On the sub-category of mentoring, 5 items will be discussed in the next section.

6.4.1.9 Mentoring

The degree to which female educators' rate principals' involvement in mentoring will be displayed in the next table.

Table 6.18: Female educators' responses: Mentoring

Rank	Item no.	Abbreviated description of item	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	61	Proper mentoring enhances self-esteem.	2.95	0.83	14	4.25	80	24.25	145	43.90	91	27.60
1	63	Positive feedback from the principal enhances career planning to map out a career path.	2.95	0.82	18	5.40	68	20.60	158	47.90	86	26.10
3	62	Structured mentoring as an important part of career development.	2.89	0.82	18	5.50	75	23.00	158	48.50	75	23.00
4	60	Principal supports you on how to manage change.	2.88	0.86	22	6.70	79	24.8	145	44.20	82	25.00
5	59	Mentor to assist in terms of career direction	2.83	0.86	24	7.30	83	25.20	148	45.00	74	22.50

(Scale: 1=no extent; 2=lesser extent; 3= average extent and 4=large extent)

According to Table 6.18, the vast majority, 74.00% (rank 1-item 63) of female educators responded that principals are involved in giving positive feedback to female educators from an average to a large extent whilst 71.50% (rank 1-item 61) of female educators rated principals to be involved from an average to a large extent in proper mentoring to enhance the self-esteem of female educators. Based on the responses, 71.50% (rank 3-item 62) of participating female educators rated principals to be involved from an average to a large extent in structured mentoring as an important part of career development. It seems that female educators tend to benefit from the involvement of principals in mentoring, for example positive feedback to female educators and proper mentoring to enhance self-esteem. It seems that principals are well aware that in many cases career development is lacking due to a lack of proper mentoring and assistance on career direction. According to literature, structured mentoring is part of career development and without proper mentoring poor self-confidence and an inability to manage change and to map out a career path can pose challenges with a negative impact on the stance of career development (cf. Pars. 3.5.4; 4.8.3). The last sub-category to discuss is career development as partnership between the principal and the educator.

6.4.1.10 Career development: partnership between educator and principal

Information regarding the degree to which female educators and principals are in partnership in terms of career development will be displayed in the next table.

Table 6.19: Female educators' responses: Partnership between the principal and the female educator regarding her career development

Rank	Item no.	Abbreviated description of item	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	68	Emphasizing the importance to keep and continuously update a progress professional portfolio	2.92	0.89	19	5.80	87	26.50	122	37.20	100	30.50
2	64	The principal takes co-responsibility for your career development	2.71	0.83	26	7.90	99	30.10	150	45.60	54	16.40
3	65	Guidance regarding career development planning.	2.61	0.81	27	8.57	108	34.28	141	44.76	39	12.39
4	66	Assistance on how to adapt career development strategies as you moves from one career and life cycle to the next.	2.6	0.86	29	8.80	127	38.60	118	35.90	55	16.70
5	67	A career development interview between the principal and yourself.	2.53	0.84	35	10.70	123	37.62	129	39.45	40	12.23

(Scale: 1=no extent; 2=lesser extent; 3= average extent and 4=large extent)

According to Table 6.19, 67.70% (rank 1-item 68) of female educators indicated that principals are involved in emphasizing the importance of keeping an updated progress professional portfolio from an average to a large extent whilst 52.6% (rank 4-item 66) of female educators rated principals to be involved from an average to a large extent in assisting female educators to adapt career development strategies while moving from one life and career cycle to the next. Slightly more than fifty percent, i.e. 51.68% (rank 5-item 67), of responding female educators' rated principals being involved from an average to a large extent in conducting a career development interview. It seems that the extent to which principals take on co-responsibility for the career development of female educators centred mainly on keeping an updated progress portfolio, a directive from the national department regarding IQMS (cf. par. 2.2.3.4). From literature it is evident that some female educators still view the principal as the "gate keeper" of her career and by displaying the Cinderella syndrome (cf. Par. 3.6.1.4) they still want to be "seen" by the principal. It is also evident from

literature that guidance in terms of career development and adaptations on career plans can be discussed during a career development interview (cf. Par.3.6.1) with a view to enhance career development.

A synthesis based on findings (cf. Tables 6.10-6.19) is given in the next paragraph.

6.4.1.11 Synthesis

Descriptive statistical analysis of data, gathered from questionnaires according to research aim 4 (cf. Par. 1.5), will contribute to the development of a management strategy for principals on the career development of female educators. The percentage of principals involved in certain items as perceived by female educators were classified either as involved from an average to a large extent or from no extent to a lesser extent. To obtain an overview based on female educators' responses the most outstanding responses, namely the six items in which principals are according to more than 80% of female educators involved from an average to a large extent (cf. Table 6.20) and the five items in which they are the least involved in from an average to a large extent (cf. Table 6.21) are indicated.

In only 6 items, 80% or more of female educators rated principals to be involved from an average to a large extent in their career development (cf. Tables 6.10-6.19). Information regarding these 6 items is indicated in the next table.

Table 6.20: Items in which 80% or more female educators rate principals' involvement in their career development from an average to a large extent

Item number	Sub-category	Brief description of item	Percentages (%) to which 80% or more females rate principals to be involved from an average to a large extent in their career development.
45	Networking	Viewed as human beings and not only as "teaching ability"	89.40
44	Networking	Treat you with respect	88.90
46	Networking	Allowing you to utilize network opportunities	83.30
1	HRM on micro-level	Level of skills and knowledge currently displayed	83.10
21	Career development needs of female educators	Communicate information regarding available posts to all educators	83.10
6	HRM on micro-level	Emphasizing the developmental value of IQMS	82.80

According to Table 6.20 information (cf. Tables 6.10-6.19) based on the responses of female educators, the majority of principals are involved in all items from an average to a large extent with the exception of items 10 (allocating tasks based on gender) and item 50 (allowing "old boys' networks" to colour perceptions regarding female educators).

The three items (45, 44 and 46 in sequence of percentage of principals' involvement) with the highest percentage of principals involved from an average to a large extent based on female educators' responses, are all under the sub-category networking (cf. Table 6.16). A possible reason for this interesting finding is that by allowing them to attend networking opportunities, they do not only benefit in terms of professional development but they feel "visible" in the workplace as if the principal "trusts" them enough to partake in networking. They are allowed to develop as human beings; they are respected; and trusted to build SC by means of networking.

Although in items 1 and 21, the same percentage of principals (83.1%) are involved from an average to a large extent, items 1 and 6 can be viewed together because both are items under the sub-category HRM on micro-level. As the IQMS (Integrated Quality Management Systems) process entails different aspects from career development (for example aspects such as career planning, mentoring and communication etcetera) as well as assessment, monitoring and control, the developmental value is high in terms of professional development. If IQMS is done properly the level of skills and knowledge for the individual will increase. Item 21, to communicate information regarding available posts, is not only about information on vacancies; it is also information regarding the requirements to apply for the posts. It emphasizes the close relationship between skills and knowledge currently displayed by female educators (item 1) and the skills and knowledge needed for future progression. These six above-mentioned aspects must be considered for inclusion in the development of a management strategy for career development for female educators (cf. Chapter 7).

The five items based on responses of female educators in which the lowest percentage of principals are involved to an average to a lesser extent are indicated in the table below. It is important to understand that for item 10 (allocation of tasks based on gender) 51.3% of female educators claimed that principals are involved from no extent to a lesser extent whilst in item 50 (allowing "old-boys' networks" to colour perceptions regarding female educators) 60.9% of female educators rated principals to be involved from no extent to a lesser extent. By linking items 10 and 50 it seems that female educators view the majority of principals not to be involved in these practises or to be involved to a lesser extent. Management is a much wider concept; it entails, for example, curriculum management, classroom management etcetera and is not always directly linked to promotion. It also seems from female educators' responses that principals are actively striving to keep "old boys' networks" at bay in terms of colouring perceptions regarding female educators. Female educators rated principals to be doing rather well in items 10 and item 50. These two items will not be included in the subsequent table.

A brief summary of items indicating the five (5) items in which the lowest percentage of female educators rated principals' involvement from an average to a large extent will be indicated (cf. Tables 6.10-6.19) in the next table.

Table 6.21: Items in which, according to female educators, the lowest percentage of principals are involved from an average to a large extent in their career development

Item number	Sub-category	Brief description of item	Lowest percentage (%) of principals involved from an average to a large extent in the career development of female educators, according to female educators
25	Career development needs of female educators	Identification of career weaknesses and strengths	56.10
17	Career development needs of female educators	Availability of resources to attend professional career development opportunities	55.50
3	HRM on micro-level	Comprehensive career development plan for female educators	54.40
67	Career development: Partnership between female educator and principal	Career development interview between principal and female educator	51.68
66	Career development: partnership between female educators and principals	Give guidance regarding career development planning	51.58

On item 17 it seems that 55.50% of female educators responded to the effect that principals are involved from an average to a large extent in terms of the availability of resources to attend professional career development opportunities. These responses may be influenced by the availability of funds and other resources, seeing that the circumstances for non-section 21 and section 21 schools may differ. Section 21 schools are responsible for their own budgeting and the SGBs are declared responsible for managing budgets whilst a recent trend to categorise some schools as section 21(c) schools refers to schools where SGBs are responsible for all aspects of section 21 except for buying LTSM (Learning and teaching support material). For non-section 21 schools the budget is managed in co-operation with

the procurement sections at the district offices and at head office. Schools are also categorised into quintiles, i.e. quintile 1-3 schools may not ask school fees but have to earn extra money by fundraising events etcetera.

On item 3 regarding a comprehensive career development plan for female educators it seems that only 54.40% of female educators rated principals to be involved in this aspect from an average to a large extent. One of the possible reasons may be that the different aspects of career development are not addressed holistically but in compartments, for example much effort can be put into communication but not into mentoring.

Based on female educators' responses it seems that in item 66 (to give guidance regarding career development planning) only 51.58% of female educators are of the opinion that principals are involved from an average to a large extent whilst in item 67 (career development interview with female educators) only 51.60%. These two items can be closely linked to item 3 as it seems that only 51.60% of female educators rated principals to be involved to the same extent in having a career development interview to determine the stance of the individual's career development as well as to assist her in taking planned informed decisions. This career development interview may also assist female educators in finding their "place" at school and seeing them as part of the bigger picture. Item 25 (to identify career weaknesses and strengths) is closely linked to items 3, 66 and 67. By means of a career development interview guidance can be given on directives for career planning based on the identification of career weaknesses and strengths informing a comprehensive career development plan. These 5 items can be viewed as developmental areas concerning the implementation of a management strategy for career development. It may, together with items 10 and 50, be considered for inclusion in a management strategy for career development (cf. Chapter 7).

Responses received from principals on the different sub-categories regarding the career development of female educators are discussed in the next paragraph.

6.4.2 Responses from principals on questionnaire

In the next section frequency analysis based on information from the questionnaires (Section B) received from principals regarding the extent of their involvement in the career development of female educators is interpreted. In each table the average means,

frequencies, percentages, standard deviations and average means of items are indicated. An abbreviated description of each item forms part of tables (cf. Tables 6.22-6.31). In the first part responses on HRM on micro-level will be discussed.

