

**A management strategy for principals for the career development of
female teachers in primary schools**

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SUMMARY

A MANAGEMENT STRATEGY FOR PRINCIPALS FOR THE CAREER DEVELOPMENT OF FEMALE TEACHERS IN PRIMARY SCHOOLS

This research is focused on the development of a management strategy for the career development of female educators in primary schools in the Free State Province.

The nature of career is conceptualised as multi-faceted influencing all aspects of life and pivotal for understanding the career trajectories of female educators (Theron, 2002:1-3). Career development, an ongoing lifelong dynamic process underpinned by career planning, is addressed by means of Human Resource Management (HRM) and Human Resource Development (HRD). HRD and HRM are used as tools to enhance career development by utilizing Human Capital (HC) to build Social Capital (SC). The quality of work life is closely linked to career- and life stages and integrated with different career expectations. In many instances the life roles of female educators are shaped by SC resources.

Different aspects influence the career development of female educators and the role that principals play can never be under-estimated. Realities within education and the legal parameters set define the boundaries of career development. The principal as mentor and coach who regards female educators as leaders-in-training play a major role in her career development by means of different management actions.

A research design for empirical studies includes both quantitative and qualitative methods, i.e. a questionnaire and focus group discussions respectively. One of the findings is that principals in general rate themselves to be more involved in the career development of female educators than perceived by female educators, whilst another finding is that a management strategy for the career development of female educators must be tailor-made for a specific school.

The contribution of this research is for example concept clarification on career and career development whilst a generic strategy for the career development of female educators is developed.

OPSOMMING

BESTUURSTRATEGIE VIR SKOOLHOOFDE VIR DIE LOOPBAANONTWIKKELING VAN ONDERWYSERESSE IN PRIMÊRE SKOLE

Hierdie navorsing is gerig op die loopbaanontwikkeling van onderwyseresse in primêre skole in die Vrystaat.

Die aard van die begrip loopbaan is gekonseptualiseer. Nie alleen bevat dit verskeie fasette nie maar dit beïnvloed alle fasette van die lewe en is dus van deurslaggewende belang om vroue se loopbaanpaaie te verstaan. Loopbaanbeplanning vorm die basis van loopbaanontwikkeling – ’n voortdurende, dinamiese en lewenslange proses. Loopbaanontwikkeling, onder die loep geneem deur middel van Menslikehulpbron-bestuur (MHB) en Menslikehulpbron-ontwikkeling (MHO), word gebruik om Mensekapitaal te ontgin en Sosiale Kapitaal te bou. Die gehalte werkslewe van die individu, nou verwant aan loopbaan- en lewensfases, is geïntegreer met loopbaanverwagtinge. In baie gevalle word die lewensrolle van onderwyseresse gevorm deur hul Sosialekapitaal-bronne.

Die loopbaanontwikkeling van onderwyseresse word deur verskillende aspekte beïnvloed en die rol van die skoolhoof hierin mag geensins onderskat word nie. Regssaspekte en werklikhede binne die onderwys self bepaal die grense vir loopbaanontwikkeling. Die skoolhoof, as mentor en “afrigter” wat onderwyseresse bejeën as leiers-in-opleiding kan deur die aanwending van verskillende bestuursaksies ’n betekenisvolle rol in hul loopbaanontwikkeling speel.

Die empiriese navorsingsontwerp bevat beide kwantitatiewe en kwalitatiewe fasette, en inligting is ingewin aan die hand van vraelyste en fokusgroepbesprekings onderskeidelik. Een bevinding wat gemaak is, is dat skoolhoofde hulle oor die algemeen meer betrokke ag by die loopbaanontwikkeling van onderwyseresse as wat die onderwyseresse hul betrokkenheid ervaar. ’n Ander bevinding is dat ’n bestuurstrategie vir die loopbaanontwikkeling van onderwyseresse pasgemaak moet word vir ’n spesifieke skool. Die bydrae van hierdie navorsing sluit byvoorbeeld die begripsverklaring en -verheldering van loopbaan en loopbaanontwikkeling in, terwyl ’n generiese strategie vir die loopbaanontwikkeling van onderwyseresse ontwikkel is.

