THE DEVELOPMENT OF WOMEN FOR MANAGEMENT POSITIONS IN EDUCATION

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To women in the education profession in the Republic of South Africa

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SYNOPSIS

THE DEVELOPMENT OF WOMEN FOR MANAGEMENT POSITIONS IN EDUCATION

The central theme in this exploratory research project is the educational management development of women in the USA, UK and RSA. The focus is therefore two-fold, falling on women in educational management and on educational management training and development for women.

The present position of women in educational management in the USA, UK and RSA is determined by an extensive review and assessment of a wide range of factors which contribute both directly and indirectly to the *status quo*. These factors include the historical and patriarchal stereotyped attitudes concerning women and their education, current gender equity issues in education and career options for women. The historical and present participation of women in the mutually dependent professions of teaching and managing in education in the USA, UK and RSA confirms the fact that a marked degree of gender imbalance occurs in the profession of educational management, with women being extremely under-represented, especially in the RSA. Complex intrinsic and extrinsic factors, underscored by traditional gender stereotyping, are identified as barriers to the advancement of women in educational management and therefore also as contributing factors to the *status quo*.

The current provision of educational management training and development in the USA, UK and RSA and the implications thereof for women are reviewed to determine the nature of training programmes which will suffice for the development needs of women. The management expertise required by contemporary effective principals, current certification and training policies and the role of gender in the principalship are researched to determine the nature of the required management training. The provision of both dual-sex and single-sex educational management training and development programmes in the USA, UK and RSA, with special reference to the associated implications for women, facilitates an assessment of current trends in educational management training.

The conclusions arising from the two focal points of this research constitute the rationale of the design of a comprehensive development programme for women in educational management in the RSA. The proposed *South African Women Into Educational Management* (SAWIEM) programme is, of necessity, complex in nature, providing for ancillary and auxiliary sub-programmes to facilitate more equitable gender attitudes and to make special provision for the advancement of women into educational management positions. The SAWIEM programme also provides for an educational management development sub-programme for both single-sex and dual-sex training to assist women in the reduction of barriers to their advancement and to equip women with the essential management expertise for management positions in education.

Major conclusions arising from this research indicate that educational management is not currently a priority issue in the RSA, although a growing awareness is evident. Furthermore, there is an extremely low representation of women in educational management and little or no provision is being made for the specific development of women for educational management positions. This situation is occurring despite the fact that the principalship is a gender-free position in which both men and women function effectively, yet differently.

It is postulated that the implementation of the SAWIEM programme may be a catalyst for change in the *status quo* of women in educational management in the RSA.

OPSOMMING

DIE ONTWIKKELING VAN DIE VROU VIR BESTUURSPOSTE IN DIE ONDERWYS

Die sentrale tema van dié verkennende studie handel oor die bestuursontwikkeling van die vrou in die onderwys in die VSA, Engeland en die RSA. Die fokus in die narvorsing is daarom tweeledig: die vrou in onderwysbestuur en die onderwysbestuursopleiding en -ontwikkeling van die vrou.

Die huidige stand van die vrou in onderwysbestuur in die genoemde lande is bepaal deur 'n uitgebreide literatuuroorsig en evaluering van 'n groot aantal faktore wat direk of indirek bygedra het tot die *status quo*. Van dié faktore wat onder die loep geneem is, is die historiese en patriargale siening wat bygedra het tot 'n stereotipe siening van die vrou, asook resente beskouings van geslagspariteit in die opvoeding en loopbaanmoontlikhede vir die vrou. Uit 'n ontleding van gegewens van die VSA, Engeland en die RSA het dit geblyk dat in die onderrigposte die vrou die oorweldigende meerderheid is, terwyl presies die teenoorgestelde, naamlik 'n oorweldigende minderheid vrouens bestuursposte in die onderwys beklee. Die redes vir dié onderverteenwoordiging van die vrou in bestuursposte in die onderwys is vervolgens ondersoek en 'n aantal ektrinsieke en intrinsieke hindernisse is geïdentifiseer en bespreek.

Vervolgens is die huidige voorsiening in onderwysbestuursopleiding en -ontwikkeling in die betrokke lande ondersoek en spesifiek in hoeverre in dié programme voorsiening vir die ontwikkelingsbehoeftes van die vrou gemaak word. Vir hierdie doel is sowel programme wat spesifiek vir die vrou ontwikkel is as programme wat deur mans en vrouens gevolg word, ondersoek. Verder is ook bepaal watter bestuurskundigheid deur 'n effektiewe hoof benodig word. Die bestaande praktyk ten opsigte van die bestuursmatige indiensopleiding van skoolhoofde is ook ondersoek en of enige formele bestuurskwalifikasie vereis word om as skoolhoof aangestel te word.

Die gevolgtrekkings waartoe geraak is vanuit die twee genoemde fokuspunte vorm sowel die basis as die rasionaal vir die ontwikkeling van 'n omvattende ontwikkelingsprogram vir vroue in onderwysbestuur in die RSA. Die voorge-

stelde program vir *Suid-Afrikaanse Vroue in Onderwysbestuur* (SAVO) is vanweë die aard van die gevolgtrekkings waartoe gekom is, kompleks. In die voorgestelde program word voorsiening gemaak vir sowel 'n hulp- as 'n ondersteuningsprogram ten einde regte gesindhede te skep ten opsigte van geslagspariteit en om veral voorsiening te maak vir die ontwikkeling van vroue vir voldoende verteenwoordiging in bestuursposte in die onderwys.

In die program vir die *Suid-Afrikaanse Vroue in Onderwysbestuur* word ook voorsiening vir 'n onderwysbestuursprogram gemaak wat bestaan uit sowel 'n spesifiek gerigte program vir die vrou en 'n program wat deur mans en vrouens deurloop kan word. In hierdie programme moet veral voorsiening gemaak word om sowel die man as die vrou van die geïdentifiseerde hindernisse by die vrou bewus te maak en om moontlike riglyne daar te stel hoe om hierdie hindernisse te hanteer en te oorkom.

Van die belangrikste gevolgtrekkings waartoe gekom is in die navorsing is dat:

- mans en vroue skole ewe suksesvol kan bestuur, maar elk op 'n eiesoortige wyse
- onderwysbestuursopleiding en -ontwikkeling tans nie 'n hoë prioriteit in die onderwys in die RSA is nie
- die vrou in 'n groot mate onderverteenwoordig is in die bestuursposte (bevorderingsposte) in die RSA, en
- min of geen voorsiening gemaak word vir die spesifieke ontwikkeling van die vrou vir onderwysbestuursposte nie.

Met die voorgestelde program - Suid-Afrikaanse Vroue in Onderwysbestuur - word riglyne gegee vir die verandering ten opsigte van die *status quo* van die vrou in onderwysbestuur in die RSA.

CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION

A striking aspect of the world's education in previous centuries is the systematic exclusion of women from various educational levels and fields. However, the 20th century has witnessed radical changes concerning both the education of women and the participation of women in the education profession.

Women of many nations in the late 20th century already enjoy access even to higher education, a situation of which their mothers and grandmothers dared not dream (Moore, 1987:32). Currently there are women students majoring in professions where few women have ventured before. Furthermore, there is evidence of women aspiring to management positions within the hierarchy of their chosen careers (Stead, 1978:xiii). These aspirations are also present within the education profession, where women are not only the educators of the youth, but are also striving for promotion within the management hierarchy of the profession.

It is expected that the most striking aspect of the world's education in the 21st century will be the systematic inclusion of women at all levels and in all fields (Moore, 1987:33). This inclusion should allow for greater participation of women in all facets of education, including the field of educational management. **Women** and **educational management** therefore form the central theme in this research.

A detailed orientation to this project is given within the context of this chapter. A concise statement of the problem to be researched is given, facilitating the formulation of three pertinent queries, which, in turn, underscore the specification of the central and specific aims of this project. Thereafter, the research design is outlined, with reference to the nature of the literature and empirical studies conducted, and to the structure of the research. The study

field of the project is concisely demarcated, and the terms relevant to the context of this research are defined.

1.2 STATEMENT OF THE PROBLEM

Historically, women in Western societies have been ignored as potential managers (Burstyn, 1980:65). The field of education is no exception. The representation of women in all levels of educational management remains low, and has actually decreased during this century (Webb *et al.*, 1986:1), even though the current number of women in educational management training programmes in the United States of America (USA), for example, is almost equal to that of men (Shakeshaft, 1987b:1).

It is a common observation that teaching has been, and continues to be, primarily a women's profession, while in contrast, men predominate in the educational management positions (Davies, 1986:61, Shapiro, 1987:171, Lemmer, 1987:83, Ortiz & Marshall, 1988:123). The static career potential of women in the profession, and the recent emergence and growth of Educational Management as a scientific specialization sub-discipline of the field of education, have been contributing factors to the current focus of attention on the *status quo* of women within educational management.

This growing focus on women's issues in educational management is evident in research which has been reported during the past two decades in the USA, and since the early 1980's in the United Kingdom (UK). In the Republic of South Africa (RSA), a very recent awareness regarding the promotion of the professional interests of **women in general** is evident. Research on the "Effective use of women at work" was reported at a seminar of the *Institute of Manpower Research* in 1987 (Theron, 1987:16). Furthermore, a convention on "Women, leadership and development" was presented by the *South African Association of University Women*, the *South African Federation of Business and Professional Women*, and the *Soroptimist International Club of Pretoria* in 1988 (Convention on Women, leadership and development, 1988:8-12).

The particular professional interests of **women in education** in the RSA within the *Department of Education and Culture, Administration: House of Assembly* were addressed for the first time during a national seminar conducted by the

Teachers' Federal Council (TCF) in September/October 1988. The seminar theme was "Women as professional educators", with an aim to ensure that women in education will at all times be contented and well-motivated professional practioners (Anon., 1988b:1).

An underlying aspect of the research on women in educational management in the USA, UK and RSA is that of under-representation. The reason for this state of affairs is consistently reported as being the existence of barriers to women. These barriers range from overt and covert internal or personal barriers, to external barriers which include both overt and covert complex social, economic, political and organizational factors (Richards, 1988:161, Riches, 1988b:43, Lemmer, 1989:30-36).

Another important emerging aspect which compounds the problem concerning the under-representation of women in educational management is the fact that since the expansion of women's occupational horizons during recent years, bright women no longer flock to the teaching profession as they once did, and the quality of women teachers has declined (Klein *et al.*, 1985:493, Biklen, 1987:223). Teaching is now often seen as the wrong career choice for competent and capable women (Schmuck, 1987c:93).

However, educational management training and development is reported to be a major factor in solving the problem of under-representation of women. If women's equity in educational management is to be advanced, then educational management training and development programmes must become proactive leaders in assisting in the reduction of the barriers to women's achievement in this sphere (Webb *et al.*, 1986:2).

Therefore, the main focus of this research is educational management development with special reference to women. The nature and the essence of the problem stated above give rise to the following questions:

* What is the current state of affairs concerning women in educational management in the USA, UK and RSA?

* What is the nature, aim and importance of educational management training and development in the USA, UK and RSA, and what provision is

being made for the development of women aspiring to educational management positions?

* What type of educational management development programme would provide in the particular needs of women aspiring to management positions within the education system of the RSA?

A management development programme for women in educational management in the RSA may form a viable solution to the stated problem. If implemented, this programme could be a major contributing factor to the systematic inclusion of women at all levels of educational management in the RSA during the 21st century.

1.3 AIM OF THE RESEARCH

The central aim of this research is the study of educational management development in the USA, UK and RSA, with special reference to women. The pertinent problem areas identified (cf. *Par. 1.2)* facilitate the formulation of the following specific aims:

* the description and assessment of the current situation concerning women in educational management in the USA, UK and RSA

* the definition and description of the development of educational managers in the USA, UK and RSA, the aims involved and importance thereof, with special reference to the development of women

* the formulation of a comprehensive programme for the development of women for educational management positions in the RSA.

It must, however, be stated that the aim of this research is not to propagate equality of males and females, but to investigate gender equity issues in educational management, so that men and women may be afforded equitable opportunities to make their respective and unique contributions within the hierarchy of educational management.

1.4 RESEARCH DESIGN

1.4.1 Literature study

Three DIALOG searches were completed in January and March 1987. These revealed a substantial list of publications and the limited number of these publications available in the RSA were consulted during the pilot literature study.

Specifically related research in the RSA was non-existent. A bibliography compiled by the Sanlam Library at the *University of South Africa* (UNISA) in February 1987 showed that no books or theses concerning women in educational management in the RSA had been published. A computer search conducted in 1987 by the *Institute of Manpower Research*, under the auspices of the *Human Sciences Research Council* (HSRC), confirmed this state of affairs. There are, however, a limited number of publications relating to women in the RSA, dealing with aspects such as labour force participation, managerial potential, role structures and barriers for women in general, and, in-service training, re-entry problems and motivation factors for women in education. Furthermore, numerous publications concerning educational management training and development in the RSA are available, but none of these are gender-specific.

The limited number and nature of relevant publications available in the RSA indicated the need for further study in the USA and UK, where scientific publications were consulted during visits to 20 academic and professional institutions. These included consulting bibliographies received from the *National Development Centre* at the *University of Bristol* in the UK in May 1988, and an ERIC search at the *University of California Riverside* in the USA in June 1988 as a guide to relevant available research. Access to academic libraries in the USA and UK was freely available, and the sources consulted suffice for the needs of this project. Although directly related research was exceedingly limited in the UK, numerous related projects were evident in the USA. However, these projects do not address the issue of the development of women for educational management in the RSA.

Therefore, an in-depth literature study of scientific publications available in the USA, the UK and the RSA forms the basis of this exploratory research project. It was however also deemed essential to seek supplementary information by means of an empirical study.

1.4.2 Empirical study

1.4.2.1 Questionnaire

A structured questionnaire, based on problem areas identified from the literature, was compiled for the purpose of gaining descriptive, qualitative and quantitative information from the USA, UK and RSA during formal interviews with relevant identified persons.

1.4.2.1.1 Pilot study

Both open-ended and closed questions were grouped into the following six sections of the questionnaire:

Section A - Biographic information

Section B - Official legislation

Section C - University level

Section D - Educational management training programmes (for males and females)

Section E - Educational management training programmes (especially designed for females)

Section F - General

Section G - Open-ended questions for discussions.

The questionnaire was then checked by the *Department of Statistical Services* of the *Potchefstroom University for Christian Higher Education* and thereafter, pilot interviews were conducted with various relevant persons (n=5) to establish the validity of the instrument.

1.4.2.1.2 Final structured questionnaire

The final structured questionnaire (cf. *Addendum A)* was then compiled (De Wet *et al.*, 1981) and used throughout the empirical study. The respondents were requested to complete the questionnaire during formal interviews according to their past or present positions, experience, knowledge and attitudes. The interviews ranged in duration from one-and-a-half to four hours, depending on factors which included the time available and level of expertise of the respondent. Various respondents were able to complete only certain sections on the questionnaire depending on their specific areas of expertise. Where feasible, discussions arising from questions on the questionnaire were tape-recorded for later reference.

1.4.2.2 Respondents

1.4.2.2.1 Criteria and method of selection

The identification and the choice of respondents for the empirical study were determined according to a variety of criteria and influenced by various factors.

Initially, 60 individuals with evident expertise in the field of educational management in the **USA** and **UK** were identified from the literature, in terms scientific publications and various papers presented at both national and international conferences. They were all involved in educational management at universities and/or professional organizations in varying degrees and at various levels. Initial contact was made by letter, requesting the possibility of interviews and accompanying academic visits to their respective institutions. The nature of the replies and level of expertise, insofar as it could be determined, formed the major criteria in the final selection of the respondents. Various other individuals regarded as experts in this field were recommended as participants in this empirical study by those originally contacted, and were included as respondents as far as possible. Political factors limited the selection of the respondents, particularly in the **UK**, where access to certain persons and institutions was denied. Location and travelling viability, time available, and financial resources were further criteria considered.

In the **RSA,** the respondents were selected from individuals involved in educational management at universities and professional organizations, according to level of expertise and availability.

Therefore, the main variables considered in the selection of the respondents from the USA, UK and RSA were expertise in the field of educational management and involvement at various levels in the training and development of educational managers. The respondents in this project finally consisted of 49 persons (cf. *Table 1.1)* from 26 different academic and professional institutions in the USA, UK and RSA (cf. *Addendum B).*

Special mention should also be made of individuals with whom informal interviews and discussions concerning this research were held. Although information gained from these discussions is not relevant to this specific empirical study, invaluable insight was gained from their expertise in the field, and they are duly accorded recognition.

1.4.2.2.2 Demographic and biographic profile of respondents

The demographic data concerning the respondents are depicted in *Table 1.1* (cf. *Addendum A: A).* This shows that the greatest number of interviews was conducted in the USA, which corresponds with the fact that the USA was identified from the literature as being the leader in the field of research concerning women in educational management (cf. *Par. 1.5).* Most respondents were affiliated to universities.

Institution	**Country**				
	USA	**UK**	**RSA**	**Total**	**%**
University	20	7	12	39	79,6
College	0	1	1	2	4,1
School	4	1	0	5	10,2
Professional Association	2	1	0	3	6,1
Total	26	10	13	49	100
%	53,1	20,4	26,5	100	

Table 1.1
Demographic profile of respondents

The biographic data from the completed questionnaires *(Addendum A: A)* are summarized in *Table 1.2.*

	USA	UK	RSA	Total	%
Sex					
Male	12	5	12	29	59,2
Female	14	5	1	20	40,8
Marital status					
Single	12	2	0	14	28,6
Married	14	8	13	35	71,4
Highest qualification					
Doctor's degree	22	5	11	38	77,6
Master's degree	4	4	2	10	20,4
Initial degree	0	1	0	1	2
Highest qualification in educational management					
Doctor's degree	23	2	5	30	61,2
Master's degree	3	2	2	7	14,3
Honour's degree	0	0	1	1	2
Diploma	0	2	0	2	4,1
No qualification	0	4	5	9	18,4
Affiliation to professional association					
Women's association	13	1	0	14	28,6
Ed. management assoc.	22	6	13	41	83,7
Ed. management assoc. for women	11	1	0	12	24,5

Table 1.2
Biographic profile of respondents

The positions held by the respondents within the educational hierarchy are shown in *Figure 1.1*.

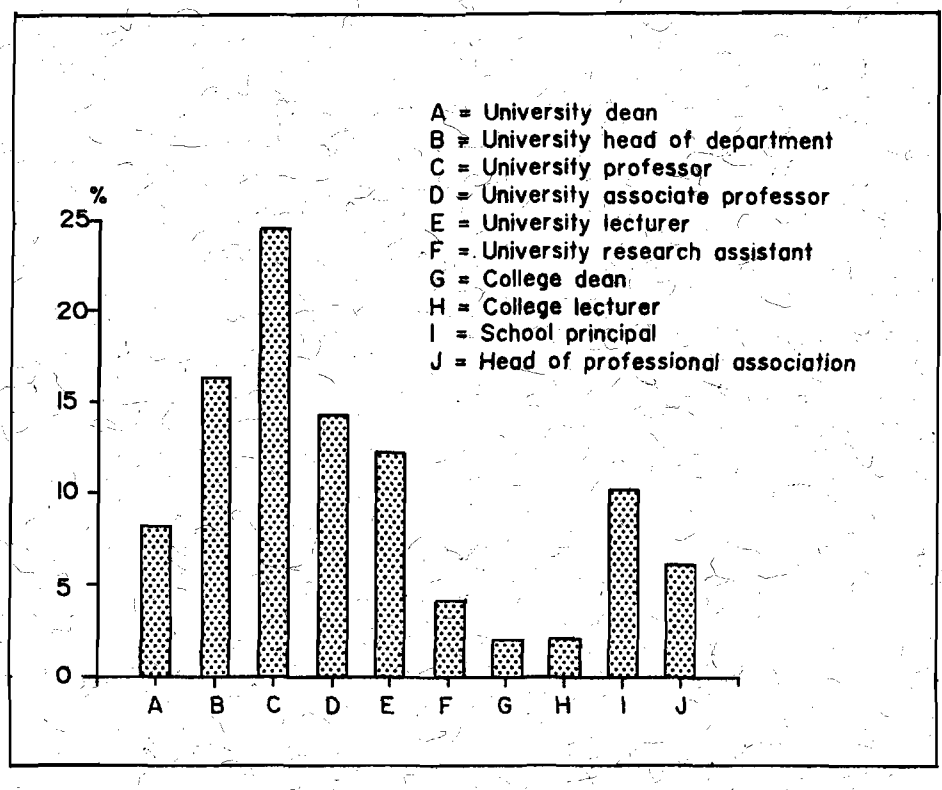

Figure 1.1
Positions held within the educational hierarchy

According to the data reported in *Tables 1.1* and *1.2* and in *Figure 1.1*, a demographic and biographic profile of the respondents may be drawn. More than half of the respondents reside in the USA, and 80% were involved with educational management at university level. More respondents held university professor positions than any other position in the educational hierarchy. More males than females were interviewed, and most of the respondents were married. Qualifications were mainly at doctoral level, with 61% holding doctorates in educational management. Most of the respondents were actively involved in professional associations for educational management, and more than half of the women interviewed were actively involved in professional organizations for women and specifically for women in educational management.

Implications arising from the nature of the biographic and demographic profile of the respondents for this project are discussed in the subsequent chapters of this thesis where necessary.

1.4.2.3 Data interpretation

The data were coded and processed using the Statistical Analysis System (SAS) (SAS Institute Inc., 1988. {Proc Freq, Proc Means, Proc Chart}). The data are presented in the form of tables and figures. Responses to open-ended questions and information from the formal discussions are reported in accordance with relevancy within the research.

1.5 DEMARCATION OF THE FIELD OF STUDY

This is an exploratory study of the development of educational managers in the USA, UK and RSA, with special reference to women. By implication it indicates that this is an extensive field. It was therefore decided to limit the study to the following salient areas.

1.5.1 Educational management training and development

Focus is placed on **In-service educational management training and development** in view of the fact that training and development for management positions in education usually occurs on a continuum in the course of practice within a career and not during initial teacher training.

1.5.2 Management position within the hierarchy

Training and development for the position of secondary school principal was identified as a position to which many women teachers in secondary education aspire. There is also a marked degree of under-representation at this level. The accent in this study therefore falls on management training and development for the secondary school principalship.

1.5.3 Countries of study

Although most countries in the Western world have started to address the problems identified in the study, it was decided to limit the project to research in the **USA, UK** and **RSA.** The selection of the USA was the result of the fact that research in the USA spans the past two decades, indicating that the USA is a leader in this field. The criterion for selecting the UK was a dual one, namely, that British researchers have been exploring this field since the early 1980's, and that the education system of the RSA is primarily and traditionally based on the British system of education.

1.5.4 Emphasis on women

This project is limited to the formulation of an educational management development programme specifically for **women** due to the current under-representation of this specific gender group. Furthermore, this programme addresses the particular needs of women functioning in the state department of education for **whites** in the RSA, under the jurisdiction of the *Department of Education and Culture, Administration: House of Assembly*. The particular needs of women in educational management within the specific education provision for blacks, coloureds and Indians, under the respective jurisdiction of the *Department of Education and Training*, the *Department of Education and Culture, Administration: House of Representatives*, and the *Department of Education and Culture, Administration: House of Delegates*, fall beyond the scope of this project.

1.6 STRUCTURE OF THE RESEARCH

1.6.1 Research design

The design of this research is essentially **exploratory** in nature due to the extensiveness of the field of the study, and due to the fact that this is the first known project conducted in this field in the RSA. Recommendations for further in-depth research into specific sections of this project are given in the concluding chapter of this thesis (cf. *Par. 5.4).*

The extensive and descriptive nature of this exploratory research, and the specific supplementary nature of the empirical data required, necessitated the use of an **integrated** model in the design and structure of this project. The data gained from the empirical study is therefore reported where required within various sections of this thesis, and not restricted to an individual chapter.

The field of study includes a **dual emphasis** which is placed on **women in educational management** on the one hand, and on **educational management development** on the other hand, to facilitate the formulation of a proposed programme for the development of women for management positions in education in the RSA. The multifaceted nature of the research requires that relevant conclusions be drawn and reported directly after each aspect researched, and not reported collectively in the final chapter. General conclusions are stated in the concluding sections of the two main areas of research, and the general findings arising from this project are reported in the concluding chapter of this thesis.

1.6.2 Sequence of the research

Initially, a pilot literature study was undertaken which revealed both the pertinence and feasibility of this project. This facilitated the formulation of research aims, and determined the necessity for further study in the USA and UK. It also indicated the need for supplementary data to be obtained by means of empirical research methods.

A measuring instrument was compiled and validated for use during formal interviews with selected respondents in the USA, UK and RSA. The empirical research data were then processed and analysed, and an in-depth literature study was undertaken.

The findings and results of this research project are reported within the context of five concise chapters.

1.6.3 Division of chapters

In order to encompass the flow of logic and the formulation of a comprehensive programme for women in educational management in the RSA, the following chapter titles and division of subject matter are used in this thesis.

Chapter One: Orientation

This chapter serves as an introduction to this study, and contains details regarding the aims and structure of the research.

Chapter Two: The *status quo* of women in educational management

An extensive exposition of the current situation of women in educational management in the USA, UK and RSA is given.

Chapter Three: Educational management training and development

The nature of educational management training and development programmes is reviewed within the paradigm of effective principalship, and with special reference to the provision of training for women.

Chapter Four: An educational management development programme for women in the RSA

A comprehensive development programme for women in educational management in the RSA is proposed. The formulation of this programme is based on the information, deductions and conclusions stated in the previous chapters of this project.

Chapter Five: Conclusion

A concise synopsis, a report of the general findings and recommendations for further research concludes this thesis.

1.7 DEFINITION OF TERMS RELEVANT TO THE RESEARCH

1.7.1 Educational leader, manager and administrator

The specific terms of **manager** and **administrator** feature prominently within the scientific discipline of Educational Management or Administration, depending on the country of origin. In categorizing the terminology, it was found that in the USA, use is generally made of the term **educational administrator** (Boyan, 1988), whereas the term **educational manager** is prevalent in both the UK (Glatter *et al.*, 1988) and RSA (Van der Westhuizen, 1986a). These terms are, however, used to denote essentially similar roles accorded to persons functioning within the management hierarchy in the three countries. Furthermore, the superordinate term of **educational leader** is currently being used within this discipline as an all-encompassing term to describe the role of the person in the highest position of authority within each level of the education system's hierachical sub-structures.

Therefore, use is made mainly of the term **manager** within this study to denote certain roles played by individuals in educational leadership positions, and the term **educational leader** is used as a super-ordinate term, especially when referring to the person in the position of school principal.

1.7.2 Educational management development and training

Within any profession there is concern about the development of professionals (Isherwood & Bénéteau, 1986:2). McMahon and Turner (1988:81) define the development of professionals as the process whereby a practitioner acquires and improves the knowledge and skill required for effective professional practice. In the case of the development of managers in the education profession, programmes of various duration are presented by professional associations, state education departments, research and development centres, educational laboratories, universities, and by institutions which are not related to education (Murphy & Hallinger, 1987a:xiv). One or more of the following basic aims have been proposed in training and development programmes (Crump, 1980:4):

- to equip a manager for the demands of the position

- to maintain the level of performance of a manager in a changing environment
- to improve the manager's current level of performance.

In the variety of programmes for educational managers presented by various institutions and based on a myriad aims, use has been made of descriptive terminology which includes **training, preparation, development** and **education.** Many efforts to distinguish between these terms have been made (Murphy & Hallinger, 1987b:246), with the emphasis on **training** and **preparation** being more time, task and organization specific, and **development** and **education** indicating a broader scope with a longer time scale, which could span the entire career of the professional manager (Crump, 1980:9). Furthermore, Bailey (1986:214) reports on a general trend among major programmes to integrate the **training** of educational managers in broader regional and national policies of educational management **development.**

The unique problems of women in this sphere also determined the specific use of the terms **training** and **development** in various contexts. Women should be encouraged to enhance their professional development for promotion to senior positions through in-service training and development programmes which are wide in range, operating throughout a career (Advisory Committee on the Supply and Education of Teachers, 1988:337). Riches (1988b:44) states that no single training strategy will provide in the current needs of women aspiring to management positions in education. However, most forms of training will contribute toward the development of a person, and therefore the training and development concepts may be used interchangeably.

In this research, use is made of the terms **training** or **preparation** when referring to more specific programmes of shorter duration which are used for equipping educational managers for their task. The broader, more general term of **development** is used throughout this thesis to indicate a continuum of professional development required by educational managers, and more especially required by women in educational management.

1.7.3. Management position

The concepts of **training** and **development** in educational management are pertinently related to the concept of **management position.** Van der Westhuizen (1986c:53) defines educational management as a certain type of work in education consisting of those regulative tasks or actions carried out by a person or body in a **position of authority** in a certain organization area to achieve effective education. The educational management authority positions form a hierarchy and include positions at macro-level within the management of the education system, meso-level within school management, and micro-level in the form of classroom managment *(Ibid.)*. A person may be trained for a management position while aspiring to the position or while in the position. Management training while aspiring to the position will not necessarily ensure promotion into the position. Furthermore, management training in education is relevant to all levels in the educational hierarchy. For example, specific management training may be applicable to the position of teacher at post level one, whereas other management training may be directed specifically at positions such as school principal at the meso-level or superintendent at the macro-level.

1.7.4 Equity and equality

Equity is defined as fairness, impartiality and justness, in contrast with **equality,** which means the state of being equal, the same or uniform (Standard dictionary of the English language, 1970:428-429). The term **sex or gender equity,** as opposed to **sex or gender equality,** is increasingly being used to mean treatment that is fair to women (Jacklin, 1981:56). The use of the concept **equity** evolved from a particular type of Anglo-Saxon justice that developed from English Common Law, allowing fairness to be placed above traditional rules of law *(Ibid.)*. This concept is therefore viewed as an appropriate intellectual construct for those who aim to improve the status of women.

Furthermore, there should be caution when applying the term **equality** to gender issues. Feminist theory propagates the philosophy that females are equal to males in all respects, whereas sexist theory emphasizes the differences between males and females (Heyns, 1987:33). To avoid the absolutism contained in these theories, the principle of universality and

individuality is considered, where males and females are viewed as being universally equal, both being created in the image of God (Gen. 1:27), yet essentially different from one another. B.J. Van der Walt (1987a:1) states that although gender difference is fully recognized within the Scriptures, the sexes are depicted as being totally equal, fulfilling mutually complementary roles.

1.7.5 Gender and sex

The terms **gender** and **sex** are used interchangeably and with some confusion by researchers in this field, usually being combined to describe various aspects which channel males and females into ostensibly complementary roles (Lipman-Blumen, 1984:2-3). Biological, cognitive and psychosocial sex differences are researched as factors assumed to create specific gender roles within society (Linn & Petersen, 1985:53). A gender role, also referred to as a sex role (Schau & Tittle, 1985:78), is founded on the theory of attribution, wherein a set of socially created expectations concerning behaviour is accorded dichotomously to members of each sex (Kessler & McKenna, 1982:283, Lipman-Blumen, 1984:2). In the educational management field, Riches (1988b:34) uses the term **gender** when referring to issues affected by the cultural interpretation of maleness and femaleness arising from societal factors.

In this research, use is generally made of the term **sex** when referring to specific characteristics of males and females, and the term **gender** is more broadly used to indicate a dichotomous classification of mankind, based on attributes and roles accorded to each group.

1.8 SUMMARY

In this introductory chapter, a concise orientation to the research project is given by outlining the problem to be investigated and formulating the ensuing aims of the research. The central focus of the research is thereby stated to fall on the development of educational managers, with special reference to women.

An exposition of the research design is given, including details concerning the literature and empirical study. A concise demarcation of the study field is

given and the structure of the research, including the sequence and chapter content, is specified. A clarification of the key terms used within the context of this thesis concludes this introductory chapter.

The aim of the orientation to this project is to create a framework and perspective for the ensuing chapters. The emphasis placed on women in educational management development within this framework necessitates, in the first place, an overview of the current position of women in educational management, an exposition of which is given in *Chapter 2.*

CHAPTER TWO

THE STATUS QUO OF WOMEN IN EDUCATIONAL MANAGEMENT

2.1 INTRODUCTION

There is a general consensus of opinion concerning a gender related dichotomy which currently exists within the education profession. **Women teach** and **men manage** in the schools (Marshall & Mitchell, 1989:4, Jayne, 1989:109, Anon., 1989:5). This gender related dichotomy poses problems for women aspiring to the ranks of management within the profession. Therefore, the *status quo* of women in educational management forms the central theme of the research in this chapter.

Educational management is an integral part of the education profession, which in turn functions according to the norms and values of society. Therefore, a study of women in educational management would, by implication, also involve reference to women within the education profession and within the broader context of society.

Brief attention will be paid firstly to various historical perspectives of women which have directly or indirectly affected woman's position in society and thereby her education and her relative position within the education profession. This is followed by a detailed exposition concerning women within the education profession, and an in-depth investigation into the current status of women in educational management. A synopsis of any salient deductions and conclusions arising from each of the various facets of this research concludes this chapter.

2.2 BRIEF HISTORY OF PERSPECTIVES ON WOMEN

2.2.1 Orientation

> Since the Fall, man has been desperately afraid of recognizing that a woman is his equal, his helpmate, his companion. Therefore, he has consistently tried to reduce her to something less than himself, a being

> he both loves and detests. Woman was either raised to the level of hallowed saint and praised as the all-good, tender, passionless Madonna of heaven, or she was lowered to the level of the vulgar sinner and berated as the all-evil, seductive, lascivious witch of satan. Either she was an object of adoration or a vessel of lust; a virgin or a harlot. In neither case was she what God wanted her to be: woman. (Olthuis, 1975.)

The inequity present in male and female gender roles is present in all societies, with men's activities, privileges, responsibilities and resources being more highly valued than women's (Lipman-Blumen, 1984:5). This traditional inequity may be traced throughout the history of mankind, where it has been cloaked in androcentric philosophies, deeply embedded within the culture, and often emanating from the predominant religious thought of the era. These philosophies have contributed towards the traditional stereotyping of gender roles and towards sex role socialization, thereby inherently affecting the relative position of women within society.

The nature and scope of this thesis allows for no more than a brief glimpse of various philosophies which have affected the position and education of women in society throughout the history of mankind, discussed chronologically from the era of the ancient civilizations to this modern era. Thereafter, a brief exposition of the resulting stereotyped views of gender attributes and roles is given, and relevant conclusions are drawn.

2.2.2 Historical views of women

2.2.2.1 Ancient civilizations

Although archetypal depictions of women relegated to subordinate positions may be traced to early civilizations which predate Biblical times, there was once a time in history when women reigned supreme in a matriarchal world (De Beauvoir, 1959:70).

Lipman-Blumen (1984:70-71) describes this female-oriented world, which existed until the late Bronze Age, as a world in which women were accorded total metaphysical supremacy. This supremacy was based on the mysteries surrounding the fact that women were life-bearers, goddesses and witches.

Their supernatural and awe-inspiring "magical" powers were attributed to the fact that women could create other smaller bodies from deep within their own without any apparent male contribution. Furthermore, they could transform their bodies to sources of life-sustaining milk, they could bleed for seemingly superhuman lengths of time without dying from blood loss, and they exhibited a sexuality that seemed inexhaustible, powerful and profound.

A transference from this matriarchal dominance to a partriarchal order took place during the ensuing millennia, when man's realization of his contribution to conception began to diminish the awe-inspiring "magical" power of females. The mythology of the Pre-Hellenic and Classical Greek period before the Birth of Christ records the transformation from a world of female goddesses such as Gaia, Pandora, Themis, Athena and Aphrodite, whose power governed the earth, the social order, the law, the home and fertility. A new world with a new patriarchal order was established with Zeus at the helm (De Beauvoir, 1959:70) Lipman-Blumen, 1984:70-71, Clabaugh, 1986:130). This laid the foundation of women's subordination.

2.2.2.2 Before the Birth of Christ

The early Greek and Roman civilizations are recorded as propagating outrageously degrading philosophies concerning the fairer sex. Pertinent examples from philosophers since 750 years before the Birth of Christ are (Clabaugh, 1986:130-131):

> ..... the worst plague Zeus ever made - women.
>
> Semonides (750 B.C.)

> There is a good principle which created order, light, and man, and an evil principle which created chaos, darkness and woman.
>
> Pythagoras (c. 585-507 B.C.)

> All of the pursuits of men are the pursuits of women also, but in all of them a woman is inferior to a man.
>
> Socrates (c. 470-399 B.C.)

> Women are 'mutilated males' and the female character is 'a sort of natural deficiency'.

Aristotle (c. 384-322 B.C.)

He who teaches a woman letters, feeds more poison to the frightful asp.

Menander (c. 343-291 B.C.)

A woman's mind is influenced by little things.

Titus Livy (c. 59 B.C. - 17 A.D.)

When a woman thinks ..... she thinks evil.

Lucius Anaeus Seneca (c. 4 B.C. - 65 A.D.)

The early Greek and Roman cultures favoured the intellectual development of males, stressing their patriarchal rights, duties and obligations (Zinserling, 1973:48-49, Bullough, 1973:50). The Greeks are recorded as idealizing certain aspects of femininity, but defined woman's role simply as that of wife and mother which required little if any formal education. The Romans had a slightly higher regard for women and viewed the education of women either as a means of achieving effective mothering, or as a "relatively harmless diversion from licentious idleness", and allowed only some affluent women to have access to a limited formal education (Hunter, 1976:8, Clabaugh, 1986:131).

The slow decay and final collapse of the Roman Empire, and the move towards Christianity during the early Christian era, contributed little toward improving the status and education of women. Philosophies propagated by the church leaders reflected a male sexism, which was deeply rooted in their interpretation of the Old Testament. In fact, for over two thousand years, since the first commentary on Genesis was presented, Eve has been blamed for woes ranging from the origin of sin to the presumed inferiority of the female sex (Rockwood, 1987:3). The belief was held that Eve was fomed from Adam's rib, and was therefore a secondary creation, subject to and inferior to Adam *(Ibid.:4.)*. Lipman-Blumen (1984:72) states that Eve was depicted as a temptress responsible for Adam's fall, and cursed threefold: banished from the Garden of Eden; to bring forth children in pain and sorrow; and, to submit eternally to the authority and to the sexual domination of Adam.

Religious writings which emerged between the end of the Old Testament period and the first centuries after Christ used these interpretations of Genesis to justify cultural practices, to explain and create sexual characteristics, and to define roles of men and women (Rockwood, 1987:6). Men were encouraged to "go into the marketplace and learn intelligence from other men" because women, by nature of their creation, were intellectually and physically inferior to men (Cohen, 1975:161).

The traditional stereotyping of woman's subordination to man, and of feminine weaknesses has been so ingrained in the Judaeo-Christian culture that its origin and presence are often ignored (Rockwood, 1987:3). It is therefore refreshing to find modern interpretations of the Old Testament by current philosophers, viewed from within the present-day cultural paradigm. In a recent review of the position of women in the Old Testament, B.J. van der Walt (1987b:80-97) concludes that although man and woman were created as unique individuals, both were created in the image of God, and both were given the command to work on God's earth toward the glory of his Name. Both man and woman were equipped with unique authority and commanded to control the creation. This position was changed by the Fall of Man, when God punished Adam and Eve, relegating them to a position where woman would be subservient to man (Gen. 1-3). B.J. van der Walt (1987b:90) queries whether this was a descriptive statement of woman's position after the Fall, or whether it was a prescriptive command. He warns about converting a mere fact into a norm, stating that God meted out a specific punishment, but did not sanction it. He also maintains that the domination of woman by man is degrading and a curse, and should be opposed. The redemption of mankind through Christ and the forgiveness of sin surely relieves woman of her punishment for the original sin. Unfortunately the effects of religious thought and teachings have been limiting to women (Sutherland, 1984:11), with women being identified more often with evil than with good in religious writings (Noddings, 1985:201).

The remainder of the Old Testament describes a strong patriarchal social order with gender roles which depict further subordination of women (Lipman-Blumen, 1984:72-73). Much of this subordination is related to marital roles, in which women were regarded as no more than a possession

of their husbands, and unmarried women as a possession of their fathers (Numbers, 30:3-16). This total patriarchal domination, and evils such as polygamy (1 Kings, 11:3), biased immorality laws (Deuteronomy, 22:13-30) and divorce laws (Deuteronomy, 24:1-4) did nothing to enhance the position of women after the Fall. Even though the role of the wife was idealized by Agur (Proverbs, 31:10-31), where the wife's duties are stated to include those of homemaker, businesswoman and teacher, and are proclaimed as worthy of respect, the Old Testament repeatedly promotes the importance of powerful, patriarchal men, and women's emotional and economic dependence on them (Lipman-Blumen, 1984:73). Sovereignty within the structure of one social institution was evidently not recognized, and the roles of male domination and female subordination within the institution of marriage were transferred to other social institutions.

This androcentrism is, however, challenged by a few powerful Biblical woman figures who are recorded in the Old Testament as playing leading roles in the church and in society. Positions of prophets, judges, political leaders and strategists are accorded to women such as Deborah (Judges, 4:4), Huldah (2 Kings, 22:14), Miriam (Exodus, 15:20), Esther (Esther, 9:29-32) and Athalia (2 Kings, 11:3). Unfortunately the roles played by these women were seemingly ignored. The words of the Midrash, Talmud and Apocryphal literature, which justified the subordination of women, were used and applied to society by the Jews at the time of Christ, thereby shaping the gender roles within the society into which Christ was born (Rockwood, 1987:6).

2.2.2.3 Early Christian Era

Christ's teachings and actions concerning women were regarded as revolutionary and radical during his life on earth (Van der Walt, B.J., 1987c:104). Jewett (1976:171) states that the subjugation of women and the inferior treatment they received are done away with in Christ. Christ's Truth speaks of the restoration of the order of authority to God's original creation order before the Fall of man (Van der Walt, B.J., 1987c:99), as described in the first chapters of Genesis. Charles (1987:58) and Van der Walt (1989:49) maintain that Christ never preached that women are subordinate or inferior to men. He preached about ethical behaviour for everyone and taught all

who were willing to listen (Walsh, 1981:81). Neither He nor his followers in the early period taught of institutions with hierarchies that reserved all positions of authority, power and importance to men (Charles, 1987:88, Van der Walt, 1989:49). Furthermore, the Bible records that Christ did not limit his teaching to men only (Luke, 10:38-41), and that many women were numbered among his closest associates, including Mary Magdalene, Joanna, and Susanna (Luke, 8:1-3).

Although Christ's Gospel is one in which women may participate fully according to his teachings, Christian women enjoyed only a brief upliftment in their status during those early years. The philosophies and teachings of the apostles and the early church fathers also contributed towards Christianity and Christian thought patterns during that time (Bullough, 1973:118). Paul, for example, who declared that there is no difference between men and women in his letter to the Galatians (3:28), alludes on the other hand to the Creation when he states that there is a partriarchal order within a marriage with the husband being "supreme over his wife" (1 Corinthians, 11:3, 8-9). Beyond this hierarchy in marriage, Paul's letters were, and still are, interpreted by many as stating that women are to be subordinate to men (Charles, 1987:56). They must learn in silence, and may not teach or have authority over men (1 Timothy, 2:12-13, 1 Corinthians, 14:33-35). The question arises whether this was a commandment for all times, or whether it was a descriptive statement applicable to the specific circumstances of the early Christian era. The early church fathers, acting according to the philosophy of their time, perpetuated Paul's admonition to the Corinthians regarding women, and emphasized the immoral and evil woman of Proverbs (5:1-23; 6:20-27), thereby forgetting or ignoring the words and actions of Christ (Van der Walt, C., 1987:7). Woman was thereby increasingly equated with sexuality, and sexuality in turn with sin (Lemmer, 1987:19).

The initial revolutionary fervour of Christianity waned, and a more reactionary attitude towards women began to assert itself.

2.2.2.4 The Middle Ages

The position of women changed very little through the Middle Ages. The overwhelmingly masculine structure of the church became even more cautious about women in general and their education in particular, resulting in a decline in any education opportunities for women (Clabaugh, 1986:131). A pertinent example of philosophies concerning women at that time is illustrated by the words of Tertullian, a Roman church father during the Middle Ages, who wrote of women (Bray, 1979:4):

> The sentence of God on this sex of yours lives on . . *You* are the one who opened the door to the devil, *you* are the one who plucked the fruit of the forbidden tree, *you* are the one who deserted the Divine Law. All too easily *you* destroyed the image of God, Man .. Because of *your* desertion ... even the Son of God had to die.

Female religious orders offered woman an opportunity for education and an opportunity to "escape" from her position of subjugation in normal life (Van der Walt, C., 1987:9). These religious orders increased in number as the adoration and worship of the Virgin Mary became firmly embedded in certain theological philosophies. The asexual role of the Virgin Mary was seen to be in sharp contrast with other strong female role models such as Eve, the cause of sin and death (MacHaffie, 1986:51).

It was claimed that confining women to the home was a way of shielding them from the corruption of the outside world, thereby preserving their precious purity. Because innocence required ignorance, the formal education of women threatened to eliminate the very quality that gave women their worth (Warner, 1983:186-189). The Middle Ages therefore contributed little to the status of women by way of formal education.

By the advent of the Renaissance, schooling for man took on a new vitality, but women remained largely outside the scope of these changes. Clabaugh (1986:132) states that the philosophies concerning women during that era may be summarized in Erasmus of Rotterdam's famous words written in the 16th century:

> I do not know the reason, but just as a saddle is not suitable for an ox, so learning is unsuitable for women.

The ensuing Protestant Reformation period heralded the closure of many of the convents which had catered for, amongst others, the educational needs of some women (Van der Walt, C., 1987:12). On the other hand, Luther, who was known for his relegation of women to the kitchen and nursery, believing that men have more intelligence due to their broad shoulders and narrow hips (Jones & Montenegro, 1982a:8), called for universal literacy. This call was based on his revolutionary thought that the salvation of every soul depended on informed reading of the Holy Scriptures. This required the universal education of both sexes, and led to the eventual establishment of state-sponsored schools, motivated by the belief that it was the duty of the family, church and state to provide every child, male and female, with an education (Clabaugh, 1986:133). Furthermore, Calvin proposed that the primary purpose of marriage was social, rather than for the procreation of children (Bullough, 1973:199), thereby creating a more positive attitude toward women away from the association with evil due to reproductive functions and sexuality (MacHaffie, 1986:73). The social revolution of that time, which was set in motion by fundamental changes such as urbanization and industrialization, plus the access of some young girls to formal basic education *(Ibid.)* in a world which was still highly partriarchal, did however improve the status of some women to a certain extent (Van der Walt, C., 1987:12).

By the mid-18th century, basic education of females was being established in more progressive countries, but male attitudes still proved to be an unusually durable obstruction for women, and philosophers' views differed little from those of classical antiquity (Clabaugh, 1986:133). The noble and the wealthy were accorded greater access to education than the females born to the lower classes (Van der Walt, C., 1987:13), but the general philosophy that education was harmful to women remained universal. An example of the typical thought pattern of that era regarding the position and education of women is revealed in the words of Immanuel Kant (1724-1804) as cited by Clabaugh (1986:133):

> {Women} need know nothing more of the cosmos than is necessary to make the appearance of the heavens on a beautiful evening a stimulating sight to them .... Even if a woman excels in arduous learning and painstaking thinking, it will exterminate the merits of her sex.

The turbulence of the 19th century heralded an awakening to the plight of women and set the scene for some elements of change. Although many women were used as cheap labour under terrible conditions during the Industrial Revolution (Van der Walt, C., 1987:14), some women were beginning to demand a life of their own, even daring to "create ideas as well as children" (Clabaugh, 1986:134). This new assertion by women occurred despite the traditional male attitudes, and, by the onset of the 20th century, women in the more industrialized parts of the Western world were enrolled in basic education and even laying very limited claims to higher education, which had remained a bastion of males for so long (Sutherland, 1984:11). Furthermore, a class of so-called genteel women arose, who were seen to be refined and educated, yet inactive in the work-force (Lemmer, 1987:21). It is from the ranks of these women that the early emancipators and champions of women's rights emerged (Bullough, 1973:284).

2.2.2.5 The Modern Era

Some progressive and even radical changes in favour of the position of women in general and their education in particular have occurred during the past century (Moore, 1987:32). This may be attributed partly to the striving of dynamic women leaders, the influence of the suffragettes and feminists (Kroeze, 1987:184, Viljoen, 1987:2), and the work of reform-minded males who have been won to woman's cause (Clabaugh, 1986:135), set within the framework of the social, political, economic and religious paradigm of this modern era.

A further contributing factor is the establishment and phenomenal growth of the *New Scholarship on Women* since the early 1960's. The *New Scholarship on Women* focuses on philosophy and research concerning women through a new theoretical framework away from the traditional

stereotypical approach (Megarry, 1984:26, Biklen, 1987:226-227, McNeil, 1987:13). The resulting field of Women's Studies has been established as a new academic discipline world-wide, the leaders being the USA with 430 higher education institutions offering courses in this new field by 1982 (Klein, R.D., 1984:299). However, the inevitable reversion or downswing in attitude toward women is again being manifested in the current backlash against claims for the improvement of women's situation in society (Smith, 1983:89-92, Sutherland, 1984:10, Lipman-Blumen, 1984:173) (cf. *Par. 2.6.5.4.8)*.

Therefore, despite the ingrained stereotyping of women, the 1960's and 1970's heralded tremendous progress in women's issues in many parts of the world. Many women now have voting rights, follow careers which demand that they work outside the home, enjoy professional status equal to their male compatriots, occupy top leadership positions in their countries, and, furthermore, fulfil their traditional role of wife and mother (Kroeze, 1987:184). There is even evidence of a new tendency toward an androgynous philosophy, in which a sharing of traditional roles both inside and outside of the home is occurring (Lipman-Blumen, 1984:115, Heyns, 1987:42).

However, the effect of the deeply entrenched stereotyped view of women, which has accumulated throughout the history of mankind, remains at the core of modern society. Women are still targeted as secondary and subordinate to males in most facets of life.

2.2.3 Gender role stereotyping

The stereotyped beliefs regarding the innate gender roles accorded to men and women determine the inherent quality of life of men and women, and may be summarized as follows (Dipboye, 1978:2-10, Lipman-Blumen, 1984:96, Van der Walt, B.J., 1987b:96, Van der Walt, B.J., 1987d:226, König, 1987:132, Botha, 1987:21-23, Van der Walt, 1989:51):

- women are weak, passive, emotional, dependent, fearful and unsure of themselves, while men are strong, aggressive, independent, fearless, self-assured and rational

- women think in intuitive, holistic, contextual and concrete terms, whereas men use analytical, abstract and field-independent thought patterns

- women are people-oriented, being soft, nurturant, sensitive, patient and caring, while men are task-oriented, hard, insensitive, impatient and protective

- women are followers, carrying out decisions and following the initiative of others, whereas men are the leaders who take the decisions and show the initiative

- women are manipulative, flippant, talk too much and are prone to lying, and men are straightforward, serious and honest

- sexuality is woman's most valuable asset and this is seen both as the cause of woman's downfall and as dangerous to men, whereas men are valued for other attributes which include their power, strength and authority, and their domination over this sexual power of women

- woman's place is limited to the home where she is the wife, child producer, mother and homemaker, and, in contrast, men are the bread-winners and providers for the family unit.

Tittle (1985:13) maintains that throughout the history of mankind, women are seen to be constantly associated more with nature, in contrast to the socio-cultural position accorded to men, thereby forming a nature-culture gender dichotomy. Women of today are still stereotypically identified with the so-called caring professions of teaching, nursing and social work. Brown and Jordanova (1982:389-390) state that this is due to the fact that women are stereotypically thought to be uniquely gifted in the realm of human relationships by virtue of their greater emotional sensitivity, based on the timeless nature model of motherhood.

To a greater or lesser degree these stereotypes form an intrinsic part of the cultural heritage and paradigm of any society. They are transferred in an unquestioned form via acculturation and socialization to the next gene-

ration (Jones & Montenegro, 1982a:8, McFague, 1983:70). In this way specific gender roles have been played and accepted for so long a period that most men and women do not even venture to query the inequities which do exist (Botha, 1987:20). Even as women have moved increasingly away from the home into the wider spheres of economic life, many have internalized the gender stereotypes to such an extent that they feel inferior and suffer guilt and shame when they do opt for self-determination or self-development (Greene, 1985:33).

Inequities, exclusions and humiliations are therefore maintained not only by a firm belief in mythical stereotypes accorded to gender roles, but also by an unwillingness to accept what the human sciences actually claim with respect to female and male realities *(Ibid.:29)*, and by the fact that deeply entrenched attitudes and philosophies are difficult to change (Sutherland, 1984:12). Van der Walt (1989:51) states that the gender role stereotypes should be abolished due to the fact that they are contrary to the teachings of the Scriptures. In Galatians (5:22), for example, the typical female traits are stated to be as the fruits of the Holy Spirit, and this contrasts sharply with the female traits which mankind has assigned to women *(Ibid.)*.

2.2.4 Conclusion

This brief reflection on various attitudes concerning women throughout the ages shows a perpetuation of the secondary and subjugative position and role of women within the partriarchal nature of society. At different points in history slight upsurges of improvement in attitudes concerning the position and education of women can be traced, followed all too often by reversion to an inferior state or to the *status quo*.

Although complex and diverse cultural factors underscore women's current position, much of this gender inequity may be attributed to the influence of religious thought. Interpretations of both the Old and the New Testament have been numerous and varied, and have exerted a powerful influence on gender-related philosophies.

However, if viewed within the current paradigm of Christian philosophies, there is evidence of recent attitudes which accord women a more equitable and complementary position in relation to man in society. For example, the original Creation Order before the Fall of Mankind is seen to record an equitable relation between man and woman, which was severely disturbed by the Fall, but rectified by the Redemption of Mankind through Christ. Christ's attitude toward women should serve as a guideline for philosophies on the position of women. More specifically, the Scriptures do not reveal man to be in authority over women in societal relationships, but rather show a full equality and reciprocal need of each other. Therefore, the Scriptures, which provide guidelines for Christian philosophies and way of life, also provide the guidelines for gender-related issues in all spheres, including in educational management. God created mankind as both man and woman, thereby creating a duality and not a dualism. Therefore, much of what has become a dualism showing inequality and subservience of women, may be attributed to eisegesis (reading into), rather than exegesis (explication) of the Scriptures (Van der Walt, 1989:49-50).

It is within the reality of the stereotyped gender legacy in modern society, but also from within the framework of a Christian view, which propagates that women are uniquely different from, yet universally equal to men, that the various facets of the current position of women in educational management are viewed and assessed in this research.

Traces of the stereotyped gender legacy may also be found in the following exposition of equity issues in the education of women.

2.3 GENDER EQUITY IN EDUCATION

2.3.1 Orientation

Nowhere in the world do women participate equally with men in formal education (Megarry, 1984:15). However, women, who have been denied equal access to education for most of the history of mankind (cf. *Par. 2.2*), are currently experiencing a period in which they have access even to

higher education in unprecedented numbers, despite many barriers and inequities which still exist (Moore, 1987:32) (cf. *Par. 2.6.5).*

In many societies this improved situation for the education of women has been secured by legislation contained in equal opportunity acts, in laws against discrimination on the grounds of sex, and in policies concerning compulsory basic education (cf. *Par. 2.6.5.4.8).* Much work remains to be done to ensure that the legislation is applied in practice as it was intended in principle (Sutherland, 1984:11).

There is currently an approximately equal enrolment of boys and girls in primary and secondary schools in First World countries (Klein & Bogart, 1987:114). In higher education there is a world-wide increase in women's participation, but the total number of women continues to lag behind men, especially in the university sector (Megarry, 1984:15). On the other hand, Klein and Bogart (1987:114) state that statistics in the USA show women are at present in the majority (52%) as undergraduate students at colleges and universities, many on a part-time and re-entry basis. There was also an impressive 550% increase in women earning professional degrees in the USA between 1971 and 1980 (Bogart *et al.*, 1985:470).

2.3.2 Anomalies

However, closer scrutiny of the current situation reveals far-reaching disparities and anomalies regarding gender equity in the various levels of education. A few examples of these anomalies are (Davies & Meighan, 1975:165-166, Megarry, 1984:15, Meighan, 1986:303-309, Klein & Bogart, 1987:114-116, Lemmer, 1987:100-102):

- girls tend to fare as well or better than boys during their primary education phase, yet tend to under-achieve in certain subjects in the secondary phase; this limits their options in post-secondary education, thereby also limiting their options of career choice

- girls are channeled into subject choices during their secondary education which lead more to the humanities field of study than to the sciences

- as soon as pupils are legally allowed to opt out of formal education, girls drop out to a greater extent than boys

- more boys gain places at university than girls, and the greater the prestige commonly accorded to a university, the fewer girls are present

- most degrees earned by women continue to be in the lower status and lower salaried occupational fields

- as one moves from pre-school through to post-secondary education, the proportion of female teachers decreases, while the salaries, benefits and prestige accorded to teaching increase.

Prior to 1970, these and other gender anomalies were rarely recognized as a problem warranting educational research. At most the problem was seen as an anachronism which would soon disappear with the decline in single-sex schools (Klein, S.S., 1984:19, Davies, 1986:62). Furthermore the problem of gender anomalies was viewed as a deeply embedded and taken-for-granted aspect of the social structure, with answers to be found in the "common-sense" stereotypes about the assumed innate intellectual differences between males and females (Meighan, 1986:302).

2.3.3 Gender equity research

Gender equity research investigating these gender anomalies within education is at present recognized as a relatively new area of disciplined enquiry (Klein, 1988:153). According to Klein *et al.* (1985:489-490), this field has the following visible indicators:

- university courses, academic degree programmes, scholarly documents, textbooks, career specialities, and networks for concerned professionals

- shared definitions, theoretical and practical assumptions, goals, and conceptual frameworks

- use of unique and appropriate methods of inquiry.

In the **USA,** this gender equity research in education started after 1970, congruent with the advent of both *Title IX* of the *1972 Education Amendments* and the *Women's Educational Equity Act Program* (Schmuck *et al.,* 1985:98-99, Klein, 1988:153) (cf. *Par. 2.6.5.4.8). The Journal of Educational Equity and Leadership,* under the auspices of the *University Council for Educational Administration* (UCEA), is but one of numerous channels created for publication of research in this field (Davies, 1986:61). In the **UK,** the first recognition of gender equity in education as an official research 'problem' took place in 1973, when Her Majesty's Inspectorate was commissioned to undertake an inquiry into the extent to which differences in school curricula and customs contribute to unequal opportunities for boys and girls (Davies & Meighan, 1975:167). In the **RSA,** there is evidence of recent research into gender anomalies in education (Buckland, 1982:168, Mahoney, 1985:11, Lemmer, 1987:61-74).

Three current trends present in this gender equity research field in education are (Klein, 1988:153-154):

- a movement away from studying the overt discrimination and stereotyping towards the more subtle covert practices

- an increased emphasis on the outcomes of gender inequity in education

- a shift from male-valued to male- and female-valued educational outcome goals.

Education as well as related educational research has historically been viewed as male-defined rather than gender-balanced. Tetreault (1986:227) states that the "conceptualization of our educational purposes, students, curricula, pedagogy, and the profession of education all rested on a paradigm in which men ... and the traditional male activities were the norm". This was particularly evident in early gender equity research, but

as some educational researchers became responsive to societal changes in the 1960's and 1970's, and the *New Scholarship on Women* emerged, the research refocused on new ways of examining equity issues (Biklen & Shakeshaft, 1985:51). The emphasis was placed on gender-balanced equity goals for the education of both males and females (Schmuck *et al.*, 1985:121).