6.4.2.1 Human resource management on micro-level

Responses from principals regarding HRM on micro-level are indicated in the next table.

Table 6.22: Principals' responses: Human resource management on micro-level

Rank	Item no.	Abbreviated description of item	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	6	Emphasizing the developmental value of IQMS.	3.41	0.75	1	2.60	3	7.70	14	35.90	21	53.80
2	1	Awareness of the level of skills and knowledge currently displayed by female staff.	3.35	0.53	0	0.00	1	2.50	24	60.00	15	37.50
3	2	Knowledge of future level of skills and knowledge to be displayed.	3.15	0.58	1	2.50	1	2.50	29	72.50	9	22.50
4	4	Reconciliation of individual career development needs with the needs of the school.	3.05	0.87	2	5.00	8	20.00	16	40.00	14	35.00
5	5	Necessity to review career development strategy of the school to accommodate changing career development needs.	2.78	0.69	1	2.50	12	30.00	22	55.00	5	12.50
6	3	Comprehensive career development programme for female educators in place at school.	2.33	0.73	6	15.40	14	35.90	19	48.70	0	0.00

Scale: 1=no extent; 2=lesser extent; 3=average extent and 4=large extent)

From Table 6.22 it is evident that 89.70% (rank 1-item 6) of the principals rated themselves to be involved in emphasizing the developmental value of IQMS from an average to a large extent whilst 97.50% (rank 2-item 1) rated their involvement regarding the awareness of the current level of skills and knowledge displayed by female educators from an average to a large extent. Based on principals' responses, 95.00% (rank 3-item 2) rated themselves to be involved from an average to a large extent in terms of future skills and knowledge needed by female educators. It seems that principals are satisfied with their own involvement and acknowledge the importance of HRM on micro-level to enhance career development of staff members. Information regarding the current level of skills displayed by female educators and knowledge about what skills will be needed for furthering one's career and what is needed in future is according to literature, a guideline for planning to map out a career plan (cf. Pars. 2.3.2, 4.8.2 - 4.8.3; 4.3). The developmental value of IQMS has a ripple effect on all aspects of career development.

According to Table 6.22, 51.30% (rank 6-item 3) of principals indicated that they are involved in having a comprehensive career development plan for female educators in place at school, indicated as being from no to a lesser extent. According to literature, continuous review of a career development strategy and a career development programme is essential for proper career development (cf. Pars. 2.3.2; 4.3). Items regarding the responses of principals on affirmative action, equity and equality will be discussed in the next section.

6.4.2.2 Affirmative action, equity and equality

Principals' responses on affirmative action, equity and equality are indicated are reflected in the table below.

Table 6.23: Principals' responses: Affirmative action, equity and equality

Rank	Item no.	Abbreviated description of item	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	13	Striving actively to minimize role prejudice against women.	3.46	0.55	0	0.00	1	2.60	19	48.70	19	48.70
2	8	Ability to enhance female educators' career progression without alienating males.	3.33	0.65	0	0.00	4	10.00	19	47.50	17	42.50
3	12	Consciously empowering female educators with management skills.	3.28	0.75	2	5.10	1	2.60	20	51.30	16	41.00
4	9	Affirmative action at the school aimed at gender parity.	3.10	0.84	1	2.50	9	22.50	15	37.50	15	37.50
5	11	Conscious recruitment of female educators as potential managers.	2.98	0.73	0	0.00	11	27.50	19	47.50	10	25.00
6	7	Policies and procedures in place to enhance gender parity.	2.93	0.97	5	12.50	5	12.50	18	45.00	12	30.00
7	10	Allocating tasks according to gender.	2.21	1.03	12	30.80	12	30.80	10	25.60	5	12.80

(Scale: 1=no extent; 2=lesser extent; 3= average extent and 4=large extent)

Based on Table 6.23, 97.40% (rank 1-item 13) of responding principals rated their own involvement in actively striving to minimize role prejudice against women from an average to a large extent. More than 90% (91.30%) (rank 3-item 12) of the participating principals rated themselves to be involved in consciously empowering female educators with management skills from an average to a large extent whilst 90.00% (rank 2-item 8) rated their involvement from an average to a large extent regarding the progression of female educators' careers without alienating males. It seems that principals regard the minimizing of role prejudice and enhancing career progress of women without alienating males (cf. Par. 3.4) and empowering female educators with management skills as important career development actions to level the playfield, keeping one eye on the realities in education in accordance with literature (cf. Pars. 3.3.1-3.3.4; 3.4 & 4.8.1).

More than 60% (61.60%) (rank 7- item 10) of principals rate themselves to be involved in the allocation of tasks according to gender to no or a lesser extent whilst no or lesser

involvement is perceived by 51.4% of female educators (cf. Table 6.11). According to literature, legal parameters outlined in the Constitution, made operational by means of legislation and procedures, are important factors to enhance equity and equality (cf. Pars. 3.3.1-3.3.4; 3.4 & 4.8.1). In the next paragraph career development on micro-level and the influence of systemic factors are discussed.

6.4.2.3 Career development on micro-level and influence of systemic factors

In the next table the responses of principals in terms of career development on micro-level and the influence of systemic factors are presented.

Table 6.24: Principals' responses: Career development on micro-level and the influence of systemic factors

Rank	Item no.	Abbreviated description of item	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	14	Ensure recruitment of staff is in accordance with the ethos and vision of the school.	3.45	0.59	0	0.00	2	5.00	18	45.00	20	50.00
1	15	Ensure recruitment of staff is based on teaching ability only and not in hidden discrimination filters.	3.45	0.63	0	0.00	3	7.50	16	40.00	21	52.50
1	19	Hold SMT members responsible for the career development of educators in their departments.	3.45	0.59	0	0.00	2	5.00	18	45.00	20	50.00
4	16	Induction programmes in place for all newly appointed and newly promoted female educators.	3.13	0.88	3	7.50	4	10.00	18	45.00	15	37.50
5	18	Act personally as coach and/or mentor for female educators when needed.	3.05	0.71	1	2.50	6	15.00	23	57.50	10	25.00
6	17	Ensure availability of mentors and/or coaches for female educators.	3.00	0.84	2	5.00	8	20.00	18	45.00	12	30.00

(Scale: 1=no extent; 2=lesser extent; 3= average extent and 4=large extent)

According to table 6.24, 95.00% (rank 1-item 14) of the principals rate themselves to be involved to recruit staff in accordance with the ethos of the school from an average to a large extent. The same percentage of principals, 95.00% (rank 1-item 19) rate themselves to be involved to hold SMT members accountable for staff development in their departments from an average to a large extent whilst 92.50% (rank 1-item 15) of principals rate their own involvement in the recruitment of staff on teaching ability from an average to a large extent. It seems that principals are well aware that principles on which staff is recruited (cf. Par. 3.5.2), the availability and implementation of induction programmes (cf. Par. 2.3.2), as well as the availability of coaches and mentors (cf. 3.5.4) form an important part of career development and systemic factors on micro-level (cf. Pars. 4.8.2-4.8.3). In comparison, item for item, the percentages of females regarding principals' involvement from an average to a large extent, is lower than the percentages of involvement principals claimed (cf. Table 6.12). In the next paragraph responses of principals on the career development needs of female educators are discussed.

6.4.2.4 Career development needs of female educators

In the next table, the responses of participating principals regarding the career development needs of female educators are displayed.

Table 6.25: Principals' responses: Career development needs of female educators

Rank	Item no.	Abbreviated description of items	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	21	Information regarding available posts communicated to all educators.	3.62	0.67	1	2.60	1	2.60	10	25.60	27	69.20
2	20	Information regarding career development opportunities is communicated to all educators.	3.56	0.64	1	2.60	0	0.00	14	35.90	24	61.50
3	22	Information regarding different possible career paths is communicated to all educators.	3.51	0.55	0	0.00	1	2.60	17	43.50	21	53.90
4	28	Facilitation of teamwork, overseeing that female educator's act as team leaders.	3.31	0.65	1	2.56	1	2.56	22	56.42	15	38.46
5	25	Ability to identify the career weaknesses and - strengths of female educators.	3.13	0.57	0	0.00	4	10.23	26	66.67	9	23.10
6	24	Ensure availability of resources for female educators to attend professional career development opportunities	3.10	0.85	1	2.60	9	23.10	14	35.90	15	38.50
7	23	Career development needs of female educators are accommodated in the school improvement plan (SIP).	3.03	0.81	1	2.60	9	23.00	17	43.60	12	30.80
8	26	Familiar with career needs of the female educator re-entering education.	2.90	0.55	1	2.60	5	12.80	30	76.90	3	7.70
9	27	Awareness that career development needs are associated with career- and life stages of female educators	2.87	0.54	2	5.14	6	15.38	26	66.66	5	12.82

(Scale: 1=no extent; 2=lesser extent; 3= average extent and 4=large extent)

Based on the responses (cf. Table 6.25) it seems that 97.40% (rank 2-item 20) of participating principals are of the opinion that they are involved in communicating information on career development opportunities from an average to a large extent whilst 97.40% (rank 3- item 22) rate the extent of their involvement in communicating information regarding career paths from an average to a large extent. According to Table 6.25, 94.90% of the principals (rank 4-item 28) indicated that they are involved in the facilitation of teamwork for women to act as team leaders from an average to a large extent whilst 94.80% (rank 1-item 21) of principals are, according to their own rating, involved in communicating information regarding available posts to female educators from an average to a large extent. Taken into account the high percentages of principals involved from an average to a large extent in these items it seems that principals are well aware of the importance of proper communication (cf. Pars. 2.2.3.4; 2.8.4 & 2.9.1), teamwork (cf. Par. 2.10) and to address female career needs during different career and life cycles (cf. Pars. 2.8.3 & 2.8.4). The effect thereof on career development is in accordance with literature (cf. Pars. 2.2.3 & 3.7.1). In comparison, higher percentages of principals are involved in different items (based on self-assessment) from an average to a large extent than recorded by female educators; again the percentage of principal involvement per item is higher than perceived by female educators (cf. Table 6.13). Information regarding the responses of principals on improving the self-concept of female educators is discussed next.

6.4.2.5 Self-concept of female educators

In the next table the opinions of participating principals are displayed in terms of their involvement in improving the self-concept of female educators.

Table 6.26: Principals' responses: Improving the self-concept of female educators

Rank	Item no.	Abbreviated description of item	Mean	Standard Deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	29	Give recognition to female educators for work done.	3.77	0.43	0	0.00	0	0.00	9	23.10	30	76.90
2	30	Focus consciously on work enrichment for female educators.	3.31	0.56	0	0.00	2	5.10	23	59.00	14	35.90
3	31	Guidance to female educators on how to build on career strengths	3.18	0.55	0	0.00	3	7.70	26	66.70	10	25.60
3	35	Understanding the interrelationship between job satisfaction and the quality of work life.	3.18	0.64	1	2.60	2	5.10	25	64.8	11	28.20
5	32	Act as coach for female educators to align career development needs with the strategic goals of the school.	3.08	0.62	1	2.60	3	7.70	27	69.20	8	20.50
6	33	Act as coach for female educators to improve their level of assertiveness.	2.97	0.70	1	2.60	7	17.90	23	59.00	8	20.50
7	34	Understanding what motivates female educators to take consistent career development actions.	2.74	0.72	2	5.30	10	26.30	22	57.90	4	10.50

(Scale: 1=no extent; 2=lesser extent; 3= average extent and 4=large extent)

From Table 6.26 it is evident that 100.00% (rank 1-item 29) of participating principals responded that they are involved to give recognition to female educators for work done from an average to a large extent whilst 94.90% (rank 2-item 30) of principals are involved in continuous focusing on work enrichment (rank 2-item 30) from an average to a large extent. Based on the responses received 92.30% (rank 3-item 31) of principals are of the opinion that they are involved to give guidance to build on career strengths from an average to a large extent. The same percentage 92.30% (rank 3-item 35) of principals rate themselves to be involved in understanding the relationship between job satisfaction and the quality of work life from an average to a large extent.

