

CHAPTER 3

FACTORS AND ASPECTS PLAYING A ROLE IN THE CAREER DEVELOPMENT OF FEMALE EDUCATORS AND THE ROLE OF THE PRINCIPAL

3.1 INTRODUCTION

For a long time it was believed that people were motivated to the degree that their personal needs are satisfied. The aim of this chapter is to identify factors influencing the career development of female educators as well as factors acting as career barriers to them.

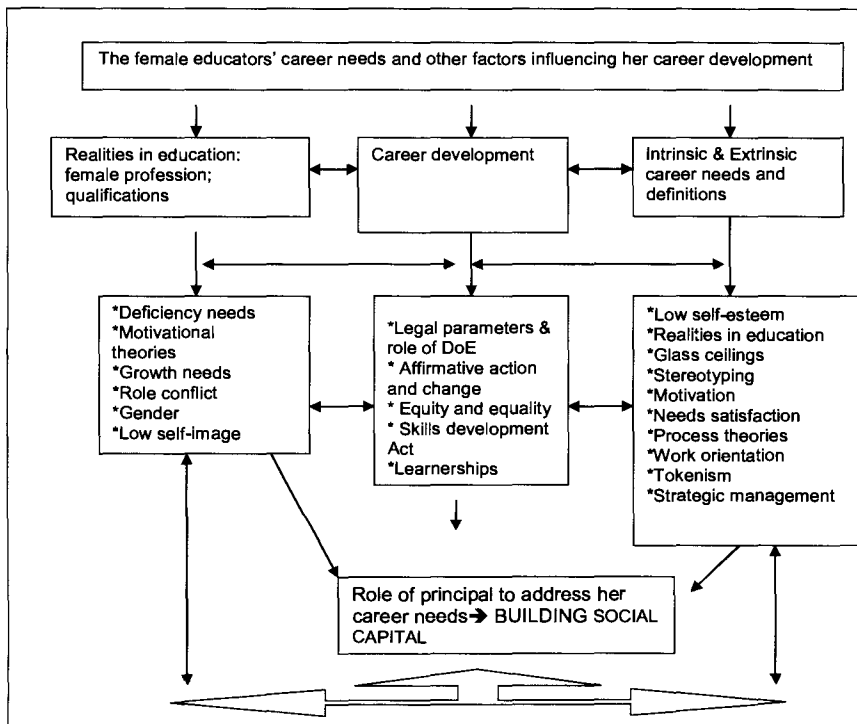


Figure 3.1: Overview: Factors and aspects playing a role in the career development of female educators

Figure 3.1 provides an overview of the different factors and aspects influencing the career development of female educators. Realities in education, as well as the intrinsic and extrinsic career needs of female educators are influential factors on the employers' actions to address the career development of female educators. All career development actions must be executed within the legal parameters set by the Constitution of the RSA (108/1996).

Emphasis on building SC and utilizing HC in education is becoming a reality and a global trend, evident for example in New Zealand (Walton & Mallon, 2004:75-95) and Australia (Australian Government, 2000:1-2). Global societal change across the globe is part of the 21st century whilst the emancipation of women in general has an effect on men, threatening their traditional privileged positions in society and within the workplace. Change, always met with a certain level of resistance, enhances conflict that must be resolved (Van der Merwe, 2008a:41). Affirmative action is part of education and although women have benefited from it to a certain extent, certain groups of females are still marginalized in respect of some aspects (Van Deventer, 2008a:266-281).

Realities in education and the perceptions of the community regarding females as well as actions taken by education authorities to enhance equity will be discussed in this chapter. The effects of affirmative action, equity and equality, Human Capital Theory (HCT) and the effect of Human Resource Management (HRM) and Human Resource Development (HRD) on career development will be highlighted. In this chapter, the emphasis will be on the female educator's extrinsic and intrinsic career needs and expectations that act as career barriers. Career barriers inhibiting women's career development are, for example, a difficult management culture, low morale, informal processes associated with appointment and promotion and also role conflict between the family roles and work roles of individuals (Özkanlı & White, 2008:53-63). The utilization of HCT as basis of HRM and HRD to build Social Capital (SC) by means of proper career development will be highlighted. The role of the principal to assist the female educator as a leader-in-training to overcome her career barriers is also addressed.

Women educators in general, specifically after re-entering the profession, experience career barriers on different levels, namely within themselves (intrinsic), in the work situation, at management level, within their career and within society (Kok & Van der Westhuizen, 2003:65-70; & NACI, 2006:2).

3.2 CAREER DEVELOPMENT AND THE REALITIES IN EDUCATION

3.2.1 Education is a female profession

Education is still a predominantly female career as indicated by statistics gathered from 1996-2007 (FSDoE, 1996; DoE, 2005:42-44 & FSDoE, 2007a). In 1996 (FSDoE, 1996), 63.5% of educators in the Free State on post level 1 were females, whilst 39% of posts on post level 2 belonged to females and only 18.6% of posts on post level 3 upwards belonged to females (cf. Table 3.1). In 2007 (FSDoE, 2007a) the picture in the Free State, regarding the distribution of educators was as follows: 69.43% of posts on post level 1; 48% of post level 2 posts; 36.85% of the posts on post level 3 and only 17.7% of the available posts on post level 4 were occupied by females (cf. Figure 3.5). The same trend is evident at both national and provincial level. In 2004, according to the PERSAL system (DoE, 2005:42), females still comprised approximately 66% of the total number of educators (cf. Fig. 3.3). The graph below (Figure 3.2) indicates the distribution of educators according to gender and post levels in the RSA in October 2004 (DoE, 2005:44).

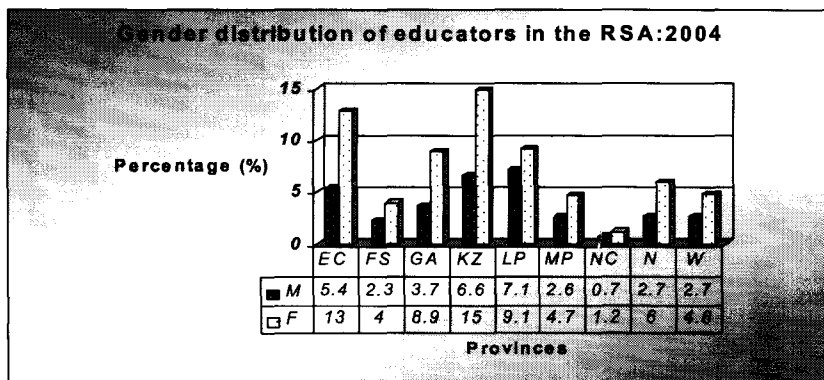


Figure 3.2: Gender distribution of educators in SA in 2004 (PERSAL data: DoE, 2005:44)

From Figure 3.2 it is evident that in 2004 there was a huge discrepancy between the numbers of female and male educators in all provinces with female educators in the majority. In Figure 3.3 the distribution of educators according to promotional levels are indicated for the same year.

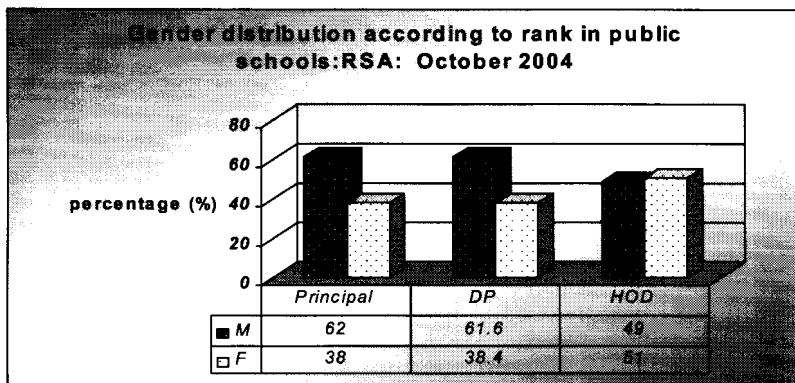


Figure 3.3 Gender representations on official education levels: RSA: October, 2004 (DoE, 2005:42-44)

An analysis of the above data (Figure 3.3) reveals that in 2004 only 38% of all principals and deputy principals were females, but in relation to males at the level of HoDs, with 51% females had a slight majority. In Figure 3.4 the distribution of educators in terms of post levels based on gender are indicated for 2007.

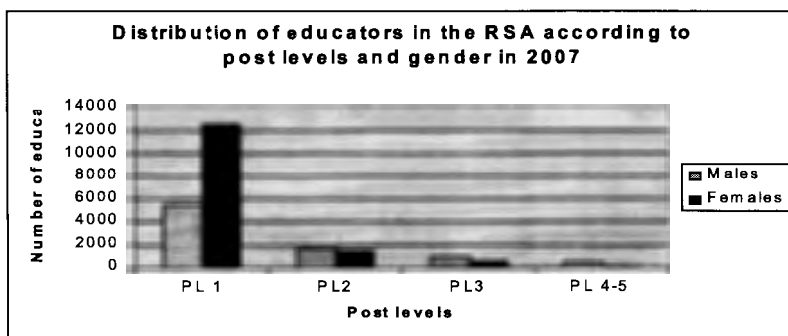


Figure 3.4: Distribution of educators in the RSA according to post level and gender in the RSA: 2007 (DoE, Statistics: 2009a:14-32)

From the above graph (Figure 3.4) it is evident that in 2007, similar to 2004 (cf. Figure 3.2), women who represent the majority of educators are mostly on post level 1, while men

predominantly occupied promotional posts (cf. Figure 3.3). The majority of women were still on post level 1 while men still occupied a higher percentage of promotional posts.

From the graphs (Figures 3.2-3.4) a discrepancy in the ratio between the number of female educators and the number of females in management positions in education management were evident. Although educational leadership reform and organizational reform are in the centre of society, within education, numerically dominated by women, education leadership is still in the hands of males (DoE, 2009a:14-32). However, women increasingly display a willingness to enter the world of educational management (Pounder & Coleman, 2002:122-133). The concentration of females on post level 1 is in accordance with the view that women are teaching while men are managing; therefore displaying a universal phenomenon in all the so-called female professions (ibid.). It is therefore an open question whether transformation is taking place in education or whether change is only taking place adhering to set quotas by education departments (cf. Par. 3.3.1). Statistics from 1996 up to 2007 reveal information on the progression made by female educators in the Free State, reflecting the same trend as at national level. A comparison regarding the distribution of educators based on post level and gender in 1996 and 2007 indicate the trend in the Free State Province regarding the progression of female educators into management posts in education.

Table 3.1: Statistics in the Free State (April 1996): Distribution of educators in terms of post levels and gender (FSDoE, 1996)

	Total	% males	% females
Post level 1	21226	36.50	63.50
Post level 2	1793	61.00	39.00
Post levels 3-6	819	81.40	18.60

According to Table 3.1 it is evident that although females were dominant in terms of numbers they form a very small part of the total of educators in promotional posts, i.e. 39.00% (of the 1 793 posts) on HoD level and 18.60% of 819 posts on post levels 3-6. The 2007 statistics will be used to evaluate the progression of female educators into management positions in education in the Free State. Based on information (FSDoE, 2007a) the histogram indicating the distribution of educators reveals the following:

