

## CHAPTER 8

### SUMMARY, FINDINGS AND RECOMMENDATIONS

#### 8.1 INTRODUCTION

In general the aim of this research study was to develop and design a management strategy that can be used by school principals to enhance the career development of female educators in primary schools. In this final chapter of this research study the essence of the previous chapters is summarized, the findings according to the different research aims are described whilst applicable recommendations are formulated from this research. Lastly, reference is made to the contribution of this study, i.e. to determine the value of this research study. In the next section, a brief summary is given to capture the essence of each chapter.

#### 8.2 SUMMARY

The main purpose of **Chapter 1** was **orientation** regarding the research problem, the rationale and the process. This orientation was provided by means of a brief overview of relevant literature to substantiate the research problem, namely the need for the development of a management strategy for the career development of female teachers in primary schools. It is an inalienable right, protected in the Constitution of the Republic of South Africa, precipitating in other legislation, that a non-racist, non-sexist society will also include equity and equality for all (cf. Pars. 1.1-1.2). The manifestation of proper career development for female educators and their expected progress in the workplace have to be dealt with at schools within legal boundaries. A research literature review confirmed the importance and relevance of career development for female educators in the post-apartheid South Africa (cf. Pars. 1.1-1.2), constituting the rationale and problem statement of this research study. Related research aims were formulated (cf. Par. 1.3) whilst the point of departure for this research is underpinned by the relationship between HCT (Human Capital Theory) and HRM (Human Resource Management) (cf. Par. 1.4). The research design and methodology incorporates both quantitative and qualitative methods (cf. Par. 1.5) whilst ethical matters applicable to this research study were listed for closure of this chapter (cf. Par. 1.7).

In **Chapter 2**, the focus was on the **nature of career development** whilst the need identified from literature served as rationale for the conceptualisation of terminology and concept

clarification (cf. Par. 2.2). Based on a literature overview, career development was put in context, underpinned by HC (Human Capital) as conceptual foundation, whilst the interrelationship between HRM, SC (Social Capital) and EI (Emotional intelligence) was emphasized (cf. Par. 2.3.2). A balanced perspective on career development has to recognize the interdependence and coherence of different aspects of career development. Other aspects of career development addressed in this chapter, based on literature review, are: the relationship between career planning and career management (cf. Par. 2.4); the relationship between career development and the psychological contract (cf. Par. 2.5) and the different approaches to career development (cf. Par. 2.6). Career development involves people; hence career success (cf. Par. 2.7); career- and life phases (cf. Par. 2.8) and knowledge of career anchors (cf. Par. 2.9) were discussed. The role of the school, and in terms of this research the school principal, to respond to the challenges posed by the complexity of career development, clearly indicates a need for a practical guideline to manage the career development of female educators.

**Chapter 3** focused on the factors and aspects playing a role in the career development of the female educator, whilst the role the principal has to play as the co-custodian of her career development were outlined. Based on a literature review, it became evident that career development does not exist in a vacuum; therefore the realities in education (cf. Par. 3.2) and the legal parameters and other aspects providing a framework for career progression are outlined (cf. Par. 3.3) in this chapter. Both the DoBE (Department of Basic Education) and the principal have a role to play in the career development of female educators, i.e. taking co-responsibility for her career development (cf. Par. 3.4 & 3.5). The main purpose of this chapter is for the principal to understand his/her role to enhance the career development of female educators within the set boundaries of the law by addressing her career needs. From literature, it is evident that principals have a role to play in the career development of female educators. In this chapter reference was made to the role of principals in improving the self-concept of female educators (cf. Par. 3.5.2); in applying delegating as a tool to enhance her career development (cf. Par. 3.5.3) and in acting as a mentor and a coach, assisting female educators in terms of their career needs and shortcomings (cf. Par. 3.5.4). The principal as a motivator has to acknowledge, according to literature, the role intrinsic and extrinsic barriers play in her career development, for example the impact of her lack of self-esteem (cf. Par. 3.6) and on what motivates female educators in terms of career development (cf. Par. 3.7).

Even in this day and age it seems that role conflict is still an important determinant in the career development of female educators (cf. Par. 3.8).