It seems that the majority principals are, according to their responses, quite knowledgeable and involved in items on how to better the self-concept of female educators. They recognise how important it is for them to act as coaches to female educators and assist them in their career development. They do that by showing them appreciation for the work done and their involvement to assist female educators on the alignment of individual career needs with the strategic goals of the school. Principals also acknowledge that increased job satisfaction (cf. Par. 2.7.1) increases the quality of work life (cf. Par. 2.7.2). All these factors are outlined by literature (cf. Pars. 3.6.1; 3.7.1-3.7.4) and principals act accordingly. In comparison with Table 6.14 female educators perceived the percentage of principals' involved per item as less than principals' own assessment of their involvement. The responses from participating principals regarding delegating as a tool to enhance career development are discussed next.

6.4.2.6 Delegates

In the next table responses of principals regarding delegating are indicated.

Table 6.27: Principals' responses: Delegating

Rank	Item no.	Abbreviated description of item	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	36	Delegating to expose women to all kind of work experiences.	3.54	0.55	0	0.00	1	2.60	16	41.00	22	56.40
2	38	Delegate in such a way that on-the-job training prepares female educators for leadership roles on the next post level.	3.50	0.72	1	2.60	2	5.30	12	31.60	23	60.50
3	37	Delegating to prepare females for leadership roles.	3.46	0.68	0	0.00	4	10.30	13	33.30	22	56.40
4	39	Allowing all educators on the same post level the same level of decision making.	3.44	0.71	1	2.60	2	5.10	15	38.50	21	53.80
5	40	Delegating according to competency level of the female educator.	3.31	0.83	2	5.10	3	7.70	15	38.50	19	48.70
5	41	Delegating according to the responsibility level of the female educator?	3.31	0.69	1	2.60	2	5.10	20	51.30	16	41.00
7	42	Delegating to acquire new skills and competencies.	3.26	0.54	0	0.00	2	5.10	25	64.8	12	30.80
8	43	Delegating to prevent boredom for female educators.	2.90	0.91	4	10.30	6	15.40	19	48.70	10	25.60

(Scale: 1=no extent; 2=lesser extent; 3= average extent and 4=large extent)

A large percentage, i.e. 97.40% (rank 1-item 36) of principals are of the opinion that they are from an average to a large extent involved in delegating to expose female educators to all kind of work experiences. Based on the information in Table 6.28; 92.30% (rank 4-item 39) of principals rate themselves to be involved from an average to a large extent in allowing all educators on the same post level the same level of decision making, i.e. equal opportunities for all on the same post level, whilst the same percentage 92.30% (rank 5-item 41) of

principals rate themselves to be involved from an average to a large extent in delegating according to the responsibility level of the female educator. Based on the responses of participating principals, 92.10% (rank 2-item 38) of principals are involved from an average to a large extent in delegating to ensure that on-the-job training will prepare female educators for leadership on next post level. It seems that principals are fully aware of the benefits of delegating as a proper tool to enhance career development in accordance with literature (cf. Pars. 3.5.3; 4.2 & 4.8.3). Again, much higher percentages of principals are, according to their own assessment (item per item), involved in the different aspects of delegating than perceived by female educators (cf. Table 6.15). Next, networking as a sub-category used in the questionnaire will be discussed.

6.4.2.7 Networking

The responses of participating principals on items regarding networking are displayed in the next table.

Table 6.28: Principals' responses: Networking

Rank	Item no.	Abbreviated description of item	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	44	Treat female educators with respect.	3.77	0.48	0	0.00	1	2.60	7	17.90	31	79.50
2	45	View female educators as human beings and not only as "teaching ability".	3.67	0.53	0	0.00	1	2.60	11	28.20	27	69.20
3	46	Providing a social structure encouraging female educators to utilize networking opportunities	3.18	0.79	1	2.60	6	15.38	17	43.58	15	38.44
4	49	Allow flow of information to female educators regarding network opportunities.	3.13	0.65	0	0.00	6	15.40	22	56.40	11	28.20
5	47	Allowing females to grow in reputation through networking.	3.08	0.80	2	5.10	5	12.80	20	51.30	12	30.80
6	48	Encouraged mixed-networking (both sexes) over female networks.	2.9	0.85	3	7.70	7	17.90	20	51.30	9	23.10
7	50	Allow "old-boys" networks to colour perceptions regarding female educators.	2.0	1.10	18	46.20	8	20.50	8	20.50	5	12.80

(Scale: 1=no extent; 2=lesser extent; 3= average extent and 4=large extent)

In Table 6.28, 97.40% (rank 1-item 44) of principals rated themselves to be from an average to a large extent involved in treating female educators with respect whilst the same percentage 97.40% (rank 2-item 45) rate their own involvement in viewing female educators as human beings and not only as teaching ability as from an average to a large extent. It seems that principals are well aware of the benefits of networking to develop HC and building SC and therefore to enhance career development in accordance with literature (cf. Pars. 2.3.1.1-2.3.1.2; 2.8.4 & 4.8.3). Based on participating principals responses 66.70% (rank 7-item 50) of principals are of the opinion that they are involved from no to a lesser extent in

allowing old boys' networks to colour perceptions regarding female educators from no- to a lesser extent (cf. Par. 3.6.2.1). It seems that principals value the benefits of networking furthering career development by means of developing HC and building SC enhancing the professional development (cf. Par. 2.3.3.1) of female educators as well as increased exposure to different leadership-and management styles. This is in accordance with literature (cf. Pars. 3.5.3 & 3.5.4.2). Items regarding role models and role conflict are discussed next.

6.4.2.8 Role models and role conflict

In the next table responses from principals on role models and role conflict are presented.

Table 6.29: Principals' responses: Role models and role conflict

Rank	Item no.	Abbreviated description of item	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	52	Acknowledge the importance for female educators to balance their different life roles effectively.	3.44	0.55	0	0.00	1	2.60	20	51.30	18	46.10
2	53	Act as role model to female educators in portraying a balanced leadership style.	3.41	0.54	0	0.00	1	2.60	21	53.80	17	43.60
3	54	Act as role model to female educators in portraying a balanced management style.	3.38	0.63	0	0.00	3	7.70	18	46.20	18	46.20
4	55	Accommodate the fact that career paths of women are affected by different life roles.	3.21	0.65	0	0.00	5	12.83	21	53.84	13	33.33
5	58	Understand that female educators view their work- and family roles as complementary.	3.15	0.48	0	0.00	2	5.10	29	74.40	8	20.50
6	51	Assisting female educators not to view assertiveness as unfeminine.	3.13	0.70	1	2.60	4	10.50	22	57.90	11	29.00
7	57	Accepting that for female educators' different career- and life cycles are linked with different career needs.	2.82	0.68	2	5.10	7	17.90	26	66.70	4	10.30
8	56	Accommodate the fact that career paths of women are different from that of men.	2.67	0.92	4	10.30	13	33.30	14	35.90	8	20.50

(Scale: 1=no extent; 2=lesser extent; 3= average extent and 4=large extent)

According to Table 6.29, 97.40% (rank 1-item 52) of participating principals rated themselves to be involved in acknowledging the importance for female educators to balance different life

roles from an average to a large extent whilst the same percentage (97.40%) (rank 2-item 53) rate themselves to be involved in acting as a role model to portray a balanced leadership style from an average to a large extent. Based on the information in Table 6.29 it seems that 94.90% (rank 5-item 58) of principals rate their own involvement in understanding that female educators view life roles as complementary from an average to a large extent whilst 92.40% (rank 3-item 54) rate themselves to be involved in acting as role model to portray a balanced management style from an average to a large extent. It seems that principals understand and acknowledge their roles as role models for female educators to guide and assist them on how to enhance career development but simultaneously to enhance management and leadership skills. Role conflict and career development needs are closely linked to career- and life phases of female educators and it seemed that principals are well aware of the fact as indicated in literature (cf. Pars. 3.5.4; 3.8.1 -3.8.4). Compared to Table 6.17, item per item, female educators perceive a lower percentage of their principals involve than indicated by principals' self-assessment, except for item 56. On item 56 (to accommodate that career paths of women are different from that of men), interesting enough, 51.4% of principals viewed themselves to be involved from an average to a large extent in contrast with the female educators who rate 60.3% of their principals to be involved from an average to a large extent. In the next paragraph responses on mentoring will be discussed.

6.4.2.9 Mentoring

The next table represent responses received from participating principals on mentoring

Table 6.30: Principals' responses: Mentoring

Rank	Item no.	Abbreviated Description of item	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	62	Regard structured mentoring as an important part of career development.	3.46	0.50	0	0.00	0	0.00	21	53.80	18	46.20
2	59	Act as mentor to female educators in terms of career direction.	3.38	0.49	0	0.00	0	0.00	24	61.50	15	38.50
3	60	Provide support to female educators on how to manage change.	3.28	0.45	0	0.00	0	0.00	28	71.80	11	28.20
3	63	Positive feedback from principal to female educators enhances their career planning.	3.28	0.51	0	0.00	1	2.60	26	66.70	12	30.70
5	61	Utilizing mentoring as a tool to enhance a female educator's self-esteem.	3.24	0.49	0	0.00	1	2.60	27	71.10	10	26.30

(Scale: 1=no extent; 2=lesser extent; 3= average extent and 4=large extent)

Based on the information gathered from Table 6.30 it is evident that 100.00% (rank 1-item 62) of participating principals assessed themselves to be involved in structured mentoring as an important part of career development from an average to a large extent. Table 6.30 reflects that all principals, i.e. 100.00% (rank 2-item 59) of participating principals, rated their own involvement in mentoring female educators in terms of career direction from an average to a large extent whilst 100.00% (rank 3-item 60) rated themselves to be involved in the provision of support on how to manage change from an average to a large extent. It seems that the majority of principals understand, in accordance with what is indicated in literature, that mentoring (cf. Par. 3.5.5) is an extremely important part of career development with ripple effects on different aspects of career development. For example, professional development, with a view to address career development needs of female educators and to better their self-concept (cf. Pars. 3.5.2; 3.6.1.1-3.6.1.4; & 4.8.2-4.8.3) are only a few aspects influenced by mentoring. In strong contrast, item per item, female educators rated lower percentages of principals' involvement from an average to a large extent than the percentages based on the self-assessment of principals (cf. Table 6.18). Items regarding the

partnership between female educators and principals in terms of career development are discussed in the next paragraph.