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LIST OF ACRONYMS

ACRONYM	DESCRIPTION
BF	BLACK FEMALE
BM	BLACK MALE
CE	CONTINUOUS EDUCATION
COMEDAF	CONFERENCE OF MINISTERS OF EDUCATION OF THE AFRICAN UNION
CPD	CONTINUING PROFESSIONAL DEVELOPMENT
CPDT	CONTINUING PROFESSIONAL TEACHER/EDUCATOR DEVELOPMENT
CV	CURRICULUM VITAE
DA	DEMOCRATIC ALLIANCE
DoBE	DEPARTMENT OF BASIC EDUCATION
DoE	DEPARTMENT OF EDUCATION
DP	DEPUTY PRINCIPAL
EI	EDUCATION INTERNATIONAL
(Bibliography)	
EI (text)	EMOTIONAL INTELLIGENCE
ELRC	EDUCATION LABOUR RELATIONS COUNCIL
EMIS	EDUCATION MANAGEMENT INFORMATION SYSTEM
EMS	EDUCATION MANAGEMENT SERVICES
FET	FURTHER EDUCATION AND TRAINING
FS ELRC	FREE STATE EDUCATION LABOUR RELATION COUNCIL
FSDoBE	FREE STATE DEPARTMENT OF BASIC EDUCATION
FSDoE	FREE STATE DEPARTMENT OF EDUCATION
GET	GENERAL EDUCATION AND TRAINING
GETT	GENDER EQUITY TASK TEAM
HC	HUMAN CAPITAL
HCT	HUMAN CAPITAL THEORY
HoD	HEAD OF DEPARTMENT
HR	HUMAN RESOURCES
HRD	HUMAN RESOURCE DEVELOPMENT
HRM	HUMAN RESOURCE MANAGEMENT
HSRC	HUMAN SCIENCES RESEARCH COUNCIL
ILO	INTERNATIONAL LABOUR OFFICE
INSET	IN SERVICE EDUCATION AND TRAINING
IPET	INITIAL PROFESSIONAL EDUCATOR TRAINING
IQMS	INTEGRATED QUALITY MANAGEMENT SYSTEM
LIFO	LAST IN FIRST OUT
LRA	LABOUR RELATIONS ACT
LTS	LEARNING AND TEACHING SPECIALIST
NACI	NATIONAL ADVISORY COUNCIL OF INNOVATION
NAPTOSA	NATIONAL PROFESSIONAL TEACHERS' ORGANISATION OF SOUTH AFRICA
NCS	NATIONAL CURRICULUM STATEMENT
NTA	NATIONAL TEACHING AWARDS
NWU	NORTH-WEST UNIVERSITY
OSD	OCCUPATION SPECIFIC DISPENSATION
PAM	PERSONNEL ADMINISTRATIVE MEASURES

PBTE	PERFORMANCE BASED TEACHERS' EVALUATION
PMDS	PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEMS
PERSAL	PERSONNEL SALARY SYSTEM
PGP	PERSONAL GROWTH PLAN
PRESET	PRE-SERVICE EDUCATION AND TRAINING
PSCBC	PUBLIC SERVICE CO-ORDINATING BARGAINING COUNCIL
RCL	REPRESENTATIVE COUNCIL OF LEARNERS
REQV	RELATIVE EDUCATION QUALIFICATION VALUE
RoE	RECOGNITION OF EXPERIENCE
RPL	RECOGNITION OF PRIOR LEARNING
RSA	REPUBLIC OF SOUTH AFRICA
SACE	SOUTH AFRICAN COUNCIL FOR EDUCATORS
SADC	SOUTHERN AFRICAN DEVELOPMENT COMMUNITY
SADTU	SOUTH AFRICAN DEMOCRATIC TEACHERS' UNION
SAOU	SUID AFRIKAANSE ONDERWYSERSUNIE
SATU	SOUTH AFRICAN TEACHERS' UNION
SC	SOCIAL CAPITAL
SDT	STAFF DEVELOPMENT TEAM
SGB	SCHOOL GOVERNING BODY
SIP	SCHOOL IMPROVEMENT PLAN
SKDA	SKILLS DEVELOPMENT ACT
SLTS	SENIOR LEARNING AND TEACHING SPECIALIST
SMT	SCHOOL MANAGEMENT TEAM
UFS	UNIVERSITY OF THE FREE STATE
USA	UNITED STATES OF AMERICA
WCD _o E	WESTERN CAPE DEPARTMENT OF EDUCATION
WF	WHITE FEMALE
WM	WHITE MALE