The purpose of **Chapter 4** was to develop a theoretical framework for managing career development for female educators. Based on a literature review, the tone for this chapter was set to establish the relationship between career ladders, HC; HRM, HRD and SC (cf. Par. 4.2). This was followed by a discussion on the variables of career ladders for educators (cf. Par. 4.3) and the benefits and non-benefits of career ladders (cf. Par. 4.4). After having studied different career ladders in the USA (United States of America) (cf. Par. 4.5) and India (cf. Par. 4.6) it was established that none of these career ladders will fit South Africa. A brief discussion on the OSD (Occupational Specific Dispensation) and the current situation in education in South Africa (cf. Pars. 4.7.1 - 4.7.2) led to the conclusion (cf. Pars. 4.7.3 - 4.8) that a need for a theoretical model for the career planning and career development of female educators exists. Based on the literature study, Chapters 2 - 4.7, a theoretical model was developed for the principal to manage career planning and career development of female educators. The three main aspects in this model are affirmative action, equity and equality (cf. par 4.8.1); HRD (cf. Par. 4.8.2); HRM, and management aspects (cf. Par. 4.8.3).

In **Chapter 5** the **empirical research** part of this research study commenced with a focused and systematic investigation research design based on the contextual and theoretical frameworks set in Chapters 2-4. In this chapter, the research and methodology was designed to obtain reliable valid data in accordance with research aim 4 (cf. Par. 1.3). Both quantitative (rooted in the post-positivism) (cf. Par. 5.2.3) and qualitative research (rooted in the Interpretivism) (cf. Par. 5.2.2) designs were described.

**Quantitative research** was done by means of a questionnaire. The questionnaire was developed on the literature study (cf. Chapters 2-4). The questionnaires were sent to female educators and principals of systematically sampled schools (sampling done by the Consultation Services of North-West University, Potchefstroom Campus) and included primary schools with more than 300 learners representing all five school districts in the Free State (cf. Par. 5.3.3.5). Reference was made to the reliability and validity of the questionnaire in paragraph 5.3.3.4 and statistical procedures (cf. Par. 5.3.3.7) entailing calculation of the Cronbach Alpha coefficients, the use of descriptive statistics and the calculation of practical significance (effect size) (cf. Par. 5.3.3.7).

**Qualitative research** was done by means of three focus group discussions based on criteria to establish trustworthiness (cf. Par. 5.4.3) and authenticity whilst data analysis was done according to the coding processes (cf. Par. 5.4.5). Lastly, **ethical aspects** applicable and adhered to during the empirical research to gather data were discussed in paragraph 5.5.

In **Chapter 6**, referring to research results, an extensive description of data was given. Firstly, the biographical information of respondents (quantitative data) was presented in table format to provide an overview of the numerical scores according to a particular grouping of data (cf. par 6.2). Next, the validity and reliability (factor analysis and Cronbach Alpha coefficient) for the female educator's questionnaire was determined (cf. Pars. 6.3.1.1-6.3.1.3). In paragraph 6.4, the quantitative data, presented in tables as numerical scores, again provided an overview on the responses of female educators (cf. Par. 6.4.1) and participating principals on all sub-categories addressed in the questionnaire (cf. Par. 6.4.2). The next stage involved the calculation of effect sizes, indicating practical significance for female educators (cf. Par. 6.5.1). Constructs with a large effect were described systematically whilst simultaneously important information was identified for inclusion in the strategy for managing career development for female educators (cf. Par. 6.5.1). The reliability and validity of the questionnaire were determined from the responses of female educators (cf. Par. 6.3.1.1-6.3.1.3) as a result of the small number ( $n=40$ ) of principals participating in this research study. In essence, the responses of principals were compared to those of female educators. The Cronbach alpha coefficient of the principals questionnaire was described (cf. Par. 6.6.1) whilst in paragraph 6.6.2 calculations were done to determine effect sizes as an indication of practical significance on constructs, based on the responses of principals. The results were systematically described and simultaneously identified for inclusion in a management strategy.

