

CHAPTER 1

ORIENTATION

1.1 PROBLEM STATEMENT

1.1.1 Problem question

What type of management strategy can be developed for and implemented by principals in primary schools to promote the career development of female teachers?

1.2 RATIONALE AND MOTIVATION

For many years, female teachers had no choice but to be satisfied with all kinds of discriminatory practices in education (Wolpe *et al.*, 1997). Due to equity legislation and affirmative action, the large female teaching population and the scrapping of discriminatory labour rules and regulations, a new day has dawned for the female teacher of the 21st century. The pool of skills, knowledge and potential represented by female teachers can no longer be ignored.

1997 was a watershed year for education. The Report of the Gender Equity Task Team (GETT) on Gender Equity in Education, chaired by Wolpe (1997) was published. This report was the result of the commitment of the government to take steps to ensure gender equality in government policies, processes and structures. An operational policy framework was developed for the implementation of the principles and strategies to provide a framework for the implementation of gender equity (DoE, 2004b: Module 2: Unit 2:9 & 27). An indication of the seriousness of discriminatory matters is underlined by the fact that at the meeting of COMEDAF (Conference of Ministers of Education of the African Union), held in Maputo during 2006, several focus areas were identified for the second decade of Education for Africa: 2006-2015 (DoE, 2007:1-8). One of these focus areas was gender parity on all educational levels.

According to statistics retrieved from the Personnel Salary System (PERSAL), the gender distribution of teachers per province is as follows (DoE, 2005: 42):

Table 1.1: Distribution of teachers (%) based on gender per province in 2004

Province	Male (%)	Female (%)
Eastern Cape	5,4	12,8
Free State	2,9	4
Gauteng	3,7	8,5
KwaZulu-Natal	6,6	14,9
Limpopo	7,1	9,4
Mpumalanga	2,6	4,7
Northern Cape	0,7	1,2
North West	2,7	6
Western Cape	2,7	4,8

The large discrepancy in terms of numbers between male ($\pm 34\%$) and female ($\pm 66\%$) teachers is evident from the above table. In spite of the fact that female teachers still make up $\pm 71\%$ of the teaching profession, females are still under-represented in promotional posts (DoE, 2005:42). One can conclude that females are still responsible for teaching and males for managing. Females are therefore under-represented on management levels.

The under-representation of female teachers in management positions is indicated in Table 1.2 below (DoE, 2005: 42-44).

Table 1.2: Female school-based educators: Representation on different ranks in 2004 on national level

Rank	Males %	Females %
Heads of Department	49	51
Deputy Principals	61,6	38,4
Principals	62	38

From Table 1.2 it is evident that

- only 38% of principals are females
- a low percentage of females become deputy principals
- a slight majority for females is evident on HoD (Head of Department) level

From the information contained in Tables 1.1 and 1.2 the discrepancy in the ratio between the number of female teachers and the number of females in management positions is evident.

Statistics from the Free State Education Department (FSDoE, 1996) reveal the following distribution of educators in terms of post levels and gender.

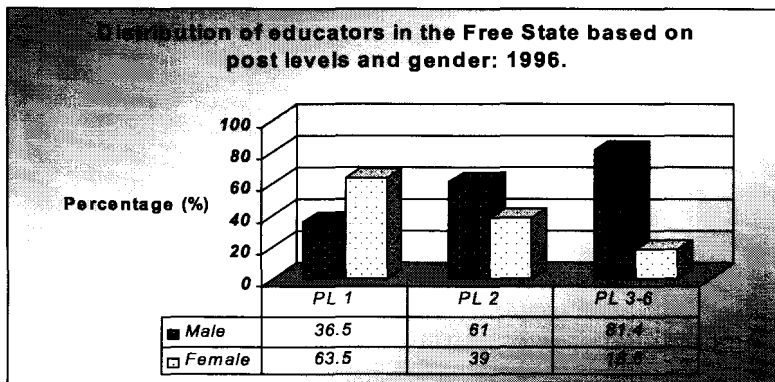


Figure 1.1: Distribution of teachers in the Free State based on post levels and gender (FSDoE, 1996)

In 2007 the picture regarding the distribution of educators in the Free State Education Department presents as follows (FSDoE, 2007a):