6.4.2.10 Career development: partnership between female educator and principal

The responses received from participating principals regarding the partnership between female educators and principals are presented in the next table.

Table 6.31: Principals' responses: Partnership between the principal and the female educator regarding her career development

Rank	Item no.	Abbreviated description of item	Mean	Standard deviation	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	68	Emphasize the importance to female educators, of keeping an updated progress professional portfolio.	3.26	0.67	1	2.60	2	5.10	22	56.40	14	35.90
2	64	Co-responsibility of principals for female educators' career development.	3.05	0.64	1	2.60	4	10.20	26	66.70	8	20.50
3	65	Guidance to female educators regarding career development plans.	2.95	0.75	1	2.60	9	23.10	20	51.30	9	23.10
3	67	Value a career development interview between yourself and a female educator.	2.95	0.68	1	2.60	7	17.90	24	61.50	7	17.90
5	66	Involvement to assist female educators to adapt career development strategies during different career- and life cycles.	2.79	0.65	0	0.00	13	33.34	21	53.85	5	12.81

(Scale: 1=no extent; 2=lesser extent; 3= average extent and 4=large extent)

Based on Table 6.31, 92.30% (rank 1-item 68) of principals rated themselves to be involved in emphasizing the keeping of an updated progress professional portfolio from an average to

a large extent whilst 87.20% (rank 2-item 64) of participating principals rated their involvement in taking co-responsibility for the career development of female educators from an average to a large extent. Principals seem to be involved in taking co-responsibility for the career development of female educators. However, career development is a comprehensive concept with many different concepts. By taking on co-responsibility for the career development of female educators (cf. Par. 2.2.2), a willingness to partake in the process is displayed by principals. According to literature, female educators, the employer and the employee, the supervisor and the sub-ordinate, all have a responsibility towards an individual's career development. Principals can for instance assist female educators on mapping out career plans informed by a career development interview (cf. Par.3.6.1) as indicated in the literature. Again, female educators record lower percentages regarding their principals' involvement per item than the percentages, based on self-assessment, indicated by principals. A brief synthesis based on the responses of principals is subsequently given.

6.4.2.11 Synthesis

Descriptive statistical analysis of quantitative data, gathered by means of questionnaires sent to female educators and principals, will contribute to the research sub-aim 4.1 (cf. Par. 1.3) and contribute to the development of a management strategy for career development of female educators (cf. Chapter 7). Information based on the percentage of principals involved in the career development of female educators (cf. Tables 6.22-6.31) reveals that the majority of principals assess their own involvement to be from an average to a large extent in all items except items 3, 10 and 50 where involvement is rated from no to a lesser extent. According to information (cf. Tables 6.10-6.19), the majority of female educators rated principals to be involved from an average to a large extent in all items except items 10 (allocating tasks based on gender) and item 50 (allowing "old boys' networks" to colour perceptions regarding female educators) in which they perceive the majority of principals to be involved from no to a lesser extent. In general, item per item, a higher percentage of principals, based on self-assessment, rated themselves to be involved in the career development of female educators, from an average to a large extent, than the percentage of female educators who recorded principals' involvement from an average to a large extent. For example in only six items, 80% and more female educators rated principals' involvement from an average to a large extent (cf. Tables 6.10-6.19 & Par. 6.4.1.11).

The eighteen (18) items in which 95% and more principals are involved, according to self assessment, (cf. Tables. 6.22-6.31) from an average to large extent will be indicated in the table below, whilst the seven (7) items in which the five highest percentages of principals' involvement are reflected, will be discussed further.

Table 6.32: Highest percentages of principals involved in different items regarding the career development of female educators

Item number	Sub-category	Brief description of item	Percentage (%) of involvement in items in which 95%+ of principals are involved from an average to a large extent in the career development of female educators (Based on self-assessment by principals)
62	Mentoring	Structured mentoring	100.00
59	Mentoring	Act as mentor in terms of career direction	100.00
60	Mentoring	Support on managing change	100.00
29	Improving self-concept	Recognition for work done	100.00
52	Role conflict and role models	Acknowledge importance to balance life roles effectively	97.50
63	Mentoring	Giving positive feedback to enhance career planning	97.50
1	HRM on micro-level	Level of skills and knowledge currently displayed	97.50
53	Role conflict and role models	Acting as role model portraying a balanced leadership style	97.40
61	Mentoring	Mentoring as tool to enhance female educators' self-esteem	97.40
13	Affirmative action, equity and equality	Striving actively to minimize role prejudice	97.40
20	Career development needs	Communicate information regarding career development opportunities	97.40
38	Delegating	To expose female educators to all kinds of work	97.40
44	Networking	Treat female educators with respect	97.40

Continue

Table 6.32: Highest percentages of principals involved in different items regarding the career development of female educators (continue)

Item number	Sub-category	Brief description of item	Percentage (%) of involvement in items in which 95%+ of principals are involved from an average to a large extent in the career development of female educators (Based on self-assessment by principals)
45	Networking	View female educators as human beings and not only as "teaching ability"	97.40
22	Career development needs	Communicate information regarding possible career paths	96.30
14	Career development on micro-level and systemic factors	Recruitment of staff in accordance with ethos and vision of school	95.00
2	HRM on micro-level	Knowledge of future level and skills to be displayed	95.00

According to table 6.32, for item 62 (regarding structured mentoring as an important tool of career development), item 59 (to act as mentor to female educators in terms of career direction) and item 60 (providing support on managing change), 100.00% of the principals claimed to be involved from an average to a large extent. All three items form part of the sub-category mentoring. In comparison, 71.50%; 67.50% and 69.20% (cf. Table 6.19) respectively of female educators rated principals' involvement from an average to a large extent in these items. Based on the large discrepancies between the extent of the percentages indicating principals' involvement (based on self-assessment) and the percentage ratings recorded by female educators on involvement, these items may be considered to be included in a management strategy as it poses questions on implementation. The same principle applies to item 29 (recognition for work done) since it seems that although 100.00% of principals regard themselves to be involved in this practice from an average to a large extent only 76.30% of females regard principals to be involved from an average to a large extent. For items 52, 63 and 1, 97.50% of principals claimed

involvement from an average to a large extent. On item 52 regarding acknowledging the importance for female educators to balance their different life roles, 74.8% of females regarded principals to be involved from an average to a large extent. The same applies to item 63 (positive feedback to female educators) and item 1 (knowledge of the current level of skills and knowledge displayed by female educators) where 74.00% and 83.10% of female educators respectively rated principals to be involved from an average to a large extent. Item 1 is the only item rated by both groups in terms of most involved items, i.e. communality found.

The percentage of principals who perceived themselves to be involved from no to a lesser extent in item 3 (comprehensive career development strategy for female educators at school) is 51.30%; item 10 (allocation of tasks based on gender); 61.60%; and item 50 (to allow "old boys' networks" to colour perceptions regarding female educators) 66.70%. The last two items refer to items in which principals are effective and therefore the items will be considered to be part of a management strategy, but for item 3, the fact that 51.30% of participating principals are involved in this item from no to a lesser extent will ensure that this item will be considered for inclusion as a challenge in the management strategy on career development (cf. Chapter 7). In Table 6.33 the 5 items (excluding items 10 and 50) in which principals, in terms of involvement from an average to a large extent, are the least involved, are indicated.

Table 6.33: The five items in which principals, based on percentages, are least involved (from an average to a large extent) regarding the career development of female educators

Item number	Sub-category	Brief description of item	Percentage of principals involved in the career development of female educators from an average to a large extent (5 items they are least involved in based on self-assessment)
34	Improving the self-concept of female educators	What motivates female educators to take consistent career actions	68.40
5	HRM on micro-level	Review career development strategy to accommodate changing career development needs of female educators	67.50
66	Career development; partnership between female educators and principals	Assistance to female educators to adapt career development strategies during different career- and life cycles	66.60
56	Role conflict and role models	Accommodating the fact that career paths for women differ from those of men	56.40
3	HRM on micro-level	Comprehensive career development strategy for female educators	48.70*

(* involved from no to a lesser extent)

All the items in Table 6.33 will be considered for inclusion in the management strategy for career development since they pose challenges to the implementation of the management strategy for career development (cf. Chapter 7). Both groups (female educators and principals) rated item 3 and item 66 to be part of the five items in which involvement are the least. Item 3 is already discussed but it is interesting to note that 54.40% of female educators rated principals to be involved in this item from an average to a large extent (cf.

Table 6.10). Regarding item 34 (to focus on what motivates female educators to take consistent career development actions), 68.40% of principals are involved, based on self-assessment, whilst 66.70% of female educators perceive principals to be involved from an average to a large extent (cf. Table 6.14). On item 66 (assistance on how to adapt career development strategies as moving from one career and life cycle to the next) 66.60% of principals claimed involvement from an average to a large extent whilst 52.60% of female educators perceived principals to be involved from an average to a large extent (cf. Table 6.19). In terms of item 5 (review career development strategy to accommodate changing career needs), based on self-assessment, 67.50% of principals are involved from an average to a large extent, compared to the 64.8% of female educators who rated principals' involvement from an average to a large extent (cf. Table 6.10).

The practical significance and effect sizes for different groupings of educators will be discussed in the next section.

6.5. PRACTICAL SIGNIFICANCE (EFFECT SIZES) OF DIFFERENT GROUPINGS OF FEMALE EDUCATORS

Practical significance and effect sizes will now be discussed for the different groupings of female educators and principals.

The groupings of items in the questionnaire were based on the pattern matrix (cf. Tables 6.5-6.6) as well as on literature (cf. Chapters 2, 3 & 4). This paragraph consists of six sections, referring to the perceptions female educators have on research aim 4 on all constructs in terms of the race, current post level, qualifications, marital status, age and years of experience of female educators on their current post level, followed by a comparison of ratings of all groupings on all concepts and ends with a synthesis based on information and interpretation of the above-mentioned. For the purpose of interpretation and discussion only those constructs with Cohen values ($d \geq 0.8$) will be discussed for the sake of relevance to this research.

The extent of the involvement of principals in the career development of females as perceived by African and white female educators are discussed in the next section.

6.5.1 The extent of the involvement of principals in the career development of female educators, as perceived by African and white female educators

Because only two factors are measured (African and White) in terms of race, a *t*-test is applied to measure the responses of female educators based on race in terms of all identified constructs to determine *p*-values and *d*-values for the identified constructs. In the table African female educators are indicated by 1 and white female educators by 2. In Table 6.34 the numbers, means, standard deviations, *p*- and *d*-values are indicated in terms of different groupings in terms of qualifications with regard to different constructs.