**Qualitative** data analysis involved a deconstruction process to determine related categories, patterns, themes and relationships. The results of the three focus group discussions are in accordance with literature and quantitative results. Although no new information was revealed, within context, the results of the focus group discussions provided a "richer" and more in-depth account of what is happening at grass root level in terms of the career development of female educators (cf. Par. 6.7). Both quantitative and qualitative research

provided findings and information to be included in a management strategy for female educators.

The main purpose of Chapter 7 was to develop a management strategy for the career development of female educators to address research aim 5 (cf. par 1.3). The previous chapters culminated in the development of a career development management strategy. Firstly, based on a literature overview, a clear distinction was drawn between strategic planning/management and a strategy (cf. Pars. 7.2.1 & 7.2.2) whilst the developmental phases of a strategy (cf. Par. 7.3) were discussed in full. A strategy to increase the extent of the principals' involvement in the career development of female educators was developed in accordance with Figure 4.4 (cf. Tables 5.3 & 6.6; Pars. 5.3.3.6 & 6.3.1.2). The theoretical exposition of the strategy process, with the data from previous chapters, formed the basis for the development of a management strategy for principals for the career development of female teachers in primary schools. The layout for each strategy entailed identified needs/problems, strategy planning (goal setting), strategy implementation and strategy evaluation. Figure 7.3 provided a holistically integrated presentation of the management strategy of career development of female educators. As affirmative action (cf. Par. 7.4.3) set the boundaries for HRD (cf. Pars. 7.4.3; 7.4.4.1 - 7.4.4.2) and HRM (cf. Pars. 7.4.5; 7.4.5.1 - 7.4.5.6), a strategy for career development was set in terms of research aim 5.

## **8.3 FINDINGS**

The findings of this research study are presented according to the research aims set in Chapter 1 (cf. Par. 1.3).

### **8.3.1 Findings in relation to research aim 1**

In terms of research aim 1 to determine the nature of career development, a number of findings were made. A short description of each finding will follow.

- Careers, although defined differently, are multi-faceted, are part of life, whilst the way in which "career" is understood is pivotal to the career trajectories of women, i.e. female educators (cf. Par. 2.2.1).
- Career development is an ongoing, lifelong, dynamic process of mastering skills and competencies determined by sound career planning (cf. Par. 2.2.2), whilst career planning is based on diagnostic assessment addressing the what, how and when of

career development (cf. Par. 2.2.3.7). Purpose, as an element of career development, refers to the enhancement of flexibility, mobility and employability.

- HC forms the basis of HRD and HRM (cf. Par. 2.3), whilst proper career planning and career management lead to the utilization of HC, providing SC whilst full potential can only be reached by unleashing HC within a social structure (cf. Pars. 2.3.1.1-2.3.1.7).
- The positive environment created by EI enhances HRD, which strengthens HC, whilst critical HRD strengthens the workplace (cf. Par. 2.3.2).
- Cultural capital defines the career patterns of individuals and, within civil society, based on race and gender; individuals may suffer from a SC deficit which inhibits the unleashing of HC due to a lack of SC, i.e. network structures (cf. Pars. 2.3.3 & 2.3.3.2).
- The way principals approach career development determines the degree to which individual career development needs will be aligned and synchronised with the needs of the school as an organisation (cf. Pars. 2.5 & 2.6).
- Career satisfaction is enhanced by actively involving female educators in career planning to minimize conflict and enhance job satisfaction (cf. Pars. 2.7-2.7.1), whilst utilization of HC to the full extent leads to capacity building and eventually to the building of SC (cf. Par. 2.7.2.3). By maintaining satisfiers, for example recognition, job enlargement and job enrichment, the self-concept of individuals, their motivation and feelings of career success will be enhanced (cf. Par. 2.7). The exposition to opportunities of pure challenges, autonomy and independence will enhance female educators' career success.
- Life phases and career phases are interlinked; therefore integrated career and life planning are determined by career expectations (cf. Par. 2.8) whilst life roles are shaped by SC resources which may shrink due to marriage for female educators (cf. Par. 2.8.4).
- Career anchors (cf. Par. 2.9) govern career choices whilst the degree to which a person will fit a job depends on technical/functional competence, referring to applicable skills, knowledge, behaviours etcetera and proper HRD and HRM.