Table 1.3: Teachers' distribution in the Free State in 2007: Percentages based on gender and post levels

Post level	Total	% Black	% White	% Males	% Females	% Disabled	Preference
Target		90,5	9,5	52	48	2	
PL 1	18120	85,17 15432	14,83 2688	30,57 5540	69,43 12580	1,43	Black: 5,33% Disabled: 0,57%
PL 2	3253	83,18 2706	16,82 547	51,98 1691	48,02 1562	1,08	Black: 7,32% Disabled: 0,92%
PL 3	1593	76,33 1216	23,67 377	63,15 1006	36,85 587	0,75	Black: 14,17% Disabled: 1,25 % Females: 11,25%
PL 4	644	81,83 527	18,17 117	82,30 530	17,7 114	4,35	Black : 8,67% Females: 30,3 %

When analysing the statistics in the above table it becomes evident that

- The target to reach equity in terms of gender (48.02% representation with target 48%) is slightly reached on post level 2 (HoD level) (cf. column 6).
- Shortages in terms of female deputy principals and office female bearers on post level 3 still remain at 11,25% and at 30,3 % on post level 4 (mostly principals' posts) (cf. column 8).

From the side of the legislator, laws were promulgated on equity and equality, mirroring the need for a non-racist, non-sexist democratic society as indicated in the Constitution of the Republic of South Africa (108/1996).

A few examples to indicate how legislation is implemented in the Free State Department of Education in terms of procedures to fill posts and selection procedures outlined in Vacancy list 2 of 2007 (FSDoE, 2007a) are discussed in short.

Procedures for filling posts (FSDoE, 2007a) are regulated by:

- ELRC (Education Labour Relations Council): Resolution Nr 2 of 2003: Transfer of Serving Educators in terms of Operational Requirements with specific emphasis

on Annexure A, paragraphs (d), (e) and specifically (g). Employment of Educators Act (76/1998) section 6 or section 8.

- FS ELRC (Free State Education Labour Relations Council): Resolution Nr 1 of 2003 as contained in Human Resource Circular no 21 of 2004.
- Section 6 (1) (3) (a) of the Employment of Educators Act (76/1998), as amended by section 7 of the Education Laws Amendment Act of 2005 paragraph (m) and (b) i-v.
- Section 7.1 refers to equality, equity and democratic values in accordance to section 195 (1) from the constitution (108/1996).

Selection will be done (FSDoE, 2007a) in accordance with

- ELRC (Education Labour Relations Council): Resolution Nr 2 of 2003 with emphasis on Annexure A, paragraphs (d), (e) and (g) and
- FS ELRC (Free State Education Labour Relations Council) Resolution Nr. 1 of 2003 and the Employment of Educators Act (76/1998).

On national level a great deal of research on the female teacher has been done since Greyvenstein (1989) developed a model for women in educational managerial positions. A few examples are:

- on work motivation experienced by female teachers (Hillebrand, 1989; Fourie, 2002; Kamstra, 2005 & Kieft, 2005).
- on managing styles of women (Niemann, 1995) and on the
- so-called role conflict experienced by married female teachers between responsibilities towards their families, towards their work and towards the community (society) (Murray, 1994 & Khumalo, 2004).

After a decade of democracy, a conference was held by the HSRC (Human Science and Resource Council) to view the stance of research done in terms of gender equity in the RSA. The findings of the conference, attended by a wide range of females representing groups of females within and outside the government, were published by the HSRC in a document titled "Gender Equity in South Africa" (Chisholm & September, 2005). This last-mentioned document is divided into three parts, namely:

- New perspectives on gender equity and education.
- "Mapping" gender inequality in education in South Africa.

- Government's activism and mobilization of communities.

Fourie (1997) researched the role of the principal in terms of the career development of the female teacher in public secondary, private and combined schools in the Free State. However, Fourie did not develop a management model. A management model, as well as research on the status of career development of the female teacher in primary schools (not yet researched) can substantially impact on the development processes of both principals and teachers.