Table 6.34: Group statistics for female educators based on race

Group Statistics						
	RACE	N	Mean	Std. Deviation (S)	t-test Statistical significance (p)	t-test Effect size (d-value)
Q50 (Allowing "old boys' networks" to colour perceptions)	1	248	2.16	1.00	0.53	0.10
	2	49	2.06	1.02		
Self-concept	1	251	2.71	.70	0.01	0.41
	2	52	3.02	.75		
Networking	1	252	3.01	.60	0.00	0.60
	2	51	3.45	.44		
Affirmative Action	1	254	2.71	.71	0.00	0.41
	2	54	3.00	.64		
Role conflict	1	252	2.73	.64	0.00	0.81***
	2	51	3.25	.60		
Communication	1	255	2.91	.61	0.00	0.79***
	2	54	3.39	.48		
Delegating	1	251	2.84	.67	0.00	0.70***
	2	51	3.32	.57		
Mentoring	1	252	2.78	.66	0.01	0.40
	2	51	3.05	.66		
Recruitment	1	254	2.83	.60	0.00	0.56
	2	54	3.18	.61		
Career development	1	255	2.60	.65	0.00	0.81***
	2	54	3.13	.57		

(*0.2 ≥ = small effect; ** >0.2 - <0.8 =medium effect; *** ≥ 0.8 =large effect)

Large *d*-values are identified for four constructs (cf. Table 6.34). Based on the *d*-values (effect size) a high degree of practical significance is evident for role conflict (*d*=0.81),

communication ($d=0.79$), delegating ($d=0.7$) and career development ($d=0.81$). The d -values in all four constructs are higher for white female educators than for black female educators. Based on this finding, it seems that white female educators perceived the involvement of principals to a higher degree in these four constructs than did black females.

- Practical significance in terms of role conflict

A d -value of 0.81 indicates a high degree of practical significance whilst white females experienced principals to be more involved in role conflict aspects than did African female educators. White female educators recorded a higher average mean on this construct than African female educators; hence it seems that white female educators feel much better than African female educators about this aspect of their career development.

- Practical significance in terms of career development

The large d -value ($d=0.81$) indicates practical significance to a large extent. Due to the higher average mean recorded for white female educators in this construct, white female educators perceived the involvement of principals to a higher degree than African female educators. White female educators feel much better about this aspect of career development than their African counterparts.

- Practical significance in terms of communication

Practical significance to a large extent is indicated by a d -value of 0.79. As the average mean for white female educators is higher than for African female educators, white female educators are of the opinion that principals are more involved in this aspect of their career development than African female educators. As a result, white female educators feel much better about this aspect of career development than African female educators.

- Practical significance in terms of delegating

White female educators experience the involvement of principals to a higher degree than their African counterparts as indicated by a higher average mean. A d -value of 0.070 indicating practical significance to a large extent is an indication that white female educators feel much better about communication as part of career development than their African counterparts.

- In general it seems that white females rate their principals to be more involved in career development, role conflict, communication and delegating. Practical significance as experienced by post levels 1 and 2 in terms of identified constructs is discussed in the subsequent part. The practical significance of constructs for female educators on different post levels (1 & 2) will be discussed next.

6.5.2 The extent of the involvement of principals in the career development of female educators on post levels 1 and 2

No practical significances were found to report on. The practical significance of constructs for female educators on different qualification levels is discussed in the following paragraph.

6.5.3 The extent of the involvement of principals in the career development of female educators in terms of qualifications

For this grouping, no practical significances were determined to report on. The practical significance for identified constructs according to marital status is discussed in the next paragraph.

6.5.4 The extent of the involvement of principals in the career development of female educators in terms of marital status

No practical significances on the different constructs were identified to report on. Next, practical significance of identified constructs in terms of age is discussed.

6.5.5 The extent of the involvement of principals in the career development of female educators in terms of age

No practical significant differences were identified for reporting. Next, the practical significance of identified constructs in terms of the years spent on the current post level is discussed.

6.5.6 The extent of the involvement of principals in the career development of female educators in terms of years of experience on the current post level

No practical significances were identified for reporting. In the next paragraph a brief synthesis is given of practical significance for different groupings.

6.5.7 Synthesis

The only grouping mirroring constructs where practical significant differences are found to a large effect is in terms of race of female educators, i.e. between African and white female educators. It seems that white female educators perceive principals to be more involved than did black female educators regarding role conflict, communication, delegating and career development (cf. Table 6.34); hence feel much better about these aspects than their African counterparts.

6.6 RESPONSES ON IDENTIFIED CONSTRUCTS REGARDING THE EXTENT OF PRINCIPALS' INVOLVEMENT IN TERMS OF FEMALE EDUCATORS' CAREER DEVELOPMENT

This paragraph comprises ten sections, namely the Cronbach Alpha coefficient, principals' responses to identified constructs in terms of principals' age, post level, gender, race, qualifications, years of experience as principal, the race of the majority of staff members at school; a comparison between all groupings and lastly a synthesis based on all information. As a result of the low number of principals as respondents, a factor analysis was not done for this study based on principals' responses. The Cronbach Alpha coefficient of principals' questionnaires is discussed in the next section, referring to the practical significance (effect sizes) of different groups

6.6.1 Cronbach Alpha coefficient of principals' questionnaire

Due to the fact that reliability and validity of the questionnaire are already established for female educators (n=336)(cf. Par. 6.3.1.1 - 6.3.1.3) the aim of calculating the Cronbach Alpha coefficient based on the responses of principals is to compare values and to observe whether principals rated and interpreted questions exactly the same as female educators.

Based on the pattern matrix (cf. Table 6.5) for female educators regarding the extent of principals' involvement in their career development for some constructs the lack of correlation between items results in items having to be removed from the constructs to calculate the Cronbach Alpha coefficients for principals' responses. For example: In the construct career development the Cronbach Alpha coefficient was 0.5127 but after item 5 was removed, the Cronbach Alpha coefficient changed to 0.633 and the inter-item correlation changed from 0.087 to 0.139. In terms of the construct role conflict (Q51-52 & 55-58) the Cronbach Alpha coefficient changed from 0.33 to 0.4 with Q 51 removed; to 0.4 (Q55-58); to

0.49 (Q56-Q58). For items 7-10 which for female educators formed the construct affirmative action, the Cronbach Alpha coefficient is 0.44 and the inter-item correlation 0.164. These items will be viewed separately and comparison between single items, not placed into groups, can therefore be done between items, based on means. In the next table constructs to be discussed for principals' responses are indicated.

Table 6.35: Constructs to be discussed based on principals' responses

Constructs: female educators	Items removed	Constructs: principals	Cronbach Alpha coefficient	Inter-item correlation
Career development	Q 5	Q 2-4; 16-19 & 25-27	0.63	0.14
Recruitment of staff	None	Q 11-15	0.72	0.34
Mentoring	Q 53	Q 54-68	0.87	0.36
Delegating	None	Q 36-43	0.88	0.48
Communication	None	Q1, Q6; Q 20-24	0.71	0.03
Role conflict	Q51 & Q 52	Q55-58	0.46	0.16
Affirmative action	Q7-Q10	Separately	0.44	0.16
Networking	None	Q 29; Q44-Q49	0.85	0.46
Self-concept	None	Q 28; Q30-Q35	0.61	0.18
Q 50	None			

Compared to the Cronbach Alpha coefficient of female educators (cf. Par. 6.3.1.3 & Table 6.8) items were removed for principals from the constructs career development (Q5); mentoring (Q53); Role conflict (Q51&52) whilst the questions on affirmative action will be dealt with separately as indicated in the next table as the constructs were not reliable with the items included.

Table 6.36: Separate items addressed as constructs based on principals' responses

Separate items as constructs: principals	Mean	Standard deviation	Construct female educators	Abbreviated description of item
51	3.13	0.70	Role conflict	Assist female educators not to view assertiveness as unfeminine
52	3.44	0.55	Role conflict	To recognize importance of balancing life roles
53	3.41	0.55	Mentoring	Role model portraying balanced leadership style
5	3.15	0.69	Career development	Review career development strategy to accommodate changing career development needs
7	2.93	0.97	Affirmative action	Policies and procedures in place to enhance gender equity
8	3.33	0.66	Affirmative action	To enhance females' progression without alienating males
9	3.10	0.84	Affirmative action	Affirmative action at school aimed at gender parity.
10	2.21	1.03	Affirmative action	Tasks allocated in terms of gender

There is no value for the Cronbach Alpha coefficient for single items.

6.6.2 Practical significance (effect sizes) of different groupings of principals

As was the case for female educators' responses, only constructs with large practical significance will be discussed. Whenever only two factors were compared, a *t*-test was applied, but when three or more factors were compared, ANOVA and applicable post hoc *t*-tests were applied. For the purpose of interpretation and discussion only those constructs with Cohen values ($d \geq 0.8$) will be discussed for the sake of relevance to this research.

6.6.2.1 Responses in terms of different age groups of participating principals

A *t*-test is applied to measure the responds of principals based on age in terms of all constructs. Principals between 31-40 years of age are indicated by 2 on the table and those 41 years and older, by 3.

Table 6.37: Group statistics of responses of principals based on age

Group Statistics						
	AGE	N	Mean	Std. Deviation	Statistical significance (p-value)	Effect size (d-value)
Self-concept	2	9	2.96	0.19	0.05	0.51
	3	30	3.15	0.37		
Networking	2	9	3.02	0.51	0.01	0.87***
	3	30	3.46	0.44		
Role conflict	2	9	2.74	0.40	0.28	0.34
	3	30	2.92	0.54		
Communication	2	9	3.05	0.26	0.001	0.97***
	3	31	3.46	0.42		
Delegate	2	9	2.92	0.22	0.003	0.09
	3	30	3.46	0.50		
Mentor	2	9	2.99	0.15	0.06	0.67
	3	30	3.27	0.41		
Recruit	2	9	2.84	0.22	<0.01	1.57***
	3	31	3.46	0.39		
Career development	2	9	2.95	0.13	0.70	0.08
	3	31	2.98	0.38		
Q50 ("Old boys' networks": colour perceptions)	2	9	1.89	0.93	0.70	0.12
	3	30	2.03	1.16		
Q51 (Not to view assertiveness as unfeminine)	2	9	2.89	0.60	0.20	0.44
	3	29	3.21	0.73		
Q52 (Importance to Balance life-roles)	2	9	3.44	0.53	0.95	0.02
	3	30	3.43	0.57		
Q53 (Role model to Portray balanced leadership style)	2	9	3.22	0.67	0.30	0.37
	3	30	3.47	0.51		
Q5 (Review career development strategy; accommodating career development needs)	2	9	2.89	0.78	0.50	0.23
	3	31	3.10	0.91		
Q7 (Policy and procedures: enhance gender parity)	2	9	2.67	0.71	0.37	0.32
	3	31	3.00	1.03		
Q8 (Female progression without alienating males)	2	9	3.22	0.44	0.59	0.19
	3	31	3.35	0.71		
Q9 (Affirmative action aimed at gender parity)	2	9	2.67	0.71	0.06	0.66
	3	31	3.23	0.84		
Q10 (Allocate tasks according to gender)	2	9	2.22	0.97	0.95	0.02
	3	30	2.20	1.06		

(*0.2 ≥ = small effect; **>0.2 - <0.8 =medium effect; ***≥ 0.8 =large effect)

Practical significant differences to a large effect are identified for networking (d=0.87), communication (d=0.97) and recruitment (d=1.57). In all three constructs the average means

are higher for principals 41 years and older, indicating higher involvement in the specific constructs.

- **Practical significance in relation to networking**

Practical significance to a large extent is recorded on networking ($d=0.87$) where principals 41 years and older are more involved in networking than principals aged 30-40 years. Possible reasons may be that from the stance of their own career and life cycle they value networking and the benefits more than their younger colleagues. Possibly, they understand the benefits of networking for career development better, namely to utilize network opportunities, to learn from others, to find one's niche and by growing a reputation within the education community, than their younger colleagues.