Progress relating to an increased understanding of the inequities faced by women at all levels of their education has been made in the past two decades (Klein, S.S., 1984:23). Although much remains to be done to rectify the situation, especially in the way of gaining further access for women to the higher levels of education, the expectations are high that women will consolidate the progress they have made. Moore (1987:32) states that the past emphasis on the differences between male's and female's educational needs will be replaced finally by a recognition that these needs are more similar than different, particularly in view of the fact that modern day women are more often than not an integral part of the labour force in Western society (cf. *Par. 2.6.4)*. For example, pertinent differences in general intelligence have been disproved or shown to be extremely small and to be largely influenced by stereotyping within sex role socialization (Lemmer, 1987:46). Furthermore, Rosenthal and Rubin (1982:711) state that women have shown a significant gain in cognitive skills relative to males during the past two decades.

However, formal education remains a major contributing factor to differential gender role socialization (Evans, 1978:140), and thereby to maintaining much of the existing stereotyping and gender inequity. There is strong evidence of a trend throughout the education systems and labour markets of Western countries for most female school leavers to continue entering traditional female careers, regardless of changing demands, and despite the progress made in educational equity issues or the specific manpower needs of the society (Behr, 1976:13, Urtel, 1978:69, Finn *et al.*, 1979:496, Terblanche, 1987:5, Moore, 1987:25).

2.3.4 Conclusion

There is evidence of research into the nature of limiting inequities in the education of females. This research underscores efforts to provide equitable educational opportunities which will enable women to participate fully and equally within the labour force of their societies. Education should therefore not only equip women for the traditional role of childbearer and nurturer, of wife and homemaker, but also allow women equal educational opportunities to enable them to prepare for and practise the careers of their choice.

Career choice is also viewed as a gender-related issue affecting women in educational management. Various aspects regarding career options for women pertinent to this research on women in educational management are briefly discussed in *Paragraph 2.4.*

2.4 CAREER OPTIONS FOR WOMEN

The gender composition of the labour force indicates that most women in Western societies currently work outside the home, and will continue to do so for most of their lives, even if they marry or have pre-school or school-age children (Ehrhart & Sandler, 1987:1).

The current participation of women in the labour force is therefore reviewed in this section. Gender defined views of careers and jobs, and the gender patterns in career choice are outlined. The specific choice of teaching as a career for women is reviewed.

2.4.2 Labour force participation

Nearly 70% of women in the prime working age (25-54 years) in the **USA** are in the labour force (Tetenbaum & Mulkeen, 1987:1). Davies (1988b) states that approximately 48% of the women in the **UK** are active in the labour force at present. In contrast, however, the percentage of women in the labour force in the **RSA** is comparatively low (Bendeman, 1987:5). Statistics show that 17,8% of all women in the RSA were economically active in the labour force in 1936, with an increase to 32,4% in 1980, and

an official prediction of 34,8% in 1987 (Van der Walt, 1986:11). From statistics based on RSA Population Sensus Data concerning white women in the RSA, it was predicted that approximately 44% of all women between the ages of 15 and 74 years would be economically active in 1987 *(Ibid.:17)*. Lemmer (1989:30) states that contemporary women are playing an "increasing and unprecedented" role in the labour force in the RSA.

Many women are therefore faced with what is commonly referred to as a **dual role** consisting of the traditional role of wife, mother and homemaker within the home, and a work role as part of the labour force outside the home. Gerdes (1981:8, 118-119) states that these roles are generally accepted to be in conflict with one another. This conflict can be traced to cultural socialization where norms, values, beliefs and behaviours concerning traditional roles are deeply entrenched (Van der Walt, S., 1987:50). Guilt feelings concerning possible neglect of her family on the one hand, and woman's inherent need for self-actualization of her abilities and training on the other hand, underscore the role conflict *(Ibid.:47)*.

However, currently changing socio-economic factors are in part responsible for lessening the role conflict burden of women. For example, participation in the labour force is becoming an essential strategy for economic survival for many women in the RSA (Lemmer, 1987:122). S. Van der Walt (1987:56-63) found that the major factors which influenced the decisions of a stratified sample of women in the RSA to enter the labour force were:

- the opportunity to make a contribution
- a higher standard of living
- the opportunity for social contact with other people
- the opportunity to use and develop their abilities
- the opportunity to achieve.

Prekel (1988:3) states that most of these factors relate to women's self-actualization and social needs. These needs are expected to become stronger as women in the RSA become more self-aware and achieve higher educational levels *(Ibid)*. Furthermore, the results of a survey on

working women in the RSA showed that 87% of the respondents would continue working even if they "had enough money to live as comfortably as they would like for the rest of their lives" *(Ibid.)*.

2.4.3 Careers and jobs

Defining the term **economically active participation in the labour force** for women necessitates a clarification of the terms **job** and **career,** and the specific connotations of these terms for women.

Smith and Boykin (1982:4) report that women and men differ in the way they view the nature of a job or a career. Whereas men report a job as a series of tasks which must be completed, women view a job as something to be done daily, to be survived in order to make a living. Men view a career as a series of positions or jobs resulting in greater monetary rewards, prestige, power and recognition, while women see a career as work which provides self-fulfilment, and rarely in terms of power and recognition. Riches (1988a:23) states that the concept of a career is largely irrelevant to workers with limited promotion opportunities, which is often the case with women.

Evetts (1987:16) defines a career as a succession of related jobs, arranged in a hierarchy of prestige, through which persons move in an ordered, predictable sequence. Covel and Ortiz (1978:1) state that careers are established when people focus on an occupational goal, acquire the necessary training and experience to enter that occupation and adapt themselves to the organization's expectation.

The concept of a career can be confusing since it can be interpreted and used in a number of different ways (Evetts, 1987:16, Hoyle, 1988a:8). A career may be viewed simply as an occupation, describing what a person does for a living, or as a calling, with an underlying moral tone, implying a lifetime commitment to service (Hoyle, 1988a:8-9). Furthermore, elements of mobility are accorded to the concept by the implications of career patterns, sequence, history, vertical and horizontal movement, differentiation and stratification, and progress and advancement (Covel & Ortiz, 1978:1, Evetts, 1987:16, Hoyle, 1988a:9).

2.4.4 Career gender patterns

To become an economically active participant in the labour force a choice regarding the type of job or career must be made and this remains a gender related issue for most women.

Consistent gender patterns have been found in adolescent occupational expectations and choices, with a continual striving towards traditionally sex-typed careers (Greene *et al.*, 1982:393). Although many occupational barriers have fallen in recent years, the labour force is still almost entirely sex-segregated, with most occupations being either predominantly female or predominantly male in composition (Ehrhart & Sandler, 1987:1).

The majority of economically active women in the USA, UK and RSA enter the traditionally women's fields of nursing, teaching, social work and other service fields (Apple, 1985:2, Van der Walt, 1986:34, Moore, 1987:25). Bendeman (1987:5) states that approximately 54% of all economically active women in the RSA in 1981 were to be found in either nursing, teaching, clerical or sales careers. Lemmer (1989:30) maintains that these careers are characterized by male administration, and poor financial returns and status.

Women are, however, making inroads into traditionally male dominated fields such as the natural sciences, medicine, law and technology (Moore, 1987:25). A slow change in the gender structure of traditionally male fields in the RSA has been evident since 1965 (Van der Walt, 1986:34). The relative participation of South African women in the natural sciences, medical and paramedical, law and management related fields has shown a higher than 5% growth rate in the past two decades (Bendeman, 1987:5).

This upward movement is presently stronger in the non-traditional careers than in the traditional women's careers, as may be seen from the data depicted in *Figures 2.1* and *2.2* (adapted from data obtained from the Department of Manpower: Manpower Surveys, 1969 {No. 8}, 1983 {No. 15}, 1985 {No. 16}):

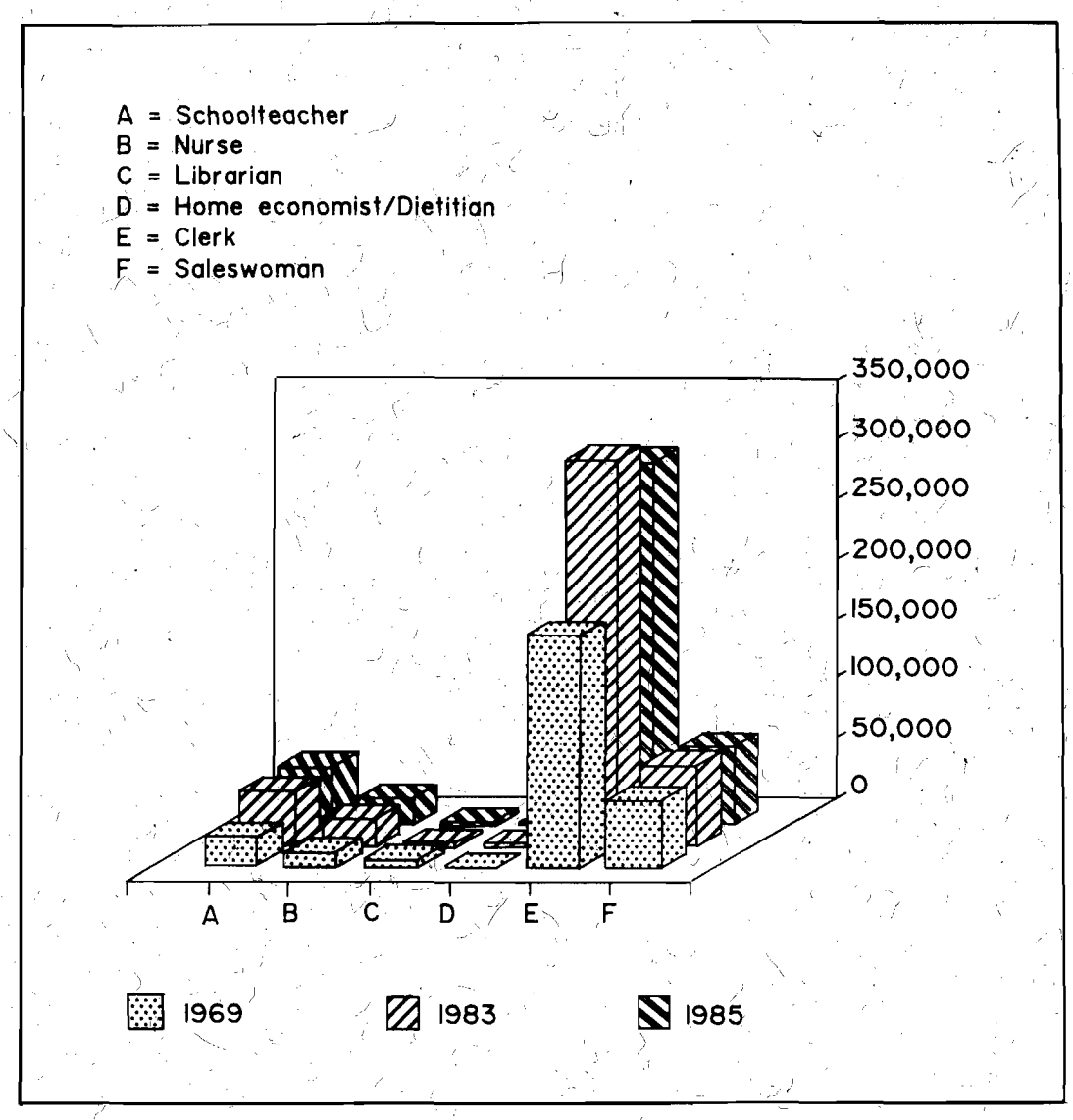

Figure 2.1

Number of white women in traditional careers in the RSA: 1969, 1983 and 1985

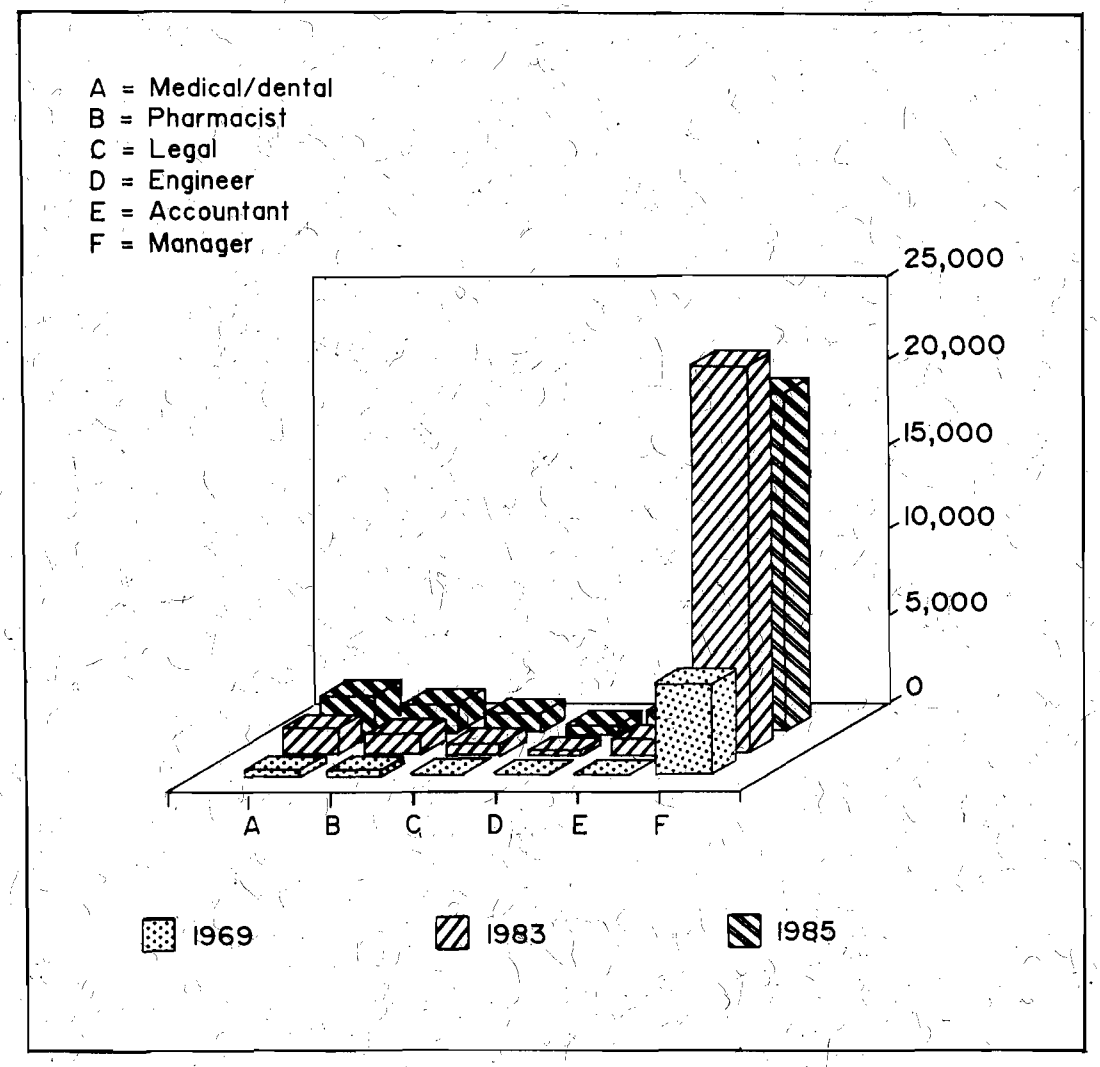

Figure 2.2

Number of white women in non-traditional careers in the RSA: 1969, 1983 and 1985

Figure 2.1 shows that the initially high growth rate in the traditional careers between 1969 and 1983 has tapered off in recent years, and that a negative growth in all but the teaching and home economics/dietetics fields is evident. In comparison, there has been phenomenal growth of women's participation in most of the non-traditional fields, especially in management in the non-traditional fields (cf. *Fig. 2.2*). Prekel (1988:2) states that the

non-traditional occupations usually offer women greater financial rewards, interest, challenge and status than the traditional occupations.

Despite these advances, there remains a predominance of females in certain occupations. Therefore, there is evidence of a definite horizontal segregation of careers according to gender.

A vertical gender segregation is also present in the labour force, with most women being clustered at the lower level of the structure of their chosen career (Moore, 1987:25). The reasons for this vertical division are numerous, complex and diverse, based mainly on traditional practices within society according to the stereotypical gender role paradigm. Furthermore, factual evidence of this division records factors such as a lack of opportunity for advancement of women, token status, discriminatory employment practices, and unequal pay (Ehrhart & Sandler, 1987:1). Legislation and affirmative action strategies designed to eliminate these and other gender discriminatory practices in employment have been enforced in the USA and UK during the past two decades (Lipman-Blumen, 1984:171-173). The degree of success of these measures is yet to be determined (cf. *Par. 2.6.5.4.8).*

Therefore, the choice of career for women is inherently affected not only by obvious factors such as potential and education opportunity, but also by underlying traditional gender role stereotyping which manifests itself in both horizontal and vertical gender segregation in the labour force patterns of society.

2.4.5 Choice of teaching as a career

The concern of this study is the specific career option of teaching for women at school level. College or university qualified women fall into the category of high-level manpower by having at least two or three years of tertiary level education (Bendeman, 1987:5). These women, who until recently had a choice of becoming a secretary, nurse or teacher, depending on their qualifications, can now choose from a great array of attractive career possibilities (Task Force on Teaching as a Profession, 1986:31).

This access across the horizontal career segregation line to non-traditional fields has had detrimental effects on the education profession (Shapiro, 1987:170). The quality of women entering teaching is "dropping drastically" (Shanker, 1983:132), with high calibre women students having other career options open to them, offering women opportunities for personal autonomy, career growth and decision making positions (Shapiro, 1987:170). Recent research on aspirations for teaching as a career reveals that, among those who aspire to teach, women with higher academic ability and social class are less likely to persist in an education major (Ortiz & Marshall, 1987:18). Those who actually complete degrees in education and begin teaching are less able intellectually than those who enter other fields (Vance & Schlecty, 1982:22-27). Roberson *et al.* (1983:13-21) conclude that women with higher ability are less likely to aspire to teaching as a career.

However, teaching remains as a high priority choice of career for many women, especially in the RSA. According to a report on high-level and middle-level manpower by the Department of Manpower (1987:11), female teachers increased from 46,7% to 48,2% of all female high-level manpower in the RSA between 1971 and 1985.

Schmuck (1987a:viii) maintains that teaching is traditionally seen as an ideal profession for women. The working hours and vacations allow women to be economically active in the labour force while having time to fulfil their obligations associated with their role of wife, mother and homemaker *(Ibid.)*. Weber *et al.* (1981:320) state that teaching is socially compatible with the female role, and traditionally considered to be a supplementary occupation. Claesson and Brice (1989:18) found that teaching and motherhood roles are complementary in nature. On the other hand, management positions, such as those afforded by careers within the educational management hierarchy, are seen to be incompatible with the traditional female role (Weber *et al.*, 1981:320). However, stereotypical attitudes and beliefs regarding teaching being the ideal career for women, due mainly to the above reasons, are in conflict with the needs and aspirations of some of the women of today.

Teaching offers women a profession with static career potential, whereas the upper echelons of the teaching profession, where the opportunities for personal autonomy, career growth and decision making lie, have traditionally been denied to women. Ortiz and Marshall (1988:123) state that teaching and managing within a school structure have become separate but mutually dependent professions. Teaching is predominantly practised by women who remain near the bottom of the policy-making hierarchy, and managing is almost exclusively a male profession with its accompanying prestige and status. There is therefore a **horizontal** gender dichotomy of **teaching : female** and **managing : male,** and a vertical gender dichotomy of **teaching : lower hierarchy : female,** and **managing : upper hierarchy : male.**

2.4.6 Conclusion

Increasing numbers of women are currently faced with the choice of a job or career. This option to participate in the labour force is not only dictated by economic reasons, but also intended to cater for the needs of self-actualization currently experienced by women.

Both horizontal and vertical gender patterns exist in the career options open to women. The choice of career lies mainly within the spectrum of traditionally stereotyped female careers, although other careers offering women more opportunities for self-actualization are increasingly becoming options for women. Women also tend to remain clustered within the lower levels of the structure of their careers.

Teaching remains a priority career choice for many women. This choice occurs despite the occurrence of both horizontal and vertical gender-related dichotomies within the aspects of teaching and managing in the profession.

However, if more equitable opportunities in the upper echelons of the teaching profession are afforded to women who qualify for and aspire to educational manager positions, then the choice of teaching, which is an

essential prerequisite for most educational management positions, would become a more attractive career proposition for high-calibre young women in present-day society.

The position of women who choose teaching as a career option is reviewed in *Paragraph 2.5.*

2.5 WOMEN IN THE TEACHING PROFESSION

2.5.1 Orientation

While both men and women are employed in the education profession, both horizontal and vertical gender segregation is evident (cf. *Par. 2.4.6).* If the theory postulated by Ortiz and Marshall (1988:123) is considered (cf. *Par. 2.4.5),* and the structure of the education profession at school level is thereby seen as consisting of the two mutually dependent professions of **teaching** and **managing,** then the relative position of women on both horizontal and vertical continuums within each of these professions should be considered. In order to place these gender trends in context, a brief review of the overall position of women within the **teaching** profession is first considered.

The teaching profession is reviewed as a predominantly female profession, and a brief exposition of the history of gender trends in the profession is given. Thereafter, the current horizontal and vertical gender related trends in the teaching profession are identified.

2.5.2 The female profession

"School teaching is one of the female professions." (Riches, 1988b:36.) This may be deduced from the data in *Table 2.1* concerning the total percentage of men and women in the teaching profession in the USA, UK and RSA (Schmuck, 1987c:77, Ortiz & Marshall, 1987:18, Riches, 1988b:36, Lane, 1988:3a).

	USA	UK	RSA
	(1987)	(1988)	(1988)
Males	34	38	36
Females	66	62	64
Total	100	100	100

Table 2.1

Percentage of women and men in the teaching profession in the USA, UK and RSA

Teaching may therefore be viewed as a female profession with approximately two-thirds of the teaching force in the USA, UK and RSA being women. Teaching is not only a female (feminized) profession, on a par with nursing and librarianship, but also known to be a semi-, para- or quasi-profession (Biklen, 1980:3, Tyack & Strober, 1981:140, Davies, 1986:61, Biklen, 1987:225). Etzioni (1969) typifies semi-professions, such as teaching, nursing and social work, as being characterized by shorter training, lower status, less right to privileged communication, and less autonomy from supervision or societal control than the full professions. Forsyth (1984:115) proposes a "predominant gender hypothesis" which claims that some occupations, otherwise similar to full-fledged professions, fall short of their goal of being recognized as full-fledged professions because their practitioners are predominantly female. Conclusive evidence concerning the semi-professional status of teaching due to the predominance of women remains debatable.

There is general concern about the "feminization" of the teaching force (Schmuck, 1987c:80). To this end, Tyack and Hansot (1982:64-65) state:

> Do you not see that so long as society says woman is incompetent to be a doctor, lawyer or minister, but has ample ability to be a teacher, that every man of you who chooses that (teaching) profession tacitly acknowledges that he has no more brains than a woman?

Furthermore, Schmuck (1987c:91) states that educators in the USA have never held a high social status, claiming that the devalued role of education is inextricably interwoven with the devalued status of women in society. The positive social value of a profession is therefore inversely related to the number of women in the field *(Ibid.)*.

However, in the light of the historical perspectives and gender stereotyping (cf. *Par. 2.2)*, and the current career options for women (cf. *Par. 2.4)*, it may be concluded that the high percentage of women in teaching in the USA, UK and RSA is a natural occurrence within the present cultural paradigm of these countries. There is a traditional association of women with the "caring" or "semi" professions. This situation differs in various societies. For example, recent research conducted by Davies (1986:62) on women in teaching in Third World countries showed that most countries had less than 50% female teachers, with some figures as low as 9%, and that these data were qualified by diverse social, economic and religious factors.

The major underlying reasons for the predominance of women in the teaching force may be traced to complex historical factors. A brief overview of gender-related trends in the history of teaching since the early 1800's is therefore essential.

2.5.3 Historical review of gender trends in the teaching profession

2.5.3.1 Traditional male predominance

Teaching was a male dominated profession until the late 18th century (Shakeshaft, 1987b:23). It was considered neither appropriate nor desirable to hire women as teachers, except for the teaching of very young children (Schmuck, 1987c:75). However, the ensuing formalization of the teaching profession and the socio-economic factors which caused major changes in the structure of society, slowly led to the feminization of the teaching profession (Apple, 1985:5-9). Extensive research by Tyack and Strober (1981:133) highlights four major contributing factors underlying this change as being:

- labour supply and demand forces
- cultural values
- organizational changes
- changes in the family structure.

These factors are viewed as being interrelated and interdependent, contributing toward the change to a female predominance *(Ibid.)*.

2.5.3.2 Change to female predominance

The industrialization and urbanization which occurred during the 19th century lured many men away from teaching (Shakeshaft, 1987c:24). Furthermore, the growth in compulsory education and the associated cost increase caused changes in both the hiring and remuneration practices for teachers (Apple, 1985:7). Educational authorities wanted literate, middle class men, but could not compete in salary with the more lucrative job opportunities which had arisen (Shakeshaft, 1987c:24). Therefore, women who were prepared to accept a markedly lower salary were appointed in teaching positions (Hoffman, 1981:xlx, Bergen, 1982:14). It is interesting to note that although much of this inequity regarding remuneration has been eliminated by law in both the USA and UK, a woman teacher on post level one with four or less years of tertiary training is still discriminated against in the RSA (Zaaiman, 1988:1, Hillebrand, 1989:81-90) (cf. *Par. 2.6.5.4.8).*

The men who remained in teaching during the 19th century tended to use teaching as a stepping-stone to other careers, often combining teaching with further studies, or with duties in other occupations such as farming, shopkeeping, politics, law and religious ministering (Tyack & Strober, 1981:140, Apple, 1985:8, Shakeshaft, 1987c:24). This general movement of women into teaching and men away from teaching resulted in a dramatic increase in the number of women in the teaching force by the turn of the century, reaching a peak during the 1930's (Bergen, 1982:4, Schmuck, 1987c:76). This increase of women is cited as largely contributing to the teaching profession's depressed social status, and as a significant deterrent to teacher professionalization (Bystydzienski, 1987:153).

Organizational changes within the education systems further contributed to the increase in the number of women. As the bureaucratic structure of education systems expanded and became firmly established, the demands for certification of teachers increased, and men found that their teaching qualifications opened doors to other more lucrative occupations (Tyack & Strober, 1981:140). It was also claimed that further qualifications were not relative to the low remuneration associated with teaching *(Ibid.)*. This bid to "professionalize" teaching in effect turned teaching into a "semi-profession" due to the effect of feminization. This also tended to drive men out of teaching, whereas, in contrast, the professionalization of careers such as medicine and law attracted men and tended to drive aspiring women out of those occupations *(Ibid.)*.

2.5.3.3 Further changes in the gender profile

The period during and after World War II brought about further changes in the gender profile of the teaching force. Women were held responsible for most of the education of the youth while the men were at war (Smith *et al.*, 1982:5). Thereafter, post-war conditions gave rise to an intense demand for teachers due to increased pupil enrolment caused by the "baby boom" and the greatly increased retention of pupils in high schools (Tyack & Strober, 1981:146). Simultaneously, organizational changes in education included the shift from one-room schools to large, complex urban and suburban schools, and these new structures, which provided multiple career ladders within education, caused teaching to become more attractive as a career option for men *(Ibid.)*.

Another major factor which plays a role in the gender composition of the teaching profession relates to the degree to which females and males have had access to education to prepare them for their careers (cf. *Par. 2.3)*. Silver (1985:4552) states that women have been at a distinct disadvantage regarding this factor, particularly concerning access to education which would qualify them for employment in the secondary and tertiary phases of education and for management positions in the teaching profession.

These and other complex socio-economic factors resulted in current position where women in the USA, UK and RSA constitute approximately

two-thirds of the teaching force (cf. *Table 2.1).* Of interest is that whereas the USA and UK data reveal a decrease from the high percentage of women during the turbulent World War II years up until the 1980's (Schmuck, 1987c:77), the RSA data reveal a reverse in the gender trend. Statistics show an approximately equal gender participation in the RSA in 1940, and a steady increase in the percentage of women until the 1980's (Lane, 1988:5). Although the historical trends since 1940 differ in the three countries, the current situation in the USA, UK and RSA is similar. The specific reasons for the different gender participation trend in the RSA may also be traced to the particular socio-economic factors within the specific historical cultural paradigm of this country, an analysis of which falls beyond the scope of this particular research.

Of further interest is the contribution of married women to the teaching force. The traditional image of teaching as a "spinster profession" is anachronistic (Trown & Needham, 1981:41). Approximately 70% of women currently in the teaching force in the RSA are married (*Ibid.*, Lane, 1988:3b), which reveals a drastic policy change since the general banning of married women from teaching which occurred during most of the 1800's (Tyack & Strober, 1981:145, Smith *et al.*, 1982:3, Shakeshaft, 1987c:25). The particular position of married women and their specific career ambitions and related problems have become a current educational research issue (Evetts, 1987:15-29, Hillebrand, 1989:70-94).

2.5.4 Horizontal and vertical gender-related trends in the teaching profession

Gender related segregation within the teaching profession occurs on both horizontal and vertical continuums. The relative position of women may therefore be viewed according to both horizontal and vertical divisions in the profession.

2.5.4.1 Gender dichotomy in primary and secondary education

A gender related dichotomy may be seen from the fact that more women are clustered in the primary education phase than in secondary education,

as shown in *Figure* 2.3 (Shakeshaft, 1987c:20, Educational Research Services, 1986:1, Schmuck, 1987c:79-81, Riches, 1988b:36, Lane, 1988:10d).

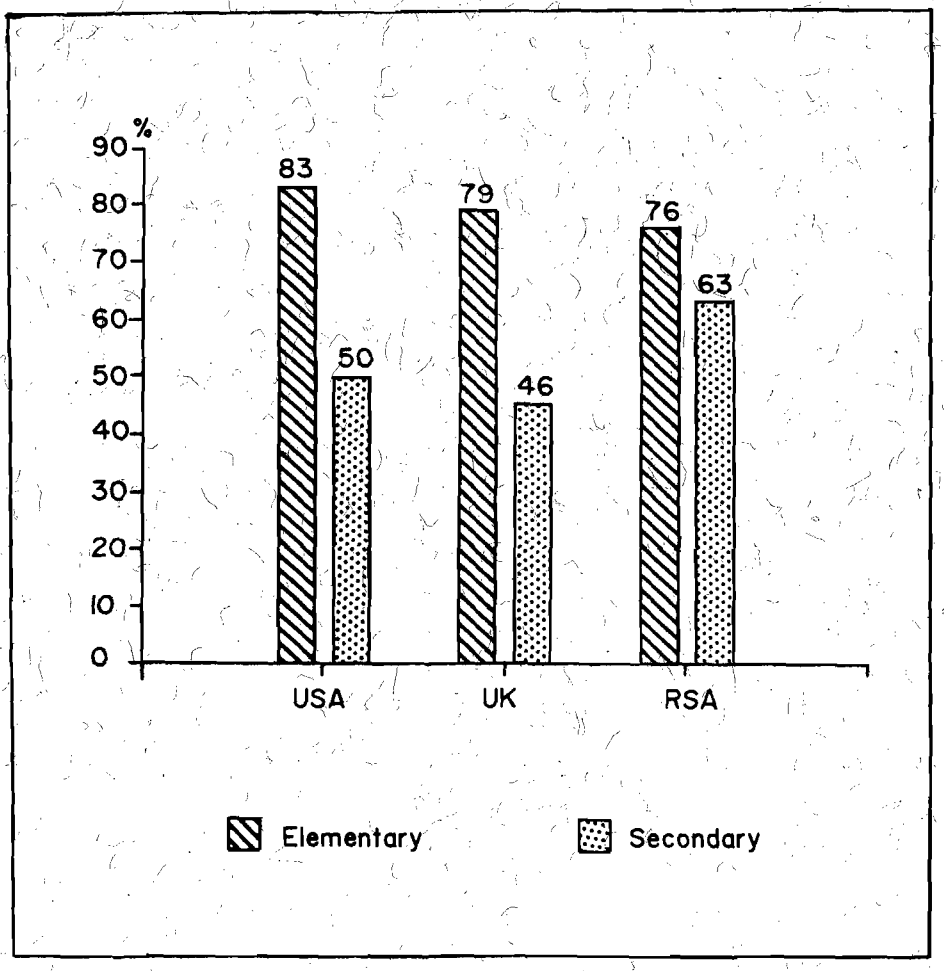

Figure 2.3
Percentage of female teachers in primary and secondary education in the USA, UK and RSA

The high percentage of female teachers in the primary education phase has evoked strong criticism concerning the fact that boys lack male role models and authority figures, and that the so-called "momism" would be harmful to boys (Gross & Trask, 1976:4). In the USA, a concerted effort to bring more men into elementary teaching has met with a certain degree of success, with more men entering elementary classrooms and elementary principalships,

thereby inducing other men to enter the field (Schmuck, 1987c:80). In the RSA, a quota system is in operation, whereby a certain percentage of posts are reserved for males and females (Zaaiman, 1988:5). This quota system, applicable to elementary education, reserves a minimum of 20% of positions for males and 20% for females. In secondary education, this figure is 30% for males and 30% for females *(Ibid.)*.

2.5.4.2 Subject related gender trends

Another facet of the gender dichotomy may be seen from subject field specialization areas, particularly at the secondary education level. McBurney and Hough (1989:115) state that women are confined mainly to a narrower range of subjects than men, thereby channelling women more into pastoral than management responsibilities. According to Schmuck (1987c:80-81), males predominate as teachers of physical science and mathematics, with classes which have a higher percentage of male pupils. This phenomenon also occurs in the vocationally oriented subjects *(Ibid.)*, a factor which correlates further with the predominance of males within the specific occupational field.

2.5.5 Summary and conclusions

In summary therefore, teaching may rightly be viewed as a female profession. Furthermore, the feminization of teaching is seen to be a contributing factor to the semi-professional status accorded to the teaching profession (Biklen, 1980:5). History reveals a general shift from male to female predomination in the field, and since the mid-1800's, women teachers have increasingly provided in the education needs of the youth (Shapiro, 1987:171, Grimes & Sloan, 1984:318).

Both horizontal and vertical gender related trends are evident within the primary-secondary school dichotomy, and within the specific subject areas. The reasons for the change in the gender composition of the teaching profession are diverse and complex, interwoven in the socio-economic paradigm of each era, and revealing trends of both gender discrimination and inequities.

Gender related trends in the **teacher-manager** dichotomy are reviewed in *Paragraph 2.6.*

2.6 WOMEN IN EDUCATIONAL MANAGEMENT

2.6.1 Orientation

The teacher-manager dichotomy within the teaching profession has elements of both horizontal and vertical gender segregation (cf. *Par. 2.5.5).* Horizontally, the two separate yet mutually dependent professions of teaching and managing may be viewed according to the gender composition within the structure of each profession. Vertically, gender trends may be observed in the hierarchical order, which is evident in the rank order of positions relative to the degree of managerial responsibility from teacher upward to the management position of principal.

However, the general consensus of opinion that **women teach** and **men manage** in the schools (Shakeshaft, 1987a:1, Al-Khalifa, 1987:2, Ortiz & Marshall, 1987:18, Riches, 1988b:35, Richards, 1988:167, Schneider, 1988:2) is confirmed by the information presented throughout the various facets of women in educational management researched and reported in *Paragraph 2.6.*

An exposition is given of the general trends present in the history of women in educational management. Thereafter, the specific current position of women in educational management in the USA, UK and RSA is reported by means of a detailed situation analysis. Aspects concerning the progression of research in this field are reported as a further facet concerning women in educational management. Finally, a detailed exposition of the current barriers to women's advancement in educational management is given.

2.6.2 Brief historical review of women in educational management

Very little has been documented by way of scholarly texts on the history of women in educational management in the Western world (Sadker & Sadker, 1985:145-161, Brehmer, 1987:119, Gribskov, 1987:134, Van Essen, 1987:139,

Bystydzienski, 1987:151). Shakeshaft (1987b:4-5) states that because school managers have primarily been male for so long, the theoretical frameworks of educational management have been built around male behaviour, and traditional literature in school management largely ignores the role of women, past or present. Furthermore, much of the data available concerning educational management do not contain a variable relating to sex or gender (Hansot & Tyack, 1981:13). The available statistics on specific historical gender trends in the USA, UK and RSA (cf. *Par. 2.6.3-2.6.5)* range from sporadic and inconclusive to totally non-existent. However, general trends may be deduced.

Clement (1980:131) states that schools in the Western world have been controlled by "White, Anglo-Saxon, Protestant, married men of rural origin" since the inception of public education. As school organizations increased in size and complexity, and as the bureaucratic structure expanded, men tended to be hired "as administrators to manage large numbers of women teachers" (Stockard & Johnson, 1981:243).

However, the increase in the number of women in the teaching profession until the 1930's (cf. *Par. 2.5.2)* gave rise to more women in management positions, especially at the elementary school level (Tyack, 1974:61-62, Whitaker & Hales, 1984:1, Shakeshaft, 1987c:34, Gribskov, 1987:125). The management positions held by women were mainly in the lower hierarchy of staff as opposed to line positions, where women were supervisors of art, home economics, hygiene, kindergartens, and music (Shakeshaft, 1987c:39). Shakeshaft (1987c:35) states that the increase may be attributed to a number of factors, among which the feminist movement, the organizations for women teachers, the right to vote in local elections, and economic conditions were all beneficial to women's position.

This improved situation for women led Ella Flagg Young, superintendent of schools in Chicago and first woman president of the *National Education Association* (NEA) in the USA, to predict in 1909 that women were destined to rule the schools of every city, being no longer prepared to do the work yet be denied the leadership (Tyack & Hansot, 1982:180). This predicted golden age for women educational managers

never materialized, and has become known as "a dream deferred" (Jones & Montenegro, 1983a:1, Shakeshaft, 1987c:19).

Since 1930 there has been a steady decline in the number of women in the principalship (Ortiz & Marshall, 1987:127, Schneider, 1988:2, Hall, 1988:58) (cf. *Par. 2.6.3).* Stansbury *et al.* (1984:103) state that even the elementary school principalship, which became increasingly the domain of women during the first three decades of this century, has shown a marked decrease in women's participation. According to Whitaker and Hales (1984:1), Bystydzienski (1987:158), and Schneider (1988:2), the Great Depression before World War II and the post-war conditions throughout the Western world were among the factors which halted any further increase of women in management positions. Men returned to the education profession, increasingly assuming management positions within the expanding education bureaucracies (Stockard & Johnson, 1981:243), bringing with them military experience, traces of which may be found in the present structure of both education and the corporate world (Burstyn, 1980:71-72).

A steady decline in the number of women in educational management positions has led to an increased interest in this trend by researchers (Webb *et al.,* 1986:1, Edson, 1988:1). The *status quo* concerning this research is outlined in *Paragraph. 2.6.4.*

Women have, therefore, always been under-represented in educational management. An in-depth investigation into the complex socio-economic factors underlying this historical trend fall beyond the scope of this project, although many reasons for this trend may be found throughout this chapter.

The current situation concerning women in educational management in each of the three countries in this study is discussed in *Paragraph 2.6.3.*

2.6.3 Situation analysis of the current position of women in educational managment

2.6.3.1 Orientation

A direct comparison of gender related data concerning women in educational management in the USA, UK and RSA is virtually impossible due to a variety of factors.

There is a difference in the structure of promotion positions within each country's education system. For example, data available from the **USA** relate to the vice-principalship, principalship and positions beyond, including those of educational supervisor and superintendent. There is no specification of post levels within the school structure except occasional reference to assistant principal. Furthermore, the school system spans twelve years of schooling divided into three phases, namely elementary, junior high and senior high school, although the latter two are often referred to as the secondary education phase. Data available from the **UK** are more comparable to those available in the RSA due to the specification of post levels or scales within the school structure, although not identical to the post levels present in schools in the RSA. Furthermore, different types of schools and a differing proportion of single-sex and co-educational schools occur in the three countries, and the degree of occurrence of private schools also differs. The availability of gender related data also varies, and the validity of the available data is in question.

However, despite these factors, underlying trends in the three countries may be traced.

2.6.3.2 The position of women in educational management in the USA

Although women predominate as teachers in the USA, (cf. *Table 2.1)*, they form a distinct minority in educational management positions.

A survey commissioned by the *American Association of School Administrators* (AASA) provides data relating to gender in school management positions in 1984-1985 (Jones & Montenegro, 1985:20). The manage-

ment positions were defined to include assistant, deputy, associate and area superintendents; central office administrators such as curriculum and personnel directors and supervisors, area office administrators, and building administrators or principals and assistant principals. These data, together with statistical information from the *National Center for Education Statistics, National Education Association, United States Equal Employment Opportunity Commissions,* and from the *United States Education Department* were used to compile *Figure 2.4* (adapted from Jones & Montenegro, 1985:23-24).

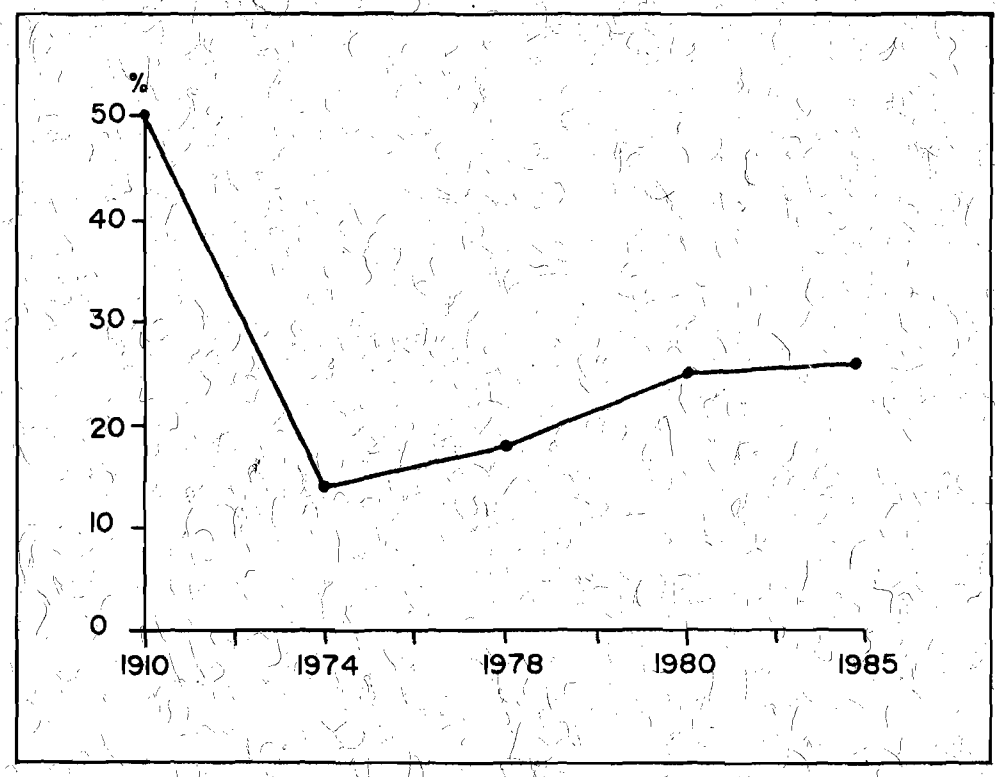

Figure 2.4

Percentage of women in educational management in the USA, 1910 - 1985

The lack of statistics in the early part of this century is due to the fact that data on women in educational management were not consistently recorded

(Ortiz & Marshall, 1987:18). However, since the dramatic drop from equal gender participation in educational management in 1910 to 14% in 1974, there has been a steady increase in management positions accorded to women, resulting in approximately one quarter of all management positions currently being held by women.

Focusing specifically on the principalship, women hold approximately 21% of all school principal positions. The trend of women in the principalship since 1968 is depicted in *Figure 2.5* (adapted from Jones & Montenegro, 1985:14, 17, Schmuck, 1987c:84).

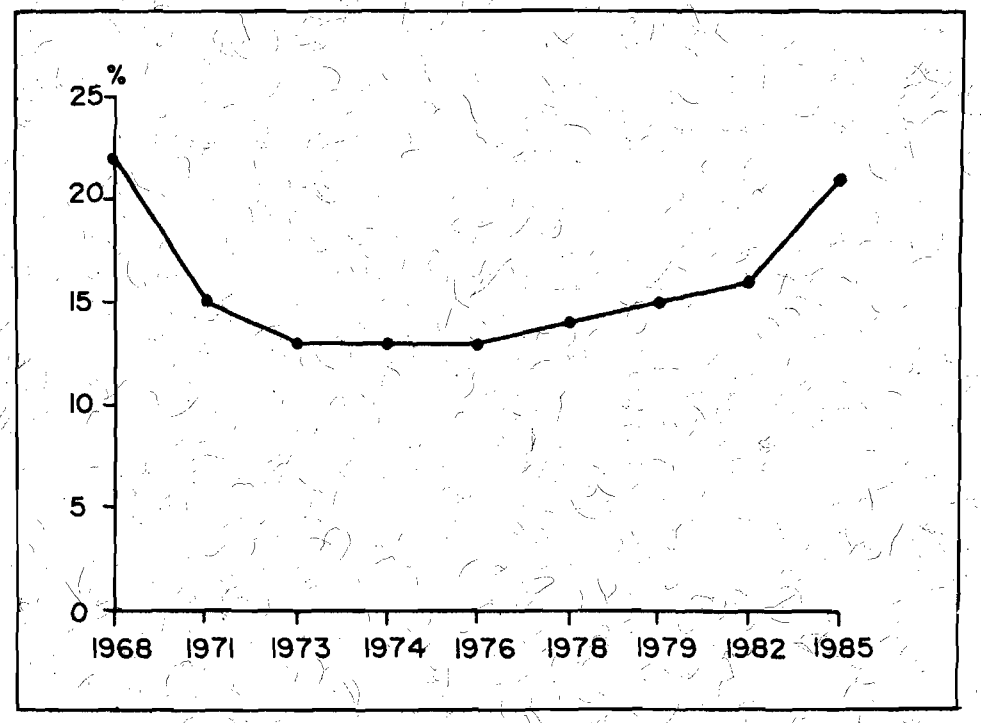

Figure 2.5

Percentage of women in the principalship in the USA, 1968-1987

The decrease to 13% during the early 1970's correlates with the drastic overall decrease in management positions for women at that time (cf. *Fig. 2.4*). It may be concluded that a horizontal gender trend is evident in the

USA, with the profession of educational management being predominantly a male field, and the profession of teaching being predominantly female.

Both horizontal and vertical gender patterns relating to the specific position of women in the **principalship** of the separate, yet hierarchically ordered phases of primary and secondary education may be seen from *Figure 2.6* (adapted from Schmuck 1982:8, Jones & Montenegro, 1985:18-19, Shakeshaft, 1985:125, Shakeshaft, 1987c:20, Schmuck, 1987c:84-86).

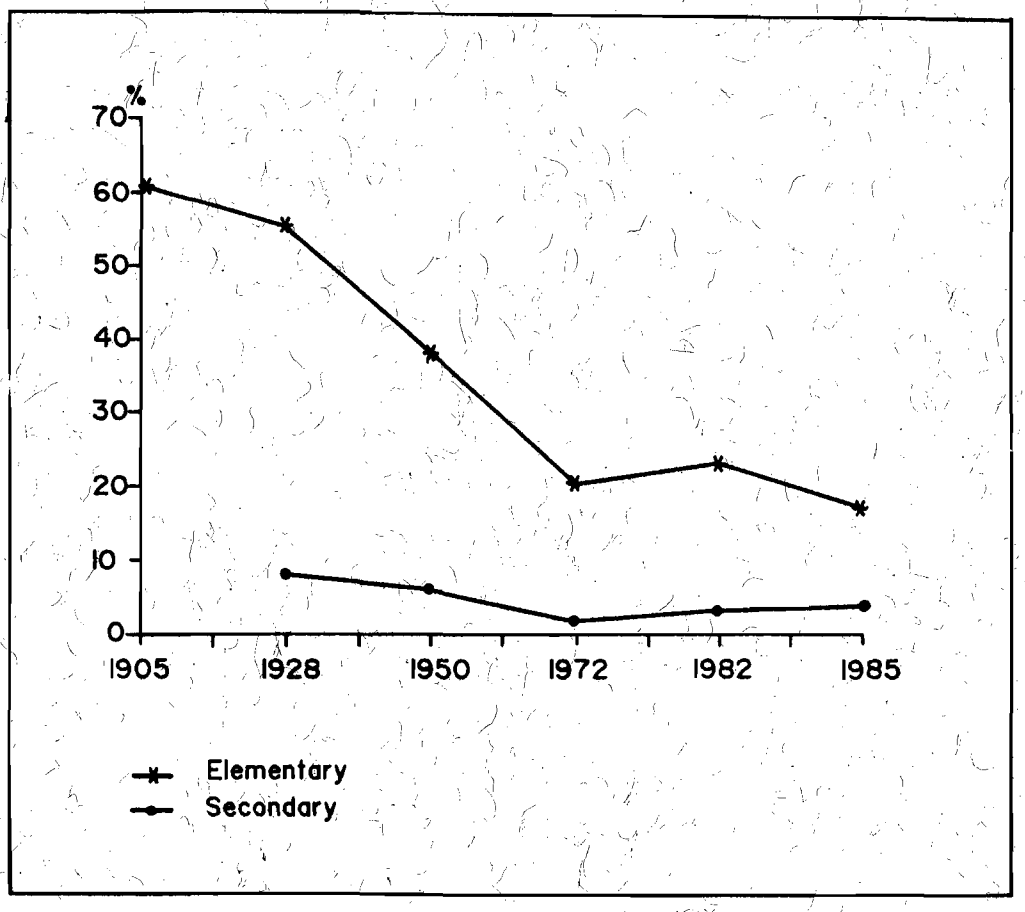

Figure 2.6
Percentage distribution of elementary and secondary school principals (women) in the USA, 1905 - 1985

Shakeshaft (1987c:20) and Schmuck (1987c:86) warn that these data should be viewed with caution due to the sporadic collection thereof, the various interpretations accorded to specific management positions, the inclusion of

private schools, and the availability of gender-related specifications. For example, Pellicer *et al.* (1988:8-9) state that according to a survey commissioned by the *National Association of Secondary School Principals* (NASSP), between 8,3% and 12% of secondary school principalships are held by women. The variation in this data is accorded to the fact that persons from different types of schools took part in the survey *(Ibid.)*.

However, the data depicted in *Figure 2.6* do reveal definite gender-related trends for both elementary and secondary school principalships. Considerably more women have been in the principalship of elementary schools than in the secondary phase. This is related to the trend that more women are involved in teaching at this level (cf. *Figure 2.3)*.

The percentage of women principals in secondary education has always been low. Considering the fact that women currently form 50% of all secondary school teachers (cf. *Figure 2.3),* but only between 3,5% and 12% (depending on research data source) of secondary principals, it may be concluded that a marked degree of gender segregation occurs in the teaching-managing dichotomy at this level.

Pellicer *et al.* (1988) were commissioned by the *National Association of Secondary School Principals* (NASSP) in 1988 to compile an extensive document entitled the *National Profile of High School Leaders and their Schools*. The gender-related issues reported in this document include the fact that one out of every eight principals and almost one-fifth of assistant principals are females, suggesting the potential for more women to enter the secondary school principalship during the next few years as senior male principals retire *(Ibid.:7)*. Furthermore, the incidence of female principals and assistant principals is affected by geographical factors, with a greater percentage to be found on the West Coast and Southern areas of the USA. The larger the community population, the more likelihood of female principals and assistant principals, with up to one-third of these positions being held by females in the large cities. A greater percentage of females is evident in private schools, and the smallest percentage is present in public comprehensive schools *(Ibid.:9)*.

Women's representation in school management in the USA reached its lowest level during the 1970's, and Jones and Montenegro (1982b:26) propose that the level of representation would have continued to decrease had it not been for the passage of *Title VII*, *Title IX* and the *Women's Educational Equity Act* (cf. *Par. 2.6.5.4.8)*, and the activities of feminist and civil rights groups. Whitaker and Hales (1984:5) state that whereas only 9% of women teachers in 1958 expressed an interest in pursuing a career in educational management, a recent survey showed that approximately 50% now aspired to these positions. Of concern is the fact that this under-representation is occurring despite the fact that the current enrolment of women in postgraduate educational management programmes in the USA is almost equal to that of men (Ortiz & Marshall, 1987:18).

The following profile of the average woman in educational management in the USA is based on extensive reviews of available research conducted by both Edson (1981:176) and Shakeshaft (1987c:57-65):

- women tend to be in their mid- to late 40's
- the higher the position held, the higher the age
- there is a current trend for women to move into management positions at a younger age
- they come from rural areas and are often the first-born or only child, raised by two parents
- they tend to achieve higher educational levels than their fathers, and their mothers tend to have higher education than their fathers
- 56% are married
- their husbands are college graduates, and a number have advanced degrees, are employed mainly in education, sales and professional occupations, and more than 50% earned less than their wives
- 65% of women educational managers have children

- they are affiliated to professional educational organizations, and many belong to organizations specifically for women
- their average highest qualification is a master's degree they tend to return to university, completing a master's degree in their early 30's, and those who complete doctorates, do so during their 40's
- they move into promotion posts at a later age than men, often when their children are less dependent
- they have 15 years of teaching experience.

In summary, the general trend in education in the USA reveals a gender-related dichotomy with women forming two-thirds of the teachers, but only one-quarter of the managers in education. Women are therefore under-represented in school management. Furthermore, there has been a consistently higher representation of women in the management of elementary education compared with secondary education.

2.6.3.3 The position of women in educational management in the UK

Analysis of data regarding gender issues in educational management in the UK is not as readily available as in the USA (Davies, 1986:61). Marland (1982:11) states that most studies of the management of schools in the UK seem to ignore gender patterns. However, authorities such as the *Inner London Education Authority* (ILEA) and the *Department of Education and Science* (DES) have recently shown concern about women's under-representation in educational management by calling for surveys and policy changes (Davies, 1986:62). The Inner London Education Authority (1984:1) found that not only are women in the minority in management positions in the schools, but that the number of women in these positions is actually declining.

Riches (1988b:35) states that women are under-represented at all levels of educational management in the UK. These levels in the UK are specified as the higher posts of educational management such as *Her Majesty's Inspectorate* (HMI) chief education officers, inspectors, advisors, governors, and the posts above scale three within the schools *(Ibid.*, Al-Khalifa, 1987:2).

The hierarchical structure within the schools in the UK provides for post levels on a scale from one to four, and thereafter the positions of senior teacher, second master/mistress, deputy headteacher and headteacher. The posts on scale one and two are teaching positions only, and posts on scale three and four and above are regarded as management positions (Al-Khalifa, 1987:2). Although the available data refer to the situation in England and Wales only, general trends may be deduced from these data for the UK. The relative position of women within the school structure may be seen from *Figure 2.7* (adapted from Riches, 1988b:36).

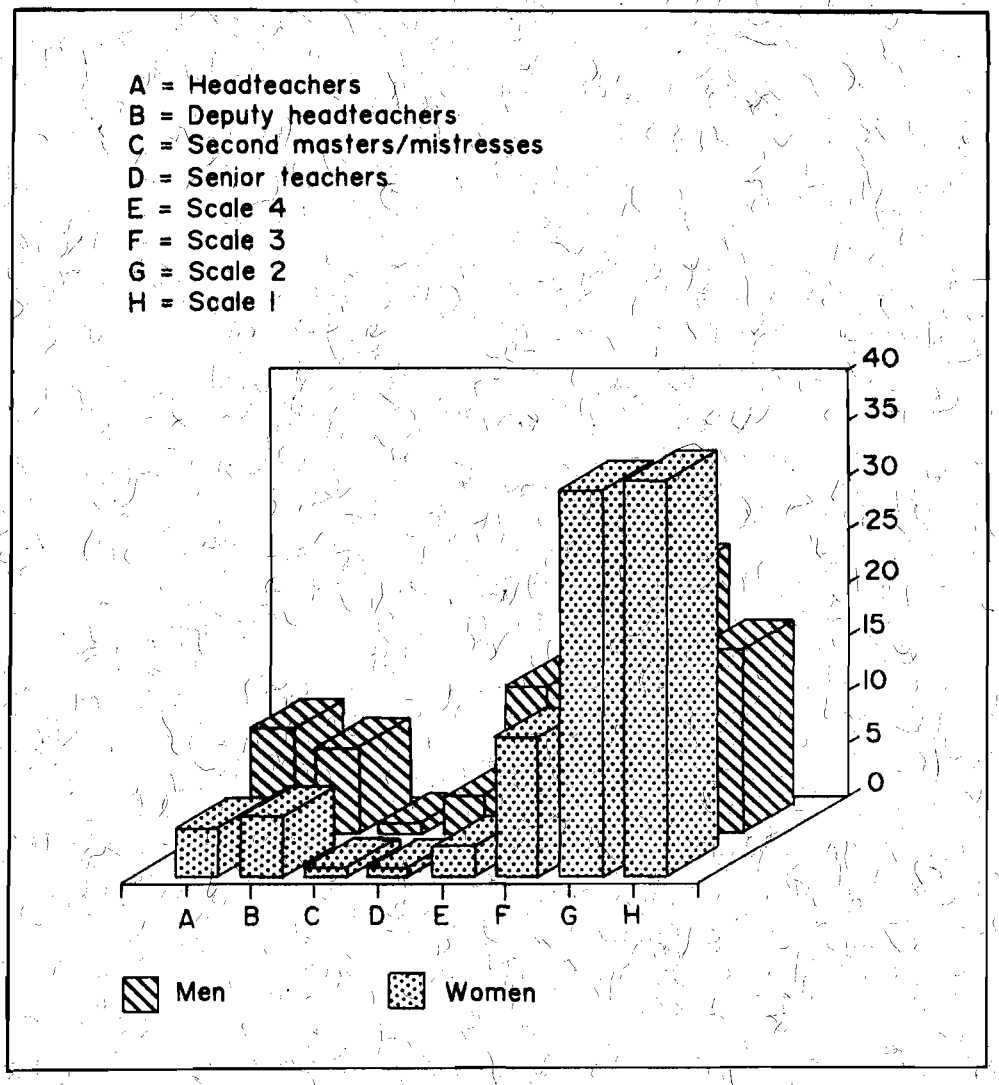

Figure 2.7

Percentage distribution of men and women in specified posts in schools in England and Wales, 1985

Women hold the majority of all scale one and two positions, but are in the minority in all positions from scale three upwards known as senior, promotion, and educational management positions.

The particular distribution of women in primary schools and secondary schools is shown in *Figures 2.8* and *2.9* respectively. A comparison of the distribution in 1973 and 1983 is given (adapted from Riches, 1988b:37).

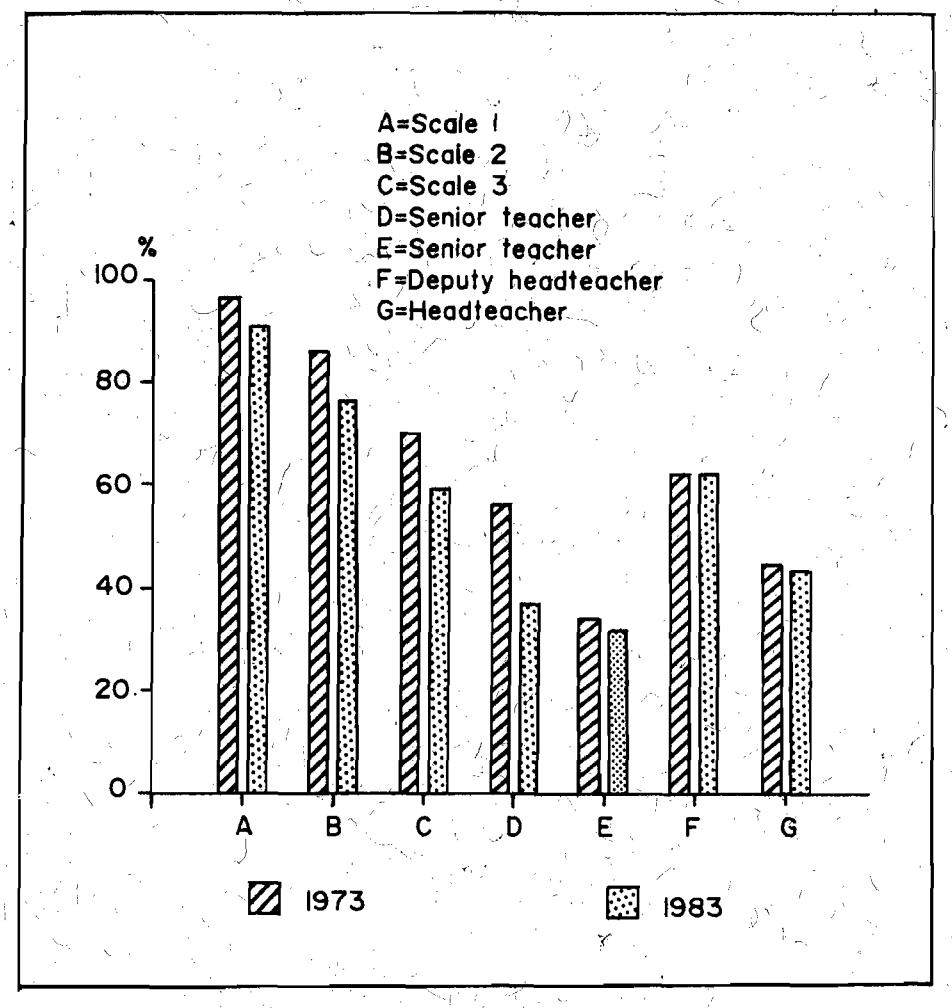

Figure 2.8
Percentage distribution of women in primary schools in England and Wales, 1973 and 1983

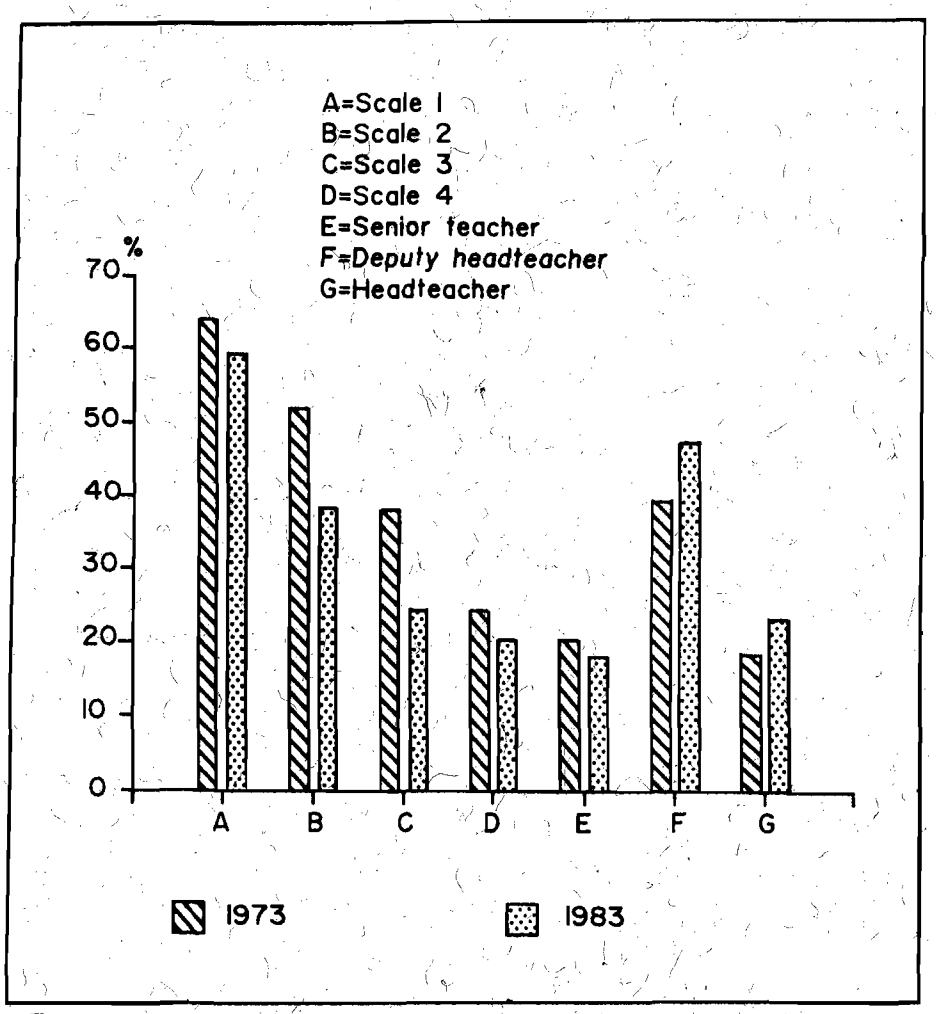

Figure 2.9

Percentage distribution of women in secondary schools in England and Wales, 1973 and 1983

The percentage of women in the deputy headteacher and headteacher positions in primary schools has remained relatively stable at approximately 63% and 44% respectively during the decade from 1973 to 1983. At the secondary level there has been a decrease of 9% and 4% of women in deputy headteacher and headteacher positions respectively during the same period. By 1983, 38% of all deputy headteachers at secondary schools were women, and only 17% of the headteacher positions were held by women. Riches (1988b:36) states that these

statistics obscure the fact that women mainly hold headteacher positions in small schools rather than in the large comprehensive schools. Furthermore, there are 209 private girls' schools in the UK, and 87% of the headteachers in these schools are women. Another factor influencing the available statistics is the high percentage of women who are employed on a part-time basis in education (Marland, 1982:14).

Variations in the statistics available from various areas in the UK are also evident. Specific data obtained from a study conducted in the public schools within the Birmingham area revealed that the percentages of women in primary and secondary headteacher positions in this specific area are 40% and 19% respectively. The Shropshire area had 34% of women in primary headteacher positions and 15% in secondary headships in 1986 (Riches, 1988b:36-37). Scotland had 50% of women in primary headteacher positions and 3.4% in secondary headships in 1984 *(Ibid.:37)*. Data relating to the schools within the area under the jurisdiction of the ILEA show women to hold 55% of primary headteacher positions and 22% of co-educational secondary headteacher positions (Marland, 1982:14).

A lack of consistent data in the UK may be attributed to various factors. For example, Riches (1988b:34-35) states that the interest in women in educational management in the UK is minimal, and that the role of women is often ignored or marginalized, with institutions being viewed solely from a male perspective, thereby affecting the quantity and quality of gender related data. The recent interest in this topic may be attributed to investigations concerning the use of human potential irrespective of gender, and recent legislation on equal opportunities *(Ibid.)*.

Hall (1988:62) states that no profiles of women in the UK in educational management exist at this stage. An attempt to sketch a profile is not, possible considering the available data. However, Riches (1988b:43) maintains that although differences in the UK may occur, the general trends included in the profile of women in educational management in the USA as drawn by Shakeshaft (1987c:57-65) (cf. *Par. 2.6.1.1)* may be applied in the UK.

Although variations exist, a general trend in the UK is evident, with women forming approximately two-thirds of the teaching force, but only approximately one-quarter to one-third of the managers in education. Vertical gender-related patterns are evident in the primary-secondary school dichotomy, where women have a higher representation in primary school management positions. There is also evidence of a decline in the number of women in educational management. This trend is occurring despite the fact that most women teachers in the UK currently have aspirations for career advancement (Hoyle, 1988a:10, 17), and also have access to obtaining the qualifications and in-service training required for senior positions. There is also an increased awareness concerning women in educational management due to the effect of legislation regarding gender-related issues (Bargh & Warwick, 1988:1) (cf. *Par. 2.6.5.4.8).*

2.6.3.4 The position of women in educational management in the RSA

Research data concerning analyses of gender related issues in educational management are rarely available in the RSA. However, trends concerning women in education were recently reported by Lane (1988:3), based on statistics made available by the various education departments and by reports compiled by the *Department of National Education* since the declaration of the *National Policy for General Education Affairs, No. 76 of 1984.*

The educational management positions at school level in the RSA are related to the post structure used in the primary and secondary schools as follows (adapted from Departement Onderwys en Kultuur: Administrasie: Volksraad, 1989:4-6):

Level 1 Teacher

Level 2 Head of department: primary, secondary schools
Principal: primary schools (P IV)

Level 3 Deputy principal: primary, secondary schools
Principal: primary schools (P III)

Level 4 Senior deputy principal: secondary schools

Principal: primary (P II), secondary (S II) schools

Level 5 Principal: primary (P I), secondary (S I) schools

Level 6 Principal: complicated secondary schools (GS).

All positions from post level two upward are regarded as promotion or educational management positions within primary and secondary schools, with varying degrees of managerial activity associated with each post level. (P I - P IV and S I - S II refer to primary and secondary school size, and GS is the abbreviation used for very large, complex secondary schools.) The percentage distribution of males and females on post levels one to six in education is given in *Figure 2.10* (adapted from Lane, 1988:7d).

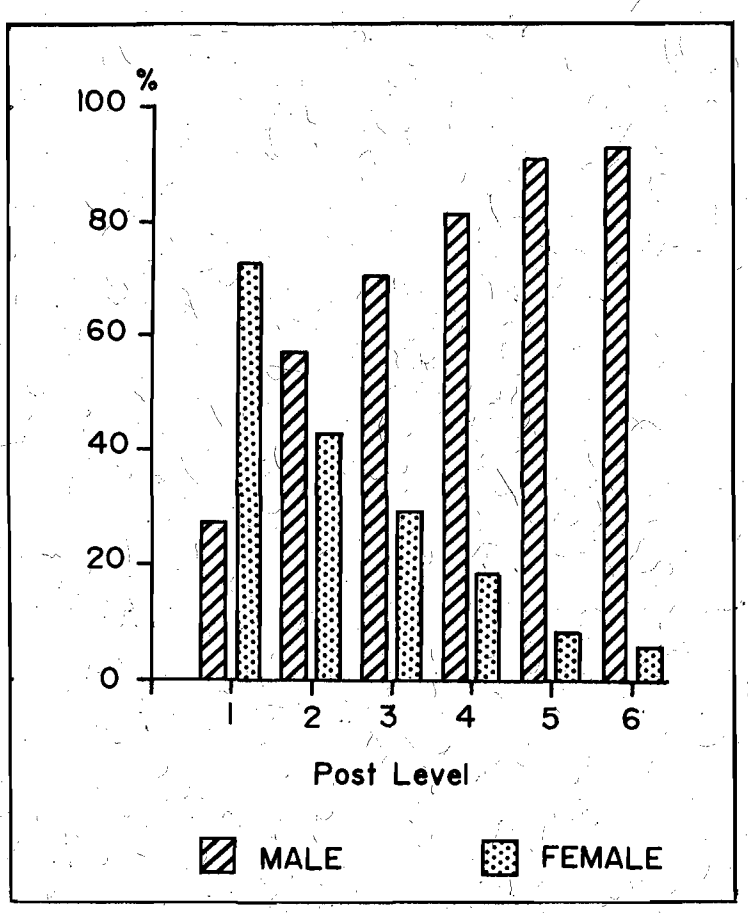

Figure 2.10

Percentage distribution of males and females in post levels 1-6 in education in the RSA

Figure 2.10 indicates a marked degree of vertical gender segregation within the post level hierarchy. Most women are clustered on the lower levels, and the males predominate at the upper echelons. Only 0,4% of all women hold principalship positions in primary and secondary education (Lane, 1988:7c). This forms a sharp contrast with the fact that women constitute two-thirds of the teaching force (cf. *Table 2.1).*

The specific distribution of males and females on the various post levels in primary schools is shown in *Figure 2.11* (adapted from Lane, 1988:10d).

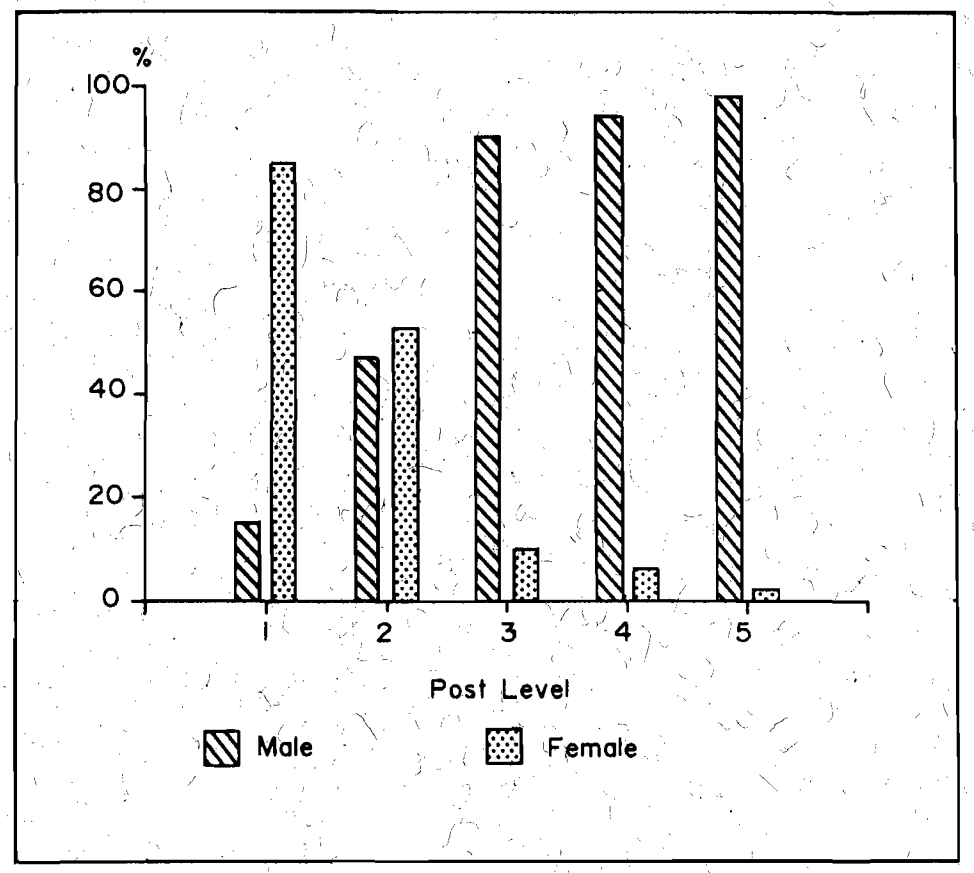

Figure 2.11
Percentage distribution of males and females on post levels 1-5 in primary schools in the RSA

Women occupy 85% of the post level one positions in primary education, but only 2% of primary school principalships. Only 9% of all women teachers in this education phase hold management positions from post level two upward, with fewer than 1% of **all women** reaching post level five principalships (Lane, 1988:10c).

The specific distribution of males and females in secondary schools according to post levels one to six is shown in *Figure 2.12* (adapted from Lane, 1988:11b).

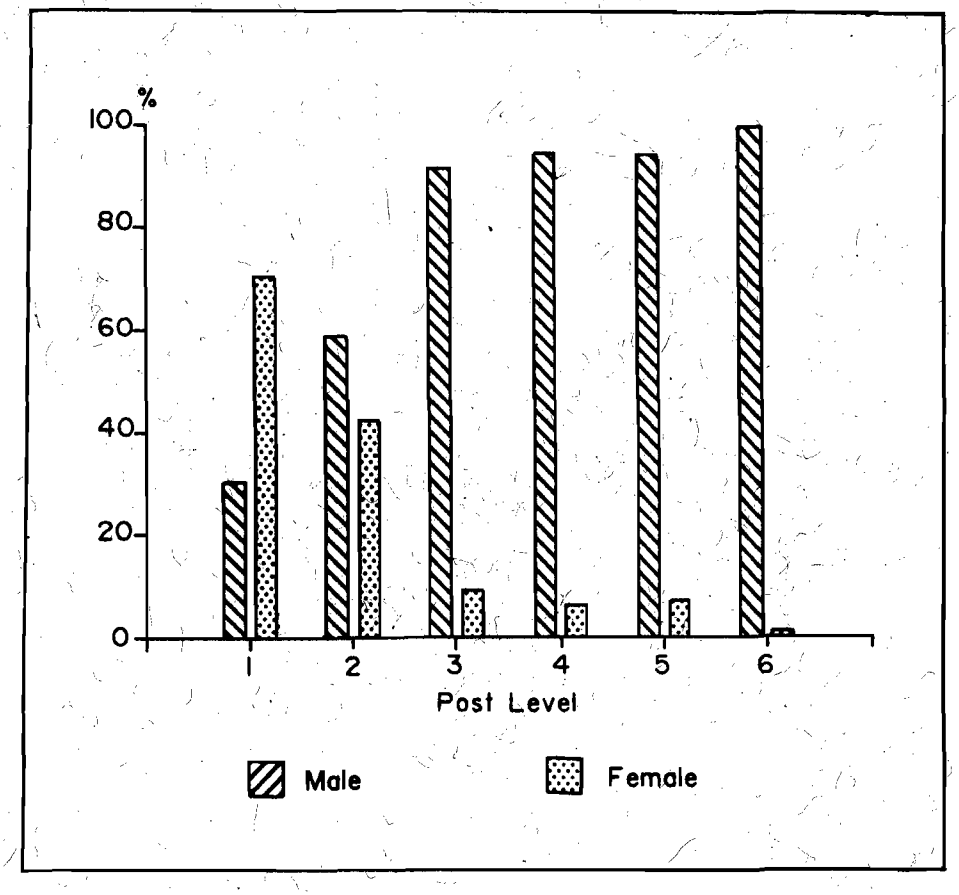

Figure 2.12
Percentage distribution of males and females in secondary education in the RSA according to post levels 1-6

Women occupy 70% of the post level one positions in secondary education, but less than 1% of all principalships. Women are shown to occupy very few of the positions on post levels three to six. According to the percentage distribution of **all women** in secondary education, 91% of women occupy post level one positions, with 0,1% of all women occupying post level five and six principal positions in secondary education (Lane, 1988:12).

The percentage of women appointed in the various management post levels within the education system in the RSA differs in the four main regions of the country, as shown in *Figure 2.13* (adapted from Lane, 1988:14a).

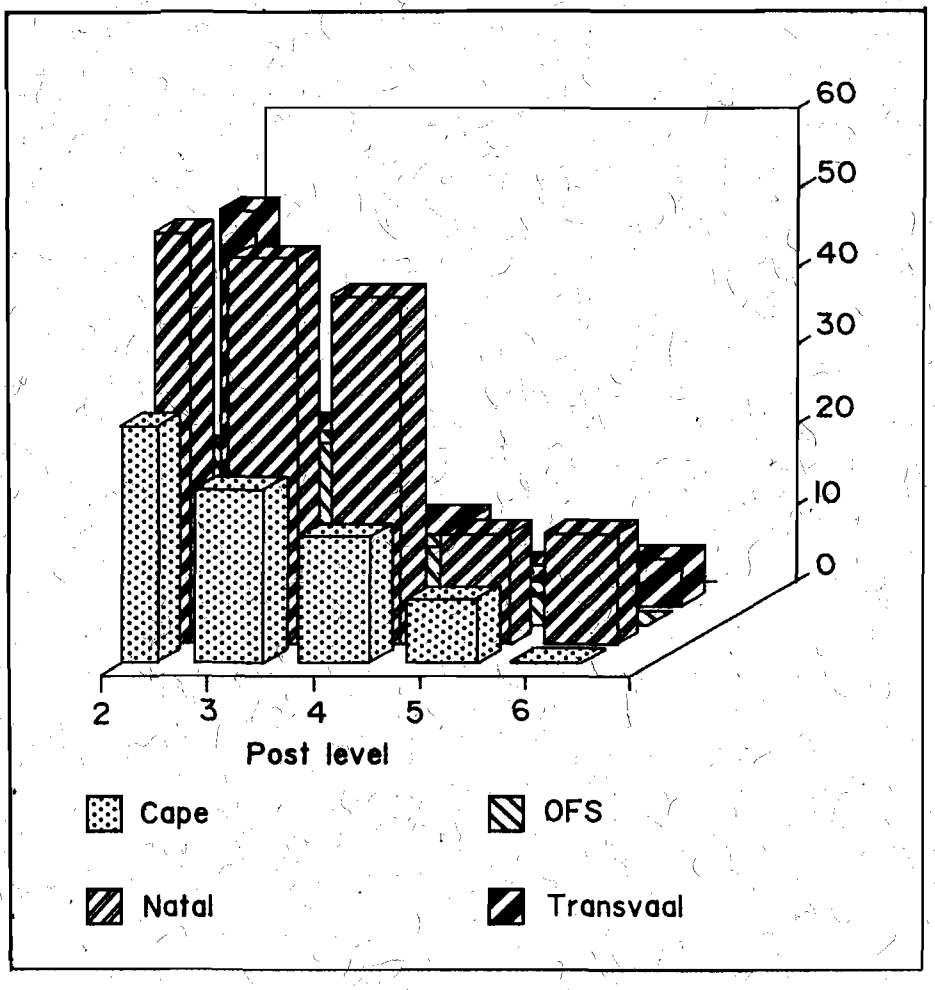

Figure 2.13

Percentage of women in post levels 2-6 in the Transvaal, Cape Province, Natal and Orange Free State

A greater percentage of promotion posts up to post level six are held by women in the province of Natal. Orange Free State data show that, by comparison, fewer promotion posts on all but post level three are held by women. These trends may partly be related to socio-cultural factors. For example, Lane (1988:15) states that the trend in Natal may be attributed to the large English-speaking population. Furthermore, there are a large number of single-sex girls' schools in Natal and it is the only province in the RSA where the schools' management council has no say in the appointment of personnel due to the fact that appointments are the sole responsibility of the Natal Education Department *(Ibid.)*.

Data relating to growth tendencies in womens' participation in educational management in the RSA are inconclusive, as shown in *Figure 2.14* (adapted from Lane, 1988:18a).

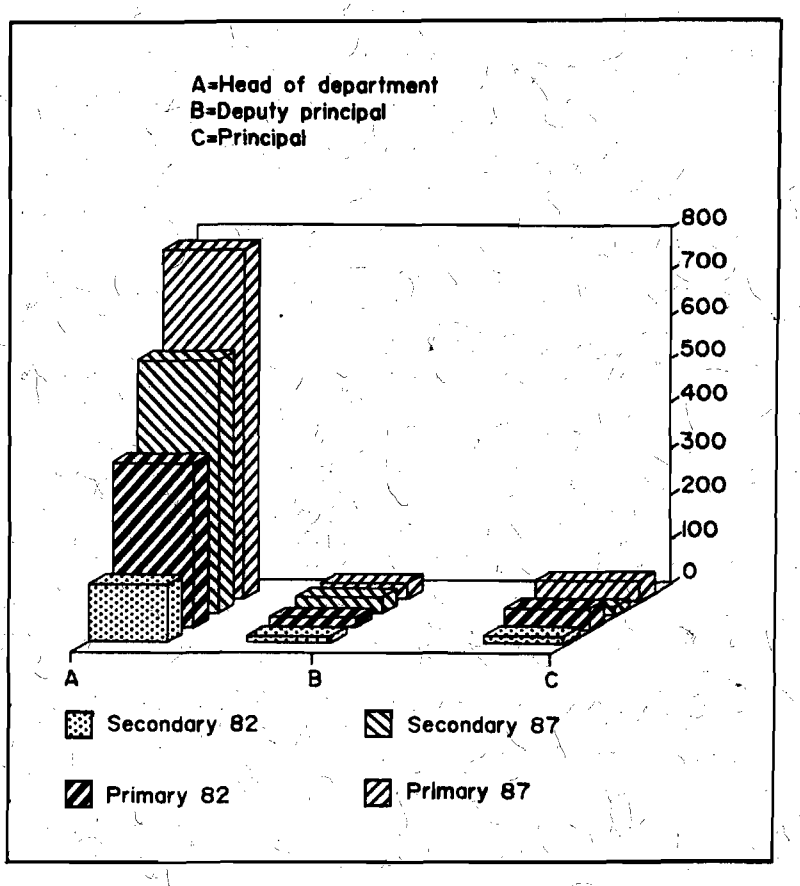

Figure 2.14

Number of women in Head of Department, Deputy Principal and Principal positions in the RSA, 1982 and 1987

The number of women in principal positions has remained constant during the past five years. A very high growth rate is indicated in the position of head of department, but this phenomenon could be attributed to the recent structural changes within the education system in the RSA. The positions of senior assistant and vice principal were abolished, and head of department and deputy principal positions were created. Large, complex secondary schools qualify for two deputy principals. There is also a recent trend for women to be appointed in the second deputy principal's position. This structural change has allowed for more promotion posts, particularly in post levels two to four.

A broader perspective of the overall position of women in educational management in the RSA may be gained from the following information (Lane, 1988:8, 13-14, Zaaiman, 1988:5):

- no women have been appointed above post level seven in the top management positions of the *Department of Education and Culture* or the five executive education departments

- four women were recently appointed as principals of secondary co-educational schools

- there is an annual increase in the percentage of women in promotion posts or positions higher than post level one

- no women have been appointed to positions in the *Ad Hoc Committees* of the *Committee of Education Heads,* or in any positions in the *Advice Committees*

- only two women hold positions in the *Network Committees* concerned with evaluation, youth affairs, education technology, curricula, information and research

- a number of women hold positions on post levels three to seven in the *Education Ancillary Services,* where they are superintendents of education, researchers, librarians, psychologists, speech therapists, language editors, etc.

A lack of research concerning biographic and demographic data of women in educational management in the RSA prevents an accurate profile being drawn at this stage.

The following **general conclusions** concerning the current position of women in educational management in the RSA may be deduced from the data presented:

- women form a two-thirds majority of the teaching force, but are extremely under-represented in educational management positions
- the majority of women in promotion positions are clustered in the lower ranks of the management hierarchy
- the representation of women at the principal level is extremely low
- limited research and data indicate a lack of awareness concerning women in educational management in the RSA.

2.6.3.5 Summary of current trends in the USA, UK and RSA

In summary therefore, the following conclusions may be drawn concerning the current position of women in educational management in the USA, UK and RSA:

- women constitute a large majority of the teaching force but a small minority of the educational managers
- more women have been given educational management positions in the USA than in the UK or RSA, and the situation in the RSA, by comparison, indicates an extremely low representation of women
- the representation of women in the secondary school principalship is extremely low, with between 3,5% and 12% of principal's positions in the USA held by women, between 3,4% and 22% being recorded in various areas of the UK, and less than 1% in the RSA

- an active awareness of the position of women in educational management has been evident in the USA since the early 1970's, in the UK during the past 5 years, and much more recently in the RSA

- the level of awareness of the under-representation of women indicated by the amount of research conducted correlates with the degree of under-representation in the three countries

- the degree of participation of women in educational management decreases within the hierarchical structures of education from junior to more senior phases, thereby indicating both an inter-structural and an intra-structural gender related dichotomy occurring on horizontal, and more particularly, on vertical continuums.

Questions concerning the *status quo* of women in educational management have led to an increased amount of research in this particular field. The progression and trends in this research are reported in *Paragraph 2.6.4.*

2.6.4 Progression of research on women in educational management

2.6.4.1 Orientation

Studies of women in educational management since 1970 have resulted in a substantial body of research, especially in the USA. The stages of this research, and the current trends concerning the research and theory, are reported as further factors contributing to the *status quo* of women in educational management.

2.6.4.2 Stages of research

Sequential patterns or stages in the research on women in educational management are evident. **Schmuck** (1987b:4-12) identified **five stages** of development of this research as being:

*** Stage one: Exclusionary or androcentric thought**

Research highlights the exclusion of women in educational management research, and an androcentric bias is identified

* **Stage two: Compensatory thought**

Female counterparts to male success are sought both historically and currently

* **Stage three: Women as deficient**

Male-female comparisons are drawn, highlighting inherent and stereotypical differences

* ***Stage four:* Women as oppressed**

Organizational practices relating to gender are researched

* **Stage five: The New Scholarship**

Research modified to include both males and females as subject and object of study.

Shakeshaft (1987b:5-7, 1987c:13) lists the following **six stages** of research on women in educational management:

* **Stage one: Absence of women**

Research documents the position of women in educational management

* **Stage two: History of women**

The historical data and demographic and attitudinal characteristics of women in educational management are surveyed

* **Stage three: Women as disadvantaged or subordinate**

Identification of reasons for the particular position of women and the identification of barriers to women's advancement

* **Stage four: A female perspective**

Women are studied on their own terms, thereby providing a female perspective

* **Stage five: Challenge to existing theories**

Analysis of theories to determine necessary changes

* **Stage six: Transformation of theory**

Reconceptualization of theory to include experiences of both males and females based on "differences and diversity rather than on sameness and generalization".

A general pattern may be deduced from the work of Schmuck and Shakeshaft. Research on women in educational management answers chronologically to the following questions:

- what is the *status quo?*
- what historical trends are evident?
- what factors cause the *status quo?*
- how can an improved situation be effected?
- what theoretical changes are necessary?

New theoretical paradigms in educational management are therefore being called for. The end product of the current research on women in educational management is envisaged as the formulation of a theoretical paradigm for educational management in which women are included as both subject and object. The unique contribution of women should be investigated, not in relation to the male norm, but within the dynamics of the unique role of women in management positions within the school organization.

Shakeshaft (1987c:7) claims that the research in the **USA** has reached the stage whereby a challenge is being offered to existing educational management theory to include women's experience, so that the existing theory

may be transformed to include both women's and men's experiences. Hall (1988:62) states that there is currently a movement in the **UK** toward research which should lead to a greater understanding of the relevancy of gender issues in educational management. The research in the UK is therefore at a stage where hypotheses concerning the under-representation of women in educational management are being proposed for future research *(Ibid.:69)*. In the **RSA,** the available research on gender issues relates more to the general position of women within the education profession (King, 1981:2, Lane, 1988:2, Hillebrand, 1989:70-95), and not specifically to women in educational management.

Four theoretical frameworks have been proposed through which women in educational management may be studied. These include a symbolic interaction framework concerning how schools appear to women managers; a feminist framework focusing on female leadership; a revisionist framework in which women's experience is included in organizational theory; and a structural framework which explores the effects of the structure of education on women managers (Shakeshaft, 1982:1-28, Ortiz & Marshall, 1987:21, Ortiz & Marshall, 1988:137).

2.6.4.3 Various trends concerning research and theory

A variety of questions were posed to the respondents (n=49) in the empirical study associated with this project to determine various trends concerning **research** and **theory** of women in educational management. Although no specific or definite conclusions may be drawn from this empirical research due to the diverse variables within the nature of the group of respondents chosen, various trends may be identified from the responses given. The responses to the various questions are reported and discussed individually. Conclusions concerning the trends are reported in *Paragraph* 2.6.4.5.

Response	USA		UK		RSA		Total	
	n=	%	n=	%	n=	%	n=	%
Yes	24	92	7	70	3	23	34	69,4
No	2	8	3	30	10	77	15	30,6

Table 2.2

Awareness of research concerning equity of woman in educational management

(cf. Addendum A: B4)

Although there is a trend toward awareness of research on women's equity issues in educational management, the highest awareness was a 92% positive response present in the USA. A 70% positive response was present in the UK, and only 23% of the RSA respondents indicated an awareness of this research.

Response	USA		UK		RSA		Total	
	n=	%	n=	%	n=	%	n=	%
Yes	26	100	8	80	6	46	40	81,6
No	0	0	2	20	7	54	9	18,4

Table 2.3

Awareness of attempts to promote equity for women in educational management

(cf. Addendum A: B3)

Although a higher percentage of the respondents indicated an awareness concerning the equity issue, similar trends as found regarding awareness of research (cf. *Table 2.2)* were shown regarding this issue, with a high awareness in the USA. These trends (cf. *Tables 2.2-2.3)* correlate with the level of participation of women in educational management in the three

countries respectively (cf. *Par. 2.6.5)*. This level of awareness may also be related to the amount of legal provision for equity issues in each country (cf. *Par. 2.6.5.4.8)*.

Response	USA	UK	RSA	Total
	n= %	n= %	n= %	n= %
Yes	24 92	9 90	9 69	42 85,7
No	2 8	1 10	4 31	7 14,3

Table 2.4

Whether specific theory concerning women should be included within the theory of educational management

(cf. Addendum A: C2)

Where 86% of all the respondents agree that theory concerning women should be included in the theoretical framework of educational management, 31% of the respondents in the RSA did not deem it necessary. Discussions with respondents in the RSA surrounding this question gave rise to queries concerning the validity of the specific question posed, relating to evident fundamental philosophies that educational management theory is not gender-specific. Both phenomenological and highly pragmatic philosophies were evident. This trend was underscored by the fact that approximately 77% of the respondents in the RSA were totally unaware of any research concerning women in educational management (cf. *Table 2.2)*.

Response	USA	UK	RSA	Total
	n= %	n= %	n= %	n= %
Yes, fully	3 12	0 0	0 0	3 6,1
Limited extent	16 61	8 80	1 8	25 51,0
No	7 27	2 20	12 92	21 42,9

Table 2.5

Whether the current theoretical framework of educational management presented at universities includes theory concerning women

(cf. Addendum A: C1)

Only 6% of the respondents indicated full inclusion of theory concerning women within educational management programmes at university level, whereas more than half indicated inclusion to a limited extent. In the RSA however, one respondent indicated inclusion to a limited extent, and 93% answered that there is no inclusion of theory concerning women. This correlates with the low awareness level concerning women in educational management in the RSA (cf. *Tables 2.2-2.3)*.

Response	USA	UK	RSA	Total
	n= %	n= %	n= %	n= %
Yes	17 65	6 60	9 69	32 65,3
Sometimes	7 27	4 40	0 0	11 22,5
No	2 8	0 0	1 8	3 6,1
Not applicable	0 0	0 0	3 23	3 6,1

Table 2.6

Whether theory of educational management is based on a male model of management

(cf. Addendum A: C3)

Although 6% of the respondents queried the fundamental nature of the question, 65% indicated that the theory of educational management is based on a "male model" of management. A trend toward the inclusion of a female perspective is evident from the fact that more than 25% of the respondents did not make use of the decisively "yes" response. Discussions arising from this question surrounded the fact that there is a movement toward objective and subjective research concerning female

management styles. It was also indicated that much of the research is currently based on male/female comparisons, highlighting the traditional research view of deviation from the "male" norm (cf. *Par. 2.6.4.2, 2.6.5.3.1).*

Response	USA		UK		RSA		Total	
	n=	%	n=	%	n=	%	n=	%
Marked effect	9	35	3	30	0	0	12	24,5
Slight effect	12	46	4	40	1	8	17	34,7
No effect	1	4	1	10	5	38	7	14,3
Not applicable	4	15	2	20	7	54	13	26,5

Table 2.7

The effect of women faculty members on the inclusion of theoretical content concerning women within the theory of educational management

(cf. Addendum A: C5)

Eight of the 26 institutions at which interviews were conducted had no women faculty members in their respective departments of educational management, which is indicated by the fact that 27% of the respondents indicated the "not applicable" choice of answer. However, 59% of the respondents indicated that women faculty members have had either a slight or marked effect on the inclusion of theory concerning women. This shows that the presence of women in faculty positions tends to raise the level of awareness of gender issues. This tendency may be further related to the role model issues discussed in *Paragraph 2.6.5.4.4.*

Under-representation of **women in educational management faculty positions** may also contribute to the low levels of inclusion of theory concerning gender issues in training programmes. The respondents indicated that only 20,7% of academic faculty members involved with programmes for educational management development are women (cf. *Addendum A: C4).* In the RSA, 50% of the institutions visited had no female faculty members. This correlates with the low level of awareness concerning both research and theory on gender issues in educational management in the RSA.

Response	USA		UK		RSA		Total	
	n=	%	n=	%	n=	%	n=	%
Yes	17	65	3	30	0	0	20	40,8
No	8	31	4	40	12	92	24	49,0
Not applicable	1	4	3	30	1	8	5	10,2

Table 2.8

Special effort made to recruit women for academic faculty positions in educational management

(cf. Addendum A: C11)

Based on the presuppositions that it is the task of academics to conduct research in their respective fields and that most of the research concerning theory of women in educational management and the associated gender equity issues has been conducted by women, the relative importance of issues surrounding women in educational management at academic institution level may be deduced from *Table 2.8*. The *status quo* of a 20% **female contingent of educational management faculty members** (cf. *Addendum A: C4)* indicated by the respondents relates to the fact that 49% of the respondents were unaware of any special effort made to recruit women to these positions. There was no awareness regarding this matter in the RSA. There is, however, a strong trend in the USA toward active recruitment of women for educational management faculty positions. This relates to the fact that there is a considerably higher level of awareness regarding theory and research on women in educational management in the USA (cf. *Tables 2.2-2.3)*.

Response	USA		UK		RSA		Total	
	n=	%	n=	%	n=	%	n=	%
Yes	10	38	2	20	7	54	19	38,8
Sometimes	15	58	7	70	1	8	23	46,9
No	1	4	1	10	5	38	7	14,3

Table 2.9

Promotion of equity for women in educational management by male faculty members

(cf. Addendum A: C6)

There is a tendency for male faculty members to promote equity for women in educational management. This is particularly evident in the USA and UK. The data from the RSA respondents in this regard are confusing. The RSA was found to have low levels of awareness concerning both equity issues (cf. *Table 2.3)* and theory on women issues (cf. *Table 2.2),* and yet 62% of the RSA population indicated that males promote equity for women in educational management.

Response	USA		UK		RSA		Total	
	n=	%	n=	%	n=	%	n=	%
Yes	16	61	3	30	4	31	23	47,0
Sometimes	8	31	5	50	0	0	13	26,5
No	2	8	1	10	0	0	3	6,1
Not applicable	0	0	1	10	9	69	10	20,4

Table 2.10

Positive support for women faculty members from male members concerning promotion of equity for women in educational management

(cf. Addendum A: C7)

There is a tendency for male faculty members to support female faculty members in their striving to promote equity for women in educational management. The RSA respondents tended to feel that the question did not apply to them.

The response to **whether women should continue to press for equity in educational management** (cf. *Addendum A: F3)* was overwhelmingly positive at 92%. The 8% negative response in this regard was from the South African respondents who objected to the use of the word "press" in the question. This could be attributed to the fact that South Africans are not used to affirmative action programmes for women, or to special government legislation concerning equity issues for women (cf. *Par. 2.6.5.4.8)* as present in both the USA and UK.

The respondents were also asked **whether the possibility of greater representation of women in educational management is viewed as a myth** (cf. *Addendum A: F1).* Here again the data revealed a very positive message for women in educational management in that 92% of the respondents felt that there was a possibility of greater representation for women. Furthermore, 53% of the respondents felt that the **basic views and assumptions regarding women in educational management have shown a moderate to marked positive change in recent years** (cf. *Addendum A: F2).* A slight positive change was indicated by 45% of the respondents. This indicates that a change is occurring in views and assumptions about women in educational management.

2.6.4.4 Androcentric bias in literature

A further matter relating to research and theory is the issue of androcentric bias in educational management literature. Riches (1988b:34) states that male dominance in the structures and institutions of society, where the world is viewed and shaped through a male perspective, is referred to as **androcentric bias.** This bias is present in social science research and also in educational management research. Shakeshaft and Nowell (1984:187) define androcentrism as the elevation of the masculine to the level of the universal and the ideal, and as the practice of viewing the world and shaping reality from a male lens.

The respondents (n=49) indicated a 74% **awareness of an androcentric bias in educational management literature** (cf. *Addendum A: F4)*. However, 70% of the RSA respondents were unaware of this bias. The **extent of the androcentric bias in educational management literature** (cf. *Addendum A: F4)* was viewed as being minor by 14% of the respondents, moderate by 42%, and great by 44% of the respondents. Furthermore, 81% of the respondents indicated that the **effect of the androcentric bias in the literature on position of women in educational management** (cf. *Addendum A: F4)* has had a negative effect on the position of women.

Shakeshaft and Hanson (1986:69) conducted a content analysis of androcentric bias in the conceptualization and methods used in articles published in ten volumes of the *Educational Administration Quarterly,* which is published in the **USA.** The following six categories were examined for bias: description of articles, problem selection and formulation, review of previous research, populations and samples, data collection, and interpretation of research results. Androcentric bias was evident in all phases of the research reviewed, with both methodological and conceptual bias present in all the volumes of *Educational Administration Quarterly* examined.

A similar study was conducted by Hough (1988:70) in the **UK** on 140 articles published in 20 issues of *Educational Management and Administration,* which is sometimes referred to as the UK equivalent of the *Educational Administration Quarterly (Ibid.).* Although specific gender bias was found, Hough (1988:73) maintains that there is a trend for authors in the UK to pay little attention to gender issues, and strong indications of a lack of awareness of gender as a relevant issue were evident. However, more recent articles were found to indicate a positive change regarding this issue. There is no equivalent publication specifically for educational management in the **RSA,** and no research concerning any androcentric bias in the field has been conducted.

Shakeshaft and Nowell (1984:188) maintain that gender and androcentric bias affects conceptual formulation. To illustrate this

statement the **four major study areas** of **systems analysis** of organizations, **leadership** in organizations, **organizational climate,** and **motivation** in organizations were identified from nine of the most used prescribed books in educational management programmes. Thereafter, the **five theories, questionnaires** or **models** most frequently cited in the texts were identified as *(Ibid.:189)*:

- Getzels and Guba's Social Systems Model
- Hemphill and Coon's Leader Behaviour Description Questionnaire (LBDQ)
- Halpin and Croft's Organizational Climate Description Questionnaire (OCDQ)
- Fiedler's Theory of Leadership Effectiveness (Contingency Theory)
- Maslow's Theory of Human Motivation and Self-actualization.

Shakeshaft and Nowell (1984:191) examined these theories, questionnaires or models for androcentric bias, using a framework which involved questions surrounding problem selection and conceptualization, research design, measurement, and interpretation and generalizability of results. They concluded that researchers' narrowness of perspective was the most significant conceptual weakness, with females being viewed as "other", rendered invisible, or ignored *(Ibid.:190-200)*. Klein (1988:157) states that guidelines for the reporting and analysis of research results by sex as proposed by the *American Educational Research Association* (AERA), the *Federal Education Data Acquisition Council,* and by the *Education Division General Administrative Regulations* should be considered in an attempt to obviate androcentric bias in research.

2.6.4.5 Conclusions

The following general conclusions concerning the opinions of the respondents and from the research reported in *Paragraphs 2.6.4.1-2.6.4.4* may be drawn:

- research on women in educational management is contributing towards the development of a theoretical paradigm for a sub-discipline within the field

- there is an awareness concerning research on equity of women in educational management

- there is a general awareness of efforts to promote equity of women in educational management

- there is an awareness that specific theory concerning women should be included in educational management theory

- there is a movement towards the inclusion of theory concerning women in the theoretical paradigm of educational management

- there is a tendency for the theory of educational management to be based on a male model of management

- women faculty members tend to have a positive effect on the inclusion of theory concerning women in educational management

- there is a trend toward the active recruitment of women for educational management faculty positions

- male faculty members tend to promote equity for women in educational management, and support women faculty members in the promotion of this issue

- it is felt that women should strive for equity in educational management, that greater representation is possible, and that there is a positive change in the views and assumptions regarding women

- there is a trend toward an awareness of a marked androcentric bias in educational management research and literature, which is seen to have a negative effect on women in educational management

- there are comparatively low levels of awareness concerning the various aspects of research and theory of women in educational management in the RSA.

Despite empirical evidence showing a trend of positive attitudes toward a variety of concepts which range from awareness levels to active attempts to enhance the total gender-related research and theory issue, it is obvious that much requires to be done before the final stage of transformation of theory (cf. *Par. 2.6.4.2)* as identified by both Shakeshaft (1987b:7) and Schmuck (1987b:12) can be reached. The RSA trails behind in this sphere on all counts.

Research on women in educational management should also include the identification of specific barriers to the advancement of women. Pertinent examples of these barriers are investigated in *Paragraph 2.6.5.*

2.6.5 Barriers for women in educational management

2.6.5.1 Introduction

> One cannot help but wonder why perfectly capable and dynamic women have not long ago taken over the administration of a school system in whose ranks they have toiled so faithfully for so many years. (Richards, 1988:165.)

Reasons offered for the under-representation of women in educational management often rest on the stereotyped presuppositions and generalizations that women do not aspire to promotion or management positions, the onus thereby being placed on women (Zaaiman, 1988:3, Edson, 1988:1). However, much research has been conducted to identify the specific reasons underlying the strong tendency for women to teach and men to manage within the structure of education. Furthermore, research on the reasons or so-called barriers, hindrances or obstacles for women is a unique perspective of theory on women in educational management, and is totally non-existent in literature on male managers (Shakeshaft, 1987c:79).

The identification of specific barriers for women in educational management facilitates the formulation of strategies for women to overcome these barriers, thereby constituting an essential aspect for consideration when planning educational management development programmes, especially for women.

2.6.5.2 Classification of barriers for women

The highly complex nature of barriers experienced by women in educational management and the fact that the barriers are deeply entrenched and interwoven within the cultural paradigm of a society, being both overt and covert, multifaceted and multi-dimensional on both personal and institutional levels, have led to attempts by various researchers to impose some sort of classification system to facilitate research as follows:

- **Lyman and Speizer** (1980:25-35):

  Woman's Place Model - women's non-participation in management is based on social norms

  Discrimination Model - women's non-participation in management is based on exclusion by men

  Meritocracy Model - women's non-participation in management is based on the assumption that men are more competent.

- **Adkison** (1981:311-343):

  Five competing frameworks for explanation of women's under-representation in educational management:

sex role stereotyping
sex role socialization
career socialization
organizational characteristics
devaluation of women.

- **Hansot and Tyack** (1981:1-24):

  Explanatory models:

  Individual woman with internal barriers, thus the victim is blamed
  Organization structure which shapes behaviour of members' male-defined and male-run world, or male hegemony.

- **Jones and Montenegro** (1983a:20-21), **Shakeshaft** *et al.* (1984:68)

  Internal barriers from personal conflicts and qualities

  External barriers from social attitudes and structures.

- **Stansbury** *et al. (1984:110):*

  Levels of analysis:

Individual level	- motivational and attitudinal - sex role socialization
Organizational level	- sex-typed jobs and internal labour markets - constraint of numbers
Institutional level	- sex-typed jobs and internal labour markets - patriarchy - sex role socialization.

- **Inner London Education Authority** (1984:1-2):

  Individual socialization
  Organizational constraints
  Wider social structures and sex role ideologies.

- **Davies** (1986:73-74):

  Triangle of three interlocking dimensions:

Individual	- sex role scripts
Institutional	- structures and expectations
Relational	- power balances in the home and in the economy.

- **Leonard and Papa-Lewis** (1987:194):

  Intrinsic barriers of psychological nature
  Extrinsic barriers of environmental nature.

- **Schneider** (1988:2-3):

  Behavioural barriers
  Attitudinal barriers
  Psychological barriers.

Shakeshaft (1987c:83) states that all classifications may be subsumed under Hansot and Tyack's (1981:1-24) **male hegemony** or **dominance** explanation. Megarry (1984:26), on the other hand, refers to both **male and female attitudes** as an overriding factor, and Riches (1988b:43) makes reference to overt and covert **sex discrimination** arising from the patriarchal structure of society. Biklen (1987:226) states that the *New Scholarship on Women* is creating an opposite perspective wherein the barriers are viewed from a woman's theoretical framework, away from the traditional **deviation from male norm** overriding factor.

A shift of emphasis is evident away from the **blame-the-victim** or **woman's fault** approach, toward a more holistic approach whereby the individual, the

organization and society, and the complex relations between them form the framework for researching the barriers from both male and female perspectives.

A cursory view of the most commonly identified barriers to women in educational management is given, classified into a broad dichotomy of intrinsic and extrinsic factors. It must, however, be stated that not all barriers affect all women, or are equally prohibitive at all stages of managerial progress (Riches, 1988b:43).

2.6.5.3 Intrinsic barriers

Intrinsic, internal or personal barriers are generally perceived as deficiencies or inadequacies which exist within women, described as limitations inherent in traditional and stereotyped feminine traits (Webb *et al.*, 1986:1). Biklen (1980:17) states that they are the psychological and self-imposed internal consequences of the external situation of women's lives. Leonard and Papa-Lewis (1987:195) define the intrinsic factors as being psychological in nature, consisting of aspects of the personality values and attitudes of the individual.

2.6.5.3.1 Attributional beliefs

Stereotyped socialization defines **typical female traits** such as a lack of assertiveness, poor self-image, lack of self-confidence, emotionalism, and dependency (Jones & Montenegro, 1982a:8-9, Stansbury *et al.*, 1984:100-101, Shakeshaft, 1985:127, Metzger, 1985:292, Shapiro, 1987:172) (cf. *Par. 2.2.3).*

Berman (1983:45) states that from early childhood onwards women are conditioned to believe that femininity is synonymous with a gentle and passive demeanour, and that this behaviour is not psychologically inherent behaviour, but that it is learned behaviour. This behaviour is not synonymous with that of management. The attributes most commonly associated with people in management positions are consistent with the traits associated with adult male behaviour, and women are socialized to internalize traits that are incompatible with management roles (Weber *et al.*, 1981:320). Women's conformity to these feminine traits is therefore

seen as being a contributing factor to lower achievement levels relative to men in management.

Wong *et al.* (1985:758) conducted a study on the influence of sex-role identity on career achievement, making use of the *Bem Sex Role Inventory* (BSIR) which measures psychological androgyny, or the capacity of an individual to possess both male and female characteristics. One of four categories is assigned to subjects on the basis of their separately assessed masculinity and femininity scores. The categories include **androgynous** (high masculine and high feminine), **feminine** (high feminine and low masculine), **masculine** (high masculine and low feminine) and **undifferentiated** (low masculine and low feminine) characteristics. In this study *(Ibid.:759-767),* the hypothesis that androgynous and masculine women attain greater career success, and the hypothesis that masculinity is positively correlated, and femininity negatively correlated with career achievement, were found to be true. Complexities identified included the fact that masculine traits such as assertiveness, instrumentality and mastery have a clear advantage over feminine traits in achieving success; the repressed tendency toward dominance in women is brought to the surface by working in a male dominated environment; and successful women are vulnerable to identifying with the attitudes of the dominant male group. Lubinski *et al.* (1983:428-439) link assertiveness, competitiveness, dominance and performing under pressure to masculinity, and nurturance and accommodating warmth to femininity.

A major barrier to women is that women in management positions are viewed as being **deviant from the norm** when they assume traditional male management roles and have to project traits commonly associated with being male (Weber *et al.*, 1981:320, Stansbury *et al.*, 1984:102). Although being expected to exhibit these male traits, this often causes rejection by other women, rejection by males who feel threatened by them, and conflict within women (Whitaker & Hales, 1984:3). Frasher and Frasher (1979:8-9) advise that women aspiring to management positions should seriously consider the consequences of adopting masculine behaviour and traits, and that women should not take on a male image. Reasons for this advice to women may be found in research results on the

effectivity of women principals compared to male principals (cf. *Par. 3.2.3),* which reveal that many traits inherent in women underscore high levels of competence and excellence as school managers. A further reason is the psychological stress which causes unnecessary internal ambivalence in women when they violate traditional sex role norms and display high levels of traditionally masculine traits (Biklen, 1980:17).

The internalized **lower self-image** associated with women, which is entrenched in complex stereotyping, underscores most of the barriers experienced by women. Women view themselves as being incompetent and therefore do not aspire to management positions. Society perpetuates this view via stereotyping, and therefore follows male norms for choice of managers. Women who adopt behaviour within the male norm to fit the desired pattern deviate from the female stereotype, thereby causing ambivalence which leads to a lowered self-image.

Shakeshaft (1987c:85), on the other hand, views the low self-esteem and self-confidence levels in women as an external barrier, and not as an internal or personal failure of women. She claims that society generates a belief in females that they lack ability, which is reinforced by organizational systems which prevent women from developing self-confidence in public sphere activities through a lack of opportunity. Johnson and Douglas (1985:109) state that there is an unwillingness on the part of male managers in schools to provide even short-term experience opportunities for women to gain confidence. Low self-confidence is therefore a product of a system which curtails self-confidence building experiences.

A strategy to overcome this major barrier is to train women specifically to improve their self-image. This should include both personal training, and the creation of opportunities for women to gain experience. Personal training for women has formed a major goal of educational management development programmes designed especially for women (cf. *Par. 3.3.5),* and does not form part of the curricula of dual-sex training programmes (cf. *Par. 3.3.4).* Although many programmes for women include, for example, training in assertiveness, which is commonly subscribed to as

a male trait, the accent in these programmes is on developing self-confidence and a positive self-image, and not on equipping women with masculine traits.

Furthermore, opportunities for experience for women should become a priority within the school organization structure (cf. *Par. 3.3.4.3).* Educational management development programmes should therefore include specific emphasis on the training needs of women staff within the study area of school staff development as a task of the manager or principal.

Another barrier closely related to a woman's view of herself pertains to an inherent **fear of success.** Even highly capable women are less likely to seek promotion than comparable men (Horner, 1969:36-38, Tresemer, 1976:217-236). Reich and La Fontaine (1983:66) confirm this statement in their research which concluded that women avoid certain types of success in certain circumstances.

However, Smith *et al.* (1982:13) state that controversy surrounds the research concerning fear of success. Condry and Dyer (1976:63-83) found that women do not fear success itself as much as they fear the social consequences of conspicuous success in traditionally male spheres. Davies (1986:67) states that contributing factors could include the fact that women are more easily discouraged by a sequence of failed promotion attempts, therefore cease to apply, and are therefore seen to be fearful of success. Models of attributional sex differences such as general externality, self-derogation and low expectancy predict that women are unlikely to attribute success to ability (Stansbury *et al.*, 1984:100). In competitive situations this avoidance of success limits women's aspirations for leadership roles *(Ibid.:100-101).*

Women will therefore wait to be chosen, discovered, invited or persuaded to accept a promotion position (Hennig & Jardim, 1977b:36). This is referred to as the **Cinderella Syndrome,** whereby women feel unworthy for management positions unless their competency is **discovered** by someone else (Rosser, 1980:32).

A further closely related barrier is the general assumption that women **do not aspire** to management positions and **lack motivation.** Research concerning this aspect is inconclusive (Smith *et al.*, 1982:12). Career contingencies from personal, organizational and societal perspectives are deeply underscored by traditional stereotyping and by the norms and values of a culture (Carlson & Schmuck, 1981:117-126), thereby complicating the aspiration and motivation issue.

Lack of aspiration is often an assumption based on the fact that women apply less often than men for promotion positions (Jones & Montenegro, 1982a:44, Lane, 1988:17, Zaaiman, 1988:3). Covel and Ortiz (1978:214) and Ford and Millward (1987:7) state that women have similar career ambitions and aspirations as those of males for school management positions, but that they do not have the same opportunities. Furthermore, competence level is not viewed as an issue in this case because studies have proved that the perceived effectiveness of women as school managers is as high if not higher than their male counterparts (Biklen, 1980:10) (cf. *Par. 3.2.3).* However, Reich and La Fountaine (1983:65) state that studies have shown women teachers to have lower aspirations than men, and that even when women aspire to obtain promotion positions, their aspirations are for positions ranked on the lower levels of management.

When reasons are sought for the identified lower aspiration and motivation levels it must be remembered that people who have little opportunity to move up in an organization's hierarchy are inclined to disengage themselves by depressed aspirations, low commitment and non-responsibility (Kanter, 1977:158). Furthermore, the norm against which the concept of aspiration is measured should be considered. Shakeshaft (1987c:86) states that women do have aspirations according to stereotyped female experience, and that a variety of organizational and social barriers limit these aspirations. Here again Shakeshaft (1987c:86-92) argues that low aspiration and motivation in women should not be viewed solely as an internal barrier, but also as an external barrier to women's participation in educational management. The lack of aspiration and

motivation is therefore also a by-product of external obstacles to women (Shakeshaft, 1985:126).

A strategy for overcoming the lack of aspiration and motivation barrier for women would therefore need to be multifaceted. Women must be made aware of promotion possibilities for which their competence levels qualify, educational organizations must allow for this participation, and societal stereotyped views must be changed to include the possibility of more women in management positions.

2.6.5.3.2 Role conflict

To be a woman and to have a career is not yet socially accepted as being a natural phenomenon (Biklen, 1980:13). The roles ascribed to women have become a prominent topic of research in both education and educational management fields (Frasher & Frasher, 1979:4).

The woman aspiring to educational management positions has to contend not only with the conflict between her traditional role of wife and mother and her career role, but she also has to develop a new definition of self to succeed in her role as a manager (Adkison, 1981:316). Sex role stereotyping compounds this inter-role conflict in women *(Ibid.)*. Where teaching has been traditionally viewed as being complementary to woman's role of wife and mother (cf. *Par. 2.4.5)*, management is contradictory to this role, thereby causing further conflict (Marland, 1982:21).

However, it has been established that more women are participating actively in the work force (cf. *Par. 2.4.2)*, and that women are aspiring to leadership positions in non-traditional careers and in education (cf. *Par. 2.4)*. Furthermore, definitions of a family have changed to include descriptions of the increasing incidence of phenomena such as single parent families and dual-career families (Keller, 1980:197, Harvey & Noble, 1985:19), and the working mother with school-age children is the norm and not the exception any more (Bogdan, 1980:217). A move towards a sharing of traditional roles is also evident in the fostering of equity and egalitarianism in the family (Byrne, 1983:194, Greenberg, 1978:4).

Therefore, a solution must be sought to lower the barrier of role conflict experienced by woman which causes anxiety, personal sanctions, guilt, feelings of inadequacy, and low levels of assertiveness, aspiration, self-esteem and self-confidence (Jones & Montenegro, 1983a:20). A possible solution may lie in a de-emphasis of the dichotomy of a **dual role** for women (cf. *Par. 2.4.2)*. This term is not usually used for men, although they also function within a dichotomy of family role of father and husband, and their chosen career role (Van der Westhuizen & Hillebrand, 1990). Both men and women should rather be taught that life consists of a variety of roles, of which those of worker, student, homemaker, leisurite and citizen have been identified as most important (Roelofse & Marè, 1987:1). If the value and importance of each role are judged according to commitment, participation and knowledge, then these values can be realized in the complementary nature of the multiple roles, resulting in resolving of role conflict, and in self-actualization of the individual *(Ibid.:2)*.

Sweden, for example, has based its entire education and training system on a concept of equality and egalitarianism in which men and women are prepared similarly for the following roles (Byrne, 1983:191-192):

- in the family: two equal parents
- in working life: two breadwinners
- in society: two citizens
- in leisure: two individuals.

This trend is evident in many European countries and in the USA, with proposals from government level that boys and men should be educated to take "a full and equal share in domestic responsibility, childbearing and family life" *(Ibid.:191)*.

The fact that most women have indicated that they want to take part in self-actualizing activity away from the home (Megarry, 1984:23), and the fact that women are becoming increasingly aware of new conceptions relating to female independence (Strickland, 1984:225), both underscore the issue that women must be trained to resolve the conflict resulting from

traditional gender role stereotyping. A change in male attitudes would assist women in this matter.

The RSA has a particular problem concerning traditional gender role conflict. White South African women were found to be considerably more traditional in their attitudes towards gender roles than are women in the USA (Albert & Porter, 1986:47). Distinct religious subgroups in the RSA were also found to have differing ideologies towards women's roles in society, with the attitudes of conservative Christian groups (identified as Dutch Reformed groups) being the most traditional in their views of women's gender role (Porter & Albert, 1977:345-359).

Strategies to overcome the role conflict barrier for women who aspire to educational management would, of necessity, be complex, involving the changing of stereotyped attitudes at individual, organizational and societal levels. Furthermore, women must be trained specifically to resolve role conflict internally and to define life goals according to their own value system.

2.6.5.4 Extrinsic barriers

2.6.5.4.1 Orientation

Extrinsic barriers are the environmental variables which affect the entrance to and advancement of women in the management hierarchy in education (Leonard & Papa-Lewis, 1987:195).

These barriers are inextricably interwoven with the intrinsic barriers. Women in teaching have consistently been blamed for their own apparent career stagnation (Shapiro, 1987:172), with the focus on the internal and psychological factors and a blame-the-victim approach, and emphasis on sex and gender differences, rather than on external factors (Ortiz, 1979:111, Schmuck, 1987b:9). However, research has documented the existence of formidable, confusing and demoralizing external barriers which inhibit women's achievement in educational management (Stokes, 1984:1, Shapiro, 1987:172).

Jones and Montenegro (1983a:20) state that these barriers are present in both social attitudes and institutional systems and their structures. Their complex and interwoven nature is seen to be so deeply embedded within the entire education system, which is based on the norms and values of society, that any challenge aimed at effecting change would be a challenge of people's basic assumptions, attitudes and belief systems (Webb *et al.*, 1986:1). A further complicating factor is that these barriers are both overt and subtly covert, and are seen to be underscored by the sex bias or discrimination factor which often precludes easy recognition and identification (Stokes, 1984:1-5, Shakeshaft, 1987c:96).

Adkison (1981:325) states that the complex mixture of bureaucratic and professional characteristics in the organizational structure of the school is also seen as being an added restriction to women. Woman's relationship to the organizational structures of a school has not been defined as yet (Shakeshaft, 1981:29, Adkison, 1981:325), and much of woman's under-representation has been attributed to the stereotyped notion that surrounds men as the authority figures within the structure of schools (Wheatley, 1981:264-269, Lipman-Blumen, 1984:48, Marshall, 1986:12), with blatant emphasis on males as managers (Amodeo & Emslie, 1985:2).

The major extrinsic barriers identified in the literature are reviewed separately in *Paragraphs 2.6.5.4.2 - 2.6.5.4.8.*

2.6.5.4.2 *Filtering*

Cronyism, the **buddy system** or the **old boy network** underlies the subtle covert barrier referred to as **filtering** (Lovelady - Dawson, 1980:23, Weber *et al.*, 1981:322). Men are seen to be the **gatekeepers** (Jayne, 1989:112) to educational management positions, with men preferring to hire males because homogeneity of a management group is an important factor (Fenn, 1978:29, Weber *et al.*, 1981:321-322, Adkison, 1981:325, Marshall, 1986:11, Shakeshaft, 1987c:98, Leonard & Papa-Lewis, 1987:192-193). The formal and informal, overt and covert filters have been found to operate increasingly at all levels of the educational hierarchy

(Biklen, 1980:12), and in all the facets associated with choosing and training staff for management positions (Adkison, 1981:321-324).

The most commonly cited filtering occurs in the hiring process, a few examples of which are the following (Gross & Trask, 1977:3, Lovelady-Dawson, 1980:22-24, Weber *et al.*, 1981:320-321, Atkison, 1981:314, Jones & Montenegro, 1982a:8, Reich & La Fountaine, 1983:65, Rothwell, 1983:19-20, Johnson & Douglas, 1985:110, Davies, 1986:67-69, Shakeshaft, 1986b:12, Shakeshaft, 1987c:98-100, Equal Opportunities Commission, 1987:5, Wallace, 1987b:21, Leonard & Papa-Lewis, 1987:193, Riches, 1988d:51):

- **recruiting filters:**

  sponsorship or protégé techniques by means of which persons are recruited for positions through informal or formal old boy networks

- **application filters:**

  questions regarding biographic and demographic data which may place women at a disadvantage

- **selection criteria filters:**

  unstructured and invalid criteria are used

- **interview filters:**

  interview panels consisting of males only; the posing of irrelevant questions of a personal nature; performance during interview is rated highly; women are less geared to outlining their qualities

- **selection decision filters:**

  selecting according to stereotype gender role attributes and not according to qualification and competence levels; women placed in lower ranks of hierarchy or in promotion positions which have a low decision making/autonomy/status level.

These filters indicate that women are at a disadvantage in the hiring system, which forms a major barrier to entrance into promotion positions. This is often referred to as **benign neglect,** with no specific pointer stating that women may not enter management positions, but also with no specific assistance to women (Marshall, 1986:12).

The filtering process is further subtly evident in most of the major external barriers to women.

2.6.5.4.3 Tokenism and marginality

The women who successfully enter the management hierarchy experience further barriers due to being in token and marginal positions. The constraint of numbers or low proportional representation is central to marginality (Kanter, 1977:6). Women educational managers are seen to be representatives or symbols of their gender group, and are not judged as individuals, or as being part of the managerial group (Davidson & Cooper, 1983:34, Stansbury *et al.*, 1984:104). They are given marginal status and are kept either on the edge or the outside of the group (Biklen, 1980:15).

Tokenism and marginality cause added pressure on women in the following manner (Clement, 1980:136, Biklen, 1980:13-17, Davidson & Cooper, 1983:34, Stansbury *et al.*, 1984:104-105, Marshall, 1986:12):

- the sense of isolation, loneliness and lack of acceptance due to partial rejection, both by colleagues and subordinates
- their actions are evaluated as representative of the actions of all women, especially when negative; positive action is viewed as being unusual
- high visibility increases the attention paid to their actions, and differences are thus often exaggerated
- to succeed in traditionally male fields women often have to adopt masculine behaviour, yet are accused of violating gender role norms if they do so

- overt and covert sexual harassment of varying degrees (incidence of sexual harassment was researched to be present in more than half of women in management positions)
- women managers are viewed as being **superstars** and must therefore succeed at all costs.

Ehrhart and Sandler (1987:8) refer to the **dancing dog** syndrome, which points out that when a dog dances, it is not the quality of the dance which impresses, but the mere fact that the dog is dancing. This is much the case with women who are accorded token positions or marginal status within the male dominated ranks of educational management.

2.6.5.4.4 Sponsors, mentors and role models

Definitions of mentors and sponsors vary from the classical to the more career-oriented, usually depicting a relationship between men. Greek mythology records the servant, Mentor, who in Ulysses' absence, was allocated the task of seeing to his son's physical, moral and intellectual well-being (Hall & Sandler, 1983:3, Clawson, 1985:36, Dodgson, 1986:29).

Today, a mentor is defined as a wise and trusted teacher, counsellor and sponsor, and is usually a person of greater experience and seniority in the occupational world the protégé is entering (Smith *et al.*, 1982:28). Mentoring encompasses both the personal and professional development of the protégé, thereby assisting in the full integration of the protégé into the existing hierarchy through socialization to its norms and expectations (Hall & Sandler, 1983:3). The protégé sees what he or she wants to become embodied in the mentor and therefore role modeling is central to the concept of mentoring (Bowen, 1985:31). Other concepts related to the mentoring process are **sponsors,** who perform many of the same functions as mentors but exert a less powerfully personal shaping and promoting influence, and **peer pals,** who share information and strategies, acting as sounding boards and thus facilitating a reciprocal mentoring relationship (Hall & Sandler, 1983:5).

During recent years there has been an increased interest in mentoring as a strategy for the development of managers (Hennecke, 1983:6, Bowen, 1985:31, Clawson, 1985:36). Research has shown that women in educational management benefit from mentoring (Smith *et al.*, 1982:28-29, Dodgson, 1986:33). However, the concept of mentoring is seen as a barrier to women in educational management because male members usually chose a male as their protégé, and because there are very few women in senior positions who can act as role models and mentors to women (Klein & Bogart, 1987:119, Davies, 1988a:8).

Further issues concerning mentoring and role modelling as barriers salient to this research are (Kanter, 1977:6, Bolton, 1980:195-207, Smith *et al.*, 1982:28-31, Hall & Sandler, 1983:1-8, Hennecke, 1983:6-10, Bowen, 1985:31-34, Clawson, 1985:36-39, Kram, 1985:40-43, Dodgson, 1986:28-33):

- women are unaware of the mentoring process, and if aware, they are hesitant to seek mentors
- the **Queen Bee** syndrome exists and is a barrier to women in that when a woman gains a top position and is the only female in the group, she feels that she attained the position by her own ingenuity and is unwilling to assist other women
- the school principal is often the most ideal mentor for women staff, but is often unaware of the need in women for mentoring
- male mentors are more powerful than female mentors for women due to their gender status within their management position
- cross-sex mentoring between a male mentor and female protégé is highly successful, but may cause problems concerning sexual attraction, jealousy from spouses and colleagues and gender role conflict based on identification with the mentor as a role model
- some male mentors may have lower aspirations for protégées if they are women, based on stereotyped assumptions
- male mentors are not always willing to act as mentors to women

- there is a lack of training for both mentors and mentees in the mentoring action.

Most women in educational management positions have had male mentors and attribute much of their success to these mentors (Whitaker & Hales, 1984:6, Schneider, 1988:2). Furthermore, Noid *et al.* (1988:17) have found that women are taking part increasingly in mentoring programmes. The successful woman's typical pattern of interaction with her mentor is outlined as follows (Smith *et al.*, 1982:28-29):

- establish herself in the school where she is respected for her skills and abilities and builds supportive work relations with others
- a decline in personal life and a heavy commitment to this stage of her work
- development of a deep symbiotic friendship with her mentor; he is her supporter, encourager, confirmer and teacher; she is his student, admirer and helper
- she achieves mastery in her job, improves skills and competencies
- she changes her relationship with her mentor, becoming more autonomous until she breaks free to become her own person.

Mentoring may thus be viewed as an important element in the development of women for educational management positions. The lack of suitable female role models to act as mentors is not an insurmountable barrier in that successful cross-sex mentoring does occur. However, same-sex role models are advocated as being more effective (Antonucci, 1980:186, Greene *et al.*, 1982:393) due to the fact that they are an example of women in management, they provide more personal support and understanding of attempts to balance personal and professional life demands and they have a deeper understanding of the problems and barriers experienced by women (Smith *et al.*, 1982:29).

2.6.5.4.5 Networks

Closely related to the barrier of mentoring is the need to have access to a network which provides support, information and visibility, and credibility. Networking is defined as the process of developing and using contacts for advice, information and moral support as a career is pursued (De Wine & Casbolt, 1983:2). Clement (1980:133) states that networks are groups of influential persons who control or influence access to management positions, providing visibility, information, support and continual upward mobility interrelated services.

Informal networks have traditionally been a part of the male culture, and developed mainly as a by-product of membership in male clubs, civic organizations and participation in sporting activities (De Wine & Casbolt, 1983:3). These networks have become known as the **good old boys** networks, with elements of **cronyism** and **kingmaking** being evident, allowing for recommendation and promotion by acquaintances within the inner circle of the network (Rosser, 1980:32, Griffin & Barry, 1986:16). Formal networking in the educational management sphere is becoming firmly established as part of management development courses, where for example, the principals' centres established encourage networking as a means of professional development and support (cf. *Par. 3.3.4.3.2).*

The informal and formal networks which have influence in educational management form a major barrier for women both aspiring to, and in management positions due to their predominantly male constitution (Tyack & Hansot, 1982:191). The old boy network or buddy system allows for the promotion of males, and also causes women in management positions to be isolated from the informal system of visibility, information and support (Rosser, 1980:31, Riley, 1983:59).

However, the formation of women's networks has been found to be crucial to their advancement (Coyle, 1987:3), and there has been a marked increase in this direction (Jones & Montenegro, 1983b:233). In contrast to the mainly informal male networks which often do not have professional development as their main goal, women are establishing overt, free-standing networks with a deliberate goal of linking women with other

women to expand contacts, provide role models for each other, generate solutions to problems, and disseminate information (De Wine & Casbolt, 1983:3). These networks are, however, mainly single-sex groups, which in themselves are barriers to women who aspire to entering the male dominated field of educational management. Cross-sex mentoring does assist women in the networking barrier if the male mentor sponsors a female via his own male networking system (Rosser, 1980:32).

Although the male network system is seen as a barrier to the advancement of women, the establishment of networks for women has provided them with support, both in terms of personal confidence building, and by sharing and learning from each other's experiences in the management field.

2.6.5.4.6 Family constraints

Family and home responsibilities have been researched as a major barrier to women's achievement in educational management. The relationship between family and career causes conflicting roles and expectations. The most salient issues constraining women in this regard are the following (Biklen, 1980:6, Weber *et al.*, 1981:320-321, Smith *et al.*, 1982:14, Jones & Montenegro, 1982a:8, Marland, 1982:22-23, Rothwell, 1983:19, Jones & Montenegro, 1983a:20, Whitaker & Hales, 1984:2, Stansbury *et al.*, 1984:102, Shakeshaft, 1985:127, Equal Opportunities Commission, 1987:5, Davies, 1988a:127):

- women and men view women's primary allegiance to be to the family, therefore women are seen as not being committed to work
- career breaks due to child-bearing cause women to have fewer years of work experience, although the amount of time-out is decreasing
- there is no accreditation for time-out child-raising years due to limited pregnancy benefits
- re-entry problems are experienced when a woman wants to return to the profession after child-bearing career breaks

- there is a lack of reliable child-care facilities
- women spend more time on domestic tasks than men, but research has shown that most women cope well with this phenomenon due to skills in time management
- women are viewed as family-bound whereas men are seen as family-free, even though men also experience problems concerning family commitments
- marriage and family life are seen to be an asset for men, but a liability for women who aspire to educational management positions
- women's incomes are seen as supplementary to the male breadwinner's income, therefore the career is seen as supplementary to women's primary role in the family
- geographical mobility is limited due to family constraints, although this is also becoming a problem for men involved in dual-career marriages
- women experience a lack of support for their careers from family members.

Shakeshaft (1987c:112) states that the constraint imposed on women is two-fold in that she not only has to cope effectively with both career and family pressures, but that she also has to contend with males in the work sphere who erroneously believe that not only is she unable to manage everything, but that it is inappropriate for her to even attempt it. Although research does not support the notion that women cannot cope with these added responsibilities, men in authority positions believe that family responsibilities adversely affect job performance *(Ibid.)*.

Changes have been identified which are decreasing some aspects of the family constraint barrier for women. These include changes in basic family structures, simplified housekeeping due to modern technology, women are having fewer children and completing their families at an earlier age, attitudes are changing so that men are sharing more responsibility for the home, and more women are assuming full-time

careers (Goerss, 1977:105, Bose, 1982:226-236, Ross, 1983:24, Lipman-Blumen, 1984:109-113).

2.6.5.4.7 Qualifications

The under-representation of women in educational management is often blamed on the fact that women do not hold the necessary management credentials and academic qualifications (Shapiro, 1987:172). Although more men than women have degrees and certification in educational management, there has been a dramatic increase of women in these programmes during recent years (Weeks, 1981a:12, Ortiz & Marshall, 1987:19, Kruse & Schmuck, 1987:1, Schneider, 1988:3), with current statistics indicating that up to 50% of participants are women (Mertz & Venditti, 1985:31, Leonard & Papa-Lewis, 1987:189, Shakeshaft, 1987a:4, Kruse & Schmuck, 1987:5).

Noid *et al.* (1988:15) state that the "slowness of change" in women's representation in educational management is "alarming" if one considers that there has been a dramatic increase in the number of women currently receiving management credentials. These credentials are not only being obtained via traditional university postgraduate qualifications and professional training courses, but also via special programmes instituted for women (cf. *Par. 3.3.5).* Furthermore, there is evidence of special recruiting of women for training, financial assistance and courses and workshops on specific barriers to women in educational management (Ortiz & Marshall, 1987:20). Despite these efforts, women are still grossly under-represented in management positions. It has also been found that female doctoral students in educational management are more likely to enter fields other than school management than males with similar qualifications *(Ibid.:19).*

Research in the USA and UK has shown that currently women do not lack in the qualifications necessary for promotion positions (Noid *et al.*, 1988:15, Riches, 1988b:43). The present situation in the RSA differs, and is depicted in *Figures 2.15* and *2.16* (adapted from Lane, 1988:7a,11a).

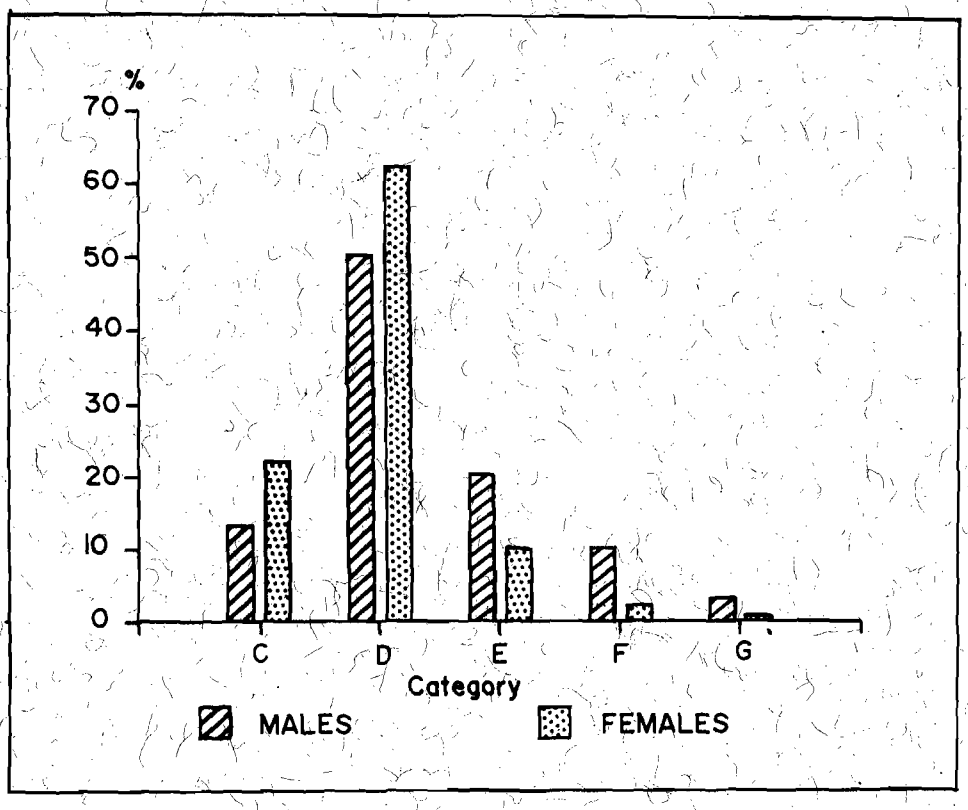

Figure 2.15

Percentage of males and females in the qualification categories C - G in the RSA

The categories C - G indicate the years of training, with category C being a three-year training, and category G being the equivalent of a seven-year training.

Figure 2.15 indicates that 62% of all women teachers have a four-year training after matriculation. Only 0,4% or 145 women currently employed in the teaching profession have doctor's degrees (Lane, 1988:7).

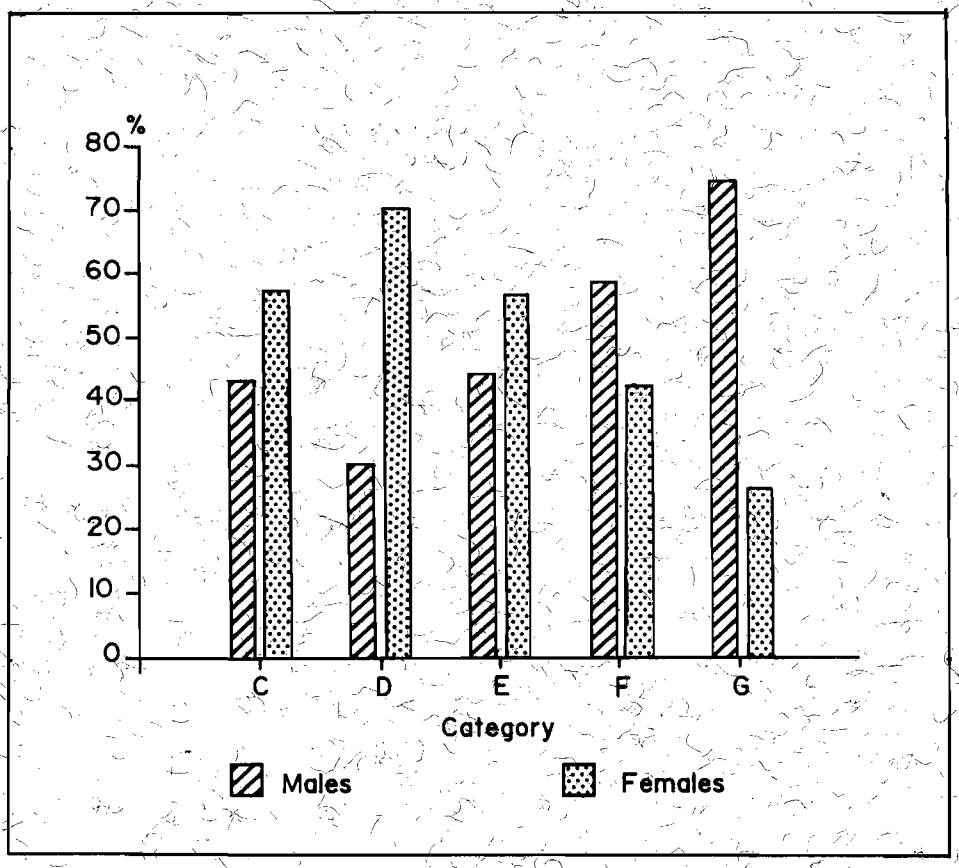

Figure 2.16

Percentage of all males and females in the qualification categories C - G in secondary education in the RSA

Categories E, F and G, which represent five, six and seven years of post-matriculation training respectively, reveal that men are noticeably better qualified than women at the category G level, where only approximately one-quarter of all teachers in this category are women. These data do not specify the specific nature of the qualification. Details concerning the current enrolment of women in academic and professional educational management programmes are given in *Tables 3.1* and *3.3*, indicating that women in the RSA have not reached the same levels of participation in educational management training as the USA and UK women. Zaaiman

(1988:5) states that women in the RSA are not inclined to the same extent as men to improve their qualifications, and many women gain extra diplomas for category improvement and not for further expertise in a specific field (Lane, 1988:7). According to Bondesio (1988:4) there has been a significant increase in the ratio of male to female graduates (7.0 : 1 in 1970, 1.8 : 1 in 1980) in the RSA. This has resulted in an increase in the number of women who are suitably qualified to enrol in degree programmes for educational management.

However, Jones and Montenegro (1982a:43) found that qualifications *per se* are not at present a major barrier for women. The problem seems rather to be embedded in a general **assumption** that women are under-qualified, based on the data of two to three decades ago.

2.6.5.4.8 Legal status and affirmative action

(a) Orientation

Since the 1960's there has been a tremendous increase in concern regarding gender equity in employment which has resulted in various actions for the advancement of the status of women occurring at international, national and regional levels in many countries (Silver, 1985:4554). This action is evident in law and policy changes, and in affirmative action plans which have occurred at various levels.

In educational management, policies founded on government equity laws have been formulated to improve the representation of women in management positions. Furthermore, affirmative action, defined as the "positive action taken to remove artificial, arbitrary and unnecessary barriers to employment when these barriers operate invidiously to discriminate on the basis of racial or other impermissible classifications",has been instituted to ensure the implementation of laws and policies (Stansbury *et al.*, 1984:100). Affirmative action differs from the law in that it requires more than the establishment of neutral and non-discriminatory hiring. It strives to reach those who have been held back or under-represented, and actually creates special advantages for them until a state of equity exists (Noid *et al.*, 1988:7).

Here the barrier issue for women is two-fold. Firstly the issue of whether laws and policies of the country and of education make provision for gender equity, and secondly, whether the equity laws and policies are implemented and to what extent.

The *status quo* in the three countries of this study regarding law and policy issues which affect women in educational management either directly or indirectly is reviewed separately. Thereafter, the controversial issues concerning equity legislation are discussed, various opinions are reported and salient conclusions are drawn.

(b) Equity laws and policy issues in the USA

The following are examples of federal legislation in the USA viewed as directly or indirectly affecting women in educational management (Marshall, 1984:304, Schmuck *et al.*, 1985:95-123, Ortiz & Marshall, 1987:23):

- **Civil Rights Act of 1964 Title VI:** prohibits sex iscrimination against any students of any education institution which receives federal financial assistance

- **Civil Rights Act of 1964 Title VII (Amended Equal Opportunity Act 1972):** prohibits discrimination on grounds of sex against employees

- **Equal Pay Act 1963 (Amended 1972):** prohibits discrimination on grounds of sex in wages and benefits by any employer

- **Executive Order 11246 amended by 11375 1968:** prohibits discrimination against employees in all schools with federal contracts of $10,000 or more and requires written affirmative action programmes for schools holding federal contracts of $50,000 or more

- **Education Amendments Title IX 1972:** prohibits discrimination on the basis of sex against any students and any employees of schools receiving federal financial assistance

- **Women Educational Equity Act (WEEA) 1974:** to provide financial assistance to enable educational agencies and institutions to meet requirements

- **Final Regulations of Title IX 1975:** regulations outlining requirements and deadlines for Title IX implementation

- **Vocational Education Act 1976:** requires states to overcome sex discrimination and stereotyping in vocational education.

The most significant of these laws for women in educational management is **Title IX** of the Education Amendment of 1972 which reads (Schmuck, 1987c:89):

> No person in the United States shall, on the basis of sex, be excluded from participation in, denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Although the USA educational system is highly decentralized into local school districts, the federal administration level in the form of the *Department of Education* does have the power to set national policy, and also institutes a limited level of control over any educational institution receiving federal financial assistance (Klein, S.S., 1984:9-12, Schmuck, 1987c:80-89). It is, however, mainly the responsibility of state and local governments to determine the policy for execution of federal laws in their various regions. Research has shown that affirmative action laws and regulations are present in some form in all states, although the comprehensiveness of such legal provisions varies from state to state (Jones & Montenegro, 1983a:30).

However, various mandates have been set in motion for the equal treatment of women in hiring, promotion and training (Stansbury *et al.*, 1984:99). Each state department of education and each local school district is required by law to appoint coordinators for the implementation of **Title IX** (Schmuck, 1987c:89). Guidelines and financial assistance for affirmative action programmes are supplied by the *Equal Employment*

Opportunity Commission (EEOC), the *Women's Educational Equity Act Program* (WEEAP), the *National Advisory Council on Women's Educational Programs*, the *Civil Rights Act Title IV Program* (CRA IV), the *Job Training Partnership Act* (JTPA), the *Fund for the Improvement of Post Secondary Education* (FIPSE), the *National Institute of Education* (NIE) and the *Fair Employment Practices* (FEP) laws (Jones & Montenegro, 1983a:27-32, Klein, S.S., 1984:9-15).

Private funding agencies have also supported the implementation of sex equity policies in schools. For example, the *Ford Foundation* supported *Project AWARE*, under the auspices of the *American Association of School Administrators* (AASA), to encourage more women to enter positions of management in public schools (Schmuck, 1987c:89) (cf. *Par. 3.3.4.3.3d)*.

In the USA, therefore, there is substantial evidence of legal and affirmative action to improve the representation of women in educational management.

(c) Equity laws and policy issues in the UK

Although not as extensive as in the USA, there has been a strengthening of legal, formal and constitutional equity in the UK since the 1970's (Byrne, 1985:189). The laws which are viewed by researchers as having an impact on women in educational management in the UK are the following (Rothwell, 1983:17-18, Equal Opportunities Commission, 1986:1-43, Al-Khalifa, 1987:1-2):

- **Equal Pay Act 1970,** implemented in 1975, and amended in 1983: regulations for equal pay for work of equal value
- **Sex Discrimination Act 1975** provides for certain kinds of discrimination in the employment relationship, in education, and in the provision of consumer services to be unlawful (**direct** and **indirect** discrimination is specified).

The **Sex Discrimination Act 1975** facilitated the institution of the *Equal Opportunities Commission* (EOC), and also made provision for **affirmative action** which, for example, legalized the training of one sex only under certain conditions. An amendment in connection with the affirmative action section of the *Sex Discrimination Act* has been proposed to include a clause which will allow for the specific "training, informing, or encouraging participation by persons of one sex in activities in which they have been previously under represented" (Equal Opportunities Commission, 1986:38). A reason underlying this proposal is the question surrounding the legal nature of instituting single-sex training programmes for women in management, including educational management (Rothwell, 1983:17-18).

These laws and provisions in the UK remain as national policy at government level. The absence of an equal opportunities policy specific to education is viewed as a barrier for women and as a prerequisite for changing the gender employment practice in the schools (Al-Khalifa, 1987:12). However, much research is currently being conducted in the UK to formulate a policy for equal opportunities for education, which is viewed as being a major resource for the first person appointed as a **Gender Advisor** in the UK educational system as from 1987 *(Ibid.)*.

(d) Equity laws and policy issues in the RSA

There are no legal equivalents in the RSA for the laws and policies concerning equity issues for women present in the USA and UK. Kroeze (1987:186) states that the lack of statutory equality of men and women in the RSA may be traced to the fact that this country does not have a declaration of human rights. Van der Heever (1975:5) defines the legal meaning of equality in the RSA as being equal treatment for persons in equal conditions, and refers to *suum cuique tribuere*, which implies that everyone should be given his due, not that everyone should be given the same. This underlies the gender neutrality of national laws in the RSA. The laws apply to both men and women, with the **Interpretation Act 33 of 1957** specifying that the male pronoun is used in all laws and must be interpreted so as to include the female *(Ibid.:8-9*, Kroeze, 1987:186).

The RSA law does not explicitly discriminate against women, but it also does not explicitly prevent discrimination (Kroeze, 1987:190). There is therefore also no specific educational law or policy regarding equity issues for women and therefore no affirmative action policy (Lemmer, 1987:166).

Furthermore, overt evidence of sex discrimination is present in the current educational system in policy issues such as salary disparity in categories A to D of post level one, lower medical benefits for women, pension disparities, and disparities regarding housing subsidies, gender quota systems for staffing, discrimination in temporary appointments and disparity regarding retirement age (Zaaiman, 1988:1-6). Without statutory authority on a national level concerning these issues, innovative programmes to improve the representation levels of women in educational management in the RSA will have little chance of succeeding.

(e) Controversial issues concerning equity legislation

Scientific literature records that most researchers in the USA and UK claim that the effects of the equity legislation for women have been positive for both the general status of women, and for their position in educational management (Kanter & Wheatley, 1978:6, Weeks, 1981a:12, Wirtenberg *et al.*, 1981:311, Klein, S.S., 1984:9-12, Sandler, 1986:1-2, Jones & Montenegro, 1987:20, Klein, 1988:157, Noid *et al.*, 1988:40).

Klein (1987:227) states that the issue of equity legislation is not straightforward, having substantial positive and negative effects in some cases. Ortiz and Marshall (1987:22) claim that policies have been symbolic efforts without enforcement, serving to reify the existing hierarchy, thereby keeping most women in low positions.

Controversy therefore surrounds the extent of the effect of legal mandates and affirmative action for women in educational management. The following issues have been raised by researchers in the field (Hennig & Jardim, 1977a:77, Adkison, 1981:321, McCarthy & Zent, 1982:461-463,

Rothwell, 1983:15-18, Klein & Simonson, 1984:1188-1190, Marshall, 1984:304-305, Shakeshaft, 1986:499-503, Ortiz & Marshall, 1987:21, Klein, 1987:221-222, Noid *et al.*, 1988:29-32, Klein, 1988:158):

- although the intentions of the law are stated clearly, the formulation, interpretation and implementation of policies in the actual work situation differ, and are difficult to monitor
- federal, state and local equal opportunity legislation may have had a greater impact on women's aspirations than on institutional changes
- different interpretation and implementation occur due to slippage which occurs during policy formulation, which is affected by the attitudes and legitimation processes of those involved
- policies requiring change in attitude seek to alter value systems in individuals and institutions, which are known to be resistant to change
- policies must have both legal and substantive legitimacy, therefore they must have the mechanisms for formal, legal implementation and for providing information and instruction for altering norms and values as required
- there is a lack of control of implementation
- research is necessary to determine more effective methods of reducing both internal and external barriers via the law and affirmative action programmes
- the impact of the various equity-related policies varies greatly due to their multiple components and due to the fact that they do not operate in isolation
- policies are most successfully implemented when there is a goal consensus and where only marginal change is required
- the phenomenon known as **reverse discrimination** whereby the hiring and promoting of women over presumably better qualified males takes place, is seen to compound ethical issues

- a so-called **male backlash** is currently evident by changes in federal policies which have curtailed affirmative action activities; the withdrawal of support is linked to assumptions that those in power disallow challenges to their control and that males have felt threatened
- policies instituted to assist women in educational management place more emphasis on changing women to fit the role than on organizational structure changes.

(f) Opinions concerning equity legislation

Various questions concerning **official legislation** were posed to the respondents (n = 49) in the empirical study of this project to ascertain certain trends concerning this issue.

Regarding **an awareness of government, state or provincial legislation concerning equity of women in general** (cf. *Addendum A: B1a)*, all the respondents in the USA and UK indicated that they were aware of such legislation in their respective countries. When asked for specification, all cited the major legislations as identified in this study (cf. *Par. 2.6.5.4.8 b, c)*. The respondents in the RSA were unaware of any legislation concerning equity, excepting for one respondent who cited recent changes in the divorce laws of the country when asked for a specification.

The effect of equity legislation for women on the position of women in general (cf. *Addendum A: B1b)* was seen to be positive, both in the USA and UK.

The responses to a question regarding **awareness of government, state, provincial or educational legislation in respondent's country concerning equity of women in educational management** (cf. *Addendum A: B2a)* revealed that 35% of the USA respondents and 30% of the UK respondents were aware of legislation which would affect equity of women in educational management. This low percentage may be explained by the fact that although legislation exists at central government level, it is not always implemented at local level (cf. *Par. 2.6.5.4.8e)*, and furthermore,

it is not always sufficiently detailed and included in the policies of the various government institutions.

An interesting phenomenon arose via the RSA respondents, where 30% indicated an awareness of equity legislation for educational management. These respondents cited salary parity to post level one, an improved quota system for married women, and legislation which officially recognizes education as a profession as examples of equity legislation for educational management. Furthermore, discussions concerning the legal aspect during interviews in the RSA showed a tendency for the respondents to question why this aspect was included in this study. Most of the respondents felt that specific equity legislation was unnecessary because the RSA law does not discriminate against women. They also saw no need for affirmative action, which is usually a by-product of equity legislation.

A further question was posed concerning the **effect of equity legislation on the position of women in the education profession and particularly in educational management** (cf. *Addendum A: B2b)*. The majority of the respondents in the **USA** viewed the legislation as having a positive effect on the position of women in education and in educational management. Legislation for equity has been implemented for a reasonable period of time in the USA, therefore allowing for various research assumptions to be made concerning its effect. In the **UK,** only 50% of the respondents viewed the legislation as having a positive effect. This could be attributed to the nature of the legislation compared with that in the USA, and to the fact that implementation of this specific legislation and the policies and affirmative action programmes associated with it, are relatively new to the country and implementation is still sporadic. In the **RSA,** 60% of those who were aware of what they understood as equity related legislation in education indicated a positive effect on women. The remaining 40% felt that the legislation which they had identified would have no effect on the position of women in education.

(g) Conclusions concerning equity legislation

It could be postulated that specific legal provision for gender equity correlates with the degree of representation of women in educational management in the various countries in this study. The USA has a high level of legal activity in this sphere, and also a higher representation of women in educational management, the UK has less legal activity and a lower representation, and in the RSA, where no specific statutory provision is made, the lowest levels of representation of women occur.

Levels of awareness of gender equity issues have been raised by the legal mandates and affirmative action movements. Furthermore, gender equity legislation is seen to have a positive effect for women in general and in educational management, although anomalies exist which may be barriers for women.

Therefore, in the USA and UK, the barrier concerning legal status and affirmative action lies in the nature thereof; in the RSA the barrier lies in the lack thereof.

2.6.5.5 General conclusions concerning barriers to the advancement of women

The following general conclusions concerning the barriers to women women in educational management may be drawn:

- the barriers are numerous, highly complex in nature and deeply interwoven in cultural norms and values
- a superordinate factor which underscores all the barriers is the traditional stereotyped view of gender roles and attributes held by both males and females
- women have become increasingly aware of the existence of barriers to their advancement
- the barriers experienced are of both an intrinsic and extrinsic nature

- the numerous extrinsic barriers, although found to be interwoven with the intrinsic barriers, reveal that the age-old **blame-the-victim** reason for women's under-representation is not the only valid reason.

- the nature of the barriers identified indicates that any strategy to overcome these barriers would be highly complex, and would have to include individual, organizational and societal changes.

The nature of the major barriers cited in this research indicates some of the complexities underscoring the position of women in educational management. Individual, organizational and societal factors compound both the internal and external barriers, and any strategy to relieve the constraints on women imposed by these barriers would, of necessity, have to be comprehensive and far-reaching.

2.7 SUMMARY AND CONCLUSIONS

> In the recent past, there was truth in the dictum: women teach and men administer. What made that dictum true? (Greenfield, 1986:21.)

Answers to Greenfield's question are sought in this chapter where an exploratory and extensive investigation regarding women in educational management is reported. Multifaceted variables contributing to women's current position in educational management are reviewed comprehensively to gain a more thorough perspective of the issue.

Firstly, a history of attitudes toward women gives a greater understanding of the relative position of women and attitudes concerning women within society and in the education profession. Current equity issues in the education of women are shown not only to affect women's socialization, but also to play a major role in the choice of careers, and especially in the choice of teaching as a career. The past and present relative roles and positions of women in the education profession are reviewed from both a gender dichotomy and a teacher-manager dichotomy perspective. Furthermore, the nature of scientific research in the sub-discipline of women in educational management is investigated, and the major in-

herent reasons for the current position of women in educational management are identified.

The following general deductions and conclusions concerning women in educational management are based on the research reported in this chapter:

- there is strong evidence of gender-related dichotomies which function on both horizontal and vertical continuums in the education profession
- the gender-related teacher-manager dichotomy is particularly evident, with women constituting two-thirds of the teaching force, but less than one-quarter of educational managers
- there has been no noticeable increase of women in educational management positions despite higher education levels and improved qualifications in both education and educational management
- the degree of under-representation of women in educational management in the RSA is extremely high, and by comparison, is much higher than in the USA or UK, thus contrasting sharply with the fact that women constitute the greater majority of the teaching force from which the managers are chosen
- under-representation at the secondary school principal level is particularly high in the RSA, and by comparison, markedly higher than in the USA and UK
- reasons for the current position of women in educational management are complex and diverse, functioning at individual, organizational and societal level
- socialized stereotyping of traditional gender roles, and the associated attitudes of both males and females, are the major factors underlying the variables which function at individual, organizational and societal levels, thereby compounding and negatively affecting the position of women in educational management

- efforts to cause change at any of these levels would, of necessity, affect inherent life philosophies, and thereby also the cultural norms, values and standards associated with gender issues

- a certain degree of change is possible through creating higher levels of gender issue awareness in educational management through actions such as legal provision and promotion of gender equity, active research in the field, and education programmes

- this change is essential to facilitate opportunities for fulfilment of the current career aspirations and self-actualization of women

- woman are revealing an increased tendency toward active participation in the work force, and are showing an increased awareness of management opportunities in their specific careers

- women are increasingly opting for non-traditional careers, and there is a tendency for high-calibre women either to choose not to enter the teaching profession, or to leave the teaching profession, and to enter professions offering greater career progression opportunities.

In this chapter, therefore, the role and position of women in education, and specifically in educational management, show that women play a major role in the education profession, yet are denied equitable opportunities to contribute in any major fashion within the management hierarchy of the profession. The complexity of the variables which underscore the gender inequity within educational management compound the finding of any viable solution to the problem.

Any viable solution would, therefore, necessitate a return to the fundamental philosophies pertaining to both the universality of mankind within society, and the individuality of both men and women, each with their unique and complementary contribution to life. Gender inequity issues within the socialization of mankind would have to be addressed at both formal and informal education levels. Pertinent gender-related issues within the education profession would have to be considered. The various factors affecting the *status quo* of women in educational management as

outlined in this research therefore form the framework for a proposed programme to facilitate a more equitable position for women in educational management (cf. *Chapter 4)*.

However, a variety of programmes have been designed specifically for the development of men and women aspiring to management positions within the profession. These programmes are reviewed in *Chapter 3,* where educational management development forms the central research theme, with special emphasis on gender-related issues.

CHAPTER THREE

EDUCATIONAL MANAGEMENT TRAINING AND DEVELOPMENT

3.1 INTRODUCTION

A decade ago, Frasher and Frasher (1979:9) concluded that the time had come to recognize that women have proved that they can be effective school managers and that they have brought, and can bring unique resources to the field of educational management. Considering the current state of affairs concerning women in educational management in the USA, UK and RSA (cf. *Chapter 2)*, it is obvious that very few women are afforded the opportunity of making any meaningful contribution to the profession of educational management, especially at the secondary school principal level. A pertinent need therefore exists to seek meaningful solutions to the multifaceted problems faced by women in this sphere.

Although the specific problems faced by women in educational management are seemingly complex (cf. *Par. 2.7)*, Webb *et al.* (1986:2) state that educational management training programmes are major contributors toward improvement of the *status quo* for women. In this regard, however, Riches (1988b:44) claims that conventional educational management training programmes, although necessary for the training of both men and women for the principalship, are "not enough" if the special problems experienced by women are taken into account.

The current provision of educational management development opportunities is researched in this chapter in order to identify any specific contributions to the improvement of the *status quo* for women. Special emphasis is therefore placed on training which provides in the needs of women aspiring to management positions, both within the dual-sex traditional academic and emergent training programmes, and in the form of special single-sex programmes designed specifically for women. Emphasis is placed on development for the secondary school principalship, which has been identified as a position rarely accorded to women (cf. *Par. 2.6.3.5)*.

This focus necessitates firstly a review of current dimensions underlying the nature of the principalship at secondary schools, with special reference to gender issues. Thereafter, an extensive exposition of educational management training programmes in the USA, UK and RSA is given, viewed within a dichotomy of dual-sex and single-sex programmes, and highlighting any significant gender matters. In the concluding synopsis, salient implications and deductions for the educational management development of women are stated.

3.2 THE CONTEMPORARY SECONDARY SCHOOL PRINCIPALSHIP

3.2.1 Orientation

The central issue addressed in the report of the *National Commission on Excellence in Educational Administration* (University Council for Educational Administration, 1987:xvi) is the fact that a revolution in education is currently needed, requiring competent, skilled and visionary leadership as has never been available before. This statement holds vast and far-reaching implications for educational management and the associated development programmes designed to equip men and women for effective and efficient functioning in the principalship.

A brief exposition of current research on the contemporary nature of the principalship within the effective schools' paradigm is therefore given. Various facets of the principalship are reviewed to determine the underlying nature of the role and skills required by an effective secondary school principal, which, in turn, should underscore the mission and aims of current educational management training programmes.

Furthermore, particular reference is made to gender dimensions in the secondary school principalship. The specific nature of the role and skills of women in the position will facilitate an assessment of whether the position is gender-bound or gender-free and also form a framework within which the training of women for the secondary school principalship can be reviewed.

There is, however, at this stage of the effective schools' research no single, commonly agreed upon definition of what constitutes an effective, as contrasted with an ineffective principal (Duttweiler & Hord, 1987:23). Greenfield (1982:17) maintains that this is due to the complexity of the principal's role and due to the inherent methodological and theoretical limitation in studying principals. This lack of consensus is evident in the fact that definition of the role of a principal varies, a multitude of lists of tasks, skills and competencies have been compiled, many researchers have attempted to describe essential personal traits for principals, and effective schools' research abounds with different views on the nature of effective schools and their managers.

3.2.2 The nature of the principalship

3.2.2.1 The role of the principal

Many conceptions of the role of a principal are postulated in the research literature. Van der Westhuizen (1986d:88-89) states that the role of a principal denotes the behaviour of the principal within the school organization as determined by interpersonal relationships and occurrences. Therefore the role of a principal is what he or she does in the principal position. Greenfield (1982:14) identifies the predominant roles stated in research as being those of leader, instructional supervisor, administrative decision maker, organizational change agent, and conflict manager, with the most prevalent assumption reflected in research being that of the **principal-as-leader.**

The role of **principal-as-leader** in the field of educational management may be viewed from two perspectives. **Leader** may be used as a **superordinate** term for the role of the principal as the highest authority figure in the organization. For example, in the work of various researchers the terms manager and leader are used interchangeably as a superordinate main descriptor of the principal's role (Yukl, 1982:1, Duttweiler & Hord, 1987:23). On the other hand, the term **leader** may be used to describe a role which is **subsumed** under that of manager, in that one of the roles played by an educational manager is that of leader (Van der Westhuizen, 1986b:45-46). Hughes (1988:11) proposes an interrelated, **dual leading professional - chief executive** role for leaders of professionally staffed

organizations such as schools. Duttweiler and Hord (1987:65) also emphasize the dual nature of the role of educational leaders as consisting of both a manager and a leader aspect. Here the leader aspect refers to the role of shaping the school's culture by "creating and articulating a vision, winning support for it, and inspiring others to attain it".

Researchers have also attempted definition of a principal's role from within the paradigm of the scientific field of Leadership Studies. This field focuses specifically on the traits, styles and behaviours of leaders, with current emphasis on contingency theories (Immegart, 1988:261). Yukl (1982:1) uses the term **managerial leadership** in describing a principal's role. Effectiveness in this role is determined by subordinate commitment to task objectives, subordinate satisfaction with the leader, and the success of the leader's organization in performing its mission and attaining its objectives *(Ibid.)*. Furthermore, Yukl (1982:2-9) identifies three approaches posed in the Leadership Studies field which are used to form descriptors of the role of a school principal. The **trait approach** emphasizes personal qualities which underscore success in the role, the **power-influence approach** which explains leader effectiveness in terms of leader power, and the **behaviour approach** which identifies the behaviours characteristic of effective school leaders. **Situational** theories of leadership are also explored to determine the effect of the nature of the situation on the specific role which is accorded to the principal *(Ibid.:2)*.

Sergiovanni (1987:66) identifies six **leadership roles** which effective principals are expected to play. Furthermore, he identifies five "forces" featuring in varying degrees in these roles, which determine the nature of the role and the effectivity of the school leader. The relationship between the roles and "forces" is superimposed on a comprehensive definition of an effective principal in Figure 3.1 *(Ibid.:64-67)*.

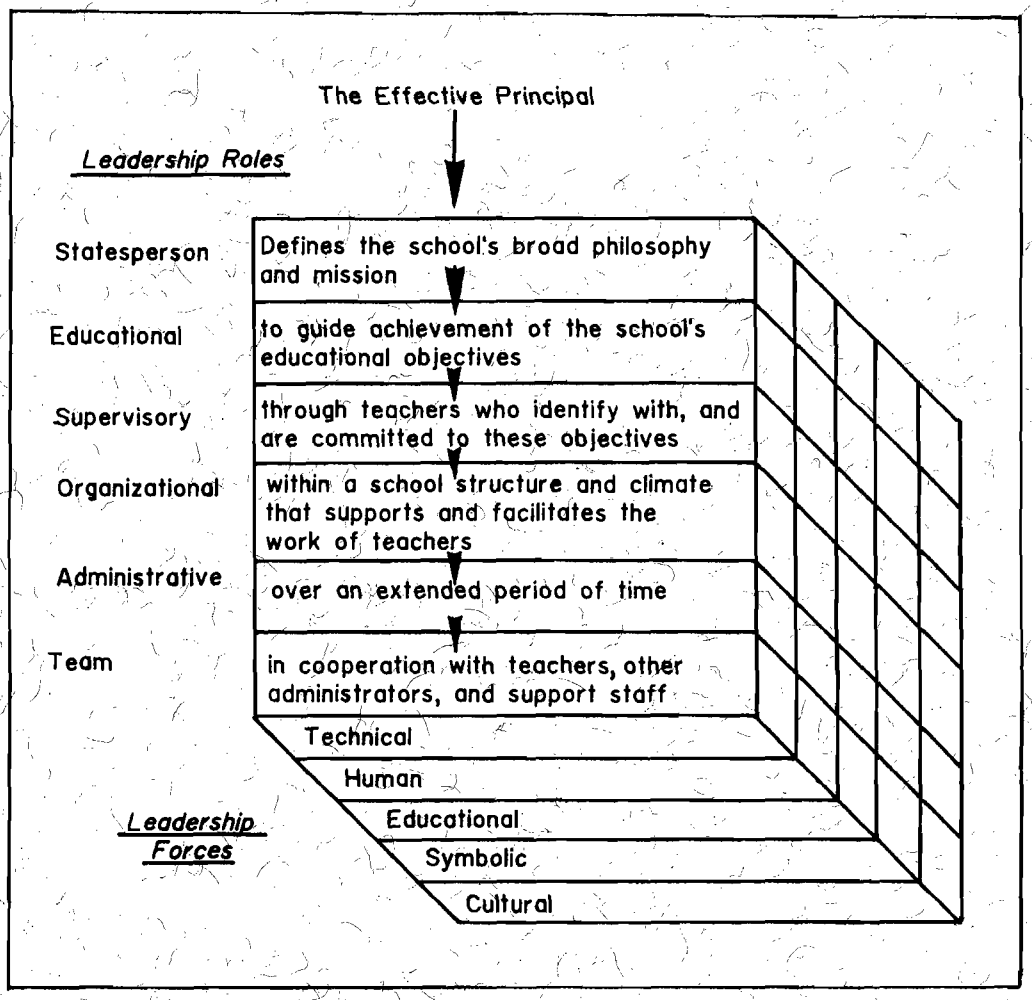

Figure 3.1

Leadership roles and forces in the principalship

This leadership role and forces approach to the role of a principal may be compared with Mintzberg's management role approach, which was found by Moolman (1978:55) to be applicable to the management roles of educational leaders. Mintzberg identifies ten management roles classified into interpersonal, informational and decision making roles as specified in *Figure 3.2* (adapted from Mintzberg, 1973:59).

MANAGEMENT ROLES	
Interpersonal roles	ceremonial head leader liason officer
Informational roles	representative monitor distributor
Decision making roles	maintainer of order negotiator entrepreneur allocator

Figure 3.2

Management roles

Recent research also identifies the need for visionary managers (Rutherford, 1985:32, Morgan, 1986:153). The role of school principal is therefore viewed as that of a **transformer,** responsible for changes in the school through redefinition of mission and purpose (Duttweiler & Hord, 1987:64). In this role the principal acts as an **initiator** (Hoyle, 1988b:31), or as a **facilitator.**

Furthermore, there is an on-going controversy concerning whether the principal's role is primarily that of **instructional leader** or that of **administrative manager** (Duttweiler & Hord, 1987:63). Proponents of the role descriptor of instructional leader vacillate between claims that the business of schools is instruction, therefore the role of the principal is that of instructional leader (Cooperman & Klagholz, 1987:11), and claims that the instructional leader role is yet another aspect of the multifaceted mission of principals (Duttweiler & Hord, 1987:67).

Brubaker and Simon (1987:72-73) identify five major accents in roles which principals have played as being those of principal teacher, general manager, professional and scientific manager, administrator and instructional leader, and curriculum leader. In this lies evidence of a move away from the notion that a principal is the head teacher or even the manager of the organization, toward a more encompassing view of the principal as a leader.

It is therefore obvious that the principal's role is not easily defined. The multi-dimensional and complex nature of the school as an organization necessitates a multi-dimensional definition of the roles which its leader must play. The determination of a **superordinate role** of **principal-as-leader** allows for all other roles defined to be subsumed under, and contained within this concept, without any rank order of importance being imposed on any specific role. The specific situation at a specific time will determine the implicit and immediate nature of the principal's role, but he or she will remain primarily as the **principal-as-leader** in all the roles which are defined by the various facets of the task at hand.

Characteristics underlying the diverse roles of a school principal have been identified by various researchers.

Greenfield (1982:17-18) identifies the following enduring characteristics of a principal's role which are critical to effective performance:

- ability to work closely with others on a face-to-face basis
- ability to manage conflict and ambiguity
- ability to integrate a cluster of demands competing for the time and attention of principals
- ability to anticipate and adapt to rapidly changing human, social and environmental conditions
- ability to think and to exercise discretion in formulating action plans and decisions responding to the contingencies of a system in motion

- ability to assess and evaluate the consequences of schooling for children in the light of knowledge regarding effective educational and managerial practices.

Persell and Cookson (1982:22) identify nine recurrent characteristics displayed by effective principals:

- demonstrating a commitment to academic goals
- creating a climate of high expectations
- functioning as an instructional leader
- being a forceful and dynamic leader
- consulting effectively with others
- creating order and discipline
- marshalling resources
- using time well
- evaluating results.

Sweeney (1982:349) identifies six main characteristics of effective principals:

- emphasize achievement
- set instructional strategies
- provide an orderly atmosphere
- evaluate pupil progress frequently
- coordinate instructional programmes
- support teachers.

Rutherford (1985:32) determined the following characteristics of effective principals:

- clear visions which focus on students and their needs
- the ability to translate visions into goals
- ability to establish a school climate supportive of progress towards these goals
- ability to monitor progress continuously

- ability to intervene in a supportive or corrective manner.

Norris (1987a:5) identifies five characteristics from effective schools' research, which evolve from visionary leadership, and which function in a complementary manner to create a "holistic excellence":

- administrative leadership
- instructional focus
- climate
- expectations
- assessment.

Duttweiler and Hord (1987:1) emphasize the following characteristics of an effective principal:

- sound administrative leadership competencies
- ability to create a climate conducive to learning
- ability to create an emphasis on instruction
- ability to create high expectations for student achievement
- ability to monitor pupil performance systematically.

Norris (1987a:5) states that the various characteristics complement and enrich one another, generating "a creative productive tension which, though subtle and rather elusive, produces a visible culture of action-oriented people learning and growing together".

The characteristics of effective principalship are therefore diverse, complex, and complementary in nature. The following core of characteristics may be traced from the various research results: the principal must have a sound managerial leadership ability, exercised to operationalize the goals created within the framework of a future-directed vision, which is underscored by achievement and assessment within the school. The visionary nature of the role of a principal is emphasized by the US Department of Education (1987:4), which maintains that effective school principals must have the ability to create a clear, compelling vision of where the school is heading and of what the school, its pupils and staff can become; nurture conditions

conducive to achieving that vision; and inspire, encourage and reward achievement.

School principals are therefore currently seen to play highly complex and diverse roles in education, occupying positions of critical importance to education (Pellicer *et al.*, 1988:99). An exposition of certain key skills which underlie the role and characteristics associated with the principalship is given in *Paragraph 3.2.2.2.*

3.2.2.2 Specific skills required by principals

3.2.2.2.1 Orientation

The skills required for effective school management during the current, more stringent conditions of the 1980's, are viewed as being somewhat different from the skills required two or three decades ago (Hoyle, 1988a:14, Pellicer *et al.*, 1988:132). The role of a principal is complex, with multifaceted characteristics (cf. *Par. 3.2.2.1)*, and competency levels of persons functioning in the principalship are associated with the application of a wide variety of skills in various management areas. Theorists in educational management have seemingly been driven by a **list logic** in the process of identifying the various skills deemed to be essential for a school principal (Barth, 1986:293-296).

According to the National Association of Secondary School Principals (1985:4), the competency of a principal may be defined as "an accumulation of evidence, over time, that an individual is able to apply knowledge and perform certain functions and skills in ways which are, more often than not, perceived positively by both the individual and his (or her) audiences". The level of performance of specific skills determines the level of competence of an individual. Morgan *et al.* (1983:20) state that to be functionally competent, principals should "know about certain things, be able to do certain things, and be personally disposed to be at least at ease in the demands of the job".

The particular skills associated with the principalship may be divided into skills which are role-specific, and skills which are generic in nature.

3.2.2.2.2 Role-specific skills

The role-specific skills refer directly to the tasks or functions of the principal which are commonly included in job descriptions (National Association of Secondary School Principals, 1985:34-35). When defining skills in terms of **tasks, processes** or **functions,** the dimension of management **area** is brought in as an essential qualifying factor.

This approach to the management skills of a principal often rests on the identification of the four main skills and/or tasks of planning, organizing, leading and controlling (Van der Westhuizen, 1986c:44, Sergiovanni, 1987:7). For example, planning skill manifests itself in the action or task of planning. These skills are functionalized in a complementary, interwoven and intrawoven nature throughout the management activity of a principal (Van der Westhuizen, 1986c:50-51).

Various sub-skills fall within the domains of each of the four main skills, which may, in turn, be divided into two logical groups of conceptual and technical skills, operating within the mechanics and dynamics of management. This skill/area approach to the management skills required by a principal is illustrated in *Figure* 3.3 (adapted from Robbins, 1980:7-11, Cooper, 1984:54-55, Van der Westhuizen, 1986c:45-46).

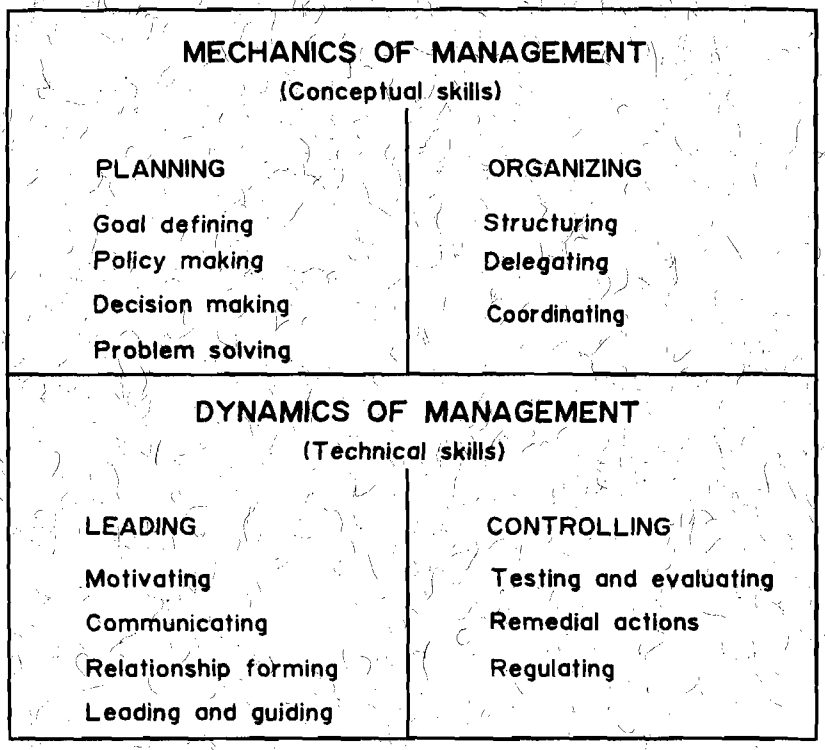

Figure 3.3

Management skills and areas

These management skills are applied to various management areas in school management. The major management areas have been identified as (Van der Westhuizen, 1986c:48):

- personnel issues, including curriculum and teaching aspects
- pupil issues
- physical facilities
- information systems (administrative management)
- financial issues
- school-society relationships.

Another skill/task and area approach is proposed by Morgan *et al.* (1983:14-15) in *Figure 3.4.*

TASK CATEGORY	SUB-TASK
Educational	• Goal identification • Academic and pastoral curriculum determination • Ethos determination • Use of resources
Management: conceptual and operational	• Planning, organizing, co-ordinating and controlling • Staff deployment • Evaluation and record keeping • Supervision and maintenance of physical facilities
Management: leadership and human relations	• Motivation • Staff development • Conflict resolution • Communication
External accountability and community relations	• Accountability to authorities, parents and community • Communication

Figure 3.4

Management task categories and associated skills

The *American Association of School Administrators* (AASA) outlined the following eight skills in various areas for successful school leaders (Duttweiler & Hord, 1987:111-113):

- designing, implementing and evaluating school climate
- understanding internal and external communications, and political skills
- developing a systematic school curriculum; advanced problem solving, and creative and technological skills
- instructional management

- designing staff development systems
- designing staff evaluation systems
- allocating resources
- conducting research for decision making.

The *Leadership in Educational Administration Development* (LEAD) programme, initiated by the *US Department of Education*, identified the following eight skill areas and skills for effective school principals (Duttweiler & Hord, 1987:43-44):

- creating and enhancing school environments
- evaluating curricula
- analyzing instruction and teacher performance
- appraising and assessing student performance
- understanding and applying research outcomes
- organizing and managing school resources
- ensuring student discipline
- developing human resources.

Therefore, the role-specific skills are the specific skills related to a specific task within a specific area of the principal's diverse portfolio. The mechanics of management require conceptual skills, whereas the dynamics of management require technical skills. These diverse skills operate across a wide spectrum of management areas in an interrelated and interwoven manner.

3.2.2.2.3 *Generic skills*

Generic skills or behaviour dimensions are those skills which are required for the performance of a variety of roles, and are not unique to any one specific task or role (National Association of Secondary School Principals, 1985:33). The identification of the various generic behaviour dimensions rests within the criterion of being observable and assessable (Morgan *et al.*, 1983:20, Van der Westhuizen & Harrison, 1989:199). Furthermore, these dimensions are linked to training and development possibilities (Van der Westhuizen &

Harrison, 1989:199); to the formation of criteria for selection purposes (Morgan *et al.*, 1983:21); and to elements of validity, legitimacy and reliability (National Association of Secondary School Principals, 1985:4). They are, however, identified after extensive analysis of the principalship, and therefore reflect essential generic skills required for effective functioning in the role.

Morgan *et al.* (1983:20-21) identified six generic skills after an extensive analysis of the principalship as being:

- problem analysis and judgement
- organizational ability
- leadership
- sensitivity
- written communication
- oral communication.

The National Association of Secondary School Principals (1985:34) selected 12 generic skills after extensively categorizing and interpreting facts and opinions about school managers:

- problem analysis
- judgement
- organizational ability
- decisiveness
- leadership
- sensitivity
- stress tolerance
- oral communication
- written communication
- range of interests
- personal motivation
- educational values.

The dimensions identified by Morgan *et al.* (1983:20-21) and by the National Association of Secondary School Principals (1985:34) were based on analyses conducted in the **UK** and **USA** respectively. An extensive school principal job

analysis conducted in the **RSA** revealed the following generic management constructs and dimensions (Van der Westhuizen & Harrison, 1989:198-199):

CONSTRUCTS	DIMENSIONS
Leadership	Utilization of human resources Task structuring Sensitivity Decisiveness Value orientation
Drive	Initiative Perserverance
Decision making skills	Analytical ability Good judgement Flexibility Creativity/originality
Communication skills	Reasoning power
Administrative skills	Planning Organizing Control

Figure 3.5

Generic school management constructs and dimensions in the RSA

Clusters of behavioural entities are grouped into constructs of proficiency, defined as a group of related dimensions concerning an aspect of the managerial task. The list of dimensions associated with each task is proposed as being collectively representative of the skills and attributes which an educational manager requires in the effective performance of his or her task *(Ibid.:199)*.

Generic skills in educational management are therefore those behaviour dimensions which are unique to leaders in education, unique to specific education systems, but not unique to any one specific role or task of the educational manager.

3.2.2.2.4 Conclusion

The role-specific and generic management skills consist of constructs, behaviours, and competencies which have been identified from intensive

research concerning the nature and essence of the principalship. These skills form the tools which the principal requires for effective functioning in his or her complex role. The level of performance of these skills is seen to form a criterion against which principals may be evaluated for identification of potential, in selection for promotion and training purposes, and for determining levels of competency in educational management.

Due to their assessable nature, these constructs, behaviours and skills form a cluster of management dimensions which have been identified more as **hard,** as opposed to **soft** management practice (cf. *Par. 3.2.2.4).* Levels of competency in skill performance underscore levels of effectivity and excellence in the principalship.

3.2.2.3 Effectivity and excellence in the principalship

Hughes *et al.* (1986:13) state that although much is apparent from the recent school effectiveness research, "nothing is clearer than the impact of the principal on whether or not a school is a good one".

Sergiovanni (1987:6) defines **effective** principals as school leaders who are successful in matching their actions to school goals, with an advancement of the goals as a result. He bases this definition on a concept of school management as being a process of working with and through others to accomplish goals efficiently, which incorporates the essential elements of action by the principal, school goals, limited resources, and the necessity for working with other people. The concept of efficiency is linked to the extent of success achieved.

On the other hand, an **effective school** may be defined uni-dimensionally as a school "whose students achieve well in basic skills as measured by standard achievement tests", or may be assessed multi-dimensionally according to the following criteria *(Ibid.: 30, 34-35):*

- productivity - accomplishment of goals
- efficiency - ratio of performance to cost
- quality of performance
- growth - improvement in school status

- absenteeism of school participants
- turnover of school participants
- teacher and pupil satisfaction
- motivation of school participants
- morale of school participants
- cohesion of school participants
- flexibility - ability to adapt to change
- planning and goal-setting - degree of participation
- goal consensus of participants
- internalization of the school's goals
- leadership and management skills of those in authority
- information management and communication
- readiness to accomplish goals
- utilization of the environment
- evaluation by external entities
- stability
- shared decision making
- emphasis on training and development
- emphasis on achievement.

Whether approached uni- or multi-dimensionally, the single most critical factor in effective schools is identified as being an **outstanding principal** or leader (Manasse, 1982:vii, Shilling, 1986:6, Pellicer *et al.*, 1988:99). The skills and abilities of the person occupying the principalship are therefore unquestionably seen to "make a difference" (Hughes *et al.*, 1986:13). Effective principals are said to possess a "fierce determination and radiate an infectious enthusiasm for excellence" (US Department of Education, 1987:3). **Excellence** in schooling is currently understood as schooling which "transcends, surpasses and outdoes" that which is typical or ordinary (Sergiovanni, 1987:30). The emphasis on a deepening quality indicating excellence as a further dimension of the principalship is evident from the nine leadership values which Sergiovanni (1987:340-343) found to be common among managers of **highly successful** schools:

- leadership by purpose, where the human consciousness is stirred and meaning is given to one's work life

- leadership by empowerment, where power is distributed to and shared with those with ability
- leadership as power to accomplish, where power is not used **over** the situation, but in the form of power **to,** which is facilitative action
- leadership density, where leadership roles are shared and more broadly exercised
- leadership and quality control, where quality control is viewed not so much in terms of a management problem solvable by skills such as planning, organizing and controlling, but by purposing, empowering and leadership density
- leadership by conversion, where not only incentives are provided, but commitment is called for
- leadership by simplicity, where uncomplicated organizational structures are created away from undue emphasis on protocols and procedural matters
- leadership by outrage, where a strict adherence to common values is called for, but wide discretion in the implementation of these values is allowed
- leadership as reflection in action, where a wide, complex and conceptual view is perpetuated.

Griffin and Barry (1986:4-6) identify 19 generic skills descriptive of **high-performing** principals:

* purpose and direction:	proactive orientation
	decisiveness
	commitment to school mission

* cognitive skills:	interpersonal search
	information search
	concept formation
	conceptual flexibility
* consensus management:	managing interaction
	persuasiveness
	concern for image
	tactical adaptability
* quality enhancement:	achievement motivation
	management control
	development orientation
* organization:	organizational ability
	delegation
* communication:	self-presentation
	written communication
	organizational sensitivity.

Compared to the characteristics and skills of effective school principals (cf. *Par. 3.2.2.1-3.2.2.2),* excellence in the principalship is seen to emphasize elements of high quality personal characteristics. This focus on qualitative aspects in the principalship has led to research on elements in management which have become known as **soft,** as opposed to **hard** management practice.

3.2.2.4 Hard and soft management practice

Sergiovanni (1987:343) refers to the **hard** side of management practice as that which deals with the "concrete, logical, objective and quantitative side of organizational life and work". In contrast, the **soft** side is more qualitative in nature, concerned with the human side of the organization, and with the associated "constructed social meaning, needs, dispositions, feelings, attitudes and impressions" *(Ibid.).* Pascale and Athos (1981:80-83) refer to **hard** aspects of management as being planning, organizing, communicating

and controlling, and the **soft** aspects as being more people-oriented, such as management style, skill and personal goals.

According to Sergiovanni (1987:343-344), the **hard** and **soft** sides of management practice are linked respectively to the **bureaucratic** and **individual** dimensions of organizational life, and furthermore, respectively to the application of the **left** and **right** side cognitive functioning of the brain related to management. The left side of the brain is considered to be linked to logical and analytical thought and linear functioning in management, whereas the right side is considered to be linked to intuitive processes, conceptualization, and holistic functioning (Agor, 1984:2-3, Sergiovanni, 1987:344, Norris, 1987b:39). The current tendency in the brain dominance style of male educational managers was found to be toward a left-brain cognitive style (Norris, 1987b:39).

Sergiovanni's (1987:344) reference to a **balance** between the hard-soft, bureaucratic-individual and left-right brain dualisms in educational management has far-reaching implications for the training and development of educational leaders, especially if the current roles and skills identified in *Paragraphs 3.2.2.1-3.2.2.2* are considered. The creative, visionary, proactive and initiator descriptors of the principalship hold more connotations of quality than quantity, more of the soft management, individual dimensions and right brain dominance patterns. Similarly, the skills associated with excellence in the principalship indicate a deepening quality, and thereby a greater integration of soft management practice.

Hurst (1984:78-89) emphasizes the need for a **balance** between what he terms the **boxes of hard facts** with the **bubbles of soft processes.** Emphasis is also placed on the importance of **bonds** between the "boxes" and "bubbles", which are constructed from common purpose, shared vision, high performance goals, mutual commitment, supportive relationships, high identity, trust, empowerment and a sense of community for all at the school.

Therefore, the balance of hard and soft management practice, and the associated connotation of not only quantity, but of a deepening quality in management activity, underscores the recent trends in the nature of the

principalship. The tendency toward emphasis on quality is obvious from the use of **superlative** descriptors for principals, where reference is made not only to effectiveness and efficiency, but to **excellence** (Hersey, 1986:1, Glatter, 1987:8, Van der Walt, J.L., 1988:173), **highly successful** (Sergiovanni, 1987:342), and **high performing** educational managers (Griffin & Barry, 1986:5).

3.2.2.5 The androgynous principal

Schmuck (1982:9) claims that the role of a principal is changing and becoming more characteristic of a "humanistic leader". This she attributes to a greater balance of the management skills traditionally defined as feminine and masculine. In management terms, this balance or blending of typically masculine and feminine traits, skills and behaviours is referred to as **androgynous** management (Sargent, 1983:71).

Berryman-Fink and Fink (1985:27) state that many management theorists are calling for androgyny in the work place, with a trend of blending male or task-oriented styles with female or people-oriented management styles. The masculine styles have been traditionally associated with a task-oriented, directive approach that values rational problem solving. Feminine styles have been characterized by a people-oriented, supportive approach that values sharing feelings and caring for others (Blanchard & Sargent, 1984:83). Jayne (1989:111) states that the so-called "female attributes" of involvement, a sense of family, understanding of symbolism, a sense of the dramatic and a feeling of love and warmth are now being encouraged in management.

Management skills may be typified as being masculine or feminine as depicted in *Figure 3.6* (adapted from Sargent, 1981:42).

MASCULINE	FEMININE
• Instrumental behaviour • Direct achievement style • Analytical problem solving, decision making and judgement skills • Proactivity, inclined to respond purposefully to events • Visible impact on others • Negotiating skills • Compliance producing skills	• Expressive behaviour • Vicarious achievement style • Accommodating skills • Self-knowledge • Creativity • Social skills • Non verbal sensitivity • Alliance producing skills • Mediating skills

Figure 3.6

Gender-typified management skills

Stockard and Johnson (1981:251) state that the recent increase in humanistic concerns in educational management places an emphasis on skills such as nurturance and human sensitivity, which are typified as being feminine skills. Schmuck (1982:9) maintains that an effective manager exhibits behaviour which is both stereotypically feminine and masculine, being both "tough and tender" in various situations. A balance of masculine and feminine skills, as present in androgynous managers, enables the school principal to use a wider variety of behaviours. This versatility would be advantageous to a school principal, whose role has been identified as being diverse, complex and multifaceted, requiring both hard and soft management practices through diverse skills.

3.2.3 Gender and the principalship

Tetenbaum and Mulkeen (1987:12) state that women managers manifest many of the characteristics and competencies deemed desirable within the current school principal paradigm. Sagaria (1985:28) maintains that women and men possess similar management skills, and require similar management training to meet the requirements of their positions. However, Shakeshaft (1986a:117) states that although the activities which men and women are expected to perform in the principalship are essentially the same, gender differences occur in the way in which these tasks are performed.

The *status quo* of under-representation of women in educational management has underscored research attempts to draw comparisons between the effectivity of males and females in the principalship. There have been numerous attempts to establish any differences in the ways in which men and women principals manage their schools. General conclusions include the fact that women perform as well, capably and effectively, if not more so, than men in the principalship (Biklen, 1980:10, Shakeshaft,1987c:168, Ortiz & Marshall, 1987:18, Schneider, 1988:2). It is however clear that significant gender differences do exist in how male and female principals view and conduct their roles in education (Brubaker & Simon, 1987:77).

A review of the research indicates the following differences between men and women in the principalship (Gross & Trask, 1976:218, Frasher & Frasher, 1979:2-9, Charters & Jovick, 1981:307-331, Stockard & Johnson, 1981:246-247, Berman, 1982:1-7, Grimes & Sloan, 1984:317-330, Shakeshaft, 1986a:121, Ortiz & Marshall, 1987:21, Shakeshaft, 1987c:166-190, Tetenbaum & Mulkeen, 1987:12, Norris, 1987b:40, Brubaker & Simon, 1987:76-77, Schneider, 1988:2, Weightman, 1989:121):

- women have a stronger commitment to education as a profession than men
- women have a stronger commitment to the principalship, being more content to view the position as a final step in their career, and having lower aspiration levels for any further promotion
- women possess more teaching experience than men, have more knowledge of instructional processes, and concern themselves more deeply with instructional leadership
- women have more "cross-school skills" through a greater variety of tasks and roles in pre-promotion experience than men
- women interact more intensely with higher authority, staff, pupils and the community
- women engage in more personal communication with their superiors, staff and pupils

- women have a more participatory (democratic) and collaborative decision making style
- women attach greater importance to administrative tasks
- women are rated higher concerning their administrative practices by both superiors and teachers
- women institute a more orderly, safer and quieter school climate, which is more conducive to learning, and has a higher pupil, staff and parent morale
- women are more influential in the educational affairs of a school
- women are especially skilled in areas culturally stereotyped as being feminine such as greater concern for the social and emotional development of pupils
- women exert greater control over their teachers' professional activities, maintain a more closely knit organization and their staffs have a higher job satisfaction
- women are more effective at resolving conflict
- women place more emphasis on pupil and staff achievement
- women operate on a more personal level with the entire school community
- the calibre of performance of both teachers and pupils in schools managed by women is of a higher quality
- women express a stronger sense of mission and vision
- women are more oriented toward a right-brain/whole brain cognitive functioning of the brain related to management
- women view the role of a principal as being that of curriculum leader with its associated broad connotation, as opposed to being an administrator and instructional leader.

Ford and Millward (1987:6) compared scores of men and women assessed on 12 generic management skill areas in a principal's assessment centre. They reported that females scored significantly higher than males on six of the skill areas, and equally on the other six areas as indicated in *Figure 3.7 (Ibid.)*.

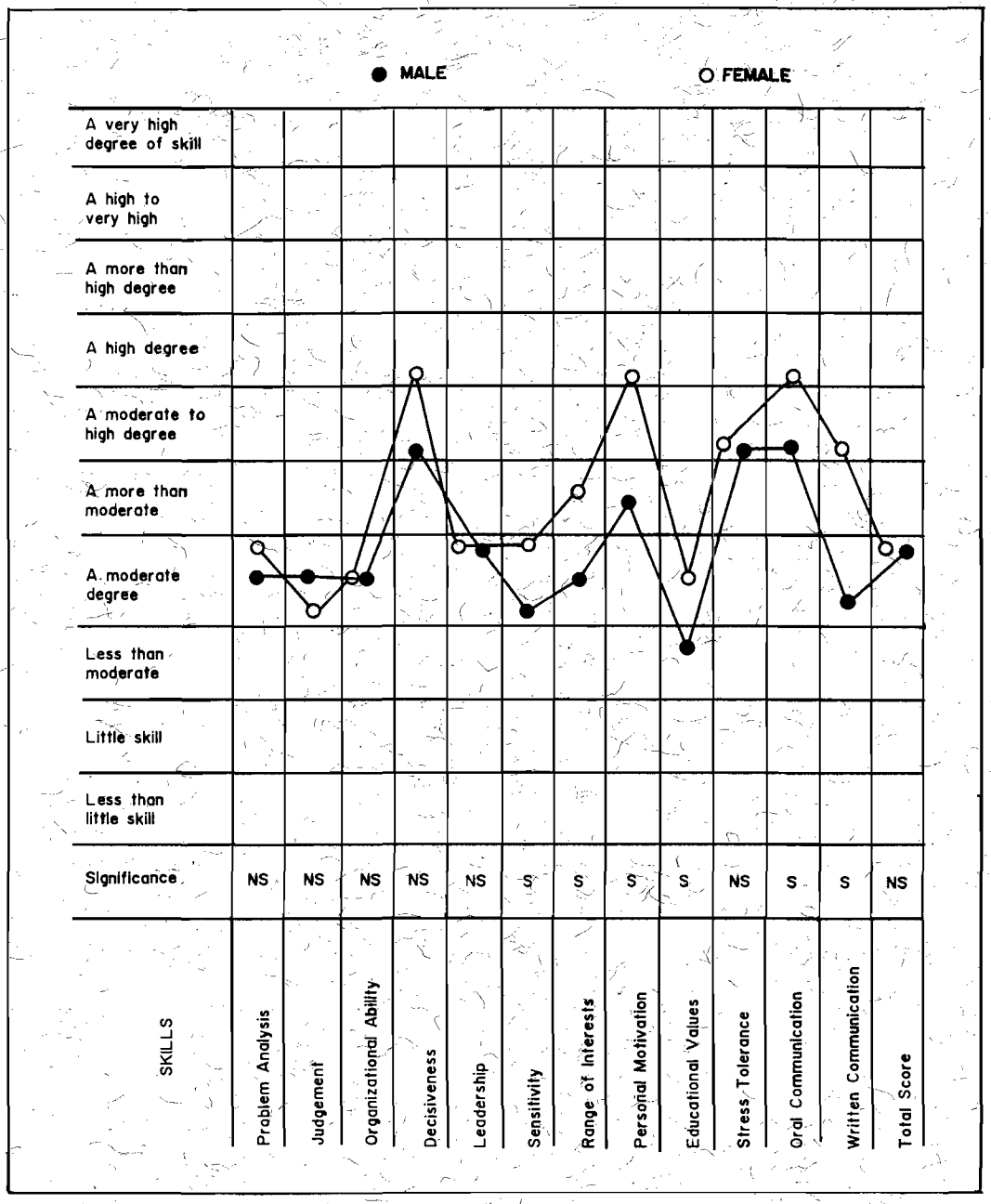

Figure 3.7

A comparison of male and female scores across 12 management skill areas

Their findings show that women *(Ibid.)*:

- are more sensitive to individuals and groups
- tend to have wider ranges of interest
- are more motivated toward administrative goals
- are better able to articulate their educational values
- are more effective in communication skills.

It must be stated that limited research exists concerning gender differences in the principalship, and therefore the validity and reliability of the available research is in question (Charters & Jovick, 1981:307, Shakeshaft 1987c:169). The two groups (male and female principals) may not be similar due to factors such as the low numbers of women in management who have reached these positions against great odds, and differences in the calibre of men and women teachers (Shakeshaft, 1987c:169). Token women are also likely to be exceptional due to the low numbers of women who attain principal positions (Adkison, 1981:327).

Furthermore, Shakeshaft (1986b:3-5) states that women in educational management function from within a **female world** which provides them with experiences and approaches that are different from those of men. She conceptualizes female managers' work behaviour in schools as having the following characteristics:

- relationships with others are central to all actions of women managers
- teaching and learning are the major focus of women managers
- building community is an essential part of a woman's management style
- marginality overlays the daily work-life of the woman manager, and token status places her on display at all times.

Much of this typical female manager's behaviour correlates with the differences found between men and women in the principalship. The

differences found also indicate that women tend to incorporate more of the so-called soft management practices (cf. *Par. 3.2.2.4)*.

A study of the above differences indicates that although the role and skills involved in the principalship remain basically the same, there is a tendency for males and females to perform differently. It is also apparent that women possess the skills (Ford & Millward, 1987:7), and function at least effectively in the principalship, but differently from their male colleagues. Furthermore, if the role and skills of effective principals (cf. *Par. 3.2.2.1-3.2.2.2)* and the gender differences indicated above are considered, it seems as if women are ideally suited for management positions in today's schools.

3.2.4 Summary and conclusions

In this overview of the nature of the contemporary effective school principalship, elements of wide-ranging diversity have been identified. The role of a principal is found to be that of **principal-as-leader,** consisting of various characteristics which require a variety of role-specific and generic management skills. The competency level of a principal in his or her role determines the effectivity of the principal. Current emphasis on excellence places a focus not only on quantitative, but also on qualitative aspects of the principalship. This qualitative excellence is underscored by a balance between hard and soft management practice, and the use of a more androgynous management style. Furthermore, significant findings regarding gender differences in principal performance indicate that women function as effectively, but differently from their male colleagues.

A major conclusion which may be drawn from this research is that the roles, tasks and functions of the school principal are **gender-free.** The person occupying the principalship requires unique skills to function effectively in the diverse roles, but these roles and skills are not determined by gender. Gender does, however, play a role in the specific application and use of skills in the various roles. Men and women make different and unique use of the various skills, and thereby approach their principal-as-leader role with different and unique styles. It may therefore be concluded that the principalship is a position which may be held successfully, yet executed differently, by both men and women.

Furthermore, various dimensions of management associated with the principalship may be viewed as exerting an influence on new directions in educational management, and thereby also an influence on the nature of educational management training. The emphasis on effectivity and excellence has given rise to the identification of the need for a greater **balance** in various management dimensions as set out in *Figure 3.8*. A contemporary principal is viewed as requiring a balance between the masculine and feminine skills present in an androgynous approach to management, a balance between the dualisms of hard/soft management practice, bureaucratic/individual organizational dimensions, and the left/right brain cognitive styles of managers, thereby facilitating a wider range of skills for the principal's complex task.

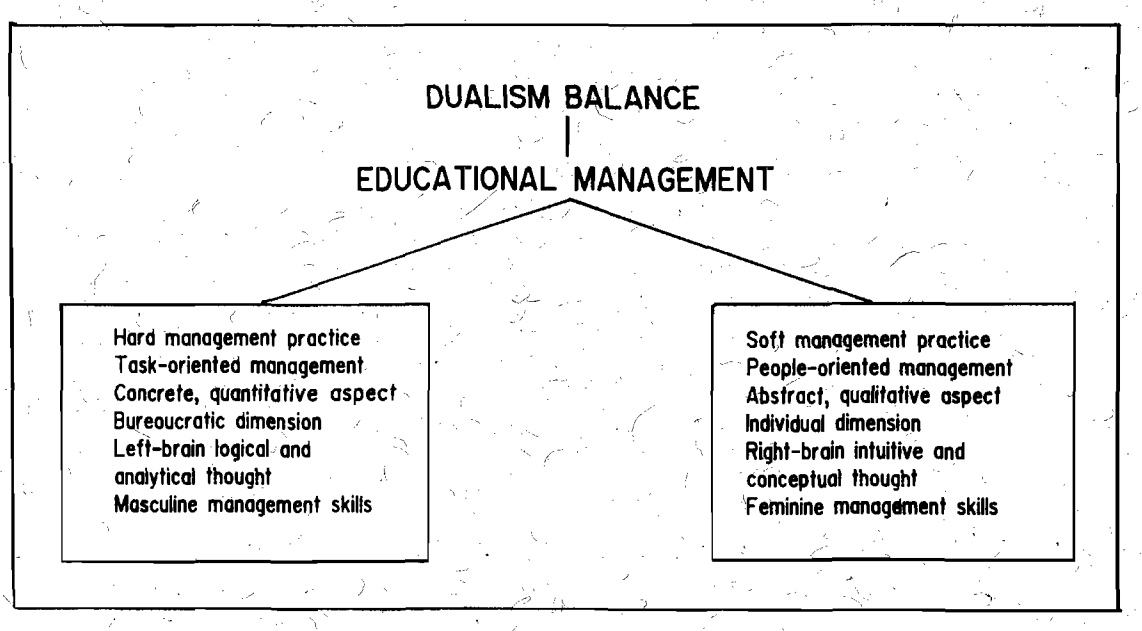

Figure 3.8

Management dimensions: dualism balance

This balance of various educational management dimensions will inherently affect the way in which a principal functions in his or her executive position in the school. This balance will also inherently affect the nature and essence of

any training or development programme designed to provide in the needs of the men and women principals of today and the future. There is, however, a current tendency in educational management development programmes to include methods and content to facilitate development of skills required not only for effectiveness in the principalship, but also for the deepening quality associated with excellence (cf. *Par. 3.3.3).*

The following specific conclusions relevant to the aims of this research may be drawn from this brief exposition of various facets of the contemporary principalship:

- the contemporary principal cannot be viewed solely as a head teacher requiring skills associated more with the position of teacher than with the position of manager

- the position of a contemporary principal is highly complex and specialized in nature

- the principal-as-leader of contemporary schools has diverse roles within his or her portfolio, requiring a variety of specific management skills

- a contemporary principal requires specific training in the management skills required for effective funtioning in the role of principal-as-leader

- recent research has focused on the roles, characteristics and skills which are deemed to be critical to effective performance in the principalship

- any training for the principalship should include training in the specific management skills required for effective functioning according to contemporary needs

- a search for excellence in the principalship has underscored current emphasis on quality as opposed to quantity regarding various dimensions of the position

- a balance between hard and soft management practice is essential for excellence in the principalship

- both sterotypical masculine and feminine management skills are advantageous to contemporary school principals in the performance of their diverse roles
- both men and women function effectively in the principalship, requiring the same skills
- men and women apply the essential management skills differently in the principalship
- both men and women should be trained for the principalship, and training should make provision for the unique application of management skills by both men and women.

The gender-free position of a contemporary secondary school principal should therefore form the basis of any provision of training for men and women aspiring to the position. The specific, yet diverse nature of the principal's role, and the associated skills required for effective performance in the role, should be reflected in the mission, aims and content of training programmes for educational management development. The specific training needs of women in the principalship should also be considered and included in current training programmes.

An exposition of current training programmes for the development of educational managers, with special reference to the training of women is given in *Paragraph 3.3.*

3.3 EDUCATIONAL MANAGEMENT TRAINING PROGRAMMES

3.3.1 Orientation

There is at present a worldwide consensus that school principals require specialized training in educational management (Van der Westhuizen, 1987b:14). However, a lack of consensus is evident regarding the nature and essence of this training. This may be seen in the diverse approaches to

educational management training as displayed by the wide range of institutions offering a variety of training programmes (cf. *Par. 3.3.4-3.3.5).*

The *National Commission on Excellence in Educational Administration* (University Council for Educational Administration, 1987:xvi-xvii) confirms the diversity and lack of consensus in the provision of educational management training by highlighting the following current problem areas:

- lack of definition of good educational leadership
- lack of leader recruitment programmes in schools
- lack of systematic professional development for school managers
- lack of quality candidates for preparation programmes
- lack of preparation programmes relevant to the job demands
- lack of sequence, modern content and clinical experience in preparation programmes
- lack of licensure systems which promote excellence
- lack of a national sense of cooperation in preparing school leaders
- discouraging lack of women in the field.

Regarding this last point, there is a further lack of consensus. It has been established that both men and women function effectively, yet with unique differences in the principalship (cf. *Par. 3.2.3).* Therefore both men and women should be prepared for this task and equipped with the necessary expertise. Opinions vacillate between the use of dual-sex programmes, where gender does not seem to play a major role, and the use of single-sex programmes designed specifically for women. The particular problems which women experience in educational management (cf. *Chapter 2)* compound the training issue.

Amidst this confusion there is, however, a general consensus that the professional and academic development of educational managers is essential

(Van der Westhuizen, 1986b:4), and that this should constitute an integral component of their professional careers (University Council for Educational Administration, 1987:xiii).

The professional career of a secondary school principal traditionally has its origin in the classroom, where teaching is the major concern. It is usually from this position in the educational hierarchy that promotion occurs, with an increase in management-associated tasks, and a decrease in teaching-associated tasks as the person moves upward in the hierarchy (Van der Westhuizen, 1986b:3). Educational management training opportunities usually occur while the person is in the service of the education profession, whether in a teaching or a managing capacity, or whether in a teaching/managing transition period within the hierarchical structure of the profession (cf. *Par. 1.5)*. This causes conflicting use of the terms **in-service** and **pre-service** associated with the provision of educational management training for school principals. For example, Daresh (1988a:1-24, 1988b:1-14) makes alternate use of these terms when referring to current preparation programmes for educational managers. **In-service** training is applicable to programmes presented while the person is in the service of the education profession, but not in a management position, and more specifically, to programmes presented to persons actually holding an educational management position. **Pre-service** training is applicable to a person who is not yet in a management position, whether that person is already in the service of the education profession or not. To avoid confusion, the programmes reviewed in this research are referred to as in-service programmes, whether presented to a person aspiring to management positions, or to persons already in management positions.

A major reason for the use of this term may be found in the presupposition that all educational management training programmes contribute in some way to the total educational management development of a person, whether presented before a person is promoted to a management position, or while a person is in a management position. This development is viewed as a long term process occurring on a continuum throughout the education career of a person (cf. *Par. 1.7.2)*, whether the person is aspiring to, or already in the principal position. Van der Westhuizen (1989c:3) defines management

development as a dynamic, integrated and continuous activity over a long period of time wherein provision is made for the development of the management actions and skills of educational leaders for the fulfilment of an effective educational career.

In-service training programmes are reviewed to ascertain the nature of current provision for educational management development. The programmes are researched within the criteria stated in *Paragraph 3.3.3*, according to the dimensions of contemporary effective principalship (cf. *Par. 3.2)*, and within a broad classification of dual-sex and single-sex training programmes, as given in *Paragraph 3.3.3*. Special reference is made to any issues which affect or facilitate the training of women for management positions in education.

Qualification for the principalship therefore underscores the research in *Paragraph 3.3*. This qualification is often associated with certification and with educational management development policies, a brief exposition of which is given in *Paragraph 3.3.2*.

3.3.2 Certification for the principalship and policies for educational management development

There is currently a lack of a standardized certification or licensure policy for persons entering the principalship, and also a lack of standardized training requirements for the position of school principal (University Council for Educational Administration, 1987:xvi-xvii). Cooperman and Klagholz (1987:11) state that the principalship has evolved very gradually from being viewed solely as a head teacher position which required teaching qualifications, to being recognized as a separate and distinct management position, requiring distinct management training. Van der Westhuizen (1988:378) states that the present concern is not whether a principal has a management task, but whether the principal is adequately equipped for his or her management work.

Certification or licensing for entry level into the principalship in the three countries in this study differs. Management certification for the principalship

in the **USA** is currently receiving increased attention, although "no true licensing system" exists as yet (Cooperman & Klagholz, 1987:8). It is proposed that, by 1990, all the states of America will expect management qualifications or training (Van der Westhuizen, 1988:378). Variations in the current requirements differ from state to state, and include academic degrees in leadership/management, written examinations, previous management experience mainly in the form of an internship, assessment of management potential, and the mastering of identified management skills (Cooperman & Klagholz, 1987:11, Van der Westhuizen, 1988:378). Since 1983, many states have imposed requirements for principals to complete a certain number of management training courses over a period of years (Hallinger & Wimpelberg, 1989:2). Many of these courses lead to the attainment of credits, certificates, diplomas, licences or stamps of approval from a variety of institutions (Cooper & Boyd, 1987:20). A system of *Continuing Education Units* (CEU) has also been in operation in the USA since 1970, and forms a measure for non-credit continuing educational experiences used by public and private educational institutions (National Association of Secondary School Principals, 1988a:5). One CEU is defined as 10 contact hours of participation in an organized continuing education experience. For example, participants in the *National Association of Secondary School Principals'* (NASSP) training programmes are awarded an appropriate number of *Continuing Education Units* which facilitate a record of individual accomplishments in educational management training *(Ibid.)*. In some states the choice of courses is left to the discretion of the individual, whereas in other states, participation in selected training programmes has been mandated as a means of ensuring management competence (Hallinger & Wimpelberg, 1989:2). Although variations exist, Daresh (1988a:9) states that the completion of between six and 15 courses in educational management at post-baccalaureate level, and a minimum of three years of teaching experience are usually required before entrance into educational management positions in the USA.

In the **UK,** no management qualifications are currently required for the position of headteacher (Bolam, 1988:3). Principals are selected on the basis of previous experience in the education profession and on performance during an interview *(Ibid.)*. Field (1985:322) states that the need for specific

management training for principals was officially recognized at government level in 1983 in the UK, with the consequent creation of a three-tier structure for the provision of management training (cf. *Par. 3.3.4.3.6)*. Participation in educational management training courses remains the choice of the individual.

Van der Westhuizen (1988:378-379) states that the need for management training is currently being realized by school staff members in the **RSA,** and that training is being provided by a number of tertiary education institutions. However, no management certification is currently required for the principalship. Selection for the principal position occurs on principles similar to those applicable in the UK, and participation in management training courses is entirely the choice of the individual.

Certification for the principalship implies that criteria or a policy concerning the type of management training required should be formulated. This would lead to a standardization of the provision of training, and thereby affect the nature of management training for the principalship. The situation is different in each of the three countries of this study regarding a national policy for educational management training.

Policies for educational management training are the concern of each state in the **USA,** and no national policy exists (Van der Westhuizen, 1988:381). The *American Association of School Principals* (AASA) has developed a set of standards, guidelines, and expectations for both pre-service and in-service training activities for school managers (Hoyle, 1987:85-86). These guidelines have been used in both the certification process and in the establishment of certain standards in various educational management training programmes in the USA, and have been presented to the *National Council for the Accreditation of Teacher Education* (NCATE) *(Ibid.)*. The AASA Guidelines were designed to be applicable to all management development programmes, regardless of size, type of programme and type of certification or degree offered. The guidelines are organized into the following three major sections *(Ibid.:87-92)*:

- **leadership outcome goals**

  programmes must prepare school leaders who will understand the theoretical foundations and demonstrate the application of each of the following goal areas:

  - positive learning environment
  - community support for education
  - effective curriculum
  - effective instruction
  - monitoring and evaluation
  - system and facility management
  - research based problem solving and planning

- **competencies and skills for achieving goals**

  - designing, implementing and evaluating a school climate improvement plan
  - application of political skills
  - developing an effective school curriculum
  - planning and implementing an instructional management system
  - designing staff development and evaluation systems
  - allocating resources
  - conducting research and use of research findings

- **programme delivery components**

  - management system components: diagnostic, design, instructional, resource, and programme evaluation capabilities
  - content components, including a core of theory, technical practice, behavioural and social science foundations of education, research, advanced technologies, ethical principles
  - clinical components, including campus-based and field-based clinical experiences
  - professionalization renewal components.

If compared with the current requirements of effective principalship as identified in *Paragraph 3.2*, an educational management training programme

established along these guidelines would seem to suffice for the needs of an effective school manager for today's schools. However, Campbell *et al.* (1987:175) view the movement toward standardization of management training in the USA as a mixed blessing, in that more uniform professional standards are being introduced at the cost of more bureaucratic control.

In the **UK,** a government initiative was undertaken in 1983 in the form of a *National Development Centre for School Management Training* to improve the quality of educational management training (Bolam, 1988:5). There is, however, at this stage, no national policy for a coherent approach to management training in the UK (Wallace, 1988:29).

There is no national policy for educational management development in the *Department of Education and Culture* (white education) in the **RSA** (Van der Westhuizen, 1988:382). Departmental policies at provincial level make provision for short orientation courses for new principals and occasional syposiums for school principals within this department. A national management development policy has been instituted by the *Department of Education and Training* (black education), which includes a specially designed Top-Down training programme estimated to reach 14 000 educational managers in black education by 1990 *(Ibid.:381).* Van der Westhuizen (1988:382) states that urgent attention should be paid to the development of a national educational management policy for the RSA.

The lack of standardized certification requirements, as well as the lack of standardized educational management development policies, is reflected in the profusion and diversity of educational management training programmes currently provided in the USA, UK and RSA (cf. *Par. 3.3.4-3.3.5).* A classification of these programmes is given in *Paragraph 3.3.3.*

3.3.3 Classification of educational management training programmes

Campbell *et al.* (1987:211) maintain that educational management is a "complex arena", concerned with both thought and practice, and dealing with both the extension of knowledge and the improvement of practice. This quest for knowledge and practice in educational management has led to the institution of **traditional** training programmes specifically designed to equip

school managers for their task. Cooper and Boyd (1987:3) state that a nearly universal **traditional** model, or "One Best Model" for the training of school managers has evolved, consisting mainly of university graduate training which offers "a broader view of education systems, familiarity with a body of knowledge . . .and an introduction to an array of conceptual, technical and human relations skills". This training approach is also referred to as **academic** training (Daresh, 1988a:9). According to Murphy and Hallinger (1987a:xii-xiii), the identification of critical shortcomings in this so-called traditional or academic training, various reform movements, and developments in the research on effective schools has resulted in a new movement in management training. Hallinger and Wimpelberg (1989:2) refer to the new movement in training programmes as consisting of **emergent,** as opposed to the **traditional academic** programmes. The **emergent** programmes are characterized by alternative content and method, and variations in assumptions regarding the role of school managers (Murphy & Hallinger, 1987a:xiii).

Daresh (1988c:1-2) classifies current training into the following five generic models:

- traditional credit courses offered by universities and colleges
- institutes in the form of short-term workshops and seminars sponsored by professional associations
- institutes sponsored by state education authorities
- academies offering formal systematic training courses similar to traditional academic training as provided by schools and school districts
- informal networking for personal and professional development.

A further classification is found within the *Tri-Dimensional Model of Administrator Preparation* as proposed by Daresh (1988a:6-24). Training is divided into the following three categories:

- academic preparation in the form of university-based management courses which may or may not be applied to advanced post-graduate degrees

- field-based programmes consisting of experiential learning in the form of internships, planned field experiences and other forms of practica

- professional formation consisting of mentoring, personal reflection, personal platform development, understanding of interpersonal styles, and personal professional development.

The programmes reviewed in *Paragraphs 3.3.4* and *3.3.5* reveal various factors according to which further classifications may be made:

- time in career:
  * pre-service programmes or basic management training
  * in-service programmes or management development

- duration:
  * short training programmes
  * longer development programmes

- gender:
  * dual-sex programmes
  * single-sex programmes

- source:
  * programmes presented by academic institutions
  * programmes presented by non-academic organizations

- qualifications:
  * programmes resulting in academic qualifications
  * programmes resulting in non-academic qualifications

- programme content:	* programmes emphasizing generic skill development * programmes emphasizing role-specific skill development
- nature of programme:	* individualized programmes designed to meet the specific needs of an individual * generalized programmes designed to meet the general needs of a group
- aim of programme:	* programmes with short-term goals to supply more specific training in identified areas * programmes with long-term goals to supply in general development needs
- structure of programme:	* formal, highly-structured programmes * informal, loosely-structured programmes
- nature of development:	* programmes designed for self-development * programmes designed for guided development
- content emphasis:	* emphasis on theoretical components * emphasis on practical components.

Most current training programmes may be classified according to more than one of the factors identified. Furthermore, many of these factors may be grouped within the following continuums of criteria (adapted from Hallinger & Wimpelberg, 1989:1-11):

- determinants of programme goals and content, which range from being the responsibility of either specific states, specific training institutions, various groups, or individuals

- curricular content, which ranges from being social and behavioural science theory-based, to being derived from practice-oriented effectiveness research, management skill packages and from individualized reflective insight

- motivators for programme participation, which range from the individualized need for professional development, to the needs of meeting professional norms, certification requirements, and/or state or district mandated participation

- modes of content delivery, which range from being the responsibility of university professors, programmatic experts, and both past and present skilled practitioners.

For the specific purpose of identifying programmes which provide in the training and development needs of women it was decided to subsume a review of major current training programmes under a general classification of **dual-sex** and **single-sex** programmes, as stipulated in *Figure 3.9:*

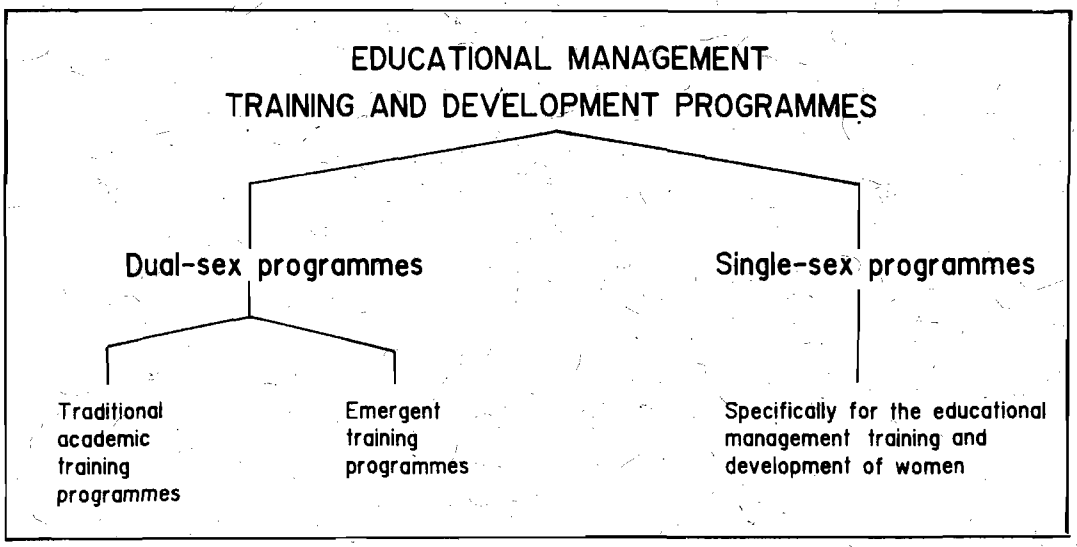

Figure 3.9

Classification of educational management training programmes

This **dual-sex** and **single-sex** programme dichotomy is used to facilitate a review of the current contribution of educational management training toward the professional development of effective school principals. Current trends and variations concerning gender issues in the traditional and emergent dual-sex programmes and in the single-sex programmes, are identified from both the literature and from the empirical study data. The underlying mission, goals, basic content and methods are highlighted in the various programmes in order to ascertain the value of current training for women in educational management.

A review of the dual-sex programmes is given in the *Paragraph 3.3.4*, and an exposition of the single-sex programmes designed specifically for women is given in *Paragraph 3.3.5*.

3.3.4 Dual-sex training programmes

3.3.4.1 Orientation

Most educational management training programmes are dual-sex in nature and therefore gender-free, being presented to heterogeneous groups of persons aspiring to, or in management positions in education. There is, however, limited research on gender within dual-sex training concerning issues such as the participation of women in these programmes, programme content relating to gender matters, and the provision of any specific training which may suffice for any specific needs of women concerning management.

A review of programmes which may be classified as **dual-sex** in nature is conducted within a general dichotomy as identified in *Paragraph 3.3.3*. This dichotomy consists of the **traditional academic training programmes** presented mainly by universities and colleges offering post-graduate degrees in educational management, and the so-called **emergent** training programmes presented by a variety of institutions and offering a variety of qualifications. These two groups of training programmes are researched separately in order to ascertain the nature and extent of the gender issues stated above in each of the programme types. A synopsis of dual-sex educational management training, highlighting any salient issues for women, concludes this section.

Although the various dual-sex programmes are reviewed separately, it must be stated that much overlapping of interests in the provision and type of training required may be seen from the current variety of institutions functioning in this field. Furthermore, there is evidence of a current move toward a more holistic and integrated approach to training (Cooper & Boyd, 1987:16, McMahon, 1988:31, Daresh, 1988a:6, Hallinger & Wimpelberg, 1989:4). An example of this innovative collaborative approach to training is the *Danforth Foundation Principals' Preparation Program* currently in operation under the auspices of eight universities in the USA (Daresh, 1988a:19-20).

3.3.4.2 Traditional academic training programmes

3.3.4.2.1 Orientation

Daresh (1988a:9) states that the traditional academic approach to educational management training has placed great emphasis on the acquisition of knowledge concerning management tasks and responsibilities. Campbell *et al.* (1987:171) maintain that academic training programmmes in educational management have constituted a "crucial link between theoretical development and field application". Cooper and Boyd (1987:3) state that academic training programmes form a **one best model,** with characteristics of being state-controlled, closed to non-teachers, university-based, credit-driven and certification-bound.

In an extensive review of the educational management field conducted by Campbell *et al.* (1987:210), a current state of turmoil was found. There is a struggle concerning ambiguity of purpose, fragmentation among scholars, and current public expectation that management behaviour should improve instructional outcomes in the field of training educational managers.

3.3.4.2.2 Mission and goals of traditional academic training programmes

According to Daresh (1988a:9), an underlying mission of traditional academic training programmes is the development of a "conceptual appreciation and understanding of a complex and often ambiguous field of study". This training therefore enables individuals to comprehend basic facts, terms, and

issues in a variety of sub-elements of educational management through a sound knowledge base of the field *(Ibid.)*. Campbell *et al.* (1987:171) maintain that the aims of traditional academic training programmes have oscillated between **preparing the person** and **preparing for the role.** Accent on the **person** is found in aims to develop intellectual capacity, educational philosophy, and cultural awareness based on the acquisition of knowledge and self-understanding. Emphasis on the **role** lies in the aim to shape the person to fit the role, where an understanding of the job and an acquisition of essential skills underscore the mission of the programme *(Ibid.)*. Campbell *et al.* (1987:172) state that assumptions about these main aims determine the content and design of traditional academic training programmes. A broad historical and philosophical curriculum, emphasizing the role and nature of management, philosophy of education, and a broad understanding of societal issues and values, underscores proponents of emphasis on the **person.** In contrast, the social sciences behavioural research and role theory with the associated competency development constitute the basis of training which emphasizes preparation for the **role** *(Ibid.)*.

3.3.4.2.3 Content of academic training programmes

The first university degrees in educational management were offered in the late 1800's, and various stages in academic training programmes have been identified since that time (Cooper & Boyd, 1987:8-9). These stages show a change of emphasis in content for the preparation of the educational manager as a scholarly educational leader, through phases of business manager, school executive, and social agent and statesman *(Ibid.)*. Currently, the emphasis is on the school manager as a behavioural or applied social scientist, with programme content concentrating on management, organizational and leadership theory (Greenfield, 1986:15, Cooper & Boyd, 1987:8-9).

Future directions in academic training programme content are being proposed by various researchers, for example, Greenfield (1975), Griffiths (1979), Hodgkinson (1983) and Bates (1985), from within their particular philosophical paradigms. Campbell *et al.* (1987:210) state that challenges are being offered tot the current social sciences paradigm in educational management, with

new paradigms being proposed for both thought and practice which vacillate between naturalistic and scientific philosophies and a balance between them. For example, Greenfield (1986:14-16) challenges the assumptions of social science research and the applicability of scientific theory to human organizations. He proposes training programmes based on a phenomenological approach, which presupposes giving a deeper insight to managers through studying and reflecting on the realities faced by practising managers *(Ibid.: 20)*. Counter-arguments have been proposed by researchers functioning within various philosophical frameworks (Campbell *et al.* 1987:190). Van der Westhuizen (1987a:257-263), for instance, challenges Greenfield for absolutizing one aspect of reality, and proposes instead a more balanced scriptural view of the onticity of educational management. The effects of current methodological debates are yet to be manifested in academic training programmes for educational management.

Campbell *et al.* (1987:190) maintain that the *status quo* in academic training programme content, although still fragmented, reveals a greater balance between the "atomization" and "bifurcation" brought about by reality-based and competency-based training material pertaining to increased task specialization, and, on the other hand, the "enduring, reflective, socially conscious aims" of educational management training. However, educational management training programmes at universities may vary in their mission and goals (cf. *Par. 3.3.4.2.2)*, and this may cause variations in the content of the programme.

Current academic training programme content in the **USA** may be typified as focusing on the study of management, leadership and supervision, including an introduction to legal aspects, politics, negotiation, finance and budgeting, and research methods (Cooper & Boyd, 1987:4). Although emphasis on various content issues differs from university to university, methods of presentation have been similar, with theory-based and reality-based methods competing for time and resources (Campbell *et al.*, 1987:187).

An example of the tendency in academic training programme content currently presented in the **UK** may be seen in the aims and content of a

Magister Artium Educational Administration degree offered at the *Institute of Education, University of London* (University of London, 1987:143, University of London, 1988:6):

Aims (Academic and Professional):

- to give persons in the education service a mastery of theoretical disciplines in educational administration
- to prepare persons in the education service for advancement in their professional careers by developing their administrative insights and, indirectly, their management potential.

Content:

> Administrative and organization theory, management of change, resource management, values and relationships in management, school organization and management, control of education, policy making, finance, research methodology.

If compared with similar degrees presented at the *University of Birmingham* in the UK, for example, other facets of course content are found, such as leadership roles, staff development, and legal aspects (University of Birmingham, 1988:3).

The degree courses in educational management currently presented in the **RSA** reflect course content similar to that found in the USA and UK. For example, a *Baccalaureus Educationis* degree, which is a fifth study year following an initial academic degree and professional training for teaching offered at the *Potchefstroom University for Christian Higher Education* has the following optional components for specialization in educational management (PU vir CHO, 1989:E131-132):

- Educational management perspective:

  Educational administration; general management approach since 1900; development of educational management and the founding of educational

management as a science; various approaches to educational management, including system, decision making, organizational, social and role approaches; use of a management grid in education for identification of management styles; educational law emphasizing pedagogical-juridical aspects; a fundamental evaluation of various educational management approaches.

- Educational management tasks:

  General introduction and fundamentals of management; planning, including determining of aims and goals, policy making, decision making and problem solving; organizing, including structuring, delegating and co-ordinating; guiding, including motivating and communicating; controlling, including methods and means; a fundamental evaluation of the various management tasks.

- Educational management areas:

  Staff management, including provision, incorporation, evaluation and development; management of pupil activity, including pupil leaders; physical facilities; financial management by means of the various management tasks; information systems, including implementation of the micro computer as administrative management system; school-community relations; classroom management, including the relationship between management and teaching actions.

This specialization area forms the basis for a *Magister Educationis* degree, or sixth year of study, which may consist of either a structured course with formal written examinations and a short dissertation, or a longer dissertation in a specific specialization area of the student's choice. This may be followed by a seventh study year for the degree *Doctor Educationis*, which requires a thesis in the educational management field *(Ibid.:E60-61)*.

Although differences in course content may occur in the variety of academic degrees offered in the various countries, the interpretation of the field of study is similar, and the emphasis in academic training is placed on a broadly-based theoretical foundation.

3.3.4.2.4 Gender issues in academic training programmes

The progression of research on women in educational management is reported in *Paragraph 2.6.4.* This research has formed a body of knowledge concerning the *status quo*, historical trends, factors underlying the low representation and possible solutions for women in educational management. This body of knowledge concerning women is included in academic training programmes in varying degrees in the USA and UK (cf. *Table 2.5*). In the RSA, there is no inclusion of theory concerning women in educational management, apart from a very recent innovation in the master's degree course in educational management at the *Potchefstroom University for Christian Higher Education* where certain issues concerning women in educational management were addressed during a seminar in 1989 (Greyvenstein, 1989:1-44).

According to the research reported in *Paragraph 2.6.4*, the following trends specifically concerning a variety of gender issues in academic training programmes are indicated:

- the theory of educational management as presented in academic training courses is viewed as being based mainly on a "male model" of management, and women's issues are studied mainly from a deficiency perspective, or from a "deviation from the male norm" perspective

- there is consensus that theory concerning women in educational management should be included in academic training programmes

- there is currently an awareness of a possible reconceptualization of theory in educational management to include a female perspective

- a substantial body of research on various aspects of women in educational management has evolved during the past two decades, which could form the basis of a theoretical paradigm within which a female perspective could be formulated and studied

- women in university faculty positions in educational management are seen to contribute positively toward the issue of women in educational management in a variety of ways

- there is an awareness of the need to include increasing numbers of women in university faculty positions in educational management.

The respondents in the empirical study were requested to indicate the **approximate percentage of male and female students** currently enrolled in the masters' and doctors' degree academic training programmes at their respective institutions (cf. *Addendum A: C9).* These data are reflected in *Table 3.1.*

Country	**Master's degree**		**Doctor's degree**	
	Males	Females	Males	Females
USA	50%	50%	60%	40%
UK	65%	35%	84%	16%
RSA	83%	17%	90%	10%

Table 3.1

Approximate percentage of male and female students in masters' and doctors' degree programmes in USA, UK and RSA in 1988

The respondents indicated a more equal male/female ratio of students in the USA at doctors' and masters' degree levels than in the UK or RSA. Due to non-comparable course specifications at honour's degree level, data from the RSA only were available, where the respondents indicated that 24,7% of the current student enrolment is female.

Responses regarding whether there had been an **increase** in the enrolment of **female students** in postgraduate courses in educational management during the past decade (cf. *Addendum A:* C12) indicated that 62% of the respondents were aware of a marked increase, and 38% were aware of a slight increase.

A strong trend was evident among respondents in the USA for the active **recruitment** of female students for educational management academic training

programmes (cf. *Addendum A:* C10). This trend was only slightly evident among respondents in the UK, and was non-existent in the RSA.

The respondents from the USA and UK indicated that this **recruitment effort** consists of one or more of the following (cf. *Addendum A:* C10):

- insistence of a male/female balance in the awarding of fellowships
- talking to groups of potential female students
- encouragement during tutorial sessions to register for a higher degree
- advertising, with emphasis that women are welcome
- presentation of short courses which encourage women to enrol for further qualifications
- presentation of short management courses
- talks at local women educators' groups
- letters of invitation to women
- publication of sex equity policy regarding programmes
- talks at educational management conferences
- equity awareness in general recruitment
- encouragement of promising women
- constant contact with women graduates
- contact with local superintendent
- identification by local assessment centre
- career planning and promotion by a *Centre for Continuing Education of Women* at a university
- special financial assistance for women allocated by the government

- active recruitment by faculty members
- information brochures directed at women.

A further question posed to the respondents relates to the inclusion of **educational management** theory and practical skills during pre-service/pre-graduate or **initial teacher training** at university level (cf. *Addendum A: C13-14).* The respondents indicated that limited management theory, presented mainly in a form applicable to the specific task of the teacher, is included at this level. Little or no practical training in management skills was indicated.

Responses to a question on the effect of a **management training programme** on the career aspirations of women, if it were included **in the initial teacher training phase,** were overwhelmingly positive. In summary, the respondents indicated that this would (cf. *Addendum A: C15):*

- promote management as part of career planning for women
- "normalize" management as an activity of which women are also capable
- positively affect women's aspirations to leadership positions
- raise and broaden career expectations of women
- motivate women to think of a career ladder
- inform women that administration is the highest reward public schools bestow on teachers
- awaken awareness of talent for leadership positions
- increase women's interest in becoming administrators
- increase women's participation in educational management at an earlier age.

According to these responses, it could be postulated that an introduction to the field of educational management during initial teacher training could

create an awareness in women concerning broader horizons than remaining in the classroom throughout their careers. Furthermore, Greyvenstein (1986:95) found that training for management practice applied to classroom teaching lays the foundation for future management practice required in promotion positions. This training could also influence career mapping, and thereby facilitate career planning and the associated qualifications required for management positions. Considering the presupposition that men and women react by means of normal and healthy student competition during this training phase, being relatively free and unaware of gender equity problems in their chosen profession, an introduction to management at this level may assist in the reduction of some of the traditional stereotyped barriers which women experience (cf. *Par. 2.6.5)*.

3.3.4.2.5 Critique of academic training programmes

In the report of the *National Commission on Excellence in Educational Administration* (University Council for Educational Administration, 1987:18-20), it is suggested that school managers need more than the traditional mastery of a body of knowledge presented by traditional academic training programmes. The academic programmes are seen to consist of coursework, periodic examination, and a thesis, designed to prepare researchers, professors and practitioners alike. It is suggested that there should be a greater emphasis on the application of knowledge and skills in clinical situations, rather than in academic situations, especially when preparing practitioners, or school managers *(Ibid.)*. It is also suggested that programmes should rather be designed around the following factors *(Ibid.:19)*:

- the study of management
- the study of the technical core of educational management and the acquisition of vital management skills
- the application of research findings and methods to problems
- supervised practice
- demonstration of competence.

Joyce and Showers (1980:379-385) identify the following major components essential for maximum effectiveness of educational management training programmes:

- presentation of theory
- modelling or skill demonstration
- simulated practice
- structured and open-ended feedback
- coaching for application.

Daresh (1988a:9-10) acknowledges the value of academic training programmes but identifies the following weaknesses:

- academic training programmes are not always tied very directly to the daily practical needs of school managers

- the content of academic training programmes is often based on choices made by university faculty, with little consultation with practitioners in the field

- the instructional mode conventionally used in academic training programmes is the traditional one-way communication lecture method, allowing limited opportunities for experiential learning.

The current criticism of traditional academic training programmes has underscored attempts to "modify the system, to make training more rigorous, more interesting, more enticing, and more integrated with real school problems" (Cooper & Boyd, 1987:22). The planning, designing and delivering of educational management training programmes are becoming more of a collaborative effort between universities and the profession to meet the current needs of school leaders *(Ibid.)*. Evidence of a breakaway from traditional academic training programmes as the only form of qualification for educational managers may be found in the myriad diverse professional training programmes which have been devised in an attempt to provide in the current needs of educational managers (cf. *Par. 3.3.4.1, 3.3.4.3)*.

3.3.4.2.6 Summary and implications for women

Although much criticism has been expressed toward traditional academic training programmes, and many other approaches to the training of school managers have emerged in recent years (cf. *Par. 3.3.4.3)*, traditional academic training programmes remain a prerequisite for the academic preparation of school managers. The particular emphasis on a theoretical foundation remains a priority, assisting in the conceptual development of educational managers, and forming a basis on which the more practically oriented professional preparation programmes can build. Traditional academic training programmes also provide a measure of standardized academic qualification, despite the fact that programme detail, course structure, and accent in content and method may differ at various universities.

Traditional academic training programmes hold certain implications for women in educational management. The gender issues reported in *Paragraph 3.3.4.2.4* reflect a growing awareness of various concerns which affect the training of women. In the USA, there is an active recruitment of female students and faculty members, a higher proportion of women participating in academic training programmes, a greater awareness and inclusion of theoretical course content concerning women (cf. *Par. 3.3.4.2.4)*, and a greater proportion of women reaching management positions in education (cf. *Par. 3.6.3.5)*. By comparison, the UK and RSA trail behind by all counts, with the RSA reflecting the lowest profile on all the variables. This growing awareness and inclusion of women in traditional academic training programmes create a more equitable opportunity and climate for women to prepare themselves for educational management positions.

There is currently a greater awareness of the inclusion of gender-related issues in graduate programmes. Furthermore, the relative participation of women, both as students and as faculty members, in these programmes has increased in recent years, thereby facilitating the academic preparation of more women for management positions.

3.3.4.3 Emergent training programmes for educational management

3.3.4.3.1 Orientation

In the field of educational management, continued professional development "is not an optional benefit, but an absolute necessity" (US Department of Education, 1987:19). This continued professional development constitutes the basic mission of many of the emergent training programmes reviewed in this section. The term **emergent training programmes,** as opposed to **traditional academic training programmes,** is used within the context of this thesis as a broad term to denote training programmes **other than** the traditional degree programmes.

The diversity in mission, content, and institutions presenting these programmes does not lead to simple classification. A common element is, however, present in that the emphasis is placed on a reality-based, practice-oriented approach, in contrast to the mainly theoretical approach of traditional academic training programmes. Crowson and McPherson (1987:57) state that whereas the flow from theory to practice in professions such as medicine and law is a firmly established trait, the education profession is struggling to close the gap between theory and practice. Consideration must, however, be given to the fact that educational management training is usually an in-service (cf. *Par. 3.3.1)* continuing education action, and that this is further compounded by the degree of complexity of the school principalship (cf. *Par. 3.2).* Silver (1987:67) maintains that the basic difficulty in any continuing education lies in the fact that training programmes are usually separate and distinct from the actual working life of the practitioner.

A diversity of emergent training programmes have been designed in an attempt to provide in the needs of educational managers. Many of these programmes are seen to be firmly embedded in educational management theory as propagated by universities, and are often designed and presented by universities, or in collaboration with universities, but their inherent reality-based and practice-oriented nature is evidence of an attempt to bridge the gap between theory and practice. Hallinger and Wimpelberg (1989:2) state that whereas the traditional academic training

programmes emphasize the acquisition of scientific knowlege, the emergent programmes are underscored by missions of professional socialization and skill development.

In order to investigate the wide variety of approaches to educational management presented in the emergent training programmes, certain programmes present in the USA, UK and RSA were chosen for review. Special reference is made to any issues which affect the training of women in each programme type. Thereafter, an overview of certain general and gender-specific trends in emergent training programmes is given according to the opinions and data supplied by the respondents in the empirical study. A critique of emergent training programmes, a brief summary and specific implications for women conclude this review.

3.3.4.3.2 The Principals' Centre

(a) Orientation

Donaldson (1987:41) maintains that most training facilities for principals include activities directed by non-practising "experts" with "packaged" techniques presented as short courses in settings removed from the reality of the school environment. In contrast, a relatively new training phenomenon has been provided in the form of more than 100 principals' centres, academies or institutes, which serve principals in conjunction with universities, professional organizations and state departments of education in the USA (Erlandson, 1987:1), and in Canada, the UK, Australia and Israel (Risan, 1987:101-107).

In less than a decade principals' centres have evolved, displaying a variety of approaches to the professional growth of school managers. The origin of these centres in the USA may be attributed to the focus of the educational reform movement on the significant role of the principal, a growing interest in management training, and calls for certification of school leaders (Pine, 1987:44). By 1979, 13 states in the USA had founded principals' centres as formal organizational units to provide in-service training for school principals (Thompson, 1987:10). Guidelines from the *South Carolina*

Leadership Academy, North Carolina Leadership Institute for Principals, Florida Academy for School Leaders, and the *Maryland Professional Development Academy* were consulted in the establishment of further principals' centres *(Ibid.)*. The *Harvard Principals' Centre,* inspired by the *Harvard Graduate School of Education,* was established in 1981, and has, through outreach and exchange programmes with other institutes, played a major role in the extension of the principals' centre concept to other states (Levine *et al.,* 1987:150-155). Networking facilities between centres and members have been established in the form of annual conferences known as *The Conversations* (Van der Bogert, 1987:3-4), a newsletter entitled *The Principals' Exchange* and an annual *Directory of Principals' Centers* (Risan, 1987:i).

(b) Mission and goals

Principals' centres are membership organizations (Barth, 1987:23), attempting to meet the personal and professional training needs of school principals (Estes & Crowder, 1987:37), through self-motivated and self-directed programmes (Kaunfer & Ray, 1987:51), the essence of which is repeatedly described as being **of, by** and **for** principals (Erlandson, 1987:1, Erlandson *et al.,* 1987:35). Wallace (1987a:62) defines the mission of principals' centres as the "development and exchange of craft knowledge". Craft knowledge is derived from the experience of practitioners and forms an important knowledge base for the "grass roots" training of principals in principals' centre programmes (Hallinger & Wimpelberg, 1989:2).

Grier and Draughon (1987:17) view the mission underlying the principals' centre approach to training as the provision of development opportunities which will enhance principals' abilities to fulfil their commitments by developing their leadership and management skills. Interaction with other principals and persons with the relevant expertise enables principals to address current issues on local level, and provides a structure for unity and common direction within the education profession at principal level (Estes & Crowder, 1987:37). Principals and appropriate resources are engaged in a continuous, voluntary association with one another

(Donaldson, 1987:41), thereby meeting certain in-service needs of school principals (Thompson, 1987:10).

The specific needs of individual participants underscore the specific goals of principals' centre programmes, thereby allowing principals to take charge of their own in-service training (Donaldson, 1987:41). Participation in these programmes is voluntary and almost always responsive to a particular problem, need or issue of particular importance to the individual principal (Hallinger & Wimpelberg, 1989:7).

Although each principals' centre may approach the task at hand differently, the provision for and development of skills relating to management of schools at principal level remains the central core and underlying goal of all principals' centre activity.

(c) Structure

An analysis of information concerning 100 principals' centres recorded in the *National Directory of Principals' Centers* (Risan, 1987:108-117) revealed the following structures:

- principals are responsible for
    - managing the centre and the activities of the centre
    - determining the policy
    - planning all activities
    - presentation of activities
    - budgeting for, and financing of the centre
    - staffing the centre
    - evaluating the effectiveness of the centre
- funding sources include state associations, state departments, federal departments, centre workshop fees, private foundations, membership fees, school districts, businesses, and universities

- principals' centres may be affiliated to professional associations, businesses, teachers' centres, schools, state departments, universities and/or school districts

- programme format shows great variety, including use of the case study method, site visitations, peer visits, simulations, mentoring, technical assistance, action plans nd on-going group activity, with most centres making use of seminar and discussion group methods

- a **supportive** and not a **directive** structure underlies the confusing diversity of functions which differ from centre to centre including one or more of the following:

  - to fulfil needs unmet by other training programmes
  - to energize and stimulate principals to facilitate professional growth
  - to allow principals to be both resource and consumer in their training
  - to make craft knowledge visible and available
  - to develop collegiality and professional exchange
  - to encourage reflection on and analysis of own problems
  - to train principals to become life-long learners.

Lambert (1987:60) found that principals learn about their work if it is self-initiated; if opportunities are created for reflection; where there are others involved who are relevant to the situation; when problems are identified and solutions sought; and when communication channels are open and supportive, as present in the structure of principals' centres. Furthermore, the structure of principals' centres allows for the application of sound adult learning principles, which include the fact that adults have an inherent drive toward competence. Trust is important to adults, and mentoring is therefore a powerful learning tool. Active involvement, showing a heterogeneous input on a homogeneous topic, strengthens adult, and therefore principal learning. Learning styles and rates differ and must be catered for. Self-activated and individualized programmes are most successful, with participant sharing at a premium (Pine, 1987:46-48). These principles are seen to be inherent to the structure of principals' centres.

The variety of structures created by principals' centres, and a variety of programmes ranging from short seminars and discussion groups, to on-going projects for development and growth, allow for the presentation of various content issues.

(d) Content

Hallinger and Wimpelberg (1989:7) state that the content of principals' centre programmes is increasingly grounded in practice, drawing its knowledge base from professional experience in the principalship which focuses on behaviours ascribed to effective principals. Content therefore ranges from skill development to individualized reflective insight, based mainly on research-derived and craft knowledge. Principals determine both the goals and the associated content of the programmes, therefore the content is a direct reflection of the specific training needs of individuals or a group of principals.

(e) Variations of the principals' centre concept

Certain training programmes which are operated according to the general principles underlying the principals' centre concept, and/or which are affiliated to the *National Network of Principal's Centers,* show interesting variations in their training methods.

For example, the *Center for Advancing Principalship Excellence* (APEX), initiated at the University of Illinois in 1984, has as its core feature the writing of case records by member principals and the sharing of these records with the central research and development staff of the centre (Silver, 1987:70). The underlying value of this training approach is the self-development of principals as a result of becoming more and more reflective and analytic in practice *(Ibid.:73-74).*

Another unique approach to the training of practising principals is that of *Peer-Assisted Leadership* (PAL), created by the staff of the *Instructional Management Program* (IMP) at the *Far West Laboratory,* San Francisco (Barnett, 1987a:131), affiliated to the *National Network of Principals' Centers.*

The PAL approach consists of a series of six training meetings in a school year, plus follow-up activities conducted between meetings (Barnett, 1987b:10). Small groups of up to 20 principals are paired with a peer partner of their own choice or linked in "triads" (Barnett, 1987a:138). These partners observe or "shadow" one another in their work situation and then conduct discussions during a reflective interview. All observations are descriptive and not evaluative in nature. Each principal compiles a model based on these observations, and presents this model of his or her peer partner during the final meeting of the programme (Barnett, 1987b:10). The models and key themes are then compared to demonstrate similarities and differences between principals and their settings, with emphasis on common issues that emerge from examining principals' behaviour (Barnett, 1987a:140). The main value of the PAL approach lies in the opportunity for self-reflection, observation of new practices, reduction of isolation, and the opportunity of being a role model for school staff who observe the principal's willingness to take part in in-service training *(Ibid.:142-145)*.

Variations of the PAL approach include emphasis on peer coaching and peer mentoring, where mentoring between practicing principals is seen as a highly effective method of furthering professional development (Gibble & Lawrence, 1987:72-73).

Another variation of the principals' centre approach is a special centre designed to meet in the specific needs of new school principals, established at the Lewis and Clark College in Oregon. The *Summer Institute for Beginning School Administrators* has been in operation since 1983 under the auspices of the *Educational Administration Program* in Portland (Duke, 1987:201), and is affiliated to the *National Network of Principals' Centers*. The curriculum of this programme is approved for basic certification of beginning principals, and apart from general training, the focus is on specific skills and techniques for immediate use, reduction of trauma associated with "reality shock", and "survival training" for novices *(Ibid.:202-203)*. A cluster of specific needs of beginning principals was identified as being *(Ibid.:204-206)*:

- forming a personal support network

- identification of available resources
- identification of feelings that are normal during the first year as principal
- identification of feelings that are danger signals
- determination of a reasonable set of personal expectations for the first year
- managing time and human resources productively
- developing a first-day-of-school checklist
- reviewing major (predictable) events that arise during a school year
- developing contingency plans for possible crises
- planning the first staff meeting
- conducting staff evaluation
- dealing with fellow principals
- handling relations with higher authority
- identifying effective schools
- establishing positive relations with the community
- handling a new idea that did not work well
- selecting key staff members
- handling chronically negative staff.

This cluster of needs was sub-divided into the three categories of issues of personal welfare and survival, immediate job-related needs, and long-term job-related needs *(Ibid.:203)*. The value of this specific training approach lies in the fact that the programme is specifically designed to meet the training needs of a particular group of school principals. The content is geared toward

equipping a new principal with the knowledge and skills pertinently required at a specific stage of his or her career. This institute is seen to have had an immediate effect on reducing the anxiety of those in transition to school manager positions *(Ibid.:210)*.

(f) Gender issues

The principals' centre approach to training and the variations reviewed have certain implications for the training of women for the principalship. Specific provision is made for the particular needs of women by various principals' centres designed for women principals. Examples of these are the *Association of Women Administrators* in New York (Randazzo, 1987:60), and the *Academy for Equity in Educational Administration* in Wisconsin (Wallich, 1987:99). The **of, by** and **for** the principal approach to training found in principals' centres allows women to design the goals and content of these programmes, based on their specific requirements.

Although gender issues are seemingly not a high priority issue in principals' centre, provision is made for equity concerns within centre policies. Many of the principals' centre programmes offered throughout the USA include gender equity issues in their policies, and goals and content reflect issues pertaining to women in the principalship (Risan, 1987:1-100).

The real value of the principals' centre approach for women lies in the fact that each centre functions according to the needs identified by its members. Therefore, if women principals take an active part in the centre's activities, their specific training needs will be addressed.

(g) Conclusion

The concept of principals' centres is that of a fast growing, successful association, striving to meet the current training needs of school managers. The success of this approach to development is confirmed by Huddle and Hammond (1987:14), who state that the changes brought about through the personal and professional growth opportunities offered by principals' centres have caused noticeable changes in the respective schools.

The *Fifth National Conversation of the National Network of Principals' Centers* held in 1988 published its theme as "Principal issues and challenges - an agenda for the future", with specific goals which included (Anon., 1988d:1):

- the future of the principalship and the needs of future principals
- the role of the principals' centres based on the challenge issues of:
  - principal as instructional leader *versus* principal as manager
  - principal as visionary leader *versus* principal as maintainer.

If compared with the findings of the effective schools' research concerning the principalship as identified in *Paragraph 3.2*, the goals of this conference are in line with the current needs of school principals. This confirms the high level of topicality in the principals' centre approach to management training, which is also evident in the goals and content of the training programmes.

The focus in the training presented by both principals' centres and their current variations reflects a movement away from the conventional management theory toward theory and practice based on the effective schools' research and on individually defined, practice-oriented needs. This movement has caused the participant to play a more active role in determining his or her own training needs, and has involved the participant both as provider and consumer in the training situation, thereby increasing the responsibility of the participant for his or her training for the principalship.

This increase in own responsibility created by principals' centre training is of particular significance to women in educational management. The principals' centre approach to training allows women (and men) to determine their own specific training needs and to devise means to fulfil these needs. Therefore, if women participate actively within this training approach, it could become an effective means for preparing women for the principalship.

It may therefore be concluded that the concept of principals' centres, which has evolved at a phenomenal rate during the past decade as a dynamic

training programme for school principals, is playing a major role in the preparation of both men and women in the principalship. The success of this emergent programme for educational management training is spreading to other countries, with a recent call for the establishment of international principals' centres (Harding, 1988:3-4).

3.3.4.3.3 American Association of School Administrators' Training Model

(a) Orientation

The *American Association of School Administrators* (AASA) is a professional orgaization in the USA commited to high-quality pre-service and in-service programmes for training and certification in school management (Hoyle, 1987:83). The major contributions of this organization lie in the provision of training programmes by the AASA sub-organizations of the *National Academy for School Executives* (NASE), the *National Executive Development Center* (NEDC), and in the provision of the AASA Guidelines (cf. *Par. 3.3.2)* for training programmes for school managers. Furthermore, the ASSA *Office of Minority Affairs* is a major contributor to the development of women in educational management.

(b) The National Academy for School Executives

In 1968, AASA launched the NASE branch of its organization, conceptualized in terms of management-training models created by the *American Management Association,* the *National War College,* and the *Federal Executive Seminar Centers* (American Association of School Administrators, 1988:1). More than 1 175 professional development programmes have been presented to 47 000 school managers during the past 20 years, in collaboration with school and university leaders in educational management (Hoyle, 1987:83, American Association of School Administrators, 1988:1).

NASE has as its main mission the continuing development of professional personnel in the field of school management (Hoyle, 1987:83, American Association of School Administrators, 1988:1). Programme topics are identified through AASA surveys, and programme presenters are selected from professionals in higher education, public education and various

agencies. Five basic types of programmes or services are used (Hoyle, 1987:84-85):

- seminars, with a strong link to theoretical or research background, and emphasis placed on the development of specific skills, presentation of models of successful practice, and specification of suggestions for implementation

- institutes, which are shorter in duration, have more specialized topics, and less emphasis on research foundations with greater stress on skill building and implementation of programme content

- contract programmes, designed specifically to meet the particular needs of a sub-contractor who wishes to present a NASE programme in a certain area

- consultant referral system (CRS) where presenters of local professional development activities are supplied with details of experts on various topics

- audio-cassette training programmes, which consist of tapes and supplementary materials relating to common areas of concern for school leaders.

(c) The National Executive Development Center

AASA established the *National Executive Development Center* (NEDC) in 1987 as a further training programme facility specifically for school superintendents (American Association of School Administrators, 1988:2-3). The NEDC programmes consist of three- to four-day seminars which focus on the individual participant's leadership, managerial and personal skills, as well as personal health and well-being, with emphasis on the individual participant. Personal data supplied by each participant before the seminar allow a personalized and confidential professional development plan to be formulated *(Ibid.)*.

(d) The Office of Minority Affairs

The *Office of Minority Affairs* of AASA has been actively involved in research concerning women in educational management, and in the planning and presentation of development programmes for women since its inception in the mid-seventies (Jones & Montenegro, 1985:2). Although most of the activity of this office is concerned with single-sex programmes, designed specifically for women, the underlying goals have been transferred to the dual-sex programmes where gender issues in school management form content topics (American Association of School Administrators, 1988:2-3). The goals of this special office are to increase the awareness of the need for women and racial minorities in school management, to promote their appointment to high level management positions, and to provide them with support while they are in such positions *(Ibid.)*.

These goals are realized not only in the NASE and NEDC programmes, but also in specially designed programmes for women (cf. *Par. 3.3.5.4)*. The various educational management training and development opportunities offered for women consist of an annual convention, seminars presented in cooperation with NASE and NEDC programmes, regional conferences, an equal opportunity enhancement programme, the programmes associated with the project entitled *Assisting Women to Advance through Resources and Encouragement* (Project AWARE), *Women's Caucus*, and a variety of networking facilities (Jones & Montenegro, 1987:10). Further details on these programmes are given in *Paragraph 3.3.5*, where single-sex programmes are reviewed. The special efforts of the AASA to promote the training and development of women are viewed as being highly successful *(Ibid.:11)*.

(e) Conclusion and implications for women in educational management

According to Hoyle (1987:85), AASA is one of the best examples of a professional organization influencing the professional development of its members. The services offered are highly responsive to the needs of its members, and much of the activity is based on the premise that practising school managers can learn much from each other. Furthermore, skill building

and programme implementation are key issues, and the importance of professionalization through shared experiences is emphasized.

The dynamic nature of the training programmes within the AASA Model may be seen in the AASA/NASE programme guide for Spring and Summer of 1988 (American Association of School Administrators, 1988:2-3), where 43 different seminars and institutes for both certificate and non-certificate purposes are listed. A high priority is accorded to gender training issues and topics including women in educational management.

AASA has therefore played an active and major role in the training of school managers, both through the presentation of programmes and through the development of guidelines for others to develop programmes. Of particular importance is the active role played by the AASA Office of Minority Affairs in the promotion of issues concerning women in educational management.

3.3.4.3.4 Leadership in Educational Administration Development programme

(a) Orientation

The *Leadership in Educational Administration Development* (LEAD) programme is a nation-wide programme, established by the US Government to promote the development of management skills of elementary and secondary school managers (US Department of Education, 1986:1).

(b) Mission and goals

The LEAD programme proposes intensified efforts to attract high quality candidates for school management, and to strengthen the skills of prospective and certified school managers to ensure the availability of a pool of highly qualified persons.

The LEAD programme was a direct response to the **Leadership in Educational Administration Development Act**, originally enacted as **Title IX** of the **Human Services Reauthorization Act of 1984.** This Act was designed to provide assistance to eligible parties to establish technical assistance

centres in each state to upgrade the skills of school managers (US Department of Education, 1986: Appendix A). In 1986, the *US Department of Education,* through the *Office of Educational Research and Improvement* (OERI), called for proposals for LEAD programmes from each state (Duttweiler & Hord, 1987:2). A budget of 7,2 million US dollars was allocated in government awards of $143 500 in 50 states and in the District of Columbia, with a matching amount from local state sources for a period of three years (Moorman, 1986:1, US Department of Education, 1986: Appendix B). Moorman (1986:3) estimates that 100 000 school managers will receive direct training through LEAD programmes .

The main mission of this programme is to provide services and activities for improving management skills, based on an assessment of the particular needs of the specific state, and on an assessment of the alternative training programmes available in the state (US Department of Education, 1986:3). In addition, LEAD centres are intended to improve the access of women and minority group members to positions of educational management, and the programmes must be designed so that services and activities contribute towards this goal *(Ibid.)*. Specific goals have been formulated as focus areas for LEAD training programmes (US Department of Education, 1986:6-7, Duttweiler & Hord, 1987:43-44):

- creating and enhancing a school-wide environment that promotes learning and student achievement
- evaluating the school curriculum in order to assess and improve its effectiveness in meeting academic and other goals
- analysing, evaluating and improving instruction and teacher performance
- appraising and assessing student performance and other indicators of school performance
- understanding and applying research findings to school management and improvement
- organizing and managing school resources

- ensuring student discipline and a climate of order
- developing human relations skills.

This focus is directly related to the current research on effective principals as identified in *Paragraph 3.2.*

(c) Structure of LEAD programmes

Colleges, universities, state departments of education, education associations, and local educational agencies, or a collaboration of these organizations serve as programme contractors (Moorman, 1986:1). The programmes must, by law, address the development skills characteristic of managers of **effective schools,** and also provide services statewide, tailormade to the particular problems and needs of the educational system and school managers in the state *(Ibid.).*

Although much diversity in the programmes is common, the programme initiators are encouraged to depart from traditional educational management training approaches such as traditional academic training (cf. *Par. 3.3.4.2),* and encouraged to adopt innovative, non-conventional approaches by involving schools of business, private management organizations and other management training organizations not traditionally associated with school management (US Department of Education, 1986:3).

The following key activities underscore the LEAD programmes (Moorman, 1986:1-3):

- participation in a state-wide coordination of policies and programmes for training
- development of comprehensive curricula
- development of new training materials and activities based on current research
- reform of training programmes through university and school partnerships

- introduction and extension of management assessment processes for manager selection and development
- training approaches based on adult learning skills, with active participation by programme participants
- training in the context of real school problems and situations
- collection and dissemination of state-wide information on school manager training
- special services for potential women and minority group school managers
- collaboration with the private sector.

(d) Conclusion and implications for women

Although it is too soon to assess the effects of the three-year LEAD programme, it is assumed that these state programmes will provide significant support for the advancement of state education reform (Moorman, 1986:3). The LEAD programme may therefore be seen as a major effort on the part of the central government to provide in the training needs of the country's educational managers.

In addition to the benefits in improved management, LEAD programme centres are expected to contribute to school improvement and restructuring, adoption of more objective and rigorous principal selection and evaluation procedures, keener awareness of training needs, reduction of redundant and fragmented training programmes, and the provision of improved data for the development of new practices and policies *(Ibid.)*. A recent private financial grant has facilitated the establishment of a set of networking activities between individual centres *(Ibid.:4)*.

LEAD's particular emphasis on making special provision for the training of women is an example of a government initiative in raising the general

awareness level of gender issues and the promotion of women in the educational hierarchy.

3.3.4.3.5 National Association of Secondary School Principals' Training Model

(a) Orientation

The *National Association of Secondary School Principals* (NASSP), founded in 1916, is a professional organization for educators in management positions in the middle-level and senior high schools in the USA (Anon., 1987:118). The academic and professional preparation of secondary school principals constitutes the central mission of the NASSP (Keefe, 1985:v). This mission is present in the variety of training and training-related services offered by the NASSP, which include (Anon., 1987:118-119, National Association of Secondary School Principals, 1988a:7):

- publications in the form of a monthly journal and newsletter, and special newsletters and monographs
- institutes designed around one topic, dealing with different aspects of that topic
- conferences designed to meet the training needs of a particular audience
- an annual convention for secondary school principals
- NASSP Assessment Center
- NASSP Springfield Developmental Seminar
- assessment of and guidelines for principal training programmes.

The emphasis in the services offered by NASSP is on competency-based, field-based and performance-based training for principals surrounding the central mission (Keefe, 1985:v), with a primary goal being to increase the competence of school principals (National Association of Secondary School Principals, 1985:4).

For the purpose of this research, the Assessment Center and the Springfield Developmental Seminar are reviewed as being two unique aspects of training which have emerged from the work of the NASSP.

(b) The NASSP Assessment Center process

In 1975, the National Association of Secondary School Principals (NASSP), in cooperation with the Division of Industrial/Organizational Psychology of the American Psychological Association (APA), established the first assessment centre to provide school districts in the USA with a more effective and unbiased method of **selecting** leaders for their schools (Schmitt, 1980:107, Hersey, 1982:370). A set of generic skills for the principalship was identified and a unique programme was developed (National Association of Secondary School Principals, 1985:3), based on four years of research (Hersey, 1986:1). By 1986, 40 assessment centres based on the NASSP design, were operating in the USA (Ogawa & Oxaal, 1986:1), with more than 3 500 educational managers being assessed by almost 2 000 trained assessors (Hersey, 1986:1-2).[1]

A traditional NASSP Assessment Center consists of two-day sessions in which six extensively trained assessors evaluate the management potential of 12 participants on the following 12 generic management skill dimensions

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1 The application of the assessment centre process for selection purposes in education was based on the research and institution of the assessment centre process in government and private organisations since the 1930's. Use was made of this selection approach for personnel by, for example the Office of Strategic Services (OSS) in the USA for selecting intelligence agents, and the War Office Selection Boards in the UK (Keil, 1981:3-7, Bray, 1982:180-181). The success of this method spread to the private sector where extensive research led to the establishment of more than 2 000 centres by 1980 in the USA (Anon., 1986:1), and in approximately 4% of organizations in the UK, mostly subsidiaries of USA multi-national corporations (Dulewicz et al., 1983:15). The concept of assessment centres was "imported" to the RSA in the 1970's (Charoux, 1987:1), where it is used by a number of large organizations (Van der Westhuizen, 1987c:192). A professional association in the form of the Assessment Centre Study Group, under the auspices of the Institute of Personnel Management (IPM) held its eighth annual conference in the RSA in 1989, with activities aimed at fostering the exchange of local knowledge and experience, to expose members to the latest international developments, and to identify and address current problem areas in the assessment centre technique (Institute of Personnel Management, 1989:1-2).

(Johnson & Douglas, 1985:105): problem analysis, judgement, organizational ability, decisiveness, leadership, sensitivity, stress tolerance, oral communication, written communication, personal motivation, range of interests, and educational values. The participants complete simulated exercises such as leaderless group activities, fact-finding and stress tests, administrative in-baskets, and structured personal interviews (Hersey, 1982:370). These exercises are structured to simulate typical school management situations which include management behaviour on a one-to-one basis, in groups, and in written administrative work (Van der Westhuizen, 1989b:2). The participant's verbal, written and non-verbal behaviours during the exercises are recorded by different assessors. These behaviours are then transferred to specific skill dimensions for scoring. An overall rating and a rating on each skill dimension are then determined by consensus, and the results are given to the participant in a full report during a feedback interview (Ford & Millward, 1987:5).

Originally, the main purpose of the NASSP Assessment Center process in education was the analysis of a participant's management action in job-specific simulations, and the determination of management strengths and weaknesses across 12 generic skill dimensions, the results of which were used for selection purposes. However, since 1980, this main purpose has been extended with the realization that the information gained through the assessment centre process could also form the basis of the following educational management training issues (Gilbert & Jafee, 1981:15, Nichols & Hudson, 1981:380, Griffiths & Allen, 1987:18-19, Van der Westhuizen, 1987c:193-194, Van der Westhuizen 1989a:2, Van der Westhuizen, 1989b:11-12):

- early identification of management talent
- diagnosis and planning of management development needs
- self-diagnosis and self-development
- career decisions and career planning
- development of both individualized and group training programmes
- assessment of effectiveness of training and development programmes.

Van der Westhuizen (1989b:12) states that this change in emphasis regarding the purpose of assessment centres necessitated a change to the use of the

more comprehensive term *Management Development Centres (MDC)*. Although the traditional structure and content of assessment centres as designed by NASSP are currently being used for MDC purposes, Griffiths and Allen (1987:19) state that new centres should be created which retain the advantages of the assessment centre method, but which assess for training purposes. Van der Westhuizen (1990) maintains that the assessment centre is currently being used more for the determination of management development needs than for selection purposes. The NASSP Assessment Center procedure concept has spread to other organizations, where for example, various assessment centres for use in education in the USA have also been designed by the *Assessment Designs Incorporation* (ADI) (Michaels, 1983:24, Van der Westhuizen, 1987c:192). Furthermore, various universities have designed their own assessment centres for use at tertiary education level (Kelley, 1986:47-49, McCleary, 1986:51-53, Ogawa, 1986:53-55, Nickerson, 1986:56-58, Van der Westhuizen, 1987d:5-6).

The current use of the assessment centre process in education is one of the most "flourishing" phenomena in educational management (Zakariya, 1983:22), and it is seen to be having a major effect on school management in the 1980's (Hersey, 1986:2). Its current multi-purpose value lies in the fact that it is a successful approach to the selection, promotion and training of school managers (Thornton & Byham, 1982:1), and that it is also the "best available approach" to further improvement in the quality and effectivity of educational management training programmes (Kelley, 1984:1, Kelley, 1986:49).

Thornton and Byham (1982:1) define an assessment centre as a **standardized** procedure in which multiple assessment techniques such as situational exercises and job simulations are used to evaluate individual employees for various positions. Jaffee and Sefcik (1980:40) state that an assessment centre is a process whereby individuals participate in a series of situations which resemble real world work situations. Individuals are assessed on performance in situational or simulation exercises, and multiple-trained assessors process information concerning participants in a "fair and impartial manner". It is the only standardized and validated method in education for the identification and selection of personnel according to

their management potential and ability (Van der Westhuizen, 1987c:192). After an extensive validation study, Schmitt *et al.* (1984:207-213) claim that assessment centres should be useful selection devices in most, if not all educational settings based on both content and criterion related validity (Schmitt, 1980:107). Continued research on validity is being conducted (Maher, 1983:1-8, Dulewicz *et al.*, 1983:15-24, Ogawa & Oxaal, 1986:17, Sackett, 1987:13-25). Furthermore, standards and ethical considerations for assessment centre operations have been established (Huck, 1979:1-5).

This relatively new multi-purpose aspect of educational management training, originally initiated by the NASSP, which is presently being used extensively in the USA, is spreading to other countries (Hersey, 1986:1, Van der Westhuizen, 1987c:191). Although no use is made of the assessment centre process in education in the **UK** at present, Morgan *et al.* (1983:2, 147-152) recommended the use of the assessment centre procedure after conducting extensive research on the selection of secondary headteachers for the *Department of Education and Science* (DES) from 1980 to 1983. Morgan (1988:74) states that although there is sufficient evidence of effectivity of the assessment centre process, there is considerable criticism relating to cost-effectiveness at this stage in the UK. Limited use is made of the assessment centre process in education in the **RSA.** An assessment centre has been operative in the Education Faculty at *Potchefstroom University for Christian Higher Education* as part of an educational management course at master's degree level since 1986 (Van der Westhuizen, 1987c:193). The *University of the Orange Free State* currently also operates an assessment centre, although still in an initial stage (Van der Westhuizen, 1990). Critical management dimensions or generic skills (cf. *Par. 3.2.2.3.2),* specifically pertaining to the educational situation in the RSA, were identified for an assessment and development motivated system to be used in the assessment centre or Management Development Centre (MDC) (Van der Westhuizen & Harrison, 1989:196-198).

The information concerning the management potential and management strengths and weaknesses of a person may be used not only for the selection of persons for management positions, but also for specific further **directed** educational management training, which has become known as **post-assessment centre training activity** (Van der Westhuizen, 1989b:21, 23). This

includes the training activities which occur directly after the assessment procedure, such as the feedback interview and the design of an individual training programme, and also the activities planned for training purposes after completion of the assessment centre process (Van der Westhuizen, 1989b:21, 23).

The NASSP Springfield Developmental Seminar is an example of post-assessment training activity designed specifically for further **directed** management training, based on the information gained after participation in a NASSP Assessment Center. In some cases, principals' centres (cf. *Par. 3.3.4.3.2)* also strive to include development components related specifically to the 12 generic skill areas identified by the NASSP Assessment Center process (Richardson & Robinson, 1987:20), and may therefore be viewed as post-assessment centre activities (Van der Westhuizen, 1989b:47). Traditional university graduate programmes may also be viewed as a form of post-assessment centre activity, if use is made of the assessment centre process before or during the programme (National Association of Secondary School Principals, 1985:9-10).

(c) The NASSP Springfield Developmental Seminar

The *Springfield Developmental Seminar* or *Springfield Simulation* (National Association of Secondary School Principals, 1988b:1) is a unique post-assessment centre activity, designed specifically for the development of critical management skills assessed during the assessment centre process (Hersey, 1983:1-2). This training programme was designed by NASSP and launched in four states in America totally under the auspices and guidance *NASSP Assessment Center* expertise (Robbins, 1986:40, Thompson, 1987:10). According to Moses and Hakel (1986:36), it has already been acclaimed as a highly successful programme, designed to integrate all of the best that is known about educational management training. Watts (1986:45) states that it is predicted to be a highly validated programme, thereby being a management training opportunity which will contribute toward significantly improved management performance after completion of the programme.

The programme has been designed as a developmental link to the *NASSP Assessment Center* programme, and focuses on six generic school leadership skills for potential school managers and for principals who have been in the principalship for five years or less. Participation in a NASSP affiliated assessment centre is a qualifying factor for entrance to a Springfield programme (National Association of Secondary School Principals, 1988b:2). The programme simulates a fictitious "Springfield School District",accurately capturing the real life situation of school managers, and offering a realistic simulation of the management tasks associated with a school district (Moses & Hakel, 1986:37). It may be described as a role-playing seminar/workshop, where individuals are assigned roles and situations that will aid them in developing weaker skills and strengthening those skills assessed as being stronger (Watts, 1986:44). Modelling, rehearsal and reinforcement, which are the key elements of behaviour modeling, form the basis of development in the programme (Moses & Hakel, 1986:37).

The major goals underlying the programme are (National Association of Secondary School Principals, 1988b:2):

- to clarify learning objectives and personal development plans
- to identify key behaviours designed to maximize performance
- to practice key behaviours in a "safe" environment
- to establish personal goals to apply on-the-job activities
- to supply a personalized needs assessment
- to give an understanding of six critical generic management skill dimensions
- to provide extensive performance feedback from multiple sources
- to provide a system for monitoring management skill development
- to provide support from a trained mentor
- to provide a long term follow-up

- to provide access to peer support
- to provide a continuing self-directed career development process
- to increase self-confidence.

The structure of the programme rests on seven concise phases during which behaviour modelling principles are applied to identify and personalize examples of effective performance through practice in certain skills. Emphasis is placed on the six critical generic skills of problem analysis, judgement, organizational ability, decisiveness,leadership and sensitivity (Hersey, 1983:1). The seven phases consist of the following activities (Hersey, 1983:2-3, Loacker, 1986:40, Robbins, 1986:41, Moses & Hakel, 1986:38,):

- Phase 1: After attending an NASSP affiliated assessment centre for identification of management strengths and weaknesses, 20 graduates are selected as participants. Analysis of individual training needs and allocation of suitable positions in the simulated "Springfield School District", which match their own developmental priorities, takes place. This allows for preparation of individualized in-baskets and exercises.
- Phase 2: Two weeks later, an orientation seminar is held, with presentations concerning effective behaviour in six generic skills.
- Phase 3: The actual Springfield Simulation takes place over a period of up to three days. Simulated exercises are completed alone and in groups of four, with close interaction with a highly trained mentor.
- Phase 4: This phase takes place one week after phase 3, and allows for a meeting between the mentor and the participant to establish on-the-job behaviour objectives based on analysis of behaviour during the simulation.
- Phase 5: Meeting with the mentor one month later to discuss progress.
- Phase 6: A follow-up seminar six weeks later to review key behaviours and establish new goals for further development.

- Phase 7: This final phase consists of the determination of a stopping point between participant and mentor, tailored to the individual's needs.

(d) The significance of NASSP's Assessment Center process and Springfield Developmental Seminar for the training of women

Thornton and Byham (1982:17) state that the assessment centre process is one of the "fairest predictors" available. Predictions of management potential are based on measurable overt behaviour directly relevant to the job, and therefore each individual is given an equal opportunity to demonstrate capabilities for more advanced jobs. Thornton and Byham (1982:298) report that assessment centre ratings on performance dimensions are not affected by the race or sex of the assessor or assessee, and the programme is therefore valid for both males and females of all races. In fact, various organizations are using assessment centres to identify women for rapid advancement into management positions as part of their affirmative action programmes and policies *(Ibid.:16)*.

Johnson and Douglas (1985:106) examined the impact of NASSP Assessment Centers on career opportunities for women in educational management. Their findings suggest that the assessment centre process has been a predominant factor in increasing opportunities for women as school managers. Furthermore, the assessment centre report is viewed as a valuable and objective asset for women who want to move into school management positions (Ford & Millward, 1987:4-5). Johnson and Douglas (1985:109) state that the assessment centre process provides women with the means to prove their competency, and that the data provided by the centre are often the only evidence of management skills in their credentials. Furthermore, comparisons of scores achieved in the assessment centre show that women score significantly higher than men on six of the 12 generic skill areas, and equally on the other six areas (cf. *Fig. 3.6) (Ibid.:6)*.

Fonda (1983:41) maintains that the assessment centre process could also be used with positive results for women in the identification of management potential and in career choice and planning. Women's aspiration levels

can be raised according to identified potential, and further training can be planned accordingly.

The assessment centre process therefore forms a valuable objective and valid method of identifying management potential in women, thereby facilitating the objective selection of women for school management positions. The information gained through the assessment centre process forms an objective basis for post-assessment management training activity for women.

Post-assessment management training activity such as the Springfield Developmental Seminar is of particular significance to women in educational management. Entrance to the programme is objectively determined through the assessment centre procedure, which ensures that acceptance as a participant is a gender-free decision. Furthermore, the attention paid to individualized training requirements facilitates the development of each participant's unique management potential. Women are therefore given the opportunity to development their specific management strengths and weaknesses.

(e) Conclusion

The NASSP serves the professional needs of its members through a variety of training activities which have been designed to improve the academic and professional preparation of school principals. Two unique NASSP activities which have contributed toward this aim are the assessment centre process and the Springfield Simulation Seminar.

The assessment centre process is a multi-valent **training-related** technique for the identification, selection, promotion and training of educational managers. Its greatest value lies in the accurate and objective determination of the job-related management potential of a person, which forms the basis of all other functions of an assessment centre. This objective and personalized training related technique is of particular significance to women. Women can be assessed according to their specific management strengths and weaknesses, and customized training can be designed to meet in their specific needs.

The particular value of the Springfield Simulation Seminar as a post-assessment training programme lies in the provision of individualized opportunities for the acquisition and development of key management skills required by school managers. These individualized training opportunities are based on objectively determined information concerning each participant as supplied by an assessment centre and therefore focus on individual management strengths and weaknesses. The competency-based, field-based and performance-based nature of the training allows for the development of generic management skills applicable to a specific management position within a school, therefore the training is tailor-made for the needs of an individual within the paradigm of a specific position. Analytical self-assessment, feedback and reinforcement from peers and mentors, and on-the-job transference indicate a decidedly behavioural approach to training in which the individual features as both resource and consumer. This personalized behavioural training method is of particular significance to women in that training is designed to meet their specific individual needs.

3.3.4.3.6 The National Development Centre

(a) Orientation

The institution of the *National Development Centre for School Management Training* (NDC) in the UK in 1983 is an example of a major national initiative to create a structure for the provision of training for school managers (Bailey, 1986:214,223). The NDC is working intensively with eight major *Local Education Authorities* (LEA's) and 53 schools throughout the UK, to design and coordinate systematic management training programmes which will contribute to increased educational management development throughout the UK (Bolam, 1988:7).

(b) Mission and goals

Prior to 1983, training for school managers in the UK consisted of a variety of sporadically presented short, practice-oriented courses provided by a various organizations, a range of diploma courses presented by polytechnics and universities, and advanced academic award-bearing university courses

(Bolam, 1986:254-255). Bolam (1988:3) states that approximately 1% of principals and senior staff attended the 90 award-bearing courses, and approximately 14% were involved in the 430 non award-bearing courses in operation before 1983.

A government initiative in 1983 was instituted to rationalize the provision of educational management training (Bolam, 1986:255). This initiative, referred to as 3/83, was designed to support a structure whereby the LEA's were given the responsibility to promote and organize educational management training in their specific areas, according to specific needs, through the use of various training programmes. Furthermore, the NDC was instituted as a coordinating and supportive organization *(Ibid.)*.

The main mission of the NDC is to promote the provision of high quality management training for school managers (National Development Centre for School Management Training, 1988:1). The goals include imposing some sort of structure on educational management training programmes (Bailey, 1986:223) and the rationalization of the provision of training (Bolam, 1986:255), thereby contributing toward the formulation of an educational management training policy (McMahon, 1988:31). The NDC became fully operational in 1984 as a joint activity of the *School of Education* at *Bristol University,* and the *South West Regional Management Centre* at *Bristol Polytechnic,* founded by the *Department of Education and Science* (DES) (Bolam, 1986:257).

(c) Structure and function

The NDC has the following five main functions *(Ibid., 257-259)*:

- to act as a clearing-house through its resource bank which offers information and material resources and a networking facility
- to evaluate training provision
- to promote the development of training materials, courses and programmes

- to support the implementation of training policies, programmes, courses and activities via workshops, advice, consultancy work and financial grants

- to disseminate information via newsletters, resource bank guides, conferences and publications.

The main target group is the Local *Education Authority* (LEA) system throughout England and Wales. Assistance is given to each LEA for the institution of a systematic policy of educational management development. The NDC therefore works closely with the LEA's, with agencies presenting the 3/83 and other external management programmes, and with the regional and national decision makers *(Ibid.:259)*.

The following major training programmes are used by the various LEA's (Advisory Committee on the Supply and Training of Teachers, 1986:417-424, Bolam, 1986:256-259, Newby, 1987:2, Advisory Committee on the Supply and Training of Teachers, 1988:335-337):

- "basic" courses for less experienced principals and senior staff, conducted in a minimum of 20 days

- *One Term Training Opportunity* (OTTO) courses designed for the management training of experienced principals over a period of 10 to 12 weeks

- *In-Service Education and Training* (INSET) courses

- *Grant-Related In-Service Training* (GRIST) courses.

Bolam (1988:4) states that the typical content of the "basic" and OTTO courses covers such issues as curriculum management, staff development, decision making and leadership, presented by tutors who are experienced principals and by occasional guest speakers. The participants are involved in problem solving activities, and encouraged to transfer solutions to their own work situation *(Ibid.)*. The OTTO courses also provide "training for trainers" to be used in the "basic" courses (Wallace, 1988:20). The INSET and GRIST courses

are funded by the *Department of Education* (DES) (Wallace, 1988:27), and may consist of "basic" and OTTO courses, as well as a wide variety of external courses provided by higher education institutions and the private sector (Advisory Committee on the Supply and Education of Teachers, 1988:340). Bolam (1988:4-5) states that the external courses are criticized for being general and theoretical in nature, and insufficiently related to the specific needs of school managers.

Since 1983, the NDC has worked intensively with the LEAS and their respective schools in a coordinating and advisory capacity. It has advised more than 40 training institutions on their management courses and organized five major conferences. At national level, the NDC has carried out major projects for the *Department of Education and Science* (DES) and for the *Manpower Services Commission* (MSC), and has collaborated with national and international organizations regarding educational management training (National Development Centre for School Management Training, 1988:4). Bolam (1988:5-7) states that, after intensive research on the provision of training, the NDC has broadened its mission to embrace management development, claiming that each LEA and school should have a management development policy and programme as part of an overall human resource strategy, with the required staffing, resources and support for its implementation. Furthermore, intensive investigation is being conducted into the theory, research and practice in educational management training in an attempt to seek answers to questions concerning the nature of **effective training** and **effective school management** *(Ibid.:13-16)*. Much of this research is drawn from analagous work and thought in the USA *(Ibid.:13)*.

(d) Gender issues

The NDC functions within the UK government policy regarding equity issues (cf. *Par. 2.6.5.4.8c)* (National Development Centre for School Management Training, 1988:3), although no formal policy statement has been issued (Hall, 1988:63). For example, a "basic" school management course model proposed by the NDC states that the course design promotes equal opportunities regarding gender and race in relation to the selection of participants and course content (Wallace, 1987b:2).

Bolam (1988:10) states that the NDC is committed to the promotion of equal opportunities in management training, particularly with respect to gender and race, and that a number of awareness-raising activities have been conducted during the past five years. According to Hall (1988:63-68), these activities are related to the creation of a profile on gender within the NDC organization and the initiation of research. Hall (1988:64) maintains that the problem regarding training for women is whether to concentrate on training women "for a system from which they are currently excluded or to attack the system itself". Furthermore, the providers of educational management training are faced with the issue of whether to include separate training for women, based on research that identifies the biggest single training need of women as that of confidence building and assertiveness training to help women see themselves as decision makers *(Ibid.:66)*.

In an attempt to raise awareness of gender issues in educational management and its associated training, the NDC has identified the need for research particularly relating to the position of women in schools, differences and commonalities in career experiences between men and women, and the relation between effective management and management styles of women *(Ibid.:68-69)*. A starting point was made with the compilation of an annotated bibliography of relevant publications concerning women in educational management (National Development Centre for School Management Training, 1987:1-25).

(e) Conclusion

Although still in its initial stage, the work of the NDC may be seen as a major step toward coordinating and structuring the educational management training of managers of UK schools. It is a major initiative on government level, indicating a national concern for the improvement of education through improved management of schools.

Regarding the implications which this programme holds for women, there is evidence of an awareness concerning gender equity issues both at national level, and within the services offered by the NDC. However, the limited na-

ture of research on women in educational management and their associated training underscores the low profile currently accorded women in educational management training in the UK.

However, Bolam (1986:270) calls for increased resources and energy directed toward research into educational management training in the UK, because the present system "rests on a very shaky foundation".

3.3.4.3.7 Further Diploma in Education: Educational Management

(a) Orientation

Many of the programmes reviewed in *Paragraph 3.3.4.3* lead to professional diplomas, certificates, or an accumulation of credits towards certification in the USA and in the UK (cf. *Par. 3.3.2).* In the RSA, accreditation in educational management is **not** a prerequisite for promotion to the principalship, and there is no national policy or programme for educational management training (cf. *Par. 3.3.2).* However, apart from the traditional academic training programmes presented by universities, and the sporadic presentation of short, general courses for school principals in the RSA (Van der Westhuizen, 1988:382), provision has recently been made for the training of school managers in the form of an in-service, professional training which leads to a *Further Diploma in Education* (FDE): *Educational Management.* The unique nature of this management training lies in the fact that it is a teletuition or correspondence course.

(b) Mission and content

This programme was instituted at the *College of Education for Further Training* (CEFT), Pretoria, in 1982 (Van Rooyen, 1988), where it is one of 14 FDE in-service specialization areas (College of Education for Further Training, 1989:14). It is a two-year correspondence course which includes a five-day seminar *(Ibid.:32).* Admission of permanently appointed principals, deputy principals and heads of departments in the service of the Transvaal Education Department (TED) occurs via selection *(Ibid.).* Students are required to study prescribed material, submit written assignments and complete examinations in the following subjects *(Ibid.:104-105):*

- *Educational management:* terminology, historical background, leadership and management, management process, planning, organizing, guiding, controlling, developing a personal managerial style, management by objectives, motivation, personnel management, self-evaluation, personal development, financial management.

- *Communication for educational management:* principles and steps of communication, moments in interpersonal communication, forms of inadequate communication, communication media, methods and skills, communication in management, group dynamics.

- *Socio-pedagogics for educational management:* social life of youth in education, the family, ideologies, Christian national education.

- *Didactic and comparative pedagogics for educational management:* didactical orientation, pedagogic situation, didactic-pedagogic situation, curriculating, research, staffing, education policy in the RSA, decentralization, structure in education, school as community and organizational system, law of education.

(c) Conclusion

This course must be recognized as the first and only emergent educational management training programme available to personnel in the *Department of Education and Culture: House of Assembly* (white education) apart from the traditional university-based academic degree programmes in the RSA. It offers a wide, theory-oriented training, although the assignments are designed to include practice-oriented problems. Being a teletuition course limits personal contact, which may be seen as a disadvantage if compared with the dynamic interaction found in other emergent training programmes (cf. *Par. 3.3.4.3).* A networking facility in the form of the first autonomous professional association for educational managers in the RSA was established in 1988 under the auspices of CEFT and through the initiative of its Educational Management Department (Association of Educational Managers, 1988).

There is no indication of any special provision made for gender-related issues pertaining to either course content or other training matters.

3.3.4.3.8 Overview of current trends in emergent training programmes

In order to identify certain current trends in the emergent programmes offered for the training of educational managers in the USA, UK and RSA, specific questions were posed to the respondents (n=49) in the empirical research associated with this project.

(a) General issues

Although most of the respondents could identify more than one emergent training programme, each person was asked to identify the programme with which he or she was currently associated, and which he or she rated highest (cf. *Addendum A: Section D:10)*. Thirty-one different programmes were identified (cf. *Addendum C)*. The **duration** of these programmes was reported by the respondents to range as follows (cf. *Addendum A: Section D4):*

Duration	Percentage of programmes
1-2 days	7
1-2 weeks	45
3 months	26
1-2 years	22

Table 3.2
Duration of emergent training programmes

It may therefore be concluded that there is a trend towards the presentation of shorter courses over a period of one to two weeks in the programmes identified.

The average **date of establishment** of the identified programmes is (cf. *Addendum C)* 1977. Programmes identified by respondents in the **USA** were established as early as 1950. The earliest programme listed by a **UK**

respondent was 1976, and 1982 was the earliest date in the **RSA** (cf. *Addendum A: D3)*. The emergent training programmes are therefore a fairly recent phenomenon if compared with the traditional academic training programmes.

(b) Gender issues

The average **percentage of women** attending the emergent training programmes identified by the respondents in the USA, UK and RSA is reflected in *Table 3.3* (cf. *Addendum A: D6)*.

Participants	USA	UK	RSA
Males	62%	74%	85%
Females	38%	26%	15%

Table 3.3
Average percentage of males and females attending emergent educational management training programmes

The percentage of women participants in these emergent training programmes is lower than the percentage of women participants in traditional academic training courses (cf. *Table 3.1)*. This may be due to the fact that participation in professional courses is often at the recommendation of, and with permission from superiors in the profession, and this may be a barrier for women. One-third of the respondents were aware of barriers which may prevent women from attending emergent programmes (cf. *Addendum A: D8)*. This awareness was present predominantly in the USA. The RSA population was unaware of any barriers. The barriers identified by respondents in the USA and UK are (cf. *Addendum A: D8):*

- lack of support or encouragement from superiors
- relatively few women aspire to management positions
- selection procedures via predominantly male channels

- women are not usually promoted to management positions and are therefore barred from further training
- course content is not always relevant for women managers
- financial barriers.

The respondents in the USA and UK indicated an awareness regarding **special attempts** which have been made **to include a greater number of women** participants in these programmes. According to the respondents, concerted efforts are being made to include more women in one-third of the programmes identified. This occurs mainly in the USA, and no special attempts have been made to include more women in RSA programmes (cf. *Addendum A: D7)*.

Responses regarding the involvement of **women as presenters** of course content in the emergent training programmes showed that women are presenters in 87% of the programmes identified in the USA, UK and RSA (cf. *Addendum A: D9)*.

Responses to a question relating to **differences in general achievement of male and female participants** of emergent training programmes indicated that 38% of the respondents were aware of differences (cf. *Addendum A: D10)*. These differences were specified as (cf. *Addendum A: D10):*

- women tend to achieve better and outperform men
- higher commitment to the course by women
- women regard the training course more seriously
- promotion rate to the principalship after course participation is higher for women
- women tend to do better than men in communication skill training
- men do better in finance skills
- women test better and perform better in class

- women are more receptive to new learnings, better prepared and more actively involved
- women try harder to prove themselves
- women seem to be better motivated
- women participants were of a **high** quality and more knowledgeable than the **average** quality men participants.

These statements indicate that the respondents were aware of a higher general achievement by women. A possible reason for this may relate to the last difference specified. The few women who aspire to or achieve management positions, and therefore attend training courses, are in token and marginal positions, and are possibly exceptional women by comparison.

Responses to a question regarding any **differentiation in the development of specific management skills for men and women** indicated that only 7% of the respondents were aware of differentiation in training (cf. *Addendum A: D12)*. Furthermore, 23% of the respondents indicated that **specific management/leadership styles in women** were **suppressed** during emergent training programmes, in favour of skill dimensions and styles more prevalent in men (cf. *Addendum A: D11)*. Furthermore, the **theoretical foundations** of the identified emergent training programmes were considered by 76% of the respondents to be **based on theory concerning male educational managers** (cf. *Addendum A: D5)*.

However, 90% of the respondents indicated that emergent training programmes have had a **positive effect** on the **promotion and effectivity of woman** participants, with 20% of the respondents indicating that this **positive effect** was **marked,** as opposed to **moderate or slight** (cf. *Addendum A: D13)*.

(c) Deductions concerning current trends

The following general deductions may be made from the empirical data concerning specific aspects of emergent training programmes:

- there is a keen awareness of a variety of programmes which have evolved mainly during the past decade
- the programmes are predominantly fairly short in duration
- there is less participation of women in emergent training programmes than in traditional academic training programmes in educational management
- attempts are being made to include more women although certain barriers to their participation are evident
- women are actively involved in the presentation of emergent training programmes
- there is a tendency for women to perform better than men during these programmes
- there is very little evidence of differentiation in emergent training programmes to provide in any specific training needs of women, and the courses are structured on knowledge concerning male managers
- emergent training programmes have a positive effect on the promotion of women.

Specific deductions pertinent to the RSA concerning the general and gender issues raised in *Paragraph 3.3.4.3.8* include the following:

- emergent training programmes are a very new phenomenon
- the participation of women in these programmes is very low, and there is a lack of awareness of any barriers which may prevent women from attending the programmes
- there is no indication of special recruitment of women students
- there is an awareness of differences between men and women concerning general achievement, but no differentiation occurs in the training

- emergent training programmes have a positive effect on the position of women in educational management.

3.3.4.3.9 General conclusions concerning emergent training programmes and specific implications for women

Although much diversity in the nature and essence of the emergent training programmes for educational managers is evident from the programmes in the USA, UK and RSA reviewed in *Paragraphs 3.3.4.3.2 - 3.3.4.3.7,* various general trends may be identified.

There is recognition from the highest government levels for the importance of educational management training in the USA and UK. Examples of this government level interest may be seen in the recent LEAD (cf. *Par. 3.3.4.3.4)* and NDC (cf. *Par. 3.3.4.3.6)* programmes. This action is furthermore an indication of an attempt to rationalize or create some sort of structure for a more standardized approach to educational management training and development. There is, however, no movement in this direction in the RSA as yet.

There has been a phenomenal growth rate in the number of different approaches to educational management training. The institution of many new approaches and programmes during the past decade indicates that there is an active movement towards seeking a successful method for training educational managers.

The nature of emergent training programmes shows a trend toward reality-based and practically-oriented training, as opposed to the traditional theory-based academic training programmes. Much of the curricula content is designed to provide in the needs of a school manager as identified in the recent research on effective schools. The nature of the roles and skills pertaining to principal effectivity and excellence, formulated through intensive research into the current paradigm of the school principalship, constitutes much of the theory on which the emergent programmes is based. This trend is not currently evident in the RSA.

The methods are designed for maximum participation and involvement by the trainees, with much use being made of mentoring techniques by both peers and course leaders. The use of simulations, case studies, and on-the-job situations shows evidence of a skill development approach, and encouragement for self-analysis and reflective thought. Emphasis is placed on self-development, and there is a movement toward individualization and personalization in the training offered. There is also evidence of emphasis on training for a deepening quality of management through the development of the "soft" management skills, and not only the more traditional "hard" management skills. These methods are not currently prominent in the RSA.

The responsibility for the training and development of school managers is now distributed between universities, professional organizations, private organizations, education departments and the central government in the USA and UK. There is evidence of a collaboration of these training resources in an attempt to provide in the needs of principals of today and the future. Furthermore, the individual is becoming increasingly responsible for his or her own management development through the recent accent on self-development. These trends are not evident in the RSA.

The institutions responsible for the emergent training programmes are initiating groups, associations and networks which are evidence of a growing professionalization among educational managers in the USA, UK and RSA.

The emergent training programmes hold far-reaching implications for women in educational management. The vast number of emergent training programmes create more management training opportunities for women. Where traditional academic training programmes require prescribed levels of prior academic training which often preclude women due to their lower qualification levels, the emergent training programmes are more accessible to women. However, barriers preventing participation are evident, with lower percentages of women in emergent than in traditional academic training programmes. These barriers are similar in nature to the barriers which

women aspiring to management experience, in that certain degrees of stereotyping are present.

The current trends in emergent training programmes indicate that much of this training is specifically designed to suffice for the needs of effective principals based on the effective schools' research. The principalship is viewed as a gender-free position, with research showing that women function as well as their male counterparts in effective schools. Much of the emergent training is focused on the results of the effective schools' research, being competency-based, with a certain level of measurability attached to various skill aspects. The associated objectivity has connotations of fairness for women in that competency is more criteria-related than stereotypically defined. This aspect of emergent training programmes provides women with a certain degree of objective assessment for various management-related issues pertaining to training, selection and promotion.

The movement toward identifying individual needs and designing personalized training programmes is also of special value for women. This approach allows for tailormade training, therefore any specific training requirements of women can be met. Furthermore, the accent on self-development allows women to assume greater responsibility for their own training, thereby obviating many of the restrictive barriers.

A further important implication for women in the emergent training programmes is the level of awareness of gender equity issues which has been created through various programme policies and content.

However, emergent programmes have little value for women in educational management in the RSA at this stage. The limited current provision of emergent training programmes in the RSA denies women the associated positive implications.

In conclusion, therefore, the recent initiative taken by various organizations to provide a vast array of educational management training programmes is evidence of a growing concern for and interest in the management training of school principals, particularly in the USA. Where this training has been

the sole responsibility of traditional academic training programmes, the training of educational managers has now become a collaborative effort by a range of institutions, drawing on the expertise of researchers, academics and practitioners. Although it is too soon to gauge the effect of this movement, it is speculated that the end result will lay the foundation for the effective training of educational managers for excellence in the principalship.

3.3.4.4 Summary of dual-sex training programmes and implications for women

The dual-sex educational management training programmes reviewed in this section confirm the statement by Campbell *et al.*, (1987:211) that educational management is a "complex arena", concerned with both "thought and practice".

The complexity of the issue may be seen in the diverse nature of the current provision of dual-sex training programmes. The traditional academic programmes are deeply rooted in a mainly theoretical approach based on the social and behavioural sciences, and the multitude of emergent training programmes offer a more practice-oriented approach, founded on research-based correlates of principal effectiveness.

The determinants of the mission, goals and content of the various programmes range from being the responsibility of the state, traditional academic institutions and professional organizations, to being in the hands of individual persons aspiring to greater competence in the principalship.

The current variety of dual-sex training programmes provides a diversity of management training qualifications determined by various institutions. These qualifications range from university graduate degrees to diplomas, certificates and awards which are designed to meet professional norms and standards in the education profession. Furthermore, the recent focus on self-development creates opportunities for training according to individually defined needs.

Management training programme presentation has diversified from being the traditional university presentation methods by academic professors also to include a wide range of learning experiences provided by field-based and professional formation approaches presented by academics, researchers and practitioners.