### **8.3.2 Findings in terms of research aim 2**

The following findings were made regarding research aim 2, i.e. to determine from literature the role of the principal and the national as well as provincial departments of education in the career development of female educators, taking into account her specific career needs.

- Education is still a female profession where men still occupy the majority of management posts (cf. Par. 3.2.1).
- Legal parameters are set to enhance the progress of female educators. Equal opportunities for all are warranted in the Constitution of the Republic of South and other legislation informing the roles of both employers and employees in terms of career development. Programmes for career development which are an element of HRM rooted in HC are a pre-requisite for effective career development (cf. Par. 3.3).
- The DoBE and the FSDoE are actively involved in implementing legislation in terms of procedures to implement equity and equality. Examples are mainstreaming of gender (GETT: 1996) and provincial score sheets for short-listing (cf. Par. 3.5 & Figure 3.6 & Table 3.3).
- Principals have a major role to play in advancing the career development of female educators. The influence of the principal to assist female educators in terms of her self-concept (cf. Par. 3.5.2), as delegator (cf. Par. 3.5.3) and as mentor and coach (cf. Par. 3.5.4) is immense.
- Female educators are leaders-in-training. Leadership rather is a process than a position entailing capacity building within an organisation as well as in a societal context. It includes the enhancement of different leadership skills to shape strategies to ensure different ways of thinking and enhance understanding of the complexity of female educator leadership (cf. Pars. 3.5.4 – 3.5.4.3).
- The motivational role of the principal towards female educators is immense and complex. Not only does the principal as motivator (cf. Par. 3.5.5) have to take note of her inner obstacles (cf. Par. 3.6) but also of the role of motivational factors (cf. Par. 3.7) influencing the micro-contextual level. Intrinsic needs impact on the self-esteem of female educators (cf. Par. 3.6.1) whilst extrinsic motivational factors, for example filtering techniques (cf. Par. 3.6.2.1), and barriers, such as glass ceilings (cf. par 3.6.2.2), still exist.
- Quality of work life is proportional to job satisfaction, mirroring a close relationship (cf. Par. 3.7.1.1) whilst work orientation shapes work behaviour (cf. Par. 3.7.3).

- Role conflict in terms of gender, the lack of role models and role conflict due to life roles still exists (cf. Par .3.8). There is a need for female role models who are visible in the work place (cf. par 3.8.2), whilst work-family conflict is still evident. Job satisfaction can be enhanced by utilizing SC opportunities. By working collaboratively together female educators can build, borrow, and leverage SC.

### **8.3.3 Findings in relation to research aim 3**

Based on the literature study, Chapters 2-4.9, it was evident that

- No career development programme is fit for purpose in the South African context (cf. Pars. 4.5.7 & 4.6).
- Many aspects of the OSD still need to be ironed out although the foundation for career development has been laid (cf. Par. 4.7.1).
- It was possible to develop a theoretical model for the career development of female educators (cf. Pars. 4.8.1-4.8.3; Figure 4.4).

### **8.3.4 Findings in relation to research aim 4**

Research aim 4, i.e. to determine empirically to what extent principals are involved in the career development of female educators, was made operational by means of three (3) sub-aims (cf. Par. 1.3).

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 there are items in which principals are not involved, to a reasonable extent, which are also perceived to that extent by 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 in relation to the extent to which female educators perceived the principals' involvement in their (female educators) career development.

#### **8.3.4.1 Findings in relation to sub-aim 4.1**

In terms of sub-aim 4.1, namely to determine whether significant differences exist between the extent to which principals view themselves to be involved in the career development and how it is perceived by female educators, the following findings were formulated.