- **Practical significance in relation to staff recruitment**

Practical significance ($d= 1.57$) to a large extent on this construct is recorded whilst principals 41 years and older are according to a higher average mean, more involved in staff recruitment than their younger colleagues between 30-40 years.

- **Practical significance in relation to communication**

Practical significance ($d=0.97$) to a large extent is recorded for this grouping whilst on average mean principals 41 years and older are more involved in communication than principals between 30-40 years. Communication is not all about information; it is also about observing skills and competencies displayed by staff members. It is probable that principals 41 years old are in accordance with their own career- and life cycle more sensitive to the career needs of female educators. They will probably make resources available for networking opportunities more easily and are more sensitive to accommodate career development needs of female educators. Responses in terms of post levels are discussed in the next paragraph.

6.6.2.2 Responses of partaking principals on different post levels

Because only two factors are measured (principals grouped as on post levels 2 & 3; and principals on post level 4), a *t*-test was applied to measure the responses of principals on constructs based on current post levels. Post levels 2 & 3 principals are combined and indicated by 2 on the table whilst principals on post level 4 are indicated by 3.

Table 6.38: Group statistics for principals' responses based on their post level

Group Statistics						
	Level	N	Mean	Std. Deviation	Statistical significance (p-values)	Effect size (d-values)
Self-concept	2	11	2.90	0.32	0.01	0.94***
	3	27	3.21	0.32		
Networking	2	11	3.22	0.49	0.29	0.38
	3	27	3.41	0.49		
Role conflict	2	11	2.70	0.50	0.137	0.55
	3	27	2.98	0.50		
Communication	2	11	3.14	0.47	0.04	0.64
	3	28	3.45	0.39		
Delegate	2	11	2.99	0.61	0.007	0.79***
	3	27	3.48	0.40		
Mentor	2	11	3.05	0.41	0.13	0.51
	3	27	3.26	0.37		
Recruit	2	11	3.00	0.41	0.003	1.09***
	3	28	3.45	0.40		
Career development	2	11	2.95	0.23	0.80	0.08
	3	28	2.98	0.38		
Q50 ("Old boys' networks": colour perceptions)	2	11	2.18	1.17	0.46	0.25
	3	27	1.89	1.09		
Q51 (Not to view assertiveness as unfeminine)	2	11	2.73	0.79	0.02	0.74***
	3	26	3.31	0.62		
Q52 (Importance to Balance life-roles)	2	11	3.36	0.50	0.5	0.20
	3	27	3.48	0.58		
Q53 (Role model to Portray balanced leadership style)	2	11	3.36	0.67	0.69	0.12
	3	27	3.44	0.51		
Q5 (Review career development strategy; accommodating career development needs)	2	11	3.00	0.77	0.80	0.08
	3	28	3.07	0.94		
Q7 (Policy and procedures: enhance gender parity)	2	11	2.55	0.93	0.13	0.54
	3	28	3.07	0.98		
Q8 (Female progression without alienating males)	2	11	3.36	0.50	0.70	0.11
	3	28	3.29	0.71		
Q9 (Affirmative action aimed at gender parity)	2	11	2.45	0.69	0.001	1.16***
	3	28	3.36	0.78		
Q10 (Allocate tasks according to gender)	2	11	1.91	0.83	0.30	0.33
	3	27	2.26	1.06		

(*0.2 ≥ = small effect; **> 0.2 - <0.8 =medium effect; ***≥ 0.8 =large effect)

For five constructs practical significance are evident to a large effect in self-concept ($d=0.94$), delegating ($d=0.79$), recruitment ($d=1.09$); Q51 (to assist female educators not to view assertiveness as unfeminine): ($d=0.74$) and Q9 (affirmative action aimed at gender parity): ($d=1.16$). Principals on post level 4 registered higher average means in all five constructs and are therefore more involved in the specific constructs than their colleagues on post levels 2 & 3. Schools are graded according the number of learners and therefore staff members. The post level of the principal is an indication of the numbers of learners and staff members at that specific school. In general, principals move through different post levels and a principal on post level 4 has gone through the ranks. Probably, experience gained by moving through different post levels played a major part in terms of the practical significance of constructs.

- Practical significance in relation to self-concept (construct)

For this construct practical significance ($d=0.94$) is recorded to a large effect on self-concept. Principals on post level 4 are more involved in improving the self-concept of female educators than principals on post levels 2 and 3. This statement is based on the higher average mean for principals on post level 4 for this construct.

- Practical significance in relation to delegating (construct)

With a practical significance (d -value of 0.79) to a large effect in this construct, principals on post level 4 are involved to a higher degree in delegating than principals on post levels 2 and 3, as indicated by a higher average mean in this specific construct.

- Practical significance in relation to gender parity (Q9)

It seems that principals on post level 4 are much more involved in affirmative action aimed at gender parity than principals on post levels 2 and 3. This assumption is based on the higher average means reported for principals on post level 4 for a construct where practical significance is evident to a large effect ($d=1.16$).

- Practical significance in relation to assertiveness (Q51)

For this construct a practical significance ($d=0.74$) to a large effect is recorded whilst the higher average means for principals on post level 4 indicates a higher involvement than principals on post levels 2 and 3.

- Practical significance in relation to staff recruitment

On the construct recruitment ($d=1.09$) practical significance is recorded to a large effect. In this construct, principals on post level 4 are according to the average means, more involved in recruitment than their counterparts on post levels 2 and 3. The effect sizes recorded for male and female principals will be discussed in the next section.

6.6.2.3 Responses of male and female principals

The next table indicates the effect sizes for different constructs based on the gender of participating principals. The results for male principals are indicated by 1 on the table and for female principals by 2.

Table 6.39: Group statistics for principals based on gender

Group Statistics	GENDER	N	Mean	Standard Deviation	Statistical significance (p-values)	Effect size (d-values)
Self-concept	1	32	3.14	0.34	0.26	0.49
	2	7	2.96	0.38		
Networking	1	32	3.40	0.48	0.26	0.49
	2	7	3.14	0.53		
Role conflict	1	32	2.89	0.46	0.89	0.04
	2	7	2.86	0.74		
Communication	1	33	3.39	0.40	0.42	0.26
	2	7	3.24	0.55		
Delegate	1	32	3.43	0.41	0.012	0.72***
	2	7	2.91	0.72		
Mentor	1	32	3.24	0.35	0.38	0.37
	2	7	3.05	0.52		
Recruit	1	33	3.38	0.42	0.06	0.75***
	2	7	3.04	0.45		
Career development	1	33	2.97	0.34	0.74	0.13
	2	7	3.01	0.35		
Q50 ("Old boys' networks": colour perceptions)	1	32	1.91	1.06	0.34	0.41
	2	7	2.43	1.27		
Q51 (Not to view assertiveness as unfeminine)	1	31	3.19	0.65	0.38	0.37
	2	7	2.86	0.90		
Q52 (Importance to Balance life-roles)	1	32	3.41	0.56	0.48	0.30
	2	7	3.57	0.53		
Q53 (Role model to Portray balanced leadership style)	1	32	3.38	0.55	0.39	0.35
	2	7	3.57	0.53		
Q5 (Review career development strategy)	1	33	3.06	0.83	0.8	0.05
	2	7	3.00	1.15		
Q7 (Policy and procedures: enhance gender parity)	1	33	2.94	1.00	0.83	0.08
	2	7	2.86	0.90		
Q8 (Female progression without alienating males)	1	33	3.39	0.66	0.14	0.60
	2	7	3.00	0.58		
Q9 (Affirmative action aimed at gender parity)	1	33	3.18	0.85	0.17	0.55
	2	7	2.71	0.76		
Q10 (Allocate tasks according to gender)	1	32	2.22	1.07	0.86	0.07
	2	7	2.14	0.90		

(*0.2 ≥ = small effect; **> 0.2- <0.8 =medium effect; ***≥ 0.8 =large effect)

Based on Table 6.39, two constructs, delegating (0.72) and recruitment (0.73) recorded practical significance to a large effect whilst in both constructs male principals record higher average means indicating higher involvement. The next grouping of principals that will be discussed is based on gender.

6.6.2.4 Responses of African and white principals

The responses of African and white principals for all constructs are mirrored in the next table. Responses for African principals are indicated by 1 on the table and for white principals by 2.

Table 6.40: Group statistics for principals based on principals' race

Group Statistics	RACE	N	Mean	Standard. Deviation	Statistical significance (p-values)	Effect size (d-value)
Self-concept	1	31	3.10	0.37	0.85	0.07
	2	7	3.12	0.21		
Networking	1	31	3.28	0.49	0.07	0.63
	2	7	3.59	0.35		
Role conflict	1	31	2.78	0.44	0.032	0.66
	2	7	3.24	0.69		
Communication	1	32	3.27	0.41	0.006	1.13***
	2	7	3.73	0.22		
Delegate	1	31	3.27	0.54	0.02	0.63
	2	7	3.61	0.25		
Mentor	1	31	3.19	0.40	0.66	0.18
	2	7	3.26	0.36		
Recruit	1	32	3.30	0.45	0.45	0.30
	2	7	3.44	0.48		
Career development	1	32	2.93	0.34	0.06	0.76***
	2	7	3.19	0.29		
Q50 ("Old boys' networks": colour perceptions)	1	31	1.94	1.12	0.46	0.31
	2	7	2.29	1.11		
Q51 (Not to view assertiveness as unfeminine)	1	30	3.07	0.74	0.46	0.30
	2	7	3.29	0.49		
Q52 (Importance to Balance life-roles)	1	31	3.35	0.55	0.1	0.65
	2	7	3.71	0.49		
Q53 (Role model to Portray balanced leadership style)	1	31	3.35	0.55	0.35	0.39
	2	7	3.57	0.53		
Q5 (Review career development strategy; accommodating career development needs)	1	32	3.22	0.83	0.0097	1.12***
	2	7	2.29	0.76		
Q7 (Policy and procedures: enhance gender parity)	1	32	2.84	0.95	0.466	0.28
	2	7	3.14	1.07		
Q8 (Female progression without alienating males)	1	32	3.31	0.64	0.92	0.04
	2	7	3.29	0.76		
Q9 (Affirmative action aimed at gender parity)	1	32	3.22	0.71	0.02	0.70***
	2	7	2.43	1.13		
Q10 (Allocate tasks according to gender)	1	32	2.25	1.02	0.17	0.57
	2	6	1.67	0.82		

(*0.2 ≥ = small effect; **0.2 < 0.8 =medium effect; ***≥ 0.8 =large effect)

Constructs identified indicating practical significance to a large effect are communication ($d=1.13$), career development ($d=0.76$); Q5 (review career development strategy to accommodate changing career development needs of female educators) ($d=1.12$) and Q9 (affirmative action aimed at gender parity) ($d=0.7$). It is interesting to note that higher average means are recorded for white principals in communication and career development indicating higher involvement in those two constructs whilst the opposite is true for Q5 and Q9 with a major difference in average means for Q5. In the latter two constructs, African principals are more involved than white principals. In the next section practical significance for constructs based on the qualifications of principals will be discussed.