Furthermore, although this range of dual-sex programmes was designed for the training of both men and women for educational management positions, the programmes hold certain far-reaching implications for women in the education profession. Considering the *status quo* of women in educational management as discussed in *Paragraph* 2.6, the following conclusions may be drawn:

- dual-sex programmes offer women aspiring to management positions diverse opportunities for academic and professional growth and development
- there has been a marked increase in the participation of women in educational management training programmes during recent years
- the participation of women in traditional academic training programmes is higher than in the emergent programmes, where more barriers for women tend to play a role
- there is a greater awareness of gender issues in educational management training, evident in active recruitment for women participants at student and faculty levels, and in the inclusion of gender issues in training policies and programme content
- a more equitable climate for women in educational management has been created within the current provision of training
- dual-sex programmes have had a positive effect on the training of women and on the general position of women in educational management.

Therefore, it may be concluded that dual-sex educational management training programmes are playing an increasingly important role in the

preparation of women for educational management positions. The role and importance of these programmes may be compared with the single-sex programmes designed specifically for women as reviewed in *Paragraph 3.3.5.*

3.3.5 Single-sex educational management training programmes

3.3.5.1 Orientation

Tetenbaum and Mulkeen (1987:12) state that women aspiring to enter the traditionally male field of educational management need special programmes designed to address their specific needs. These programmes may be termed **single-sex** programmes in that they are designed specifically for women and attended by women only, in contrast to the **dual-sex** programmes, in which both men and women may participate (cf. *Par. 3.3.4).* A variety of these specially designed programmes is found mainly in the USA at present. A movement toward the single-sex training concept is present in the UK to a limited degree. No such programmes are present in the provision of educational management training in the RSA as yet.

Since 1970, more women have moved into management positions in various fields than at any other time in history (Berryman-Fink & Fink, 1985:27). This situation is, however, **not** true of education, where women are currently under-represented in management positions (cf. *Par. 2.6).* An objective reason often proposed in the past for this situation was women's lack of preparation and certification for the principalship (Webb *et al.*, 1986:2). This reason is no longer valid, particularly in the USA and UK *(Ibid.,* Riches, 1988d:8). For example, Tetenbaum and Mulkeen (1987:2) state that there has been a dramatic increase in the number of highly qualified women aspiring to management positions in education in the USA, where the number of women in education holding advanced degrees more than doubled in the period from 1953-1979. Furthermore, current trends show an almost equal number of males and females in traditional educational management academic training programmes at doctoral degree level (Webb *et al.*, 1986:2) (cf. *Table 3.1).* There are also a considerable number of women taking part in emergent educational management training programmes in the USA, and a growing number in the UK and RSA (cf. *Table 3.3).*

Therefore, a lack of qualifications cannot currently be offered as a major reason for the under-representation of women in educational management positions. Although the specific educational management qualifications acquired through the usual channels of dual-sex training programmes are deemed invaluable to women (Shakeshaft, 1985:130), they are evidently "not enough" to improve the situation for women (Riches, 1988b:44). Therefore, other strategies in the form of specially designed single-sex training programmes have evolved in an attempt to improve the *status quo* of women in educational management (Shakeshaft, 1985:130). These strategies have resulted from extensive research on women in educational management since 1970 particularly in the USA (cf. *Par. 2.6.4).*

The main mission in the single-sex programmes is two-fold in that it includes emphasis on the development of women to **overcome barriers** to their advancement, and emphasis on **educational management training.** Therefore, the unique single-sex educational management programmes have evolved during the past two decades in an attempt to facilitate the advancement of women to management positions in education, not only through management training, but also through various strategies aimed at reducing barriers.

In this exposition of single-sex educational management training programmes, a classification of the programmes according to their various functions is given. Thereafter, the major single-sex programmes in the USA and UK are reviewed to ascertain their nature. An overview of current trends in single-sex training programmes and a critique of the effectivity of these programmes according to the literature and empirical data is given. A brief summary and outline of salient implications for women conclude this exposition of single-sex educational management training programmes.

3.3.5.2 Classification of single-sex programmes

Although the underlying mission of single-sex educational management training programmes is to prepare and develop women for educational management positions, the major programmes have diverse aims. These diverse aims facilitate a classification of the various types of single-sex programmes according to their specific mission and approach.

Single-sex educational management development programmes for women may be classified according to one or more of the following criteria (Shakeshaft, 1985:130-135):

- programmes to recruit women for dual- or single-sex training programmes
- programmes designed to provide financial assistance for women to educational management training programmes
- programmes concerned with assisting women to overcome specific intrinsic and/or extrinsic barriers
- programmes to provide women with management skills and credentials for educational management positions
- programmes to increase the number of women in educational management faculty positions to act as role models
- programmes to develop suitable curricula materials concerning women in educational management for use in training programmes
- programmes implementing internships for women
- programmes to develop network facilities for women
- programmes to give women political clout and legal remedies
- programmes to ensure compliance with equity laws
- programmes to create a gender awareness in educational institutions
- programmes offering technical assistance for the recruitment of women and for hiring policies and practices concerning women.

Although each of these criteria contributes either directly or indirectly to the management development of women, these single-sex programmes differ from the conventional dual-sex educational management training programmes. The difference lies in the fact that many single-sex programmes are auxiliary in nature, being designed for the specific reduction of

barriers and specific promotion of women into management, and not only for management training for promotion positions.

A wide variety of initiatives to prepare and develop women for educational management positions have been undertaken by government, state, university and professional organizations in the USA and UK. The following examples of single-sex programmes give some indication of the nature and extent of these programmes.

3.3.5.3 Examples of single-sex training programmes in the USA

The phenomenon of single-sex programmes was instituted during the late 1970's in the USA, and currently there is a multitude of different programmes in operation throughout the country. The following list of programmes is by no means a record of all the single-sex programmes offered in educational management. However, the specific programmes listed are representative of the major programme types in the USA (cf. *Par. 3.3.5.2),* and show the diversity which currently exists.

- **Project AWARE** (Jones & Montenegro, 1982b:28)

  Assisting Women to Advance through Resources and Encouragement (AWARE), is a project to help women in education to climb the management ladder. Under the auspices of the *American Association of School Administrators* (AASA), and with funding from the *Ford Foundation,* a coalition of regional and local organizations was formed to assist women. Seven major organizations participating in *Project AWARE* provide services to women in 40 states in the USA. The major aims are to identify women for educational management, train and develop these women, and create networking facilities. The current operation of *Project AWARE* is effected through:

  - *AWARE West,* Phoenix, Arizona
  - *Southern Coalition for Educational Equity,* Atlanta, Georgia
  - *Women's Leadership Project,* Southwest Educational Development Laboratory, Austin, Texas

- *Northwest Women in Educational Administration*, Eugene Oregon
- *Northeast Coalition of Educational Leaders*, Lincoln, Massachusetts
- *Upper Midwest Network for Women in Educational Administration*, Rosemount, Minnesota
- *Midwest Network for Women in Educational Administration*, Lansing, Michigan.

A management training course for women initiated as a regional project by the *AWARE West* programme in Arizona, has become known as the Castle Hot Springs programme, named after the retreat where the course is presented (Metzger, 1985:292-296). The programme was designed for women in Arizona, and consists of a three-day workshop for selected applicants. The workshop is based on a simulation of a principalship in "Utopia School District". and serves as a laboratory in which participants can assess and practice their management attitudes and competencies (*Ibid.)*.

- **SEEL Project** (Stockard, 1982:1-73, Smith *et al.*, 1982:3, Schmuck, 1982:1-65, Kruse & Schmuck, 1987:1)

The *Sex Equity in Educational Leadership Project* (SEEL) was funded by the *Women's Educational Equity Act Programme* (WEEAP) and the *US Department of Education*, to develop a model for the training of women for educational management. This three year project (1977-1979) was conducted under the joint sponsorship of the *Center for Educational Policy and Management* (CEPM) and the *Center for the Sociological Study of Women* (CSSW) at the *University of Oregon*. The six major goals of this project include:

- to build awareness of sex inequity in educational management
- to restructure the content of training programmes in educational management
- to provide training and recruitment for women

- to conduct research about public attitudes, selection procedures and career patterns for women
- to build the state's capacity for continued reform activities in educational equity
- to disseminate information to other states.

A single-sex programme which was initiated as a direct result of the SEEL Project is the *Oregon Women in Educational Administration* (OWEA) programme, which provides in the training and development needs of women in the Oregon area.

- **ICES Project** (Adkison & Bailey, 1981:10-13, Jones & Montenegro, 1982a:24, Shakeshaft, 1985:136, Shakeshaft, 1987c:129-134)

  The *Project of Internships, Certification, Equity-Leadership and Support* (ICES) was a two-year project, field-tested in Kansas, and funded by the *Women's Educational Equity Act Program* (WEEAP) from 1971 to 1979. The main aims of ICES were to recruit and train women in educational management, award scholarships to women to attend training programmes, and to provide internships for women. The programme consisted of four elements which combined to produce well-trained, certified women educational managers. The internship component provided on-the-job management training; the certification component guaranteed appropriate certification; the equity-leadership element consisted of a series of specially designed workshops; and the support component provided networking and supportive facilities.

- **WISA Project** (Jones & Montenegro, 1982a:24, Shakeshaft, 1985:130-142, Shakeshaft, 1987c:129-138)

  The *Women in School Administration* (WISA) project was established in Minnesota. Its functions have included recruitment programmes, workshops in educational management, field-based courses, creation of networking facilities, and development of training materials.

- **FLAME Project** (Jones & Montenegro, 1982a:24, Shakeshaft, 1985:130-142, Shakeshaft, 1987c:129-136)

  The *Female Leaders for Administration and Management in Education* (FLAME) project functions as a single-sex programme, designed to recruit women for educational management, to provide financial support for women following an internship programme, to provide special internship programmes, and to create networking facilities. A further programme initiated by FLAME is a strategy to increase the hiring of female staff for academic positions in educational management departments at universities.

- **Women in Administration,** Hofstra University (Shakeshaft, 1985:136)

  This summer institute for women has been offered annually since 1980 at Hofstra University, Long Island, New York. Its main function is to prepare women to overcome barriers to their advancement in educational management, "without making them carbon copies of male managers" (Shakeshaft *et al.*, 1984:68).

- **Women and Administration Institute (WAI),** University of South Florida (Kimmel *et al.*, 1979:229-281)

  This programme is an intensive summer residential course, designed to train women for management positions in education.

- **NIP** (American Council on Education, 1987:1-3, Shavlik, 1988:1)

  The *National Identification Program* (NIP) was instituted in 1977 by the *Office of Women in Higher Education* (OWHE), under the auspices of the *American Council on Education* (ACE). The main function of NIP is to establish programmes for women, identify and encourage women managers, and create networking facilities. ACE/NIP function in various forms in every state in the USA.

- **NAWDAC** (National Association of Women Deans, Administrators and Counselors, 1988:1)

The *National Association for Women Deans, Administrators and Counselors* (NAWDAC) was founded in 1916. NAWDAC is committed to the education of women and the advancement of women to management positions in education. NAWDAC has members from all the states in the USA, from Canada and eight other countries. A divisional structure permits members to participate in one or more of six divisions: administration, counseling and individual development, activities and services, teaching and research, government/agency/special programmes, and continuing education. Among the services of this single-sex organization are annual journals and other publications, training programmes, and a highly acclaimed annual national conference.

- **CWE** (Jones & Montenegro, 1982a:24)

  The *Career Women in Education* (CWE) programme aims at increasing the number of women in educational management on Long Island, New York, through specially designed training programmes for women.

- **HERS** (Shakeshaft, 1985:131)

  The *Higher Education Resource Service* (HERS) through their programme called *The Next Move,* provides a leadership and management clinic for women in higher education in the USA.

- **AASA Programmes for Women** (American Association of School Administrators, 1987:1-7, American Association of School Administrators, 1988:3)

  The *American Association of School Administrators* (AASA) has instituted a variety of single-sex training programmes (*cf. Par. 3.3.4.3.3d).* The main goals of the AASA/NASE programmes for women are to increase the awareness of the need for women in educational management, to facilitate their appointment to high level management positions by effective training, and to provide support for women in management positions. Much of the activity of the AASA single-sex programmes is based on research conducted by the *Office of Minority Affairs* instituted by AASA (cf. *Par. 3.3.4.3.3d).*

- **Principals' Centres for Women** (Risan, 1987:60,99)

  The *Association of Women Administrators in Westchester* (AWAW), New York, and the *Academy for Equity in Educational Administration* in Green Bay, Wisconsin, are two affiliates of the *Principals' Centres' Network,* aimed at providing training and development in educational management for women (cf. *Par. 3.3.4.3.2).*

3.3.5.4 Examples of single-sex training programmes in the UK

Although there is far less activity in the sphere of single-sex educational management training programmes for women in the UK, there is evidence of a definite movement toward the provision of this type of training. The following programmes serve to illustrate the provision of single-sex programmes in the UK.

- **Women and Educational Management** (Staff Training and Development Unit, 1988:1-4, Bargh & Warwick, 1988:1-27)

  The *Women and Educational Management* programme was developed and instituted at the *Staff Training and Development Unit, Telford College of Arts and Technology,* Telford, Shropshire, following consultation with the *West Midland Local Education Authorities.* It was initiated from the *Grant Related In-Service Training* (GRIST) *Staff Development Project for Women Teachers* in 1986/1987, in collaboration with eight West Midland Authorities. This programme is an extension of support for the *Equal Opportunities in Education* programme in the UK, and was first instituted in 1987.

  The main mission of the programme is to offer women in education the opportunity to increase their potential for career progression through career planning, and the development of interpersonal and organizational skills. A different approach is used in this programme in that the first five training sessions are presented to single-sex groups of women and men separately, and the groups then join for the subsequent five sessions. A participatory workshop style of presentation is used throughout, with the course content being divided into parts. The first part consists of content related to the personal and professional needs

of women aspiring to or in management positions. The second section consists of content related to men and women working together as managers, and various management skills. The course is presented during two residential weekends, three one-day events, and individual assignments.

- **Women's Training Courses** (Davies & Elias, 1988:1-2)

  In 1983, the *National Union of Teachers* (NUT) initiated a series of training courses for its women members. These *Women's Training Courses* are residential courses held at the NUT's training centre. The aim of these courses is to provide women with skills which should enable them to play a more positive role in their careers and to develop women for promotion positions.

- **Women and Work Programme** (Coyle, 1987:1-11)

  The *Women and Work Programme* at *Aston University* in Birmingham provides training programmes for women in both the public and private sector. During 1987, a short management training course was developed and presented to women education officers from the *Inner London Education Authority* (ILEA). Women in education may also attend the *Women into Management* course which was recently instituted.

3.3.5.5 Overview of trends in single-sex educational management training programmes

General trends underlying single-sex educational management training programmes in the USA and UK may be identified from the literature consulted for the identification of examples of programmes (cf. *Par. 3.3.5.3, 3.3.5.4),* and from the data gathered from the respondents in the empirical study (cf. *Addendum A: E1-14).* Ten of the persons interviewed were actively involved in the design and presentation of nine different single-sex programmes (cf. *Addendum D)* in the USA and UK (cf. *Addendum A: E2).* The data gathered from the responses of these ten individuals are used in this section.

According to the respondents (n = 10), the institution of single-sex educational management training programmes is a relatively new movement in the USA and UK. The oldest programme specified by the respondents was instituted in 1977, and the **average date of institution** is 1983 (cf. *Addendum A:E(3):14).* The **duration** of two-thirds of the programmes identified by the respondents ranges from one semester to two years (cf. *Addendum A: E5).*

According to the literature (cf. *Par. 3.3.5.2),* the major **incentive for the instigation of single-sex programmes** is evidently two-fold, in that women require assistance to overcome barriers to their advancement, and women require management training for educational management positions. The underlying incentives for the institution of single-sex programmes suggested by the respondents are (cf. *Addendum A: E6):*

- the need to encourage women to attend management training programmes
- raising the profile of gender issues in management training
- advice from local education authorities that women require special programmes
- statistical evidence that few women reach management positions
- desire to facilitate the promotion of women into management positions
- desire to prepare higher quality managers for schools
- need to provide women with specific information and skills to succeed in school management
- need to provide access to those currently holding senior positions
- federal financial grant to institute a programme.

Although many of the programmes identified in in the USA and UK (cf. *Par. 3.3.5.2-3.3.5.3)* were instituted through incentives from affirmative action programmes, two-thirds of the respondents indicated that there had been no strong **affiliation to, or influence from feminist, sexist or affirmative action**

groups (cf. *Addendum A: E7)*, An interesting occurrence was the fact that a female respondent indicated that feminist/sexist/affirmative action affiliation had been a strong influence in the establishment of the single-sex programme which she identified, and a male respondent indicated no such influence in the establishment of the same programme. These incentives are confirmed in the major aims underlying the single-sex programmes in operation in the USA and UK (cf. *Par. 3.3.5.2, 3.3.5.3)* which may be summarized as follows:

- to identify women for educational management
- to recruit women for educational management training
- to prepare, train and develop women for educational management
- to create networking facilities for women
- to build an awareness of sex inequity in educational management, and extend reform movements
- to restructure the content of training programmes and provide suitable training materials concerning gender issues
- to conduct research concerning women in educational management
- to provide internships for women to gain experience in educational management
- to provide financial support for training for women aspiring to management positions
- to encourage greater numbers of women in faculty positions to act as role models
- to assist women to overcome barriers to their advancement
- to promote the advancement of women in educational management
- to provide training for women according to the affirmative action policies created as a result of sex equity laws.

Single-sex programmes are structured to provide content and learning experiences surrounding various issues to provide in a variety of educational management training needs of women. The following **course structure and content** issues were identified from the literature, and the respondents in the USA and UK were asked to indicate which of the issues are included in single-sex programmes (cf. *Addendum A: E8):*

Course structure and content issues	Percentage of programmes including the issue
Identification of management potential	100
Development of management skills	100
Awareness of internal barriers	88
Overcoming internal barriers	88
Awareness of external barriers	88
Overcoming external barriers	88
Development of positive self-concept	88
Provision of role models	88
Provision of mentors and sponsors	88
Case studies	88
Network formation	88
Identification of career goals	77
Improvement of professional visibility	77
Improvement of interview techniques	77
Assertiveness skills	67
Coping with stress	56
Sex discrimination and equity laws	56
Effective application and resumè writing	56
Employment negotiation skills	56
Information re conditions of employment	33

Table 3.4

Inclusion of course structure and content in single-sex programmes in the USA and UK

Other content issues specified by the respondents included critiques of existing educational management theory, educational law, management of change and time, and female leadership styles.

This wide range of issues correlates with the wide range of major aims of single-sex training programmes. The aims and content are structured to assist women to overcome the barriers to their advancement, and to prepare, train and develop women for educational management positions.

In order to assess the current relative **importance of certain content area trends** in single-sex training programmes, and the relative importance of content area trends as predicted for a decade from now, the respondents were asked to rate a given list of content issues as for 1988 and 1999 respectively (cf. *Addendum A: E9-10)*. The results are given in *Table 3.5*.

Content area	Order of importance	
	1988	1999
Development of positive self-image	1	1
Assisting women to overcome barriers	2	3
Development of management skills	3	1
Development of career goals	4	3
Development of job application skills	5	5

Table 3.5

Order of importance of specified content area trends in educational management training for women in 1988 and 1999 in the USA and UK

(1 = most important, 5 = least important)

The trends indicated in *Table 3.5* show that the current need in the USA and UK is to place emphasis on preparing women to overcome the barriers, and not on equipping women with the competencies directly related with a management position. This confirms the statement by Kanter and Wheatley (1978:4) that single-sex training programmes are entry mechanisms, providing a "spurt of energy" or a "booster rocket" for women. McCarthy and Zent (1982:462) suggest that these programmes provide training for women to gain entry-level experience so that they can compete with men on a more equal footing for higher positions.

The prediction for the situation at the turn of this century holds a positive message for women in educational management. The change toward developing both the confidence levels and management skills as the top priority, shows that the current emphasis on removing barriers for women's advancement is seen as a temporary measure. The higher priority given to the development of career goals for women in the future is also a positive indicator of higher aspiration levels.

The movement away from initially training women to overcome barriers, once entry-level into educational management is reached, may be seen in the list of subject areas identified as training needs by women in management positions. The subject areas are listed in order of priority as identified in an extensive survey of women members of the *American Association of School Administrators* (AASA) (Jones & Montenegro, 1982c:5,17):

- leadership strategies
- decision-making strategies
- conflict management techniques
- legal issues facing educators
- male and female leadership and communication styles
- securing staff support and confidence
- public relations
- status of women managers
- human relations skills
- policy development
- development of support networks
- career planning for upward mobility
- financial management
- dealing with staff and community critical of women managers
- job search strategies
- developing supervisory skills
- dealing with employee groups and boards
- coping with stress
- balancing professional and personal roles

- sex role stereotyping and sex bias.

It may therefore be concluded that once initial single-sex programmes have assisted women to enter management positions, their needs change to be more in line with the training provided in conventional dual-sex programmes.

A further trend indicated by the respondents is that single-sex programmes are **presented by both males and females,** with only 22% of the programmes being presented solely by women (cf. *Addendum A: E11).* A similar pattern is found in the presentation of dual-sex programmes (cf. *Par. 2.6.4.3, 3.3.4.3.8.b).*

Regarding the **effectivity of single-sex training programmes on the position and promotion of women** in educational management, the respondents indicated a significantly **positive effect** (cf. *Addendum A: E12).* Furthermore, the respondents acknowledged a **change in attitude** towards women who had completed a single-sex training programme (cf. *Addendum A: E13).* However, 33% of the respondents indicated that women are not always **given the opportunity to attend training programmes** whilst in the teaching profession (cf. *Addendum A: E14).*

According to literature reports on evaluation of single-sex programmes, the following **positive effects** are recorded (Weeks, 1981b:12-13, Jones & Montenegro, 1983b:238-239, Shakeshaft *et al.,* 1984:68, Mertz & Venditti, 1985:37,39, Metzger, 1985:292-293, Tetenbaum & Mulkeen, 1987:10-12, Kruse & Schmuck, 1987:2, Bargh & Warwick, 1988:52):

- single-sex programmes allow the development of management skills relative to the specific needs of women
- women gain a greater understanding of issues which confront them when aspiring to management positions
- women are better prepared to overcome both intrinsic and extrinsic barriers to their advancement

- women experience external barriers to a lesser degree after single sex training
- women gain knowledge concerning the legal, political, social, economic and personal implications of gender equity and inequities
- women gain a variety of skills for job application
- women gain an understanding of themselves
- a sense of support and group identity is felt via networking facilities
- career planning and career goal formation are facilitated
- a positive change of attitude occurs in potential and current managers about their own worth
- significant numbers of women are promoted on completion of a programme
- a positive change of attitude toward women in educational management occurs at organizational level
- university faculty members become increasingly aware of gender inequities and barriers for women
- after completion of a single-sex programme, women feel encouraged towards further development, and enrol for further management training programmes
- single-sex programmes result in greater visibility, status and respect for women
- there is an increase in the number of women qualified for advancement
- women and men associated with the training course in any way are moved toward a less traditional view of the roles and rights of women
- a greater awareness of the role of a mentor is created

- single-sex training results in a realization that the skills learned can be applied to fields other than education, thereby creating other opportunities for women to move upwards to high-level positions
- single-sex programmes have created an awareness and a sense of responsibility for women's training needs in the men who are involved in the presentation of these programmes
- selection techniques used for participation in single-sex programmes serve to identify women with the potential of being school managers.

Many of these positive effects of single-sex training may also be found in dual-sex training. Furthermore, there is an ongoing debate concerning single-sex *versus* dual-sex training programmes for women (Reif *et al.*, 1978:11-12, Fonda, 1983:40-41, Berryman-Fink & Fink, 1985:27). The following points of criticism against the use of single-sex training programmes are used by proponents of the dual-sex approach (Kanter & Wheatley, 1978:5, Reif *et al.*, 1978:11-12, Davidson & Cooper, 1983:31, Fonda, 1983:40-41, Berryman-Fink & Fink, 1985:27)

- the singling out of women for special single-sex training creates an assumption that there are deficiencies among women managers
- undue attention is focused on the problems experienced by women
- single-sex programmes promote gender-based factions in management
- single-sex programmes reveal a remedial focus aimed at rectifying the "deficiencies" in women
- increased attention to the fact that women require special training may create more problems for women
- there is no cross-gender interaction for both sexes to learn to understand gender implications for management
- single-sex training may not suffice for the management needs of a dual-sex organization

- single-sex programmes are a form of discrimination via segregation
- the skills required by men and women in management do not differ to such a degree that special programmes are required.

3.3.5.6 Summary of general trends in single-sex programmes

In summary, the following general trends surrounding the issue of single-sex educational management training programmes may be identified from the research in *Paragraphs 3.3.5.2-3.3.5.5:*

- single-sex programmes have been instituted in the USA on the initiative of government, state, university and professional organizations for the specific promotion and training of women for educational management positions
- there is a sporadic incidence of single-sex programmes in the UK, and no current programmes in the RSA
- the programmes are a relatively recent development and tend to be fairly long in duration
- programmes are instituted to assist women to advance in educational management, based on diverse aims which include facets of conventional management training and particular strategies to overcome intrinsic and extrinsic barriers
- there is a current priority placed on preparing women to overcome barriers to advancement, with special emphasis on development of self-concept
- this priority is viewed as a temporary measure to facilitate the movement of more women into management positions
- the institution of single-sex programmes suggests that women require special training to suffice in their current needs
- although contention surrounds the concept of single-sex programmes, their effectivity is seen to be positive.

3.3.5.7 *Implications of single-sex training programmes for women*

The increasing incidence of single-sex training programmes for women during the past decade may be seen as a concerted effort to rectify the gender imbalance in management positions in education. The major thrust underlying the establishment of these programmes includes both the assistance of women to overcome barriers to their advancement, and the development of their potential for management positions. Although much success has been attributed to these programmes, controversy surrounds the basic assumption of training a group that is gender-defined for a position that is assumed to be gender-free.

The following main implications of single-sex training programmes for women are deduced from this review:

- single-sex programmes are specifically designed to improve the *status quo* of women in educational management
- single-sex training programmes constitute a major interim means for women to overcome current intrinsic and extrinsic barriers to their advancement
- single-sex programmes offer women an alternative opportunity for educational management training
- single-sex programmes offer an alternative method of gaining management credentials, specially designed for women
- single-sex programmes offer management training specifically designed for women
- single-sex programmes create an awareness in both men and women concerning the position and needs of women aspiring to management positions.

Therefore, it may be concluded that single-sex programmes contribute positively towards the preparation of women for educational management

positions, not only through conventional management training, but also through training for women to overcome barriers to their advancement.

If compared with the value of dual-sex training programmes for women (cf. *Par. 3.3.4.2.3, 3.3.4.3.9, 3.3.4.4)*, the main difference lies in the fact that special attention is paid to the specific requirements of women in single-sex training. Where dual-sex training was evidently designed mainly to meet the needs of the predominant gender group, being based on research surrounding the tradition of men in management positions, single-sex programmes for women provide an opportunity for emphasis on the specific management strengths, weaknesses and needs of women. However, the limited nature of research on gender differences in educational management (cf. *Par. 3.2.3)*, and the determination of a management position such as the principalship as being gender-free, requiring certain management skills which are not primarily gender-defined, cause controversy concerning the necessity of single-sex training. Current research shows that women are successful in the principalship, and that women apply management skills differently from their male colleagues (cf. *Par. 3.2.4)*. Provision for these differences is increasingly being made via the recent trend in conventional dual-sex training toward individualized and personalized training programmes, and in the focus on self-development.

Although dual-sex training programmes are valued for their contribution to the training of both men and women, various factors underscore the specific value of current single-sex training for women. These factors include the low representation of women in educational management, the existence of intrinsic and extrinsic barriers for women' advancement, and gender differences in the application of management skills, all of which are addressed in single-sex training for women.

3.4 SYNOPSIS, CONCLUSIONS AND CRITIQUE

The major purpose of the research in this chapter is an assessment of the current provision for educational management development, especially as far as women are concerned.

This necessitated, firstly, an extensive probe into the principalship, with its associated roles and required competencies. The principalship is reviewed mainly according to the recent effective schools' research, with emphasis on the current trends towards the **principal-as-leader** in **effective schools** of today and the future. The gender variable in the principalship is discussed to ascertain whether the position is gender-free or gender-bound. Thereafter, an extensive exposition of training programmes designed to equip men and women to function effectively in the principalship is given. The programmes are reviewed within a dual-sex/single-sex dichotomy, with special emphasis on any implications for the training of women.

The following general deductions and conclusions specifically pertaining to the purpose of this project are based on the research reported in this chapter:

- a wide range of diverse dual-sex and single-sex educational management training programmes are available in the USA, less in the UK, and a very limited range of programmes is available in the RSA
- by comparison, there is a greater awareness of, and provision for the educational management training of women in the USA, less in the UK, and a very limited awareness in the RSA
- the principalship is a complex position requiring a wide range of identifiable skills which may be developed for the effective performance of diverse roles
- the principalship is a gender-free position in which men and women function effectively, yet differently
- although the skills required for the principalship are situation-bound and role-specific across a wide spectrum of principal activity, men and women require the same skills, but apply the skills differently
- although dual-sex programmes cater basically for the development needs of both men and women in a group, there is a growing awareness of gender issues and specific gender training needs in these programmes

- single-sex programmes are designed specifically for the preparation of women, and therefore acknowledge gender differences in management training needs

- both dual-sex and single-sex training programmes have been successful in preparing greatly increased numbers of women for educational management positions

- there is evidence of a movement toward individualized educational management training programmes, which will therefore cater for the specific training needs of individual men and women

- there is a movement toward dynamic programmes, designed and presented in collaboration with researchers and practitioners from various institutions, with emphasis on practice-oriented training and long-term development, pertinently relevant to the current management needs of school leaders.

Therefore it may be stated that the both dual-sex and single-sex educational management training programmes are successful in preparing women for current management positions.

However, despite the successes achieved in the training of women and the greatly increased reservoir of highly and suitably qualified women, there has been no real increase in the numbers of women occupying principal positions during the past two decades (Marshall & Mitchell, 1989:4). "Even the most generous analysis of recent trends says that women have remained, and are likely to remain for some time, predominantly in teaching and in administrative posts closely connected with instruction." (Ortiz & Marshall, 1988:127.)

Riches (1988b:41) states that "it is argued that programmes designed to promote women managers within a patriarchal system have largely failed in the USA and are unlikely to succeed in Britain". Much of this argument is based on the fact that despite active attempts to train and develop women for educational management positions, there has been no marked difference in the *status quo* of women in the profession. In fact, women

have become "disenchanted with administration" (Marshall & Mitchell, 1989:11), a fact which gives rise to a situation where well-trained, motivated, intelligent women are exiting from education with a loss of hope that their contributions as professional educators will ever be valued at management level (Ortiz & Marshall, 1988:137). Furthermore, Biklen (1987:223) claims that "bright women do not flock to the teaching profession as they once did". Jones and Montenegro (1983a:25) state that it is evidently not enough to train and develop women for management positions, but that a "change is needed in institutions which have the power to open opportunities to these individuals".

A new research agenda is therefore required for women in educational management. This agenda falls beyond the scope of this thesis, but recommendations for other directions to be explored in search of further solutions to the problem that **women teach** but **men manage** in education are stated in the concluding chapter of this thesis.

The specific *status quo* of women in educational management in the RSA (cf. *Par. 2.6.3.4),* and the limited provision of training for women in the RSA (cf. *Par. 3.3),* reveal an urgent necessity for an educational management development strategy for this particular group of women. This strategy would, at the very least, create an increased awareness of gender issues within educational management in the RSA, and would hopefully provide a reservoir of women skilled in the management requirements of a principalship.

Therefore, the *South African Women Into Educational Management* (SAWIEM) programme is proposed and outlined in *Chapter* 4.

CHAPTER FOUR

AN EDUCATIONAL MANAGEMENT DEVELOPMENT PROGRAMME FOR WOMEN IN THE RSA

4.1 INTRODUCTION

There is a growing awareness of the importance of **educational management training** in the RSA. Van der Westhuizen (1987b:14) emphasizes the need for a national educational management policy in the RSA, executed through the implementation of a *Total (Educational) Management Development Programme*. Furthermore, there is a growing awareness of **women in educational management** in the RSA. A recent call was made for the launching of "a plan of action to make women more aware of their responsibilities regarding involvement in management" (Anon., 1988c:1).

The *South African Women Into Educational Management (SAWIEM)* programme is therefore proposed as a **plan of action** for the development of women for management positions in education, and more specifically, for the position of secondary school principal in schools which fall under the jurisdiction of the *Department of Education and Culture: Administration: House of Assembly* in the RSA. The rationale for this programme originates from the research concerning women in educational management reported in *Chapters* 2 and 3 of this thesis.

The design of the SAWIEM programme is based on the premise that programming for adult education should involve the following major responsibilities (Boone, 1985:3):

- identification, assessment and analysis of educational needs specific to the target of the programme
- planning and design of a programme to fit the expressed need
- implementation of the planned programme

- evaluation of and accountability for the outcomes of the programme.

In the case of the SAWIEM programme, the needs surrounding the issue of women in educational management are determined in the research reported in *Chapters 2* and *3* of this project. These needs imply a gap between **what ought to be** and **what is** *(Ibid.:115)*, and the programme is designed to provide in these specific needs. However, although proposals for the implementation are possible, the actual implementation and the ensuing evaluation will be of a long term-nature due to the complex nature of the proposed programme and its implementation.

Boone (1985:4-6) states that a variety of assumptions underscore programming for adult education. The programme is directed toward a **change in behaviour** at individual and institutional levels, with consideration of the norms and values of the target group. A **decision making process** is involved with conscious choices and decisions being made throughout the programming process. The programming process is furthermore viewed as a **system** in that its parts are interrelated and interwoven to form a collective whole. The parts of the programme exist at **different levels** and in **different time spans,** which include short-, medium- and long-term action plans. There is also a planned **hierarchical order** within a programme by means of which specific sequential plans of actions are designed to facilitate the implementation of the entire programme. These basic assumptions are incorporated in the SAWIEM programme in the following manner:

- changes in behaviour are proposed at individual and institutional levels to facilitate greater representation of women in educational management, taking into account the norms and values applicable to individuals, the education system and the society in the RSA

- decisions based on the research in *Chapters 2* and *3* are made

- the entire SAWIEM programme is designed to function as an integrated whole in an interrelated manner

- short- (0-3 years), medium- (3-5 years) and long- (5-10 years) term proposals are made in the various components of the programme for both immediate and longer term implementation
- sequential plans of action are proposed which include levels of dependency between the various facets of the programme.

The basic design of an adult education programme incorporates micro- and macro-level strategies as indicated in *Figure 4.1* (adapted from Boone, 1985:131). Furthermore, a review of research on programming for adult education reveals that programmes consist of the following basic elements *(Ibid.:34)*:

- problem or need definition
- setting of goals
- learning activity
- evaluation.

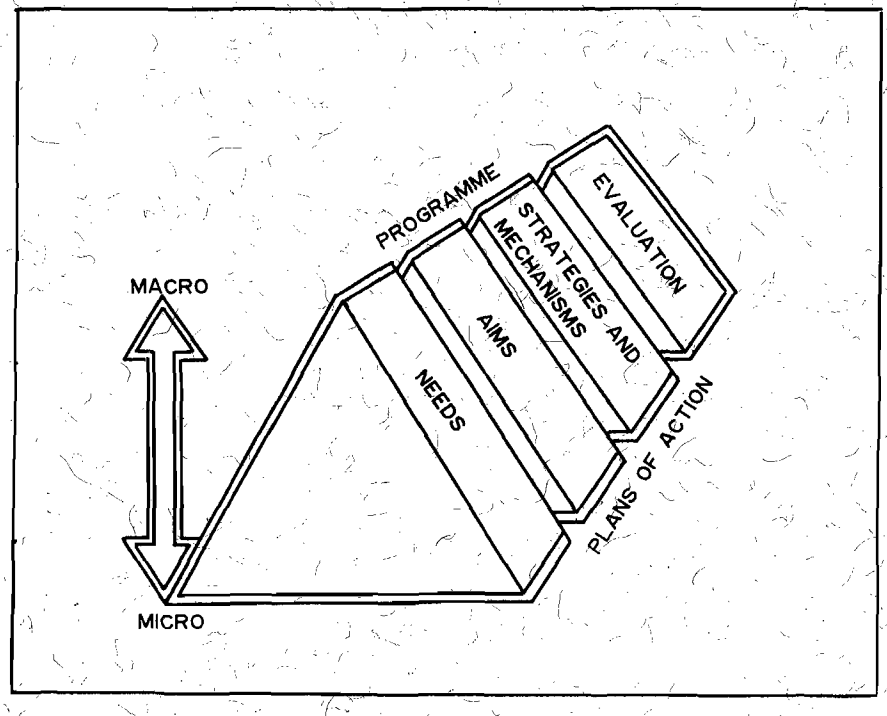

Figure 4.1
Macro- and micro-level programme design

The SAWIEM programme design includes micro-level plans of action which operate within a variety of structures and within three major sub-programmes at macro-level. The design of the micro- and macro-level structures includes the specification of goals based on a needs identification, and details of the strategies and mechanisms incorporated in the programme.

The proposed educational management development programme for women in the RSA is **entitled** the *South African Women Into Educational Management* (SAWIEM) programme for the following reasons:

- the programme is designed for implementation within the **Republic of South-Africa,** where there is limited provision of educational management training
- it is designed to meet the specific needs of **women** who are identified as being extremely under-represented in educational management positions in the RSA in schools under the jurisdiction of the *Department of Education and Culture: Administration: House of Assembly*
- it is specifically designed to facilitate both the **training** of women **for** educational management positions, and the **advancement** of women **into** these positions.

A diagrammatic representation of the total SAWIEM programme is given in *Figure 4.2.*

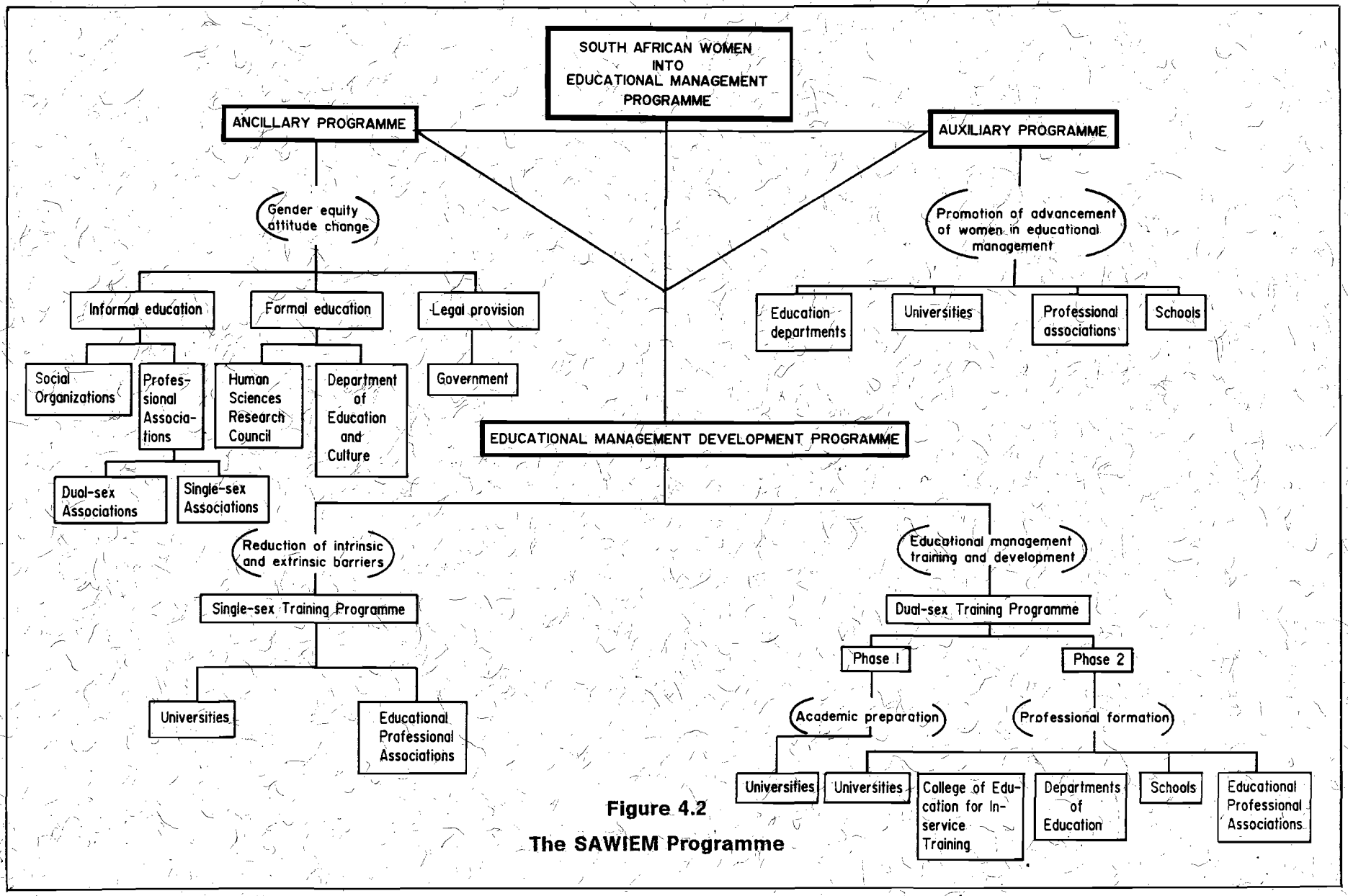

Figure 4.2

The SAWIEM Programme

The total SAWIEM programme is complex in nature, containing elements for change at both individual and institutional levels across a wide spectrum of issues viewed as being factors which will contribute to improving the *status quo* of women in educational management in the RSA.

According to the research reported in *Chapters 2* and *3*, the effect of special efforts for women in educational management in the USA and UK have been minimal, with little actual improvement in the situation. The SAWIEM programme is therefore designed to form a coordinated whole, addressing the major issues identified in the research simultaneously through various mechanisms, which are designed to operate in an interrelated and interwoven manner. It is postulated that the major thrust of simultaneous implementation of the various proposals for the short- and medium-term will contribute toward alleviating the extremely low representation of women in educational management in the RSA. The proposals for implementation in the short- and medium-term are designed for accommodation within the existing structures in the RSA to facilitate change in the *status quo* for women in educational management as soon as possible. The proposals for implementation in the longer term involve more far-reaching and idealistic changes in the provision of educational management development for women in the RSA.

4.2 MISSION AND AIMS OF THE SAWIEM PROGRAMME

The central mission of the SAWIEM programme is to create a more equitable gender balance within educational management in the RSA. The gender dualism present in the teacher-manager dichotomy in the RSA shows that women teach and men manage in the schools (cf. *Par. 2.7)*.

This dualism exists despite the fact that the principalship is a gender-free position (cf. *Par. 3.4)*, and that women function effectively, yet differently from men in the position (cf. *Par. 3.2.3)*. An underlying motivation for the SAWIEM programme is, therefore, that educational management positions, and in particular the principalship, are **gender-free** positions, according both men and women an **equitable** management role in the education profession. Furthermore, the present gender dualism forms an anomaly within the Christian-national education principle on which the South African education

system is founded. Christian-national education implies that all facets of national education should be religiously determined according to Christian philosophy. Christian philosophy proposes that women are uniquely different from, yet universally equal to men (cf. *Par. 2.2.4)*. This **equivalency** is not currently present in the profession of educational management in the RSA, and gender inequities exist. Recognition is therefore given to gender commonalities and differences in educational management, and the roles and associated management skills are viewed as being common to both men and women, yet uniquely executed according to both individual and gender differences.

Therefore, the mission of the SAWIEM programme is founded on the Christian principle which accords women an equitable status in all facets of life, including within the profession of educational management.

The main aims of the SAWIEM programme form an extension of the central mission. The programme is primarily designed for the training and development of women for management positions in education. However, a multitude of complicating factors surrounding the issue of women in educational management (cf. *Par. 2.7)* inherently affect the nature of such training, and thereby also the associated aims. These aims therefore take the special needs of women into account, and incorporate not only educational management training, but also the aspect of facilitating the advancement of women into educational management positions. The SAWIEM programme is therefore also designed to facilitate changes at individual and institutional levels to afford women more opportunities in educational management.

A situation analysis of the *status quo* of women in educational management in the RSA reveals extremely low representation (cf. *Par. 2.6.3.4)* due to a variety of reasons (cf. *Par. 2.7)* and this complicates any provision of educational management training for women. This complexity necessitates imposing a classification of the issues to be included in the SAWIEM programme into three major strategy areas to facilitate training and change at both individual and institutional levels (cf. *Fig. 4.3)*.

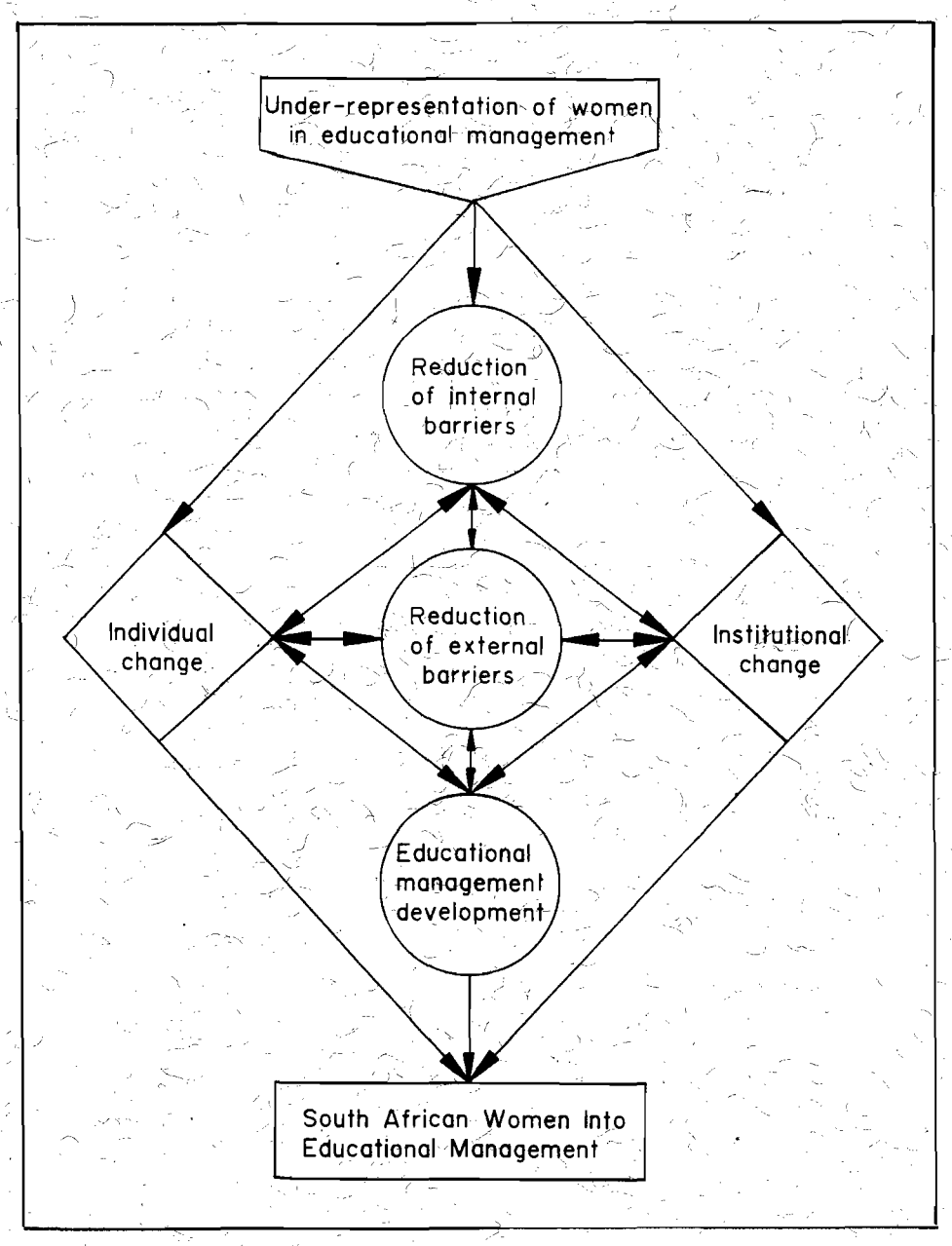

Figure 4.3

Major strategy areas in the SAWIEM programme

The three major stategy areas of the SAWIEM programme surround the reduction of internal barriers for women, the reduction of external barriers, and the provision of educational management development opportunities to equip women with the specific expertise required for management positions. *These strategy areas determine the nature and essence of various* facets of the programme designed to facilitate change at both individual and institutional level. The interdependence and interrelatedness of the areas and levels of change are indicated by means of arrows. The nature and extent of

any change in the current situation for women would therefore depend on the nature of the programme and the extent of the implementation of the various facets of the programme designed for use at both individual and institutional level, across the spectrum of the three major strategy areas.

4.3 MAJOR COMPONENTS OF THE SAWIEM PROGRAMME

The complexities underlying the three major strategy areas demand the use of **three sub-programmes** within the SAWIEM programme (cf. *Fig. 4.4*).

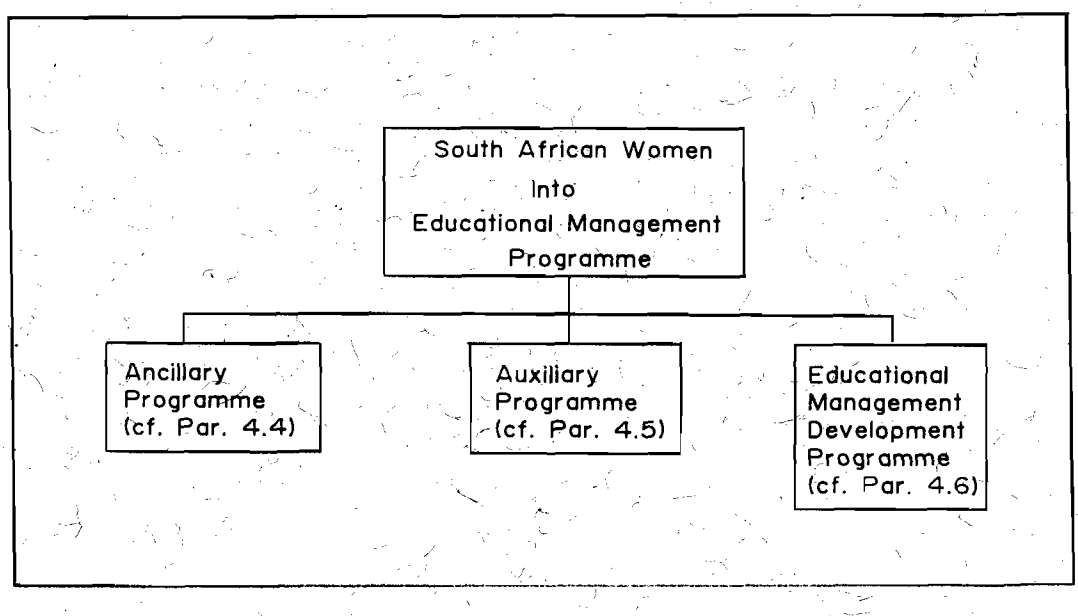

Figure 4.4

Major sub-programmes in the SAWIEM programme

The **ancillary programme** is designed to facilitate changes which are peripheral in nature for women in educational management at individual and institutional levels throughout society. The **auxiliary programme** has been designed specifically to promote the advancement of women into educational management. The **educational management development programme** concentrates mainly on equipping women with the essential expertise required by educational managers.

A cursory discussion of the structure and function of the **ancillary programme** is given in the following sections. Thereafter, a comprehensive exposition of the structure and function of the **auxillary programme** and **educational management development programme** for women is given. The coordination of the entire programme, with emphasis on the interrelated and interwoven nature of the components,is discussed and the salient implications of this programme for women in the RSA are stated.

4.4 THE ANCILLARY PROGRAMME

4.4.1 Orientation

The main aim of the ancillary programme is the facilitation of an awareness and change throughout society regarding the general attitude toward gender equity. This would, of necessity, involve a highly complex major programme, instituted to bring about changes at both institutional and individual levels concerning virtually every aspect of life in which men and women play a role. The negative connotations within the traditional stereotyped paradigm of gender attributes and roles (cf. *Par. 2.2.6)* could be counteracted, thereby improving the general status of women in society.

The ancillary programme would therefore function in all institutions of society, affecting the perspectives held of women. This attitude change would affect the cultural norms, values and standards associated with gender issues (cf. *Par. 2.7),* thus indirectly affecting women in education, and more specifically, women in educational management. The total field of possible ancillary programme action is beyond the scope and purpose of this thesis. However, pertinent examples of ancillary programme action may be identified from the research in *Chapters* 2 and 3. This action is seen to be of indirect value to women in educational management (cf. *Par. 2.7).*

4.4.2 Examples of ancillary programme implementation

4.4.2.1 Informal education provision for gender equity

Various societal institutions in the form of organizations founded for the improvement of the quality of life of individuals and groups should formulate

their underlying policies to include the promotion of gender equity issues. This would facilitate an improved level of awareness of gender equity by both men and women throughout society. Examples of these organizations include both social and professional groups, where both individual and institutional growth and development opportunities occur.

Particular emphasis should be placed on gender equity issues in the various single-sex organizations for women in operation in the RSA. This may be facilitated through the current structure of the *Women's Bureau of South Africa,* which is a national servicing body to promote the socio-economic interests of women in the RSA, and which acts as a linking body for all South African women's organizations. These organizations may generate a greater awareness of gender equity issues among members, thereby causing a greater awareness of these issues in broader society. Women in education should be encouraged and motivated to participate in the various organizations' activities.

In the long-term, the *Women's Bureau of South Africa* should be recognized at government level as an official mouthpiece on matters affecting the socio-economic interests of South African women. This recognition by government is a current aim of this organization. This organization could thereby contribute toward the eventual institution of gender equity legislation at government level (cf. *Par. 2.6.5.4.8, 4.4.2.3).*

4.4.2.2 Formal education provision for gender equity

Gender equity research in all levels of formal education should be promoted (cf. *Par. 2.3.3).* A current structure available for the promotion of this research in the RSA is the *Human Sciences Research Council,* and research projects could be conducted by the various universities.

In the long-term, gender equity research in formal education would facilitate the identification of current gender anomalies which affect the position of women in the RSA (cf. *Par. 2.3.2).* This could lead to the formulation of policies to counteract or rectify practices in education which cause an inequitable position for women (cf. *Par. 2.3.4).* The results of gender equity

research could, for example, form the basis of strategies which would facilitate the following changes in education:

- curricula changes to prepare both men and women for greater gender equity in a series of life roles (cf. *Par. 2.3.4, 2.6.5.3.2, 2.6.5.4.6)*
- curricula changes to ensure a more equitable access to and participation in higher education for women (cf. *Par. 2.3.4, 2.6.5.4.7)*
- curricula changes to provide for greater gender equity in aspirations and access to a wider variety of careers (cf. *Par. 2.4.3, 2.6.5.3.1)*
- structural changes to include more women in management positions in the education profession to act as role models and mentors for girls and women (cf. *Par. 2.6.5.4.4)*.

4.4.2.3 Legal provision for gender equity

According to the research (cf. *Par. 2.6.5.4.8)*, legal provision for gender equity in employment is a prerequisite of, and contributing factor to gender equity in educational management. Once statutory provision is made for gender equity in employment, the various education departments will be able to provide for gender equity within their respective constitutions and policies. The institution of equity laws in the RSA would, of necessity, be a long-term project.

Equity laws should be instituted at government level, providing for both gender equity and the promotion thereof. This statutory provision should be executed via the formulation of government policy, which includes the specification and creation of a formal mechanism for both the implementation and control thereof (cf. *Par.2.6.5.4.8)*. This formal mechanism should be a comprehensively planned affirmative action, designed specifically to reduce and remove gender inequities throughout the institutions in society, with emphasis on the actual promotion of women (cf. *Par. 2.6.5.4.8)*.

4.4.4 Implementation of the ancillary programme

The implementation of the ancillary programme in the short-term requires immediate action by women's organizations and the initiation of research on gender equity issues in education. These aspects should be implemented simultaneously. The long-term programme action will depend on the nature and extent of the initial implementation of the ancillary programme. The growth in this programme should be depth- and quality-related, thus bringing about a slow but eventual change in the cultural norms, values, attitudes and standards associated with gender issues in the RSA.

It is postulated that the ancillary programme will facilitate a more equitable position for women in educational management through an eventual attitude change which will be directional from societal attitude change to the actual position of women in educational management.

Further research on this complex issue is required for the formulation of a comprehensive and detailed policy and plan of action for this programme (cf. *Par. 5.4)*.

4.5 THE AUXILIARY PROGRAMME

4.5.1 Orientation

The main aim of the auxiliary programme is to **promote the advancement of women** into educational management positions through both individual and institutional change. These changes are based mainly on the reduction of intrinsic and extrinsic barriers to women's advancement in educational management. Women are specifically assisted to achieve promotion positions, and various actions are proposed for educational institutions specifically to promote the advancement of women. The auxiliary programme has elements which may be instituted immediately and also various proposals which may be implemented in the medium and longer terms.

The programme is designed to operate through various actions in education departments, schools, universities and professional educational associations (cf. *Fig. 4.5)*.

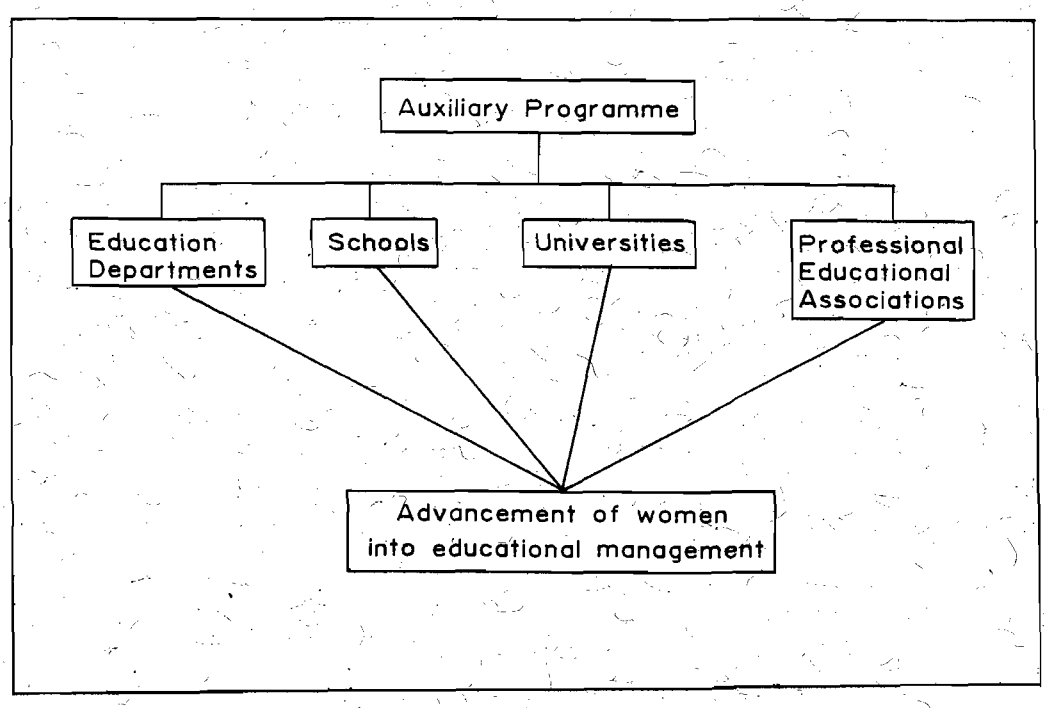

Figure 4.5

Auxiliary programme structure

4.5.2 Examples of auxiliary programme implementation

4.5.2.1 Auxiliary programme in education departments

The proposed auxiliary programme for education departments is of a long-term nature in that policy changes based on the research in *Chapters 2* and *3 are suggested.*

National education policies should be formulated by authorities responsible for education concerning the following general issues which will affect women in educational management **indirectly:**

- the removal of all overt evidence of disparities regarding men and women in the education profession (cf. *Par. 2.6.5.4.8c)*
- the determination and specification of educational management qualifications as an essential requirement for management positions in schools (cf. *Par. 3.3.2)*

- the formulation of criteria for educational management training and development programmes to provide in the requirements of current and future educational managers in the RSA (cf. *Par. 3.2.4, 3.3.2, 3.3.4.3.9)*

- the formulation of additional and more valid and objective criteria and procedures for the selection of personnel for promotion positions (cf. *Par. 2.6.5.4.2, 3.3.4.3.5b).*

The formulation of official policies concerning these issues will indirectly create a more equitable position for women. The service benefits for persons entering the education profession will be the same, regardless of sex, thereby linking the reward for the work to the qualifications and merits of the person in a gender-free position at all levels in the education hierarchy. Recognition of the importance of educational management qualifications as a prerequisite for persons in management positions will create greater objectivity in recruitment and selection, thereby facilitating gender equity. Both men and women will be considered for management positions according to the essential educational management qualifications. These essential qualifications will be standardized according to national criteria for educational management training programmes, therefore a certain level of expertise in educational management can be expected in both men and women. Although the specialized area of selection procedures falls beyond the scope of this thesis, selection filtering was identified as a major barrier to women (cf. *Par. 2.6.5.4.2).* A national policy concerning the use of more standardized selection criteria, such as provided by the results of validated assessment techniques (cf. *Par. 3.3.4.3.5b)* would facilitate a more gender-equitable situation.

National education policies should be formulated concerning the following specific issues which will affect the advancement of women in educational management **directly:**

- special provision in the form of affirmative action for the advancement of women into educational management positions, based on the legal provision for the promotion of equity at government level (cf. *Par. 4.4.2.3)*

- details of the nature, implementation and control of affirmative action specifically designed for women in educational management (cf. *Par. 2.6.5.4.8g)*.

The special provision for the advancement of women in these policies is essential if the extremely low representation of women in educational management in the RSA is to be counteracted. This would facilitate raised aspiration levels in women (cf. *Par. 2.6.5.3.1)*, thereby facilitating changes which may reduce both intrinsic and extrinsic barriers to women's advancement (cf. *Par. 2.6.5.3, 2.6.5.4)*. It is, however, deemed essential that any such policies and the associated affirmative action taken should be interpreted and implemented with the necessary control mechanisms (cf. *Par. 2.6.5.4.8)*.

4.5.2.2 Auxiliary programme at universities

Auxiliary programme action in educational management departments at universities should incorporate the following specific provision for promoting the advancement of women in educational management:

- extensive research on women in educational management should be conducted to form the basis of a sub-discipline concerning women and gender issues for inclusion in the total study field of educational management (cf. *Par. 2.6.4.5, 3.3.4.2.6)*
- women faculty members should be recruited for academic positions in educational management departments (cf. *Par. 2.6.4.5, 3.3.4.2.6)* for the following reasons:
  - an increase of women in academic positions in educational management would create greater gender equity and awareness of gender equity at this specific hierarchical level (cf. *Par. 2.6.4.5)*
  - an increase of women at this level would facilitate an increase of research into women's issues, and greater inclusion and promotion of these issues within the educational management theoretical paradigm (cf. *Par. 2.6.4.5)*

- an increase of women at this level will provide in the need for same-sex role models for women aspiring to educational management (cf. *Par. 2.6.5.4.4)*

- an increase of women at this level will cause a reduction in the barriers of tokenism and marginality experienced by women in management positions (cf. *Par. 2.6.5.4.3)*

- women students should be actively recruited for courses in educational management (cf. *Par. 3.3.4.2.6)* to facilitate improvement in women's qualifications (cf. *Par. 2.6.5.4.7),* and to ensure a growing number of suitably qualified women from which educational managers may be selected

- theoretical and practical aspects of educational management should be included for men and women during initial teacher training to facilitate higher career aspiration levels in women and thereby assist in the reduction of traditional gender role stereotyping (cf. *Par. 3.3.4.2.4).*

The immediate implementation of the auxiliary programme at universities would facilitate a growing awareness of, and change in attitude toward women in educational management. Particular emphasis is placed on the immediate need for research concerning all aspects of women in educational management which, according to the research reported in this thesis, is currently extremely limited in the RSA.

4.5.2.3 Auxiliary programme in professional organizations

The term **professional organization** is used in this context to indicate the following educational institutions:

- institutions which offer educational management training programmes other than the courses traditionally offered by universities for academic degree purposes

- professional associations instituted to provide in the professional needs of persons in the education profession.

Auxiliary programme action within these organizations to promote the advancement of women in educational management consists of the following:

- establishment of sub-groups or special interest groups for women within professional educational management associations to create networking facilities for women (cf. *Par. 2.6.5.4.5)*
- encouragement and motivation of women in educational management to take an active part in the activities of educational management associations (cf. *Par. 2.6.5.4.3)*
- active recruitment of women to attend management training programmes (cf. *Par. 3.3.4.3.8c)*
- creation of opportunities for women to develop their specific management potential during programmes or workshops offered (cf. *Par. 3.3.4.3.9)*
- inclusion of subject matter concerning gender issues in educational management during meetings (cf. *Par. 3.3.4.3.9)*
- ensuring the implementation of any policies formulated for gender equity (cf. *Par. 4.4.2.3)*.

Immediate implementation of the auxiliary programme in professional organizations is proposed. The current structure of professional teachers' associations affiliated to the *Teachers' Federal Council* throughout the RSA may implement the proposals, thus reaching both men and women in the profession. Women should be encouraged to become active members of these organizations, and may instigate women's special interest groups where required. Furthermore, the *Education Association of South Africa* (EASA), which has a special interest group for educational management, may institute a further sub-group specifically for women in educational management. These proposals should also be implemented by the recently established *Association for Educational Managers*.

The current structure and network of educational professional associations in the RSA could therefore become an active proponent for promoting the advancement of women in educational management, and could cause a

considerable reduction in the intrinsic and extrinsic barriers experienced by women in educational management.

4.5.2.4 Auxiliary programme action in schools

Auxiliary programme action in schools for promoting the advancement of women in educational management consists of the following:

- creation of an awareness of educational management gender equity issues among school staff at all levels of the school management hierarchy (cf. *Par. 4.4.2.3)*
- appointment of more women into management positions to reduce the barrier of tokenism and marginality (cf. *Par. 2.6.5.4.3)*, and to provide same-sex role models for women (cf. *Par. 2.6.5.4.4)*
- school principals should be proficient in staff development (cf. *Par. 3.2.2.2)* so that women staff members with management potential can be identified and trained
- school principals should be proficient in mentoring of women staff members who have been identified as potential managers (cf. *Par. 2.6.5.4.4)*
- encouragement of participation of women at school management council level (responsible for selection of staff) to counteract the effects of gender filtering in selection (cf. *Par. 2.6.5.4.2)*.

The general awareness levels of gender equity in management positions at schools are the responsibility of the school principal. Staff development and mentorship training are essential as part of educational management development for individuals in these positions. Awareness of gender equity issues at schools will be facilitated by the ancillary and other auxiliary programme action.

4.5.3 Implementation of the auxiliary programme

The simultaneous implementation of the auxiliary programme in the four areas of education departments, universities, professional organizations and

schools is depicted in *Figure 4.6*. The effect of the ancillary programme is indicated in the peripheral area.

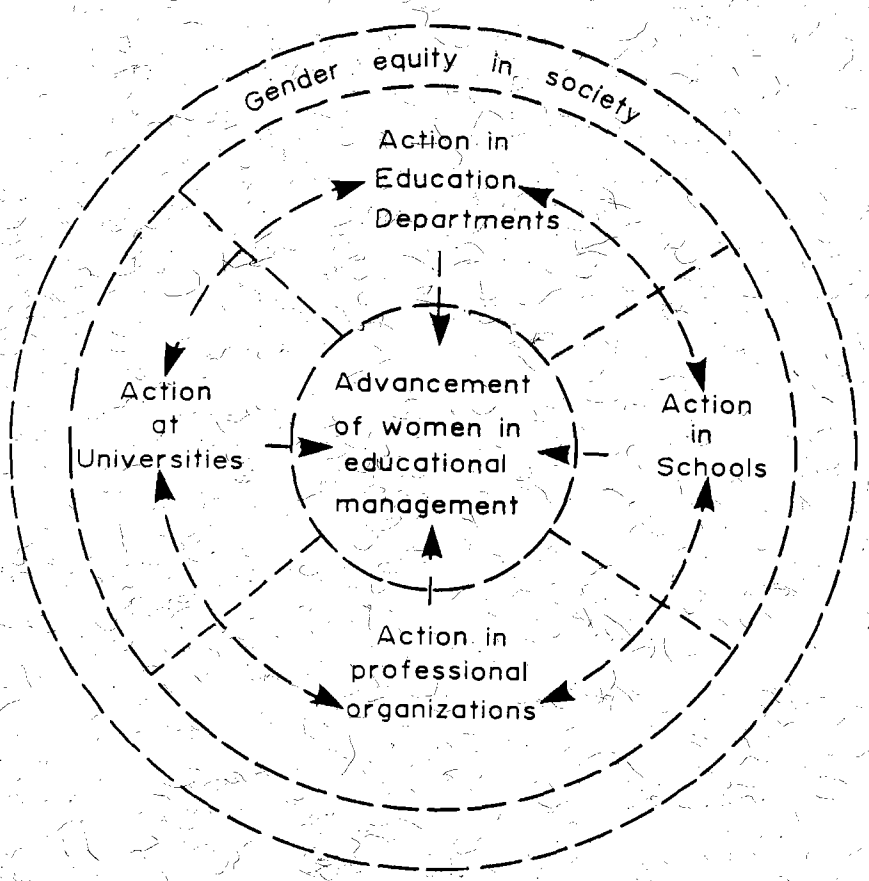

Figure 4.6

Interrelated nature and effect of auxiliary programme action

This programme is designed to facilitate the advancement of women into educational management in an interrelated manner. The short and eventual longer term activities in the four main areas will directly and indirectly affect one another and also facilitate change at both institutional and individual levels for women. The effect of the programme will depend on the nature and quality of implementation in all four areas and not on any directional implementation from one area to another. The quality of the implementation will affect the rate of individual and institutional change, and thereby affect the rate of advancement of women into educational management. The nature and extent of the simultaneous implementation of the ancillary pro-

gramme (cf. *Par. 4.2.4.2)* will also have an effect on the nature and extent of implementation of the auxiliary programme.

The successful implementation of the auxiliary programme will require the services of a coordinator with the necessary authority and expertise. It is therefore proposed that the auxiliary programme should be coordinated by the *Department of Education and Culture: Administration: House of Assembly*. The function of this department would be to collaborate with the various institutions to initiate the programme.

4.6 THE EDUCATIONAL MANAGEMENT DEVELOPMENT PROGRAMME

4.6.1 Orientation

The main aim of the SAWIEM sub-programme for educational management development is to prepare and train women for educational management positions. According to the research reported in *Chapter 3,* the management training of women can be successfully achieved through conventional dual-sex training programmes. The gender-free position of school principals implies that gender-free training should suffice for the training needs of both men and women. However, certain elements in the preparation for management training are unique to the needs of women, mainly to facilitate the reduction of intrinsic and extrinsic barriers. These elements are not applicable to the training of men, although men should be aware of the barriers which women experience. Therefore, use is made of a single-sex programme for various facets of preparing women for management training. The emphasis, however, lies in the training of women within the context of a dual-sex educational management development programme. The dual-sex programme is therefore proposed for the training of both men and women, and any special provision for the development of women is indicated.

The SAWIEM training and development single-sex and dual-sex sub-programmes are designed to be accommodated within the existing structures for the provision of various facets of educational management training within the RSA. Currently, the existing structures are provided by universities, a college of education for in-service training, departments of

education, professional associations and schools. The programme is therefore designed to be implemented in the short- and medium-term for immediate effect without the creation of any new structures. However, according to the research conclusions reported in *Paragraphs 3.3.4.2.6, 3.3.4.3.9, 3.3.5.7* and 3.4, the current fragmented and limited provision of training, and the lack of a total educational management policy in the RSA, necessitate proposals for more far-reaching changes which may be implemented in the long-term.

The SAWIEM development programme therefore consists of the two major components of a single-sex programme and a dual-sex programme as depicted in *Figure 4.7*.

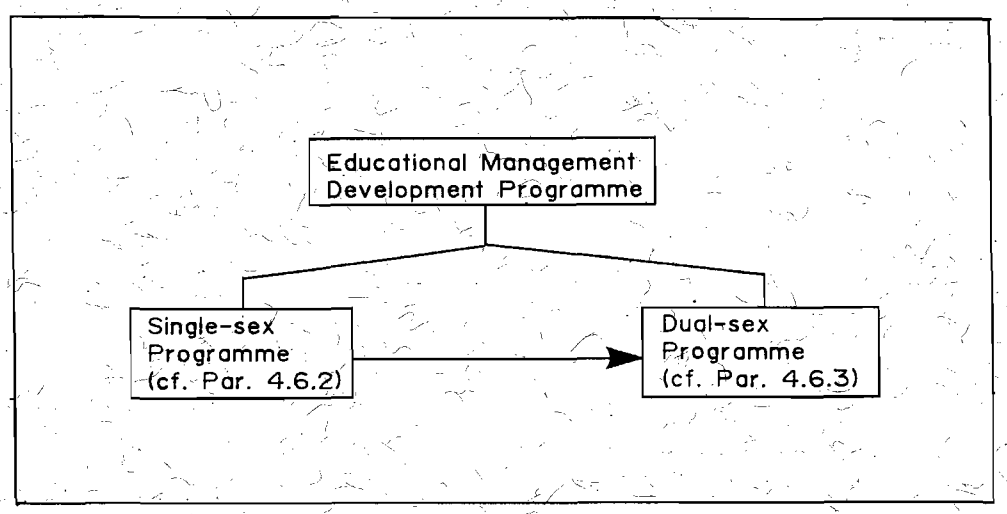

Figure 4.7

Educational management development programme components

4.6.2 The single-sex programme

4.6.2.1 Orientation

The extremely low representation of women in educational management positions in the RSA necessitates the use of a specially designed single-sex training programme. This programme is designed to provide special training for certain aspects of personal and professional development

to prepare women for participation in the conventional, dual-sex management training.

Although the research (cf. *Par. 3.3.5.6)* indicates that single-sex programmes are currently in use in the USA and UK for the aspect of actual management training as well as the high priority issues of development of the self-concept and preparing women to overcome barriers to their advancement, it has been shown that management training for women can be successfully accommodated within dual-sex training programmes (cf. *Par. 3.3.4.4).* The aspects included in the single-sex programme are therefore peripheral to management training if compared with the training proposed in the dual-sex programme, which is more specifically management directed.

4.6.2.2 Aim and implementation of the single-sex programme

The main aim of the single-sex training programme proposed for use in the RSA is to facilitate a reduction of intrinsic and extrinsic barriers to women's advancement, which includes the development of the self-concept of women aspiring to management positions. The programme is viewed as an **interim** measure to counteract the negative effects of the complex gender stereotyping which underscore the attitudes of both men and women concerning women in management, and thereby the many barriers to women's advancement (cf. *Par. 2.2.4, 2.6.5).*

Women aspiring to management positions constitute the main target group. Low aspiration levels (cf. *par. 2.6.5.3.1)* should be counteracted by the **ancillary** (cf. *Par. 4.4)* and **auxiliary** (cf. *Par. 4.5)* programme action, and by recruitment activity (cf. *Par. 3.3.4.2.4),* thereby facilitating a greater number of women in this target group.

The programme should be structured to include the following content issues (cf. *Par. 2.6.5.3, 2.6.5.4, 3.3.5.5):*

- development of positive self-concept and self-confidence
- facilitation of career planning
- reduction of intrinsic barriers
- reduction of extrinsic barriers.

The single-sex programme should be presented in a series of short seminars/workshops to be accommodated as an in-service training facility, thereby being more easily accessible to women.

The programme should be presented in a workshop/seminar mode to encourage maximum participation by the participants to facilitate self-development (cf. *Par. 3.3.5.3)*. Experiential learning opportunities should be created. The programme presenters should include both men and women (cf. *Par. 3.3.5.5)*.

4.6.2.3 Institutions responsible for the presentation of the programme

In order to make the programme available to as many women as possible throughout the RSA, the universities should assume the major responsibility for the training. The programme may be presented within the current structures for Summer and Winter school programmes at the universities by the faculty members of the respective educational management departments.

Furthermore, the activities of the women's special interest groups in the variety of educational professional associations may include addressing aspects of the single-sex programme content during meetings and conferences. The expertise of both university faculty members and practitioners may be drawn upon for presentations during these meetings. In this way continuous self-development opportunities may be provided for women.

4.6.2.4 Conclusion

The design of the single-sex programme therefore allows for the personal development of women in preparation for participation in the dual-sex educational management training and development programme, and for participation in management activity in the schools. It is postulated that the necessity for single-sex training will be lessened once the ancillary and auxiliary programmes (cf. *Par. 4.4, 4.5)* are fully operational. However, the extremely low representation of women in educational management in the RSA warrants the use of this specially designed programme as an interim measure for the immediate assistance of women.

4.6.3 Dual-sex management development programme

4.6.3.1 Orientation

The specific educational management development of women is contained within a dual-sex programme, thereby avoiding the negative affects of single-sex management training (cf. *Par. 3.3.5.5).* Special provision is made for the management training needs of women, thereby, allowing for differentiation in training according to gender differences (cf. *Par. 3.2.3, 3.3.5.5).*

This programme is therefore designed to provide in the needs of both men and women according to their respective needs for effective functioning in the gender-free position of the principalship (cf. *Par. 3.2.4).* This necessitates a cursory description of proposals for a total dual-sex management development programme for the RSA, with special reference to the implications for women.

4.6.3.2 Aim and implementation of the dual-sex programme

The major aim of the dual-sex training is the academic and professional management development of principals. The programme is designed for the initial training and continuous development of school principals for their management task. The programme therefore consists of two main phases as depicted in *Figure 4.8.*

The training activity in *Phase 1* and *Phase 2* (cf. *Par. 4.6.3.4, 4.6.3.5)* are designed to form a comprehensive, consecutive management training which should contribute toward the continuous development of an educational manager throughout his or her career. Men and women aspiring to the principalship or in principal positions form the target group for this programme.

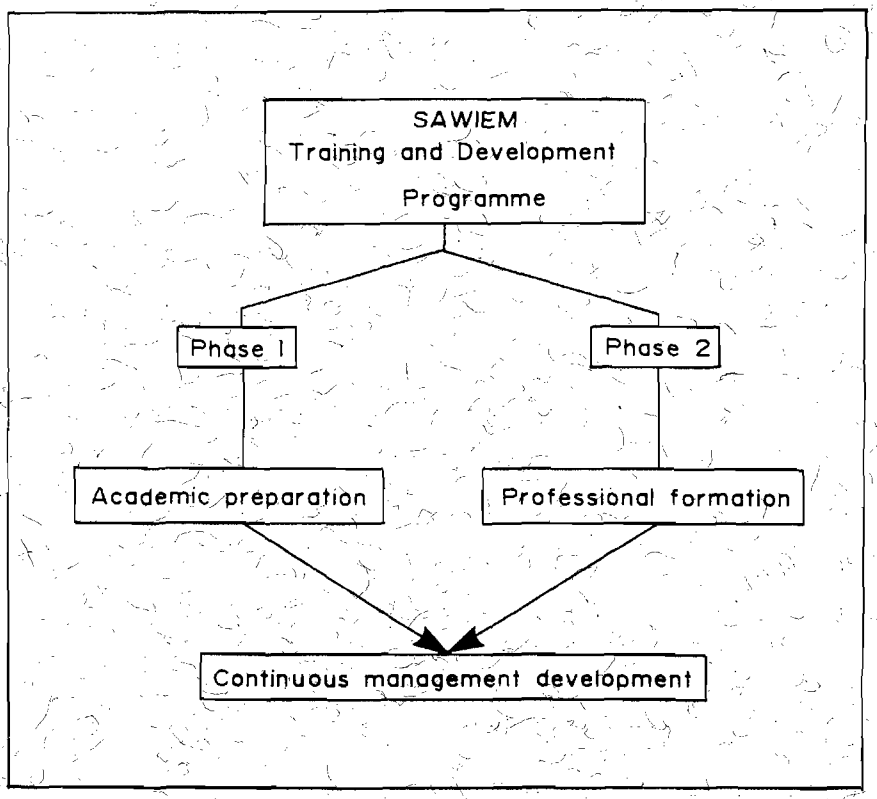

Figure 4.8

Phases in the SAWIEM dual-sex training and development programme

Implementation details regarding the strategies and mechanisms in the variety of training opportunities in Phase 1 and Phase 2 are given in *Paragraphs 4.6.3.4* and *4.6.3.5*.

4.6.3.3 Institutions responsible for the implementation of various aspects of the dual-sex programme

The programme is designed to accommodate a theoretical orientation to educational management as contained within traditional academic training (cf. *Par. 3.3.4.2.3)*, and a practical orientation as contained within the current emergent training programmes (cf. *Par. 3.3.4.3.1)*. Various aspects of the programme to be implemented in the short-term should be the respective responsibility of the universities, the college of education for in-service training, the schools and the educational professional associations, according to the nature of the training. Proposals for implementation in the long-term include the creation of special structures at education department level.

4.6.3.4 Phase 1 of the dual-sex training programme

The initial academic preparation for educational management forms the first phase in the SAWIEM dual-sex management development programme. Traditional theory-oriented academic training in educational management is proposed as being essential for the conceptual development of the participants (cf. *Par. 3.3.4.2.6)*.

In the short-term the SAWIEM programme may be accommodated within the existing training structure at universities in the RSA, where graduate courses are offered as specialization areas at B.Ed. level in educational management departments, thereby facilitating entrance to optional further academic educational management training at Master's and Doctoral levels (cf. *Par. 3.3.4.2.3)*. Initial changes to existing courses would include the application of the auxiliary programme action (cf. *Par. 4.5.2.2)* proposed for universities, and the specific inclusion of theoretical course content concerning the available research on women in educational management (cf. *Par. 3.3.4.2.4)*.

Further short-term changes to traditional academic training identified in the research (cf. *Par. 3.3.4.2.5)* consist of adjustments to the instructional mode to include more experiential learning, and adjustments to course content to include training which is more practically-oriented.

In the long-term, the institution and use of a validated assessment centre procedure (cf. *Par. 3.3.4.3.5b)* is proposed for use in educational management departments at universities. Although this procedure is viewed as being costly (cf. *Par. 3.3.4.3.5b)*, the research shows that it holds far-reaching advantages for the profession of educational management (cf. *Par. 3.3.4.3.5b, 3.3.4.3.5d)*. This assessment centre procedure should be used for the identification of management potential, thus facilitating the planning of educational management development needs. Its multi-purpose training-related functions (cf. *Par. 3.3.4.3.5d)* underscore this choice of procedure. Furthermore, the particular significance of the assessment centre procedure for women as part of the SAWIEM programme is as follows (cf. *Par. 3.3.4.3.5d)*:

- to identify management potential, particularly in women, thereby facilitating career planning and management training
- to give a fair, valid and objective assessment of management potential in women, thereby enhancing gender equity
- to identify personal strengths and weaknesses in the management potential of women, thereby facilitating personalized educational management development.

An eventual extension of the use of a validated assessment centre procedure in academic training courses could be of use to education departments in their selection procedures. Once the auxiliary programme action at education department level (cf. *Par. 4.5.2.1)* has been executed, and educational management policies have been established, the results and personal reports from the assessment centre procedure could be recognized and included in the academic qualifications, thereby forming a further measure for selection purposes. This would be of particular significance for women in educational management (cf. *Par. 3.3.4.3.5d).*

4.6.3.5 Phase 2 of the dual-sex training programme

4.6.3.5.1 Orientation

Phase 2 consists of the provision of continuous educational management professional formation training opportunities. These SAWIEM dual-sex management training opportunities are characterized by a more practical orientation, designed for the development and practice of skills for effective functioning in the principalship. The various professional formation programmes are the responsibility of universities, the college of education for in-service training, departments of education, schools and educational professional associations.

The examples of proposed professional training opportunities for educational managers in the RSA are based on the research and conclusions in *Chapters 2* and 3 of this thesis.

4.6.3.5.2 Beginner principal training

Beginner principal training should be provided in the form of a series of ***seminars/workshops*** *for the particular training of newly appointed principals,* focusing on general management training and training of the specific skills and needs of a person entering the principalship (cf. *Par. 3.3.4.3.2e).* Special attention should be paid to the specific needs of and obstacles for women beginner principals which are experienced at this stage (cf. *Par. 2.6.5.3, 2.6.5.4).*

The beginner principal courses should be the responsibility of the departments of education, drawing on the expertise of academics and practitioners in their presentation.

4.6.3.5.3 In-service training institutes

In-service **training institutes** (cf. *Par. 3.3.4.3.9)* should be presented at regular intervals for the continuous development of practice-oriented management skills. Universities and the college of education for in-service training should provide training institutes during their respective Summer and Winter school programmes to provide in this need in the RSA.

Initial training institutes should be a week or longer in duration to provide for initial and intensive educational management skill training. Thereafter, participants should be motivated and encouraged to attend further follow-up training institutes of a shorter duration at regular intervals to facilitate *continuous development.*

Training techniques should be experiential in nature with maximum participation by the trainees (cf. *Par. 3.3.4.3.9).* Course presentation should be the responsibility of university and college faculty and experienced practitioners. Both males and females should be included at presentation level. The content should be geared toward the pertinent needs of both men and women for effective functioning in current dimensions of the principalship (cf. *Par. 3.2.4),* specifically allowing for gender differences in the development and application of skills. The effect of the auxiliary programme

action in professional associations (cf. *Par. 4.5.2.3)* should lead to the participation of more women in these training institutes.

4.6.3.5.4 Principals' centres

Principals' centres should be established at local level to provide in specific training needs as identified by principals (cf. *Par. 3.3.4.3.2)*. The responsibility for this training rests solely on the principals in an area, thereby creating an opportunity for both men and women to direct the nature of their training in a supportive manner. Frequent short meetings should occur on a regular basis, and women should be encouraged to participate fully in the functioning of the principals'centre.

In the longer term, the use of variations of the principals' centre approach to training could be instituted. For example, peer mentoring, as used in the PAL approach to training (cf. *Par. 3.3.4.3.2e)*, could be used among principals in the same geographic area. Furthermore, principals' centres for women principals could be instituted once more women are appointed at principal level (cf. *Par. 3.3.4.3.2f)*.

4.6.3.5.5 Educational management conferences and meetings

Conferences and meetings of educational managers (cf. *Par. 3.3.4.3.5a)* should be held at regular intervals under the auspices of the educational management professional associations. The effect of the auxiliary programme action in professional associations (cf. *Par. 4.5.2.3)* should facilitate the participation of more women at conferences and meetings. Women would benefit from the networking advantages of these conferences and associations. Aspects specifically concerning women in educational management should also be addressed during these meetings.

In the long-term, conferences and meetings for women in educational management should be presented, dealing with topics pertinent to the educational management training needs of women (cf. *Par. 3.3.4.3.3d)*.

4.6.3.5.6 Training provision at schools

The effect of the auxiliary programme action at schools (cf. *Par. 4.5.2.4)* should create training opportunities in the schools via staff development for both men and women. Once principals have been trained in staff development as a management skill (cf. *Par. 3.2.2.2),* potential school managers can be identified for management training. This is of significance for the training of women aspiring to management positions in that the principal may act as a mentor (cf. *Par. 2.6.5.4.4),* thus assisting the mentee through guidance and the provision of training opportunities within the school.

4.6.3.5.7 Training simulation seminar

The institution of an individualized **simulation seminar** (cf. *Par. 3.3.4.3.5c)* is proposed for application in the long-term. The necessity of the creation of new structures for its implementation, and the dependence of the simulation seminar on an assessment centre procedure for its operation, prevent immediate implementation. However, the success of this training approach, and the particular significance of this training for women in educational management (cf. *Par. 3.3.4.3.5d)* warrant the planning and institution of a simulation seminar in the RSA.

This training approach affords persons in the principalship or aspiring to principal positions an opportunity of dealing with job situations and practising the required skills under the guidance of trainers and in simulated conditions (cf. *Par. 3.3.4.3.5c).* Prior identification of individual management strengths and weaknesses via an assessment centre procedure facilitates the personalized nature of this seminar, which is of particular significance to women (cf. *Par. 3.3.4.3.5d).* The eventual institution and operation of this seminar should be the joint responsibility of the universities, the departments of education and the schools. The expertise of both academics and practitioners should be used in the presentation of this training. The simulation structure should be provided by departments of education based on specific education conditions in the RSA, and schools should be used for transference of learning and field-based experience.

4.6.3.6 Implementation of the SAWIEM dual-sex management development programme

The implementation of the training opportunities in *Phase 1 and Phase 2* of the SAWIEM dual-sex programme is the respective responsibility of the specific educational organization involved with each type of training opportunity proposed. According to the research reported in *Chapter 3* of this project, there is an awareness and striving for collaboration between the various organizations responsible for educational management training in the USA and UK so that fragmentation of training can be obviated, and coordination facilitated. It is therefore proposed that a central body, consisting of representatives from the various educational organizations, should be instituted for the total coordination of the dual-sex management development programme. Furthermore, it is proposed that, in the long-term, the training provision in the various programmes should be standardized according to policy and certification criteria established by the SAWIEM **auxiliary** programme. A coordinated system of credits should be devised to encourage participation.

All facets of the short-term proposals for the dual-sex training provision should be instituted simultaneously. This would create immediate training facilities for both men and women aspiring to management positions, in transition to management positions and for those already in promotion posts. The particular provision for women in these programmes would be of significance for the educational management training of women. The growth in the SAWIEM management development programme will be in the improvement of the quality of the training after implementation. The institution of the longer term training provision will depend on the effects of the auxiliary programme action.

4.7 IMPLEMENTATION AND COORDINATION OF THE SAWIEM PROGRAMME

The degree of success of the total SAWIEM programme with its ancillary, auxiliary and educational management training sub-programmes, will depend on the nature of implementation and the degree of coordination. Considering the current gender inequity and *status quo* of women in

educational management in the RSA, it is proposed that the implementation of the SAWIEM programme should be given urgent consideration by the educational organizations involved with educational management training in the RSA. Furthermore, it is proposed that all the facets of the SAWIEM programme designed for institution in the short-term should be implemented as soon as possible.

The SAWIEM programme is designed for the specific training of women functioning within educational institutions under the jurisdiction of the *Department of Education and Culture: Administration: House of Assembly*. It is therefore suggested that the coordination of this programme should be the responsibility of this department. Although various training institutions such as the universities do not fall under the jurisdiction of this department, it is proposed that sub-committees from all the institutions involved with the ancillary, auxiliary and educational management development programmes should be formed for collaboration and coordination purposes, thus preventing fragmentation of the programme.

The complex interrelated and interdependent nature of the three main sub-programmes necessitates that the total SAWIEM programme should be instituted as a whole and not in phases. The nature of the short-term implementation of the entire programme will affect the implementation of the proposals for the longer term. The effect of the programme on the *status quo* of women in educational management will depend on the quality of implementation of each aspect of the programme.

4.8 SUMMARY AND IMPLICATIONS FOR WOMEN

The SAWIEM programme is outlined and proposed to effect greater gender equity in educational management, to facilitate the advancement of women into management positions, and to equip women for effectivity in the principalship. The programme is designed to provide in these issues through the ancillary, auxiliary and educational management development sub-programmes, incorporating strategies to reduce the diverse barriers for women's advancement and to provide management development pertinent to women's needs.

The comprehensive and interrelated nature of the complexities associated with women in educational management underscore the complex nature of the SAWIEM programme. It is proposed that all the facets of the programme be instituted simultaneously, thereby forming a major multifaceted programme to facilitate change. The implementation of the SAWIEM programme could have the following far-reaching general implications for the profession of educational management in the RSA:

- recognition of the importance of educational management for the leaders of education in the RSA through the formulation of a national policy pertaining to all aspects of educational management
- the accordance of greater professional status to educational managers.

The SAWIEM programme could hold the following specific implications for women in educational management:

- greater gender equity in educational management, thereby
  - affording women greater opportunities for self-actualization in the upper echelons of their chosen careers
  - affording women greater recognition for their role in education
  - facilitating career planning beyond the horizons of the classroom for those who aspire to management positions
  - facilitating the reduction of many barriers to women's advancement
  - encouraging high-quality women to enter the teaching profession as a career which affords women equitable opportunities to reach high-ranking positions
- greater awareness of women in educational management, thereby
  - increasing the need for research on women in educational management
  - reducing the effect of many barriers to advancement

- increasing the awareness of gender commonalities and differences

- greater opportunities for personal and professional growth through
  - training facilities designed to incorporate women
  - management experience in actual promotion positions.

Although the total effect of the SAWIEM programme cannot be defined before implementation, the general and specific implications of the programme hold positive connotations for both men and women in educational management, for the education profession in the RSA, and especially for South African women aspiring to the principalship.

CHAPTER 5

CONCLUSION

5.1 ORIENTATION

This exploratory research on the development of women for management positions in education is concluded by way of a synopsis of the study, a report of the general findings, and recommendations for further research relevant to this research theme.

5.2 SYNOPSIS OF THE RESEARCH

The central theme throughout this research is the development of women for the educational management position of the secondary school principalship within the *Department of Education and Culture: House of Assembly,* in the RSA. The formulation of a programme to suffice for the educational management development needs of this particular group of women necessitated extensive research into the *status quo* of **women in educational management** and into the *status quo* of **educational management training and development.**

The current position of **women in educational management** in the RSA is determined by means of an assessment of a wide range of factors which contribute directly and indirectly to the *status quo.* Data concerning women in educational management in the USA and UK are considered in order to gain a deeper perspective of the issue. Historical views of women, gender equity in education and career options for women are reviewed as factors underlying current trends. An in-depth exposition of the historical and current participation of women in the professions of teaching and managing in education in the USA, UK and RSA confirms the fact that a marked degree of gender imbalance occurs in the profession of educational management, with women being under-represented. Complex intrinsic and extrinsic factors, underscored by traditional gender stereotyping, are identified as barriers to the advancement of women in educational management, and therefore as contributing factors to the *status quo.*

The current provision of **educational management training and development** and the implications thereof for women are reviewed to determine the nature of training programmes which will suffice for the development needs of women. The management expertise required by contemporary effective principals and the role of gender within the principalship are researched to determine the nature of the management training required. Certification for the principalship and policies concerning training are reviewed as contributing factors to the *status quo* of educational management training. An exposition of the provision of dual-sex and single-sex training programmes in the USA, UK and RSA with special reference to associated implications for women facilitates an assessment of the current position of educational management training.

The research and ensuing conclusions concerning **women in educational management** and the **development of educational managers** form the rationale of a development programme specifically designed for women in educational management in the RSA. The proposed *South African Women Into Educational Management* (SAWIEM) programme is comprehensive and complex in nature, providing for ancillary, auxiliary and educational management development sub-programmes, designed to provide in the educational management development needs of women in the RSA. These needs include not only conventional management training, but also special sub-programmes designed to assist in the reduction of both intrinsic and extrinsic barriers to women's advancement in educational management.

The general conclusions arising from, and reported in each section of this research allow for the formulation of pertinent findings of importance to the development of women for management positions in education in the RSA.

5.3 RESEARCH FINDINGS

The following general findings of this research are based on the specific conclusions reported in *Chapter 2* and *3*, drawn from various aspects of the two central themes of this project:

- educational management training and development is not a priority issue within education for whites in the RSA (cf. *Par. 3.4)*

- educational management positions, such as that of the principalship, are gender-free (cf. *Par. 3.4)*

- both men and women function effectively, yet differently in educational management position such as the principalship (cf. *Par. 3.4)*

- educational management training and development is a recent innovation providing limited training opportunities for those aspiring to and in educational management positions in the RSA (cf. *Par. 3.4)*

- there is a growing awareness of educational management training and development in the RSA (cf. *Par. 3.3.4.3.9, 3.3.4.2.6)*

- there is a marked gender imbalance in educational management positions in the RSA, with extremely low representation of women (cf. *Par. 2.7)*

- little or no priority is given to gender issues in educational management in the RSA

- no **specific** provision is made for either the advancement of women in educational management or for the educational management training of women in the RSA (cf. *Par. 3.4)*

- the reasons underlying the current position of women in educational management are complex, operating at societal, institutional and individual levels (cf. *Par. 2.7)*

- the development of women for management positions in education in the RSA requires more than conventional educational management training (cf. *Par. 3.4)*

- educational management development of women in the RSA must provide for ancillary and auxiliary actions to promote the advancement of women into management positions and also for the specific management training needs of women (cf. *Par. 3.4)*

- the development and promotion of women for educational management positions in the RSA would enhance the attraction of high-calibre women to chose education as a profession which accords gender equitable status throughout its hierarchical structure. (cf. *Par. 2.7, 3.4).*

It may therefore be concluded that a comprehensive strategy is required for the development of women for management positions in education in the RSA.

The following findings arise from the design and implications of the proposed complex SAWIEM programme:

- any strategy to develop women for educational management positions must account for a complex range of interrelated and interdependent factors (cf. *Par. 4.8)*

- the major factors influencing the nature of the development of women for educational management positions include complex barriers to women's advancement and the specific management training needs of women (cf. *Par. 4.8)*

- the interwoven nature of the major factors influencing the development of women for educational management positions necessitates the implementation of a total strategy addressing the major factors at societal, institutional and individual levels simultaneously (cf. *Par. 4.8).*

In summary, the findings of this research underscore the fact that women, although extremely under-represented in educational management positions in the RSA, are effective school managers and benefit from management training. It is therefore a viable proposition to invest in the training and development of women for management positions in education, and to make special provision for the specific and unique training needs of women.

5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

The exploratory nature of this research and its particular focus on the situation of women in educational management in the RSA necessitated an overview of a very wide range of issues pertaining to the development of women for

educational management positions. Further **in-depth** research concerning the various facets of this project is recommended to facilitate a deeper perspective.

It is therefore recommended that further research be conducted in the following areas directly concerning this project:

- the extent of the effect of historical gender stereotyping on the education of women and their specific position in the education profession (cf. *Par. 2.2)*
- the nature and extent of gender anomalies in education, and the effect of these anomalies on women and their specific position in the education profession (cf. *Par. 2.3)*
- the nature and extent of career opportunities for women in the education profession (cf. *Par. 2.4)*
- the history of gender-related trends in the education profession (cf. *Par. 2.5.3, 2.6.2)*
- an analysis of research on educational management in the RSA to determine the nature and extent of androcentric bias (cf. *Par. 2.6.4.4)*
- an analysis of intrinsic and extrinsic barriers to women in educational management in the RSA, and determination of the degree in which women in the RSA experience these barriers (cf. *Par. 2.6.5)*
- the effectivity of women in the principalship in the RSA (cf. *Par. 3.2.3)*
- a comparison of male and female management styles in the principalship (cf. *Par. 3.2.3).*

Furthermore, research surrounding the following specific issues **arising from this project** is recommended:

- the role and training needs of women as educational managers in the separate phases of pre-primary, primary, secondary and tertiary education in the RSA

- differences and commonalities in the performance and training of men and women in educational management
- the provision of training specifically directed at maximum development of male and female management potential in education
- the establishment of gender profiles of educational managers in the RSA
- cross-cultural studies to determine the specific educational management training needs of women in the departments responsible for the education of coloureds, Indians and the various black races in the RSA
- an analysis of the education system according to gender variables to determine any changes at institutional level which could facilitate greater participation of women at management level.

The limited extent of research in the RSA on women in educational management and the topicality and importance of the issue make this field a new challenge for researchers in the sub-discipline of educational management in South Africa.

5.5 A PLACE IN THE SUN ...

The development of women for management positions in education is viewed as a means by which women may make an even greater contribution to the quality of the education of South African youth.

The potential of this untapped human resource in educational management in the RSA is yet to be realized.

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ADDENDUM A

QUESTIONNAIRE

EDUCATIONAL MANAGEMENT DEVELOPMENT

AND

WOMEN

NB.
*Please complete this questionnaire according to your own **present** or **past positions**, **experiences**, **knowledge** and **attitudes** concerning the various issues*

Thank you for your participation in this project

Researcher : Lesley Greyvenstein
Potchefstroom University
for Christian Higher Education
Potchefstroom 2520
Republic of South Africa

Research Project :

* This research project forms part of a Doctoral Study entitled :
The development of educational managers in the USA, UK and RSA, with special reference to women

* The aim of this questionnaire is to obtain data/information concerning **Educational Management Development** in the **USA, UK** and **RSA** for use in a comparative study

* The data/information will be used in the formulation of basic policy, a model and guidelines for the development of women educational managers in the RSA. The emphasis in this project is therefore on the **position and development of women as educational leaders**, especially at **school principal level**

* The terms **management** and **administration** are used interchangeably

* All personal data/information will be considered as strictly confidential

* The questionnaire consists of both closed and open ended questions. Where possible the open ended questions will be discussed during personal interviews

* The extensive nature of the field of this research incorporates policies and programmes of **Universities, Professional Associations, Education Departments** and **Schools** concerning educational management development and the particular development of women as educational leaders

Universities **Professional Associations** **Education Departments/Districts** **Schools**	— **Educational management development** — **Women**

SECTION A Biographic Information

Name : . . . . . .

Title : . . . . . .

Address : . . . . . .

. . . . . .

. . . . . .

	Male
	Female

	Married
	Single

	Age

Occupation :. . . . . .

Position : . . . . . .

Institution : . . . . . .

Highest Academic Qualification : . . . . . .

Qualifications in Educational Management :

. . . . . .

. . . . . .

. . . . . .

Any particular positions held in Professional Associations concerned with :

Women : . . . . . .

. . . . . .

Educational Management : . . . . . .

. . . . . .

Women in Educational Management : . . . . . .

. . . . . .

* * * * *

SECTION B Official Legislation

1 Are you aware of any Government, State, or Provincial **Legislation** in your country concerning **equity of women in general** ?

	YES	1
	NO	2

If *YES*, please specify briefly :

. . . . . .

. . . . . .

. . . . . .

If *YES*, what effect has this legislation had on the position of women in general?

	NEGATIVE EFFECT	1
	NO EFFECT	2
	POSITIVE EFFECT	3

2 Are you aware of any Government, State, Provincial or Educational **Legislation** in your country concerning the **equity of women in educational administration** ?

	YES	1
	NO	2

If *YES*, please specify briefly :

. . . . . .

. . . . . .

. . . . . .

If ***YES***, what effect has this legislation had on the position of women in the education profession and particularly in educational administration?

	NEGATIVE EFFECT	1
	NO EFFECT	2
	POSITIVE EFFECT	3

3 Are you aware of any attempts to promote equity for women in educational administration in your country ?

	YES	1
	NO	2

4 Are you aware of any research concerning equity of women in educational administration ?

	YES	1
	NO	2

* * * * *

SECTION C University Level

NB *Please answer any questions which apply to your specific position, experiences, knowledge and attitudes, whether they are from a* ***University, Professional Association, Educational Department or School*** *perspective,* ***past*** *or* ***present.***

Please mark ***NOT APPLICABLE*** *if the question does not address issues within your particular past or present field, experience and knowledge.*

1 Does the present theoretical framework of educational administration presented to students at university make provision for the inclusion of theory concerning women in educational administration ?

	NOT APPLICABLE	1
	NO	2
	TO A LIMITED EXTENT	3
	YES, FULLY	4

2 Should specific theory concerning women in educational administration be included in the theory of educational administration ?

	NO	1
	YES	2

3 Is the theory of educational administration as presented at university based on a male model of management ?

	NOT APPLICABLE	1
	NO	2
	SOMETIMES	3
	YES	4

4 What percentage of Educational Administration Faculty staff (academic) are women at your university ?

5 What effect have women Faculty members had on the inclusion of theoretical content concerning women in educational administration in the courses presented at your university ?

	NOT APPLICABLE	1
	NO EFFECT	2
	A SLIGHT EFFECT	3
	A MARKED EFFECT	4

6 Do male faculty members promote equity for women in educational administration ?

	NOT APPLICABLE	1
	NO	2
	SOMETIMES	3
	YES	4

7 Do women faculty members have positive support from male faculty members concerning the promotion of equity for women in the education profession ?

	NOT APPLICABLE	1
	NO	2
	SOMETIMES	3
	YES	4

8 What effect have women faculty members had on the enrolment of females for post graduate courses in educational administration ?

	NOT APPLICABLE	1
	NO EFFECT	2
	A SLIGHT INCREASE IN ENROLMENT	3
	A MARKED INCREASE IN ENROLMENT	4

9 Please state the approximate percentage of female students enrolled for the following post graduate courses in educational administration at your university :

	HONOURS DEGREE LEVEL	1
	MASTERS DEGREE LEVEL	2
	DOCTORS DEGREE LEVEL	3
	NOT APPLICABLE	4

10 Has any special effort been made to recruit female students for post graduate educational administration courses at your university ?

	NOT APPLICABLE	1
	NO	2
	YES	3

If *YES*, please specify briefly :

. . . . . .

. . . . . .

. . . . . .

11 Has any special effort been made to recruit women for faculty (academic) positions in the Educational Administration Department at your university ?

	NOT APPLICABLE	1
	NO	2
	YES	3

If *YES*, please specify briefly :

. . . . . .

. . . . . .

. . . . . .

12 Has there been an increase in the enrolment of female students for post graduate courses in educational administration at your university during the past 10 years ?

	NOT APPLICABLE	1
	A MARKED INCREASE	2
	A SLIGHT INCREASE	3
	NO INCREASE	4
	A DECREASE	5

13 Is Educational Administration theory included in the curriculum for pre-service/pre-graduate/initial teacher training ?

	NOT APPLICABLE	1
	YES	2
	NO	3

14 Is there any practical training in educational management skills included in the curriculum for pre-service/pre-graduate/initial teacher training ?

	NOT APPLICABLE	1
	YES	2
	NO	3

15 What effect would an educational management training programme have on the career aspirations of women if it were presented with initial teacher training ?

Please specify briefly :

. . . . . .

. . . . . .

. . . . . .

. . . . . .

16 Have any other faculties at your university contributed specifically to furthering equity for women ?

	NOT APPLICABLE	1
	NO	2
	YES	3

IF *YES*, please specify briefly :

. . . . . .

. . . . . .

. . . . . .

17 Does your university have a specific Institute for Women's Studies ?

	NOT APPLICABLE	1
	NO	2
	YES	3

If *YES*, are you aware of any effect that the Institute for Women's Studies has had on the position of women in educational administration in any way at all ?

	NOT APPLICABLE	1
	A NEGATIVE EFFECT	2
	NO EFFECT	3
	A SLIGHTLY POSITIVE EFFECT	4
	A MARKED POSITIVE EFFECT	5

* * * * *

SECTION D Educational Management Training Programmes (For MALES AND FEMALES)

NB *The term* ***Educational Management Training Programmes*** *refers to special programmes presented by a variety of institutions and designed for both the professional development of educationalists aspiring to educational administration positions, and for the professional development of current administrators.* ***EG.*** *Principals' Centres, Assessment Centres, Management Skills Training Centres, Mentoring Programmes, etc.*

NB *Please answer any questions which apply to your specific position, experience, knowledge and attitudes, whether they are from a* ***University, Professional Association, Educational Department or School*** *perspective,* ***past or present.***

1 Does your institution offer a training programme (other than academic graduate programmes) for educational administrators (male and female), or have you been involved in any capacity with such programmes ?

	NO	1
	YES	2

If *YES*, please answer the remaining questions in this SECTION.

If *NO*, please proceed to SECTION E

2 Please specify briefly the name and type of programme: (If involved with more than one programme, please specify the programme which you rate highest in educational management training only)

. . . . . .

. . . . . .

. . . . . .

3 When was this programme instituted ?

[ ]

4 How often per year is the programme presented, or how often do meetings take place ?

[ ]

5 Is this programme based on theoretical foundations built on knowledge about male educational administrators ?

	NO	1
	YES	2

6 What percentage of women attend the programme ?

7 Does this programme make any special attempt to include a greater number of women ?

	NO	1
	YES	2

8 Are you aware of any barriers which may prevent women from attending the programme ?

	NO	1
	YES	2

If *YES*, please specify briefly :

. . . . . .

. . . . . .

. . . . . .

. . . . . .

9 Are any women involved in the presentation of this programme ?

	NO	1
	YES	2

10 Is there any difference between the achievement of males and females in this programme ?

	NO	1
	YES	2

If *YES*, please specify briefly :

. . . . . .

. . . . . .

. . . . . .

. . . . . .

11 Are the specific styles of management/leadership present in women suppressed during this management training programme in favour of the skill dimensions and styles more prevalent in men ?

	NO	1
	YES	2

12 Does this programme differentiate between men and women in any way concerning the development of specific management skills ?

	NO	1
	YES	2

If *YES*, please specify briefly :

. . . . . .

. . . . . .

. . . . . .

. . . . . .

13 Has this programme had any effect on the promotion/ effectivity of women participants ?

	NO EFFECT	1
	A SLIGHTLY POSITIVE EFFECT	2
	A MODERATELY POSITIVE EFFECT	3
	A MARKED POSITIVE EFFECT	4

* * * * *

SECTION E Educational Management Training Programmes (Especially designed for FEMALES)

NB *Please answer any questions which apply to your specific position, experience, knowledge and attitudes, whether they are from a* ***University, Professional Association, Educational Department or School*** *perspective,* ***past or present***

1 Does your institution offer a training programme specifically designed for women in educational management, or have you been involved at any level with such a programme ?

	NO	1
	YES	2

If *NO*, please proceed to SECTION F

If *YES*, please answer the following questions :

2 Please specify briefly the name and type of programme : (If involved with more than one programme, please specify the programme which you rate highest only)

. . . . . .

. . . . . .

. . . . . .

3 When was this programme instituted ?

4 How often per year is this programme offered, or how many meetings take place per year ?

5 What is the duration of the programme ?

6 What was the major incentive for the instigation of the programme ?

Please specify briefly :

. . . . . .

. . . . . .

. . . . . .

7 Was there a strong affiliation to or influence from feminist/sexist/affirmative action groups before the programme was instituted ?

	NO	1
	YES	2

8 Please indicate the course content presented in the programme :

	1	*IDENTIFICATION OF ADMINISTRATIVE POTENTIAL*
	1	*DEVELOPMENT OF ADMINISTRATIVE SKILLS*
	1	*DEVELOPMENT OF POSITIVE SELF CONCEPT*
	1	*NETWORK FORMATION*
	1	*EFFECTIVE RESUME WRITING*
	1	*EFFECTIVE APPLICATION WRITING*
	1	*IMPROVEMENT OF INTERVIEW TECHNIQUES*
	1	*SKILL FOR NEGOTIATING RE EMPLOYMENT*
	1	*IMPROVEMENT OF PROFESSIONAL VISIBILITY*
	1	*INFORMATION RE CONDITIONS OF EMPLOYMENT*
	1	*PROVISION OF ROLE MODELS*
	1	*PROVISION OF SPONSORSHIP*
	1	*PROVISION OF MENTORS*

	1	*CASE STUDIES*
	1	*IDENTIFICATION OF CAREER GOALS*
	1	*SEX DISCRIMINATION*
	1	*EQUITY LAWS*
	1	*COPING WITH STRESS*
	1	*ASSERTIVENESS SKILLS*
	1	*PROVISION OF STIPENDS*
	1	*AWARENESS OF INTERNAL BARRIERS*
	1	*OVERCOMING INTERNAL BARRIERS*
	1	*AWARENESS OF EXTERNAL BARRIERS*
	1	*OVERCOMING OF EXTERNAL BARRIERS*
	1	*OTHER* : Please specify briefly :

. . . . . .

. . . . . .

. . . . . .

. . . . . .

9 Please rate the following in order of importance (from 1-MOST IMPORTANT to 5-LEAST IMPORTANT) for educational administration training for women :

	1	*DEVELOPMENT OF POSITIVE SELF IMAGE*
	2	*DEVELOPMENT OF ADMINISTRATIVE SKILLS*
	3	*ASSISTING WOMEN TO OVERCOME BARRIERS EXPERIENCED*
	4	*DEVELOPMENT OF JOB APPLICATION SKILLS*
	5	*DEVELOPMENT OF CAREER GOALS*

10 Please rate the following in order of importance (from 1-MOST IMPORTANT to 5-LEAST IMPORTANT) for educational administration training for women as if it were the year 1999 :

	1	*DEVELOPMENT OF POSITIVE SELF IMAGE*
	2	*DEVELOPMENT OF ADMINISTRATIVE SKILLS*
	3	*ASSISTING WOMEN TO OVERCOME BARRIERS EXPERIENCED*
	4	*DEVELOPMENT OF JOB APPLICATION SKILLS*
	5	*DEVELOPMENT OF CAREER GOALS*

11 Is the programme presented solely by women ?

	NO	1
	YES	2

12 Has the programme had any significant positive effect on the promotion or position of women in educational administration ?

	NO	1
	YES	2

13 Do women experience an attitude change towards them from others after completion of a training programme ?

	NO	1
	YES	2
	OCCASIONALLY	3

14 Are women given the opportunity to attend training programmes in educational administration whilst in the teaching profession ?

	NO	1
	YES	2
	OCCASIONALLY	3

* * * * *

SECTION F General

1 Is the possibility of greater representation of women in educational administration a *myth* ?

	NO	1
	YES	2

2 Have basic views and assumptions regarding women in educational administration shown any positive change in recent years ?

	NO CHANGE	1
	A SLIGHT CHANGE	2
	A MODERATE CHANGE	3
	A MARKED CHANGE	4

3 Should women continue to press for equity in educational administration ?

	NO	1
	YES	2

4 Are you aware of an androcentric bias in literature concerning educational administration ?

	NO	1
	YES	2

If *YES*, to what extent is this androcentric bias applicable ?

	GREAT EXTENT	1
	MODERATE EXTENT	2
	MINOR EXTENT	3

If ***YES***, what effect does this androcentric bias have on the position of women in educational administration ?

	A NEGATIVE EFFECT	1
	NO EFFECT	2
	A POSITIVE EFFECT	3

5 Has *educational management moved from a concept of "cottage industry management"* to one of *"factory or industrial management"* ?

	NO	1
	YES	2

If ***YES***, has this had a negative effect on the position of women in educational administration ?

	NO	1
	YES	2

* * * * *

SECTION G Open ended questions for interview purposes

1 What is your philosophy concerning the position and role of women in the 1980's :

-- as individuals

-- within the family context

-- in society

-- in the work place

2 Does your current philosophy differ from your views of 10 or 20 years ago ?

3 Do women have a role to play in educational administration ?

4 Define a future scenario for women in educational administration.

* * * * *

A sincere ***THANK YOU*** for your time, views, thoughts and knowledge.

I trust that this information will enhance the quality of this research project --- and enhance the role of women in educational administration.

* * * * *

ADDENDUM B

ACADEMIC AND PROFESSIONAL INSTITUTIONS

Structured interviews were conducted with 49 individuals at the following Academic and Professional Institutions in the USA, UK and RSA:

United States of America:

- School of Education, Hofstra University, Hempstead, New York
- American Association of School Administrators, Arlington, Virginia
- American Council on Education, Washington, D.C.
- School of Education, University of California Riverside, Riverside, California
- College of Education, University of Houston, Houston, Texas
- Spring Independent School, Spring, Texas
- School of Education, Lewis and Clark College, Portland, Oregon
- College of Education, University of Oregon, Eugene, Oregon
- Department of Educational Administration, University of Utah, Salt Lake City, Utah
- Elim School, Salt Lake City, Utah
- Utah Principals' Academy, Salt Lake City, Utah
- College of Education, Montana State University, Bozeman, Montana
- School of Education, Central Washington University, Ellensburg, Washington
- Heritage College, Toppenish, Washington.

United Kingdom:

- Faculty of Education, University of Birmingham, Birmingham
- Staff Training and Development Unit, Telford College of Arts and Technology, Oakengates, Telford, Shropshire
- Kings Norton Girls' School, Birmingham
- Centre for Education Management, Sheffield City Polytechnic, Sheffield
- Institute of Education, University of London, London

Republic of South Africa:

- Faculty of Education, University of Stellenbosch, Stellenbosch
- Faculty of Education, University of South Africa, Pretoria
- Faculty of Education, Rand Afrikaans University, Johannesburg
- Faculty of Education, University of Pretoria, Pretoria
- Department of Educational Management, College of Education for Further Training, Pretoria
- Faculty of Education, Potchefstroom University for Christian Higher Education, Potchefstroom

ADDENDUM C

DUAL-SEX EMERGENT EDUCATIONAL MANAGEMENT TRAINING PROGRAMMES

The following dual-sex emergent educational management training programmes were identified by respondents in the empirical study associated with this project. The respondents were asked to indicate a programme with which they had been involved in any capacity, and, if involved with more than one programme, they were asked to specify the programme which they rated highest (cf. *Addendum: A: D2)*.

Programmes in the USA:

- Administrator Center, Hofstra University, Hempstead, New York
- National Academy of School Administrators (NASE), Arlington, Virginia
- American Council on Education (ACE) Fellows Program, Washington, D.C.
- Extension University Program, University of California Riverside,, California
- Mid-management Training Program, Houston, Texas
- Assessment Center, Houston, Texas
- Principals' Internship, Houston, Texas
- Danforth Training Program for School Principals, Houston, Texas
- Principal Training Workshop, Portland, Oregon
- Principals' Certificate Program, Eugene, Oregon
- Principals' Seminar, Salt Lake City, Utah
- Program to Certify Administrators, Salt Lake City, Utah

- Salt Lake City Staff Development Program, Salt Lake City, Utah
- Utah Principals' Academy, Salt Lake City, Utah
- Utah State Office of Education Program, Salt Lake City, Utah
- Utah Education Seminar, Salt Lake City, Utah
- Leadership in Educational Administration Development (LEAD) Program, Bozeman, Montana
- Administrators' Internship, Ellensburg, Washington
- Principals' Certification Program, Ellensburg, Washington.

Programmes in the UK:

- Training for Headships, Birmingham
- Headteacher Fellowships, Birmingham
- Headship in the 1990's, Birmingham
- Middle Managers in Further Education, Telford, Shropshire
- Management of Change, Birmingham
- Management Training for Education Officers, Sheffield
- One Term Training Opportunity (OTTO), London.

Programmes in the RSA:

- Teaching Leadership Training Seminar (Onderrig Leierskap Opleiding Seminar), Stellenbosch
- Educational Management for Principals and Inspectors, Kwandebele
- Further Diploma in Education: Educational Management, Pretoria

- Assessment Centre Technique for Staff Development, Potchefstroom (in initial stages)
- Top Down Strategy Programme, Department of Education and Training, Pretoria.

ADDENDUM D

SINGLE-SEX EDUCATIONAL MANAGEMENT TRAINING PROGRAMMES

The following single-sex educational management training programmes were identified by respondents in the empirical study associated with this project. Ten respondents in the USA and UK identified the following nine programmes (cf. *Addendum A: E2):*

Programmes in the USA:

- Women in Educational Administration, Hempstead, New York
- Project AWARE, Arlington, Virginia
- American Council on Education National Identification Programme, Washington, D.C.
- Women in Educational Administration Seminar, Riverside, California
- Mentorship Programme for Women, Portland, Oregon
- Women's Educational Equity Act (WEEA) Program, Bozeman, Montana

Programmes in the UK:

- Women in Educational Management, Birmingham
- Professional Development of Women in Education, Telford, Shropshire
- Certificate in Educational Management for Women, Sheffield

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