- In general, item per item, higher percentages of principals rated themselves to be involved in the career development of female educators, from an average to large extent than the percentage of female educators who recorded principals' involvement from an average to large extent (cf. Tables 6.10-6.19; Par. 6.4.1-6.4.1.11; Tables 6.22-6.31). Although research was done on certain elements of career development to the best of knowledge there is no evidence that research on career development was done in the same context.
- In only 6 items, 80% and more of female educators rated principals to be involved from an average to large extent in their career development (cf. Table 6.20). The majority of principals (95% and more) rated their own involvement in eighteen (18) items (cf. Table 6.32) higher than 95%.
- No communality was found in terms of items constituting the highest involvement for both groupings (cf. Tables 6.20 & 6.32).
- According to information based on the percentage of principals involved in the career development of female educators (cf. Tables 6.22-6.31), the majority of principals and female educators (cf. Tables 6.10-6.19) assessed principals to be involved from an average to a large extent in all items with the exception of items 3, 10 and 50 (principals) and items 10 (allocating tasks based on gender) and item 50 (allowing "old boys' networks" to colour perceptions regarding female educators) for female educators. These findings were in accordance to literature indicating an awareness on the principals' side (cf. Par. 3.6.2.1 & Pars. 2.3.3.2; 3.3 & 3.5.2)

#### **8.3.4.2 Findings in relation to sub-aim 4.2**

In terms of sub-aim 4.2, i.e. to determine whether there are items in which principals are not involved, to a reasonable extent, in specific items which are also perceived to that extent by female educators, the following findings are formulated:

- The majority of female educators rated principals to be involved from no to a lesser extent in item 10 (allocation of tasks based on gender) and in item 50 (allowing "old

boys' networks" to colour perceptions regarding female educators) (cf. Par. 6.4.1.2 & 6.4.1.7). The majority of principals claimed no or involvement to a lesser extent in items 3, 10 and 50.

- The five (5) items in which the lowest percentage of female educators rated principals to be involved (excluding items 10 and 50) were items 3 (no to a lesser extent), 17, 25 and items 66 and 67, indicating involvement from an average to a large extent (cf. Tables 6.10-6.19; Table 6.21).
- Communalities found in terms of items constituting the lowest involvement for both groupings are items 3; 10 and 50 (cf. Tables 6.21 & 6.33).

#### **8.3.4.3 Findings in relation to sub-aim 4.3**

In terms of sub-aim 4.3, namely to determine whether specific biographical variables provide a relationship between principals' involvement in the career development of female educators in relation to the extent to which female educators perceived principals' involvement in their (female educators) career development, the following findings are formulated.

Based on the calculation of d-values indicating practical significance, the following findings are formulated.

- Principals of white female educators are more involved in role conflict; communication delegating and career development (cf. Table 6.34) than principals of African female educators.
- Principals, 41 years and older are more involved in networking, communication and recruitment than principals between 30-40 years of age (cf. Table 6.37)
- Principals on post level 4 are more involved in self-concept, delegating, recruitment, Q51 (not to assume assertiveness as unfeminine) and Q9 (affirmative action aimed at gender parity) than are their counterparts at post levels 2 & 3 (cf. Table 6.38).
- Male principals are more involved in delegating and recruitment than female principals (cf. Table 6.39). Although research was done on management and leadership traits based on gender, it was not done in the same context although management and leadership are still viewed from a male perspective (cf. Pars. 3.7.4 & 3.6.2.2).

- White principals are more involved than African principals in communication and career development, whilst African principals are more involved in Q5 (review career development strategy to accommodate changing career development needs of female educators) and Q9 (affirmative action aimed at gender parity) (cf. Table 6.40).
- Principals with more than one postgraduate qualification are more involved in Q8 (progression of female educators without alienating males) than principals with fewer qualifications (cf. Table 6.41).
- At schools where white female educators are in the majority, principals are more involved in networking and communication than in schools where African females form the majority. At schools where African females make up the majority of staff, principals are more involved in Q5 (review a career development strategy to accommodate the changing career development needs of female educators) than in schools where white female educators form the majority (cf. Table 6.42).

#### **8.3.4.4 Findings in relation to research aim 5**

In relation to research aim, i.e. 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, the following findings are formulated.