Eventually in 2004, the Department of Education (Section: Education Management and Governance), developed training manuals for women in management and leadership positions namely *Women in and into Management Positions in Education*. In these last-mentioned training manuals (DoE, 2004a; 2004b) certain aspects of career development as well as underlying factors such as assertiveness, self-esteem and self-knowledge were addressed. Practical issues were addressed but certain aspects, for example needs analyses were omitted. Principals and members of the SMT (School Management Team) attended the training to empower females in and into management positions but, due to a lack of effective monitoring, these training manuals are in many cases, gathering dust on the shelves (Sauer, 2007). Whenever principals and some SMT members are trained, there is a small chance of guidelines ever reaching the females preparing for management positions and those already into management. One possible solution is to get a group of facilitators to continuously engage with female educators at school level.

In 2003, instruments for IQMS (Integrated Quality Management System) were developed by the Department of National Education and IQMS was introduced to schools (DoE, 2003a; DoE, 2003b; ELRC, 2004:1-2). In these documents, provision is made for a personal growth plan (PGP). The problem is that without an honest intention from the principal and SDT (School Development Team), needs analysis and guidance, it simply remains yet more documents to be completed. Although this aspect is not specifically researched, Sauer (2007), based on his experience as principal and in charge of IQMS at school, is of the opinion that many female teachers do not have the skills to develop a PGP, for example to set realistic objectives and plan activities to reach set career objectives. Another problem is the time constraints the principal and the supervisors face to in general guide teachers to

review their PGP's annually, taking into account their different life span stages and particularly the different career needs of female educators.

The IQMS instrument, aimed at development, only focuses on jobs associated with the job description for that post level (FSDoE, 2003). Stated on the poster to enlighten teachers about IQMS, (DoE, 2003b), the first step is to achieve clarity on the process and to familiarise teachers with core criteria and job descriptions on their specific post level. Opportunities are not given to teachers in general and female teachers in particular, to be prepared for the next post level.

Research conducted by Potgieter (1993:20-21) and Fourie (1997:1-15) indicate that inadequate career development may result in a lack of professional and personal growth for both female and male teachers. Professional development enables teachers to be professionally able; therefore in-service training must always be relevant and applicable to teachers. Time to attend relevant training will have an effect on the workload of teachers. It may also impact more on the family life of female teachers and enhance the possibility of the so-called role conflict. Female teachers with good reflecting skills will be able to adjust their career planning, take note of different career paths, plan and re-plan her work life, taking into account her personal life and the perceptions in society.

The lack of proper career planning and career development by female teachers may lead to

- **a lack of motivation and incentives:** The degree to aim for success is determined by a person's level of aspiration, and people with fewer opportunities are more likely to oppress their career aspirations, resulting in a lack of commitment (Fourie, 1997:79). Intrinsic barriers such as a fear of success, and the Cinderella syndrome (female teachers see the principal as the gatekeeper of their career, and depend on principals to notice them) are typical results of a low self-image/low self-esteem (Monau, 1995:11-15). If lateral movement is possible for female teachers through salary bands, as well as possible compensation in terms of bonuses for school teachers (ELRC Report: 2009a) the extrinsic motivational level of teachers in general and specifically of female teachers will be enhanced. Research done by Van der

Westhuizen and Hillebrand (1990) and Kieft (2005) showed that female teachers are intrinsically motivated by the respect and performance of their learners.

- **a lack of equal opportunities:** According to Fourie (1997:79), policies can be in place to enhance career development but the female teacher's career can only take off when she has the ability to overcome extrinsic barriers, for example a lack of knowledge pertaining to opportunities and stereotyping in terms of gender. A lack of understanding the cultural background of female employees, and the interaction between a human and his/her environment as embedded in economical, historical and cultural and community factors will affect the career development of individuals. Stereotyping of females/female teachers can sometimes be used as an excuse to ignore career development as one of the tasks of the principal. Cultural beliefs still play a vital role in career choice and what the cultural group think the role of a woman in the workplace and society is.
- **employees having less input in terms of their work life.** The female teacher is still primarily responsible for her own (career) development and the primary site where the development must take place is the school (DoE, 2003a). One of the biggest problems especially in the Intermediate Phase is the fact that female teachers are occasionally randomly shifted from one subject to another and will therefore never become subject specialists. The random shift of educators across subjects is partly the result of staff provision, according to the Morkel Model, i.e. systemic. The Morkel Model is used by DoE and Provincial Educational Departments to provide schools with staff provisions. This is an annual exercise, and the number of teaching posts depends on the teacher-learner ratio. The number of promotional posts also depends on the number of teaching posts. According to the Morkel Model, the principal's post is part of the staff provision (teaching posts) of a specific school.
- **male teachers are still predominantly in management posts while females are teaching.** From the 8 231 males on post levels 1 & 2, 1 691 (20.54%) are on post level 2, i.e. in HoD's posts. Of the 14 142 females on post levels 1 & 2, only 1 562, i.e. 11.04%, are on post level 2 (FSDoE, 2007a) (cf. Table 1.3).
- **a lack of reconciliation** between personal and organizational goals. Occasionally female teachers are so grateful to just be able to earn a living that they lose track of their own abilities and ideals. The psychological contract between employer and employee will benefit both (Fourie, 1997:37-39). Harvesting Social Capital as well as Human Capital will benefit both the employer and the employee. Social Capital is