6.6.2.5 Responses for principals with different levels of qualifications

Responses for different groupings of principals are indicated in the next table. In the table, 3 refer to the principals with a diploma; 4 to principals with a degree and/or a degree and a postgraduate diploma whilst 5 refer to principals with more postgraduate qualifications.

Table 6.41: Group statistics for principals' responses based on qualification-groupings

Group statistics						
	Qualifications	N	Mean	Standard Deviation	Statistical significance (p-values)	Effect size (d-value)
Self-concept	3	11	3.13	.37	0.95	0.13
	4	17	3.11	.31		
	5	9	3.15	.31		
	Total	37	3.13	.32		
Networking	3	11	3.48	.37	0.65	0.13
	4	17	3.36	.43		
	5	9	3.28	.63		
	Total	37	3.38	.46		
Role conflict	3	11	2.84	.60	0.89	0.19
	4	17	2.82	.52		
	5	9	2.92	.36		
	Total	37	2.85	.50		
Communication	3	11	3.46	.43	0.52	0.31
	4	18	3.30	.40		
	5	9	3.42	.37		
	Total	38	3.37	.40		
Delegate	3	11	3.44	.44	0.81	0.06
	4	17	3.33	.45		
	5	9	3.36	.33		
	Total	37	3.37	.41		

Continue

Table 6.41: Group statistics for principals' responses based on qualification-groupings (continue)

Group statistics						
	Qualification	N	Mean	Standard Deviation	Statistical significance (p-values)	Effect size (d-value)
Mentor	3	11	3.40	.39		
	4	17	3.12	.30		
	5	9	3.11	.22	0.07	0.03
	Total	37	3.20	.33		
Recruit	3	11	3.30	.36		
	4	18	3.31	.40		
	5	9	3.46	.50	0.64	0.29
	Total	38	3.35	.41		
Career development	3	11	2.89	.24		
	4	18	2.99	.36		
	5	9	3.05	.39	0.57	0.15
	Total	38	2.98	.33		
Q50 ("Old boys' networks": colour perceptions)	3	11	2.18	1.16		
	4	17	1.94	1.14		
	5	9	1.56	.726	0.43	0.34
	Total	37	1.92	1.06		
Q51 (Not to view assertiveness as unfeminine)	3	11	3.09	.53		
	4	17	3.29	.68		
	5	9	3.11	.60	0.64	0.27
	Total	37	3.19	.61		
Q52 (Importance to balance life-roles)	3	11	3.36	.67		
	4	17	3.59	.50		
	5	9	3.33	.50	0.44	0.50
	Total	37	3.46	.55		
Q53 (Role-model to portray balanced leadership style)	3	11	3.64	.67		
	4	17	3.35	.49		
	5	9	3.22	.44	0.21	0.27
	Total	37	3.41	.55		
Q5 (Review career development strategy; accommodate career development needs)	3	11	3.09	.83		
	4	18	3.06	.87		
	5	9	2.89	1.05	0.86	0.16
	Total	38	3.03	.88		

Continue

Table 6.41: Group statistics for principals' responses based on qualification-groupings (continue)

Group statistics						
	Qualification	N	Mean	Std. Deviation	Statistical significance (p-values)	Effect size (d-value)
Q7 (Policy and procedures: enhance gender parity)	3	11	2.91	1.04		
	4	18	2.89	.90		
	5	9	3.22	.97	0.67	0.34
	Total	38	2.97	.94		
Q8 (Female progression without alienating males)	3	11	3.36	.67		
	4	18	3.17	.70		
	5	9	3.67	.50	0.18	0.71***
	Total	38	3.34	.66		
Q9 (Affirmative action aimed at gender parity)	3	11	2.73	1.10		
	4	18	3.11	.67		
	5	9	3.56	.72	0.10	0.61
	Total	38	3.11	.86		
Q10 (Allocate tasks according to gender)	3	11	1.91	1.04		
	4	18	2.28	1.01		
	5	8	2.38	1.18	0.57	0.08
	Total	37	2.19	1.05		

(*0.2 ≥ = small effect; **> 0.2 - <0.8 =medium effect; ***≥ 0.8 =large effect)

The only construct where practical significance to a large effect is identified (d=0.71) is for Q8 (to enhance female educators' progression without alienating males). According to average means principals with the highest degree of involvement are principals with more postgraduate qualifications as indicated by the highest average means. To implement equity and equality, expertise and wisdom are needed, to allow progress on the one hand but to refer from reversed discrimination on the other hand. Perhaps, principals with other postgraduate qualifications are probably sensitized more on this aspect by further studies; therefore they are on the alert not to fall into the trap. Responses in terms of years of experience are discussed in the next paragraph.

6.6.2.6 Responses in terms of principals' years of experience as principal

No constructs displaying practical significance to a large effect were identified to report on. Responses regarding the race of the majority of staff members at school are discussed in the subsequent section.

6.6.2.7 Responses in terms of the majority race of female staff at sampled schools

In terms of the majority race of female educators at school, two groups will be discussed, namely schools where African female educators are in the majority and schools where white female educators form the majority. On the table (indicated by 1) is the number of schools where the majority of female educators are African whilst 2 indicates the number of schools where white female educators are in the majority.

Table 6.42: Group statistics regarding principals' responses in terms of the race of the majority of female teachers at sampled schools

Group Statistics	Majority	N	Mean	Standard Deviation	Statistical significance (p-values)	Effect size d-values
Self-concept	1	32	3.10	0.37	0.96	0.02
	2	6	3.10	0.22		
Networking	1	32	3.28	0.49	0.03	0.80***
	2	6	3.67	0.32		
Role conflict	1	32	2.82	0.48	0.34	0.44
	2	6	3.11	0.66		
Communication	1	33	3.29	0.42	0.00	0.94***
	2	6	3.69	0.21		
Delegate	1	32	3.28	0.53	0.03	0.66
	2	6	3.63	0.27		
Mentor	1	32	3.19	0.40	0.55	0.26
	2	6	3.29	0.38		
Recruit	1	33	3.31	0.44	0.59	0.24
	2	6	3.43	0.53		
Career development	1	33	2.95	0.35	0.27	0.47
	2	6	3.12	0.25		
Q50 ("Old boys' networks": colour perceptions)	1	32	1.91	1.12	0.24	0.53
	2	6	2.50	1.05		
Q51 (Not to view assertiveness as unfeminine)	1	31	3.10	0.75	0.74	0.09
	2	6	3.17	0.41		
Q52 (Importance to Balance life-roles)	1	32	3.38	0.55	0.24	0.53
	2	6	3.67	0.52		
Q53 (Role model to Portray balanced leadership style)	1	32	3.34	0.55	0.20	0.59
	2	6	3.67	0.52		
Q5 (Review career development strategy; accommodating career development needs)	1	33	3.15	0.91	0.03	0.72***
	2	6	2.50	0.55		
Q7 (Policy and procedures: enhance gender parity)	1	33	2.85	0.94	0.55	0.27
	2	6	3.17	1.17		
Q8 (Female progression without alienating males)	1	33	3.27	0.67	0.44	0.34
	2	6	3.50	0.55		
Q9 (Affirmative action aimed at gender parity)	1	33	3.18	0.73	0.23	0.56
	2	6	2.50	1.22		
Q10 (Allocate tasks according to gender)	1	33	2.21	1.02	0.39	0.40
	2	5	1.80	0.84		

(*0.2 ≥ = small effect; **> 0.2 - < 0.8 =medium effect; ***≥ 0.8 =large effect)

For three constructs, practical significance to a large effect is identified, namely networking ($d=0.8$), communication ($d=0.94$) and Q5 (review career development strategy accommodating changing career development needs): i.e. $d=0.72$. In schools where white females are in the majority, principals are, due to higher means, more involved in networking and communication whilst in schools where African women form the majority of staff members, principals are more involved in Q5, i.e. to review their career development strategy to accommodate changing career development needs.

6.6.2.8 Synthesis

Based on Tables 6.37 - 6.42 it is evident that for all different groupings of principals, with the exception of years of experience as a principal, in each grouping, at least one construct displayed practical significance to a large effect. For all groupings, 18 constructs have been identified indicating practical significance to a large effect. No practical significance to a large effect was reported for any grouping on role conflict and the single items; Q7 (policies and procedures to enhance gender parity); Q10 (allocation of tasks based on gender); Q50 ("old boys' networks"); Q52 (importance to balance life roles); and Q53 (act as role model portraying a balanced leadership style).

Based on the findings of quantitative research regarding practical significance of constructs to a large extent it seems that

- White female educators rated their principals to be more involved in role conflict; communication delegating and career development (cf. Table 6.34) than African female educators rated their principals' involvement (cf. Par. 6.5.1).
- Principals, 41 years and older, rated themselves to be more involved in networking, communication and recruitment than principals between 30 and 40 years of age (cf. Table 6.37) (cf. Par. 6.6.2.1).
- Principals on post level 4 rated themselves to be more involved in self-concept, delegating, recruitment, Q51 (not to assume assertiveness as unfeminine), and Q9 (affirmative action aimed at gender parity) than their counterparts at post levels 2 & 3 (cf. Table 6.38) (cf. Par. 6.6.2.2).
- Male principals are, according to their own rating, more involved in delegating and recruitment than female principals (cf. Table 6.39) (cf. Par. 6.6.2.3).
- White principals rated themselves to be more involved than African principals in communication and career development whilst African principals are more involved in Q5

(review career development strategy to accommodate changing career development needs of female educators) and Q9 (affirmative action aimed at gender parity) (cf. Table 6.40) (cf. Par. 6.6.2.4).

- Principals with more than one postgraduate qualification seemed to be more involved in Q8 (progressing of female educators without alienating males) than principals with lesser qualifications according to their own ratings (cf. Table 6.41) (cf. Par. 6.6.2.5).
- At schools where white female educators are in the majority principals are more involved in networking and communication than in schools where African females form the majority. At schools, where African females form the majority of staff, principals are more involved in Q5 (review a career development strategy to accommodate the changing career development needs of female educators) than in schools where white female educators are in the majority (cf. Table 6.42) (cf. Par. 6.6.2.7).

Based on the results of this section as a whole, some prominent factors (practical significance to a large effect) have come to the fore and need to be included in a management strategy for career development. These factors will be taken into consideration for inclusion in the development of a management strategy for principals for the career development of female teachers in primary schools (Chapter 7). As this section concludes the final phase of statistical analysis of quantitative research, results from qualitative research are discussed in the next paragraph.

6.7 QUALITATIVE RESULTS OF FOCUS GROUP DISCUSSIONS

Qualitative research in terms of focus group discussions was discussed in Chapter 5 referring to the rationale and purpose (cf. Par. 5.4.1); the study population (cf. Par. 5.4.2); trustworthiness (cf. Par. 5.4.3); data collection procedures (cf. Par. 5.4.4) and data analysis including coding procedures (cf. Par. 5.4.5).