- A need for guidelines to manage career development is confirmed (cf. Par. 4.8)
- Career development takes place within the set parameters and under the umbrella of affirmative action (cf. Par. 3.3)
- HRD and HRM are means to utilize HC to build SC (cf. Pars. 2.3.1-2.3.3.2)
- HRM on micro-level and the associated management aspects are essential components for addressing the career needs of female educators (cf. Pars. 3.5-3.8)
- A valid rationale essential for the implementation of a career development strategy is a pre-requisite for successful implementation (cf. Par. 7.4.1).
- The strategy structure of needs, strategy planning, strategy implementation and strategy evaluation (cf. Figure 7.2) served as a framework to develop strategies.
- A strategy for the career development of female educators needs to be tailor-made in accordance with situation specific manifestations of the need for career development.

#### **8.4 RECOMMENDATIONS AND MOTIVATIONS**

Based on the literature study and empirical research and results the following recommendations are offered:

##### **RECOMMENDATION 1**

The clarification of the roles of the school principal and the employer within a common conceptualisation of the nature of career and career development should be accepted and provide a fundamental guideline for the career development of female educators.

##### **Motivation**

Different perspectives and approaches towards the career development of female educators indicate an uncertainty regarding how to manage the career development of female educators in the post-apartheid era where equity and equality as a national goal poses a challenge within the boundaries of realities in education (cf. Pars. 2.6; 3.2 & 3.3).

##### **RECOMMENDATION 2**

An integrated holistic approach to career development, focusing on all aspects of career development, must replace an approach in which certain aspects of career development are addressed in isolation.

##### **Motivation**

In many instances the focus on one aspect of career development, for example delegating to address the needs of the school, lack the synchronising of individual career development needs with the strategic goals of the school (cf. Pars. 2.3-2.5; 3.5.4.2).

##### **RECOMMENDATION 3**

A theoretical strategy for managing career development to clarify concepts regarding career development as well as the career developmental needs of female educators, coupled with the applicable management actions, culminate in a strategy for the career development of female educators that need to be tailor-made for a school.

##### **Motivation**

A strategy for managing career development of female educators entails a well-planned, comprehensive process, i.e. informing an integrated, generic holistic plan for career development based on a theoretical framework (cf. Pars. 4.8 & 7.4.1-7.4.6; Fig.7.3). As

circumstances differ from school to school, adaptations should be made based on the situation of the school to make it “fit for purpose”

#### **RECOMMENDATION 4**

It is recommended that further research be undertaken regarding the following research questions:

- What is the impact of the manifestation of career development for female educators on schools from different environments?
- What is the impact of the manifestation of career development for female educators on schools from different sizes?
- What is the impact of the manifestation of career development for female educators on male educators?
- What career development training programmes can be developed for addressing the career needs of female educators?
- What is the effect of an implemented career development management strategy on the career development of female educators?

#### **8.5 VALUE OF THE RESEARCH**

Possible reasons why this research may be valuable are for example, concept clarification and the development of a questionnaire for research purposes. The concept exploration leads to a better understanding of the concepts *career and career development* (cf. Chapter 2). Based on the literature study (cf. Chapters 2 - 4) a theoretical model for career planning and career development of female educators in primary schools was developed. The questionnaire used for quantitative research was based on the designed model.

The uniqueness of this research lies in the fact that the status of career development of female educators in primary schools in the Free State was researched, i.e. empirically determined (Chapter 6) by means of a questionnaire and focus group discussions. Based on the findings/results (Chapter 6) a generic management strategy was designed for the career development of female teachers in primary schools (Chapter 7).

This research may also be of value because principals may adapt and implement the career management strategy for female educators to fit their specific circumstances whilst career

development programmes will enhance the motivation level of teachers and the teachers, learners and education in general will benefit from it. This research may also enhance and sensitize stakeholders to implement operational policies to enhance affirmative action, equity and equality.

This research study is unique in the sense that it contributes to career development studies of female teachers, in the sense that a measuring instrument for quantitative research, namely a questionnaire, was developed that may be used or be adapted for future use to serve as a basis for further research on the career development of female educators and the role of the principal (cf. Addenda C & E).

In completion of this research study, the following statement summarizes the purpose and value of this study in totality.

*To those, who unselfishly carried the bright light of education over generations, who shone that guiding light not only on their own children but on all children in their classrooms; may those female educators who educated nations be recognised and may current and future generations of female educators take their rightful place in the arena of education by receiving the recognition they deserve by means of proper career development to utilize their full potential.*