built on networking and trust. Females have to learn how to network, and role models are of the utmost importance to build Social Capital (cf. Pars. 2.3.3.1 & 3.8.3). It is probably more difficult for female teachers to obtain knowledge on career improvement due to time constraints resulting from her triple role as worker (educator), her role in the family and within society (cf. Pars. 2.8.4 & 3.8).

Female teachers have to learn the same lessons than their male counterparts, namely that without career planning

- a successful career is impossible (Katz, 1992:18).
- there will be no needs analysis to base and formulate career goals on (Van der Westhuizen & Hillebrand, 1990: 247).
- career adaptations taking into account personal circumstances will not be a reality (Katz, 1992:18).
- a lack of competitiveness is evident (Fourie, 1997:32-36).
- career opportunities will not be recognised/accommodated and/or utilized (Scott & Hatalla, 1990:25-27).
- stereotyping, influenced by culture, will be evident (Van der Westhuizen & Hillebrand, 1990:240-247; Goin, 1992:63).
- career barriers will remain major obstacles to promotion (Van Deventer & Van der Westhuizen, 2003:235-241).

Female teachers cannot expect to be treated differently than their male colleagues - they have to be well qualified, fully equipped with relevant skills and knowledge, capable and competent, and if not, their appointments will only be viewed as token appointments (cf. Pars. 3.6.2.3 & 3.8.3).

Realities that can influence one's career path are for example vertical and horizontal movement, mobility, progression, intrinsic and extrinsic barriers and lack of applicable qualifications. Career patterns of men and women will differ due to different life roles.

Based on statistics (cf. Table 1.3) existing career development programmes for female teachers in education are ineffective and are not working. A management strategy for the career development for female teachers by the principals in primary schools has not yet been

researched. A career development programme must be part of a staff development programme, determined by the career needs of the female educator.

According to Groenewald (2007: 56) and the research done by Brown (2003:1-4), there are a few key questions with regard to the career development of female teachers and to the role of the principal to be asked as indicated in the examples that follow.

- How will female teachers' perceptions and different perspectives on careers, career planning and movement through career ladders be accommodated by the school to synchronise organisational and individual needs?
- As professional development within a subject is a major part of career development - how will the implementation of NCS (National Curriculum Statement) with its heavy administrative workload allow female teachers time for managerial development taking into account their family roles and roles in society? How will lateral movement eventually be addressed in the Occupational Specific Dispensation (OSD)?
- Policies are in place to further the careers of female teachers. Although laws and resolutions govern the selection processes aimed at short listing and appointments, shortages are still evident on post levels 3 and higher. How can females be equipped and empowered in such a way that climbing the career ladder is no longer viewed as token appointments?
- How can female teachers overcome (intrinsic and extrinsic) career barriers? How can the work life of female teachers stuck on post level 1 be renewed and enriched?
Guidelines from the National and Provincial Departments of education in terms of different approaches towards career development of female teachers will assist principals. The development of a career management strategy for the career development of female educators by principals in primary schools, are of the utmost importance. How will the model accommodate lateral and vertical movement?
- The sequence of succession refers to qualifications and responsibilities. Responsibilities are proportional to the qualifications female teachers have obtained. How can the two strategies, namely reward and work structures, impact positively on professionalism? By obtaining relevant qualifications and acquiring relevant skills and knowledge, more female teachers will be appointed on higher post levels.