The main questions discussed in focus groups in this study are the following:

- How do you understand the concepts career and career development?
(cf. Chapter 2)
- As you see it, what role does legislation play regarding equity and equality?
(cf. Chapter 3)
- In your opinion, what are the career development needs of female educators?
(cf. Chapter 3)

- How do you think the career development needs of female educators can be addressed? (cf. Chapters 3 & 4)
- How does the partnership between principal and female educator enhance her career development? (cf. Chapters 3 & 4)

6.7.1 Constructs for further discussion by focus groups

In this research, during the open coding process a preliminary structure of constructs, sub-constructs and variables was produced and the process was followed by the axial coding where causal coding led to the identification of causal relationships. During the third part of the coding process, namely selective coding, core themes were specified and theory validated. In this study selective coding was approached by means of writing a storyline, i.e. a narrative to pull concepts and variations together. From the three focus group discussions, by means of the coding processes, the following categories have been identified for further discussion with a few examples of words and phrases identified during coding processes.

- The concepts: career and career development (way to earn a living; calling; “from the heart” and part of life).
- Affirmative action: Role of legislation and implementation of equity and equality (imbalances; appreciate efforts to rectify past imbalances; progression).
- Career development needs of educators (for example in terms of the curriculum; balancing life roles; networking; assistance on networking; re-entry and time-management; mentoring).
- Self-concept of female educators (recognition; inferiority; “pulling down syndrome” etcetera).
- Role conflict (struggle to balance life roles; feelings of guilt etcetera)
- Role of the principal regarding career development needs of female educators (delegator; to act as role model; motivator; communicator and mentor).
- The interdependence of the principal and the female educator, indicating a partnership (recognition; work allocation; identifying career strengths).

On refinement of the coding process all the above categories contain elements of sub-categories used in the questionnaire (cf. Par. 4.8; Figure 4.4) whilst responses can be related to the identified constructs used in quantitative research. A comparative discussion regarding the above-mentioned constructs will follow in the next paragraph.

6.7.2 Discussion of constructs addressed during focus group discussions

Meaning flowing from the above identified constructs and different focus group (Post level 1 female educators; female educators on the SMT and primary school principals) discussions are discussed in this paragraph.

- **Career and career development**

As reported during the focus group discussions, a career is referring to work to earn a living, is multi-dimensional, entailing all facets of life, is rooted in a value system; therefore education, according to them, is a calling. Career success, they said, depends on job satisfaction and the quality of work life and to a large degree for them it is based on dedication and commitment. Female educators insist that they "love" to teach and to empower learners for life.

All three focus groups acknowledge promotion as a prominent part of career development, with monetary gains and pension playing a very important part in life planning, whilst it is demoralizing to be on the same post level for many years. Although everybody is in possession of a personal growth plan and therefore a career development plan, both the SMT group and the post level 1 group found it problematic and therefore need assistance on "how" to adapt their career plans when obstacles arise; this is in accordance with literature and quantitative analysis. All the groups are in agreement that career development in essence entails sensible, objective career decisions based on a career plan, informed by sound research and realities.

All the groups agree that IPET (Initial Professional Training of Educators) is not preparing educators for practice. This is probably an area for future research. Although principals attend to this to a certain extent by means of structured induction programmes, female educators need more support from SMT members and departmental officials on "how to do what", especially where the curriculum is concerned.

Career development is viewed by all the groups as "institutional development" acknowledging the major part schools as institutions have to play in the career development of female educators. At schools, although induction programmes are in place for newly appointed and newly promoted female educators the extent of implementation thereof differs from school to school. Researcher just senses that the level of support given to female

educators re-entering education is not high on the agenda because they are viewed as "qualified, experienced educators". Although all the groups agree on the importance of induction programmes the process of induction in many instances is hampered by a lack of time (from the SMT group) and therefore mainly focused on on-the-job training (principals' group).

From the post level 1 group discussion it was evident that although support is given to them to a certain extent by principals and the SMT-members, their major career development needs are centred on classroom management, classroom practices, curriculum management (*"what and how"*) and learner discipline. The responses are largely in accordance with literature and with quantitative research results.

Next, the construct regarding the effect of legislation on equity and equality will be discussed.

- Equity, equality and affirmative action

There was consensus in all the groups that practices from the past where individual abilities and potential were ignored has been rectified. These practices led to what the groups refer to as an *"inferior complex"*, i.e. low self-esteem of female educators (cf. Pars. 3.5.1-3.5.2). All groups were in agreement that although women have been favoured to a certain extent by legislation on equity and equality, progression is too slow. In practice in the majority of cases, men still manage and women still teach. All these groups want the best person for the job, i.e. they reject tokenism.

Gender targets set by the province per post level is an example of what is referred to by the groups as *"imbalances replaced by other imbalances"*. It seems like a contradiction that females are preferred for posts on post level 3 and upwards whilst males are preferred for post level 2 (HoD level) posts. Tension also arises at school whenever educators acting in posts, doing a good job, are not appointed due to targets set by the province. Principals find it difficult to manage these processes, to get everyone on board again and to find a balance between promotion of staff at school and *"new blood"*.

Career development needs, of female educators identified by the specific focus groups, will be discussed in the following paragraph. From the focus group discussions it was evident

that although female educators are supported by principals, SMT and departmental officials, members still need further mentoring and support to different degrees regarding:

- the curriculum.
- to balance their life roles.
- to better their self-concept.
- to execute networking to their benefit.
- on re-entering, i.e. how to manage change.
- time management.

The effect of a poor self-concept, as outlined by means of the focus group discussions on the career development of female educators will be indicated in the subsequent paragraph.

- Effect of poor self-concept of female educators on their career development

In spite of improvement, the focus groups pointed out, cultural, historical and political perceptions and stereotyping of females are still hampering their career development. Although females have the ability and potential and are nowadays assisted by legislation to take their rightful positions, it was evident from the focus group discussions that many of them still do not apply for promotional posts as a result of their weak self-image. They need levels of mentoring from both male and female role models. Another factor identified is the degree to which (in many cases the lack of) visibility of female leaders at schools portrays effective leadership skills. This may be a concept for further research. In many cases, female educators do not apply for promotional posts because, as all the focus groups confirmed, they do not want to compete with men and are afraid of new challenges; they want to remain within their comfort zones. On this point, during the principals' focus group discussion, one principal put it bluntly as follows:

"Many female educators prefer not to respond to new career challenges; they want to remain within their comfort zone, and although they are inherently equally able to men, they do not want to compete with them".

Another very interesting phenomenon, stemming from their poor self-image, as confirmed by all the focus groups, is the "pulling down" syndrome. The groups contended that females do not support other females to the same degree that males support other males. In all the

groups, it was mentioned that females have a tendency to hamper other able females' progression by slowing down their progression by means of negligence. This phenomenon, not experienced by all females seems to be stronger in some cultures than others. In the SMT group one of the group members make the following statement on this issue saying frankly:

"Due to cultural and political baggage of the past, some females got hidden agendas and by means of gossiping they want to pull down able women with potential".

In general all comments made by female educators are in accordance with literature and quantitative research for this study although another dimension was provided. Role conflict as a factor hampering career development will be discussed next.

- **Role conflict**

From the focus group discussions it was evident that the majority of female members of the focus groups are struggling to balance their life roles, i.e. their work, family and community roles. They blame it on the time spent on administration and at school, a lack of proper time management and also on a lack of support from spouses and household chores.

"We have to do a full day's work but at the end of the day we still have to do chores at home, cook and look after the children; and that will never change."

Female educators still struggle to get rid of their feelings of guilt, based on stereotyping. It is difficult for them to understand the words coming from a member of the post level 1 focus group *"no one of us are perfect, but everything we do is worth doing; therefore just do your best, remember sacrifices are a part of life"*. It was evident from all the focus group discussions that many female educators still regard the principal as the "gate keeper" of their careers and are still heavily dependent on the principal for career development.

- **Role of the principal regarding career development needs of female educators**

Based on the information gathered from the three focus group discussions it seems that female educators acknowledge co-responsibility for their own career development although the extent thereof may differ. The level of support female educators need differs from individual to individual. One female educator (post level 1 group) even said that the principal

is responsible for her self-development. Her opinion was that the principal *"encourages, supports and motivates her to further her qualifications"*. Researcher sensed that there is a different level of understanding "co-responsibility" in terms of the career development of female educators. Involvement of primary school principals regarding the career development of female educators entails delegating, recognition given to female educators, structured mentoring and coaching, motivation, leadership styles and management styles and efforts to better herself-concept etcetera. During the focus group discussions it was evident that principals are involved in the career development of female educators to a different extent. This is in accordance with the quantitative results of this study.

Some female educators remarked that some principals have a tendency to allocate work outside the field of the female educator's expertise; therefore not allowing them to become specialists in their specific fields of expertise. From the principals' focus group discussion, it was evident that reality often enforces that action, but many females instead of seeing it as an opportunity to take on a new challenge, want to remain within their comfort zone. Researcher is uncertain whether the lack to take on challenges stems from a poor self-concept of female educators or whether the problem is rather poor communication from the principal's side to clarify the rationale to female educators for some of his/her decisions. Resistance to the "enrichment" of the female educator's work, at times also stems from preference to stay within a comfort zone. However, all the focus groups agree that delegating is a tool used to a different extent to enhance career development.

All the focus groups recognize the value of recognition given to female educators for work done. This is in accordance with literature and also observed in quantitative research for this study. Although the lack of promotional posts at schools is a contextual barrier to progression it is interesting to note that female educators seek recognition and acknowledgement from *"my own principal, school and community"*. One female educator summarized her feelings as follows:

I am teaching for thirty years, and over the years I acted in many posts and in many capacities but I never got promoted. I do not blame my principal but still, I feel done in by a system. I am honest, I do not want to mentor new educators anymore; it is not my job. However, I will continue to mentor, not only beginner educators but new appointees in management posts because my principal asked me to...."

From the focus groups it was also evident that principals in general allow a certain degree of networking, making resources available to attend cluster meetings enhancing contact with colleagues from other schools. Researcher also senses that all focus groups experienced positive feedback flowing from networking opportunities. Recognition on the one hand can better a low self-concept and on the other hand prepare females for higher post levels. Principals have the responsibility, as reminded by the focus groups, to identify and empower women with leadership skills and management skills. The different focus groups noted that principals are involved in the above process but the extent of involvement differs from school to school and from principal to principal.

6.7.3 Synthesis

From the different focus group discussions it is evident that many of the career development needs identified in literature (cf. Chapter 3) regarding female educators are authentic and context-based. Findings are in accordance with literature and in many instances substantiated by the quantitative research done in this study. Similarities between the responses of different groups in this research indicate that feelings and real life situations urge the development of a management strategy for the career development of female educators.

6.8 CONCLUSION

Based on the different data sets it seemed that

- Quantitative research clearly indicates that, according to principals' self-assessment, higher percentages of principals are involved in the career development of female educators than female educators experience involvement from their principals.
- In quantitative research, practical significance to a large effect is identified for a number of concepts in certain groupings based on biographic information.
- From qualitative research it is clear that, based on feelings and emotions, the career needs of female educators are context-based whilst there is a clear need for improvement. Although the findings are in accordance with literature and the findings in quantitative results, it provides an interesting dimension to this research study.

The role the principal has to play in the career development of female educators can by no means be ignored and the data gathered from literature and quantitative research will inform

the development of a management strategy for principals for the career development of female educators in primary schools. In the next chapter, a generic management strategy for principals for the career development of female teachers in primary schools will be developed.