- Education can be viewed as a female occupation, according to numbers. Equity and job satisfaction are of the utmost importance for this majority group of educators. How can a well-structured career management strategy, executed by principals, aimed at female teachers add to the level of work satisfaction experienced by the female teacher? How can female teachers as well as all stakeholders benefit from the management strategy for career development of female teachers executed by principals?

1.3 AIMS OF RESEARCH

The following research aims are set for this research:

Research aim 1: To determine from literature the nature of career development of educators in general.

Research aim 2: To determine from literature the role of the principal as well as that of the national and provincial departments of education/employer in the career development of the female educator, taking into account her specific career needs.

Research aim 3: To set up, after critical analysis of different career development models and career ladders within education, a theoretical framework for the career development of female educators.

Research aim 4: To determine empirically the extent to which principals are involved in the career development of female educators in primary schools. Research aim 4 is made operational in terms of the following research sub-aims:

Sub-aim 4.1: To determine whether significant differences exist between the extent to which principals view themselves to be involved in the career development of female educators on the one hand and how it is perceived by female educators on the other.

Sub-aim 4.2: To determine whether principals are involved, to a reasonable extent, in specific items, and whether their perceived involvement is also to the same extent, according to female educators.

Sub-aim 4.3. To determine whether specific biographical variables provide a relationship between principals' involvement in the career development of female educators, on the one

hand, and the extent to which female educators perceive the principals' involvement in their career development on the other.

Research aim 5: To develop and design a management strategy that can be used by school principals to enhance the career development of the female teacher in primary schools.

1.4 THEORETICAL POINTS OF DEPARTURE

This research project will be based on the social capital theories of Bordieus and Coleman. As already indicated, there is a relationship between career success, human resource development and social capital (Maman, 2001; Gummer, 2002; Van Vlooten, 2004; Brooks & Nafukho, 2006). For purposes of this particular research project, the relationship between Human Capital Theory (HCT) and Human Resource Management (HRM) is, however, regarded to be of greater significance.

This relationship is clear: if Human Capital Theory (HCT) regards human beings as mere resources and in particular their talents and capabilities (read skills) as forms of 'capital', then Human Resource Management (HRM) can be understood as the mechanism that was deliberately designed to manage these 'resources' and their 'talents' and 'capabilities', through policy rulings, skills development regulations, monitoring and mentoring mechanisms and feedback channels - implying that people (as mere 'resources') are believed to be inferior to policies and regulations and therefore cannot be expected to make their own decisions. The latter, it seems, then becomes the express duty of Human Resource Management and the inference that can be drawn is clear: instead of empowering and capacitating people-as-employees, Human Resource Management, more often than not, succeed only in enslaving people, in dehumanising them. The approach to this study is from a gender perspective; therefore the approach will not be feminist or sexist.

1.5 RESEARCH DESIGN AND METHODOLOGY

A research design is viewed as the functional plan in which certain research methods and procedures are linked together to acquire a reliable and valid body of data for empirically grounded analyses, conclusions and theory formulation (cf. Par. 5.2). The nature of the research problem and related research aims call for a purposeful research design to meet the requirements of these research intentions. For this reason, quantitative research is chosen whilst focus group discussions as a method of qualitative research is chosen to

broaden, within context, the understanding of the research problem (cf. Pars. 5.2.1-5.2.3 & 5.4). The roots of quantitative and qualitative approaches extend into different philosophical research paradigms, namely that of respectively post-positivism and interpretivism (Neuman, 1997:63-67) (cf. Pars. 5.2.2 & 5.2.3). The research methodology for this study entails both a literature study (cf. Chapters 2-4) and an empirical study (cf. Chapters 5-6).

1.5.1 Literature study/review

Firstly information on the nature of career, career planning and career development was gathered from literature (cf. Chapter 2). Secondly, aspects shaping the career development of female educators and the role of the principal were researched from literature (cf. Chapter 3). An in-depth analysis of career development programmes within education in the USA, for example the Charlotte-Mecklenburg Model for Career Development, Missouri Career Ladder Model and career development programmes in India were also analysed (Chapter 4).

Different search engines and websites were used to obtain relevant information, for example: EbscoHost; Sabinet; www.nsdcc.org/cd; <http://dukenews.duke.edu>; www.jobs.hudson.com; <http://career.apollonean.com.au/>; <http://www.ericacve.org/pubs.asp>.

The following key words were used: career, career development, career ladders, female, management, needs, planning, principal, strategy and woman/women.

1.5.2 Quantitative phase

1.5.2.1 Measuring instrument

A questionnaire, based on the literature study evolving into a theoretical framework for career planning for female educators (cf. Par. 4.8 & Fig. 4.4) was developed to determine to what extent structured career development exists for female educators in primary schools (cf. Chapter 6). Other career development questionnaires were also consulted, for example the *Career Development Questionnaire* (www.jobs.hudson.com), and Fourie's questionnaire (1997).

1.5.2.2 Study population and sample

All five education regions in the Free State were selected as the study population. A systematic stratified cluster sample was drawn from all public primary schools (n=1320) with more than 300 learners in these regions at the selected schools, including school principals,

as well as female educators on post levels 1 and 2 (n=1350) to participate in this research (cf. Par. 5.3.3.5).

1.5.2.3 Statistical analysis

Data analysis was done by the Statistical Consultation services of the North-West University (Potchefstroom Campus) by means of the 2005 SAS-program (SAS Institute Inc., 2005), Statistica StatSoft, Inc (2011) and SPSS (SPSS Inc., 2009) (cf. Par. 5.3.3.7).

The following statistical techniques were used:

- Descriptive statistical analysis (SAS programme): Calculation of average means, standard deviations, frequencies and percentages based on responses from the questionnaires (cf. Pars. 6.4.1 & 6.4.2).
- Factor analysis to determine the validity of the questionnaire for post levels 1 and 2 female educators in public primary schools with more than 300 learners in the Free State Province (cf. Par. 6.3.1.2).
- Cronbach Alpha to determine the reliability of the questionnaire, indicating internal consistency of the measuring instrument (cf. Pars. 6.3.1.3 & 6.6.1).
- Calculation of statistical significance (p-values) and effect size (d-values) to indicate whether differences between groups in the study population are of any practical significance (cf. Pars. 6.5 & 6.6.2).
- Paired t-tests to determine the meaning and significance of possible differences between participants' scores based on average means.

1.5.3 Qualitative phase: focus group discussions

The main aim of these interviews was to share experiences of principals and female educators in practice on the stance of career development in primary schools in the Free State (cf. Pars. 5.4 & 6.7).

1.5.3.1 Study population

Three focus group sessions were held in the Lejweleputswa district (cf. Par. 5.4.2). Identified schools (based on convenience) were not part of the sampled schools for the completion of questionnaires although these public primary schools also have more than 300 learners. Three focus group discussions were held (4 members per group). The groups were:

- post level 1 female educators.

- female educators (members of the SMT).
- principals.

1.5.3.2 Data analysis

A three-step coding process was followed, namely open coding, axial coding and selective coding (Neuman, 1997:424). The codes were evaluated and listed to identify thematic patterns from the various categories. The outcomes of this process were described in terms of thematic themes and patterns (cf. Pars. 5.4.5 & 6.7). Although no new data came to the fore during focus group discussions it places the stance of career development in context.

1.6 CHAPTER DIVISION

- Chapter 1: Orientation
- Chapter 2: The nature of career development
- Chapter 3: Factors and aspects playing a role in the career development of female educators and the role of the principal
- Chapter 4: Educational career development programmes
- Chapter 5: Research design and methodology
- Chapter 6: Results
- Chapter 7: Development of a management strategy for principals to address the career development of female educators in primary schools
- Chapter 8: Summary, findings and recommendations

1.7 ETHICAL ASPECTS

Permission was granted by the Ethic Committee of North-West University to conduct this study. Permission was also granted by the Free State Department of Basic Education to conduct the research within the province. All principals and teachers, based on informed decision making, voluntarily took part in this research. Schools that were involved and that participated in this research were guaranteed anonymity and confidentiality. In the next chapter the concepts career and career development will be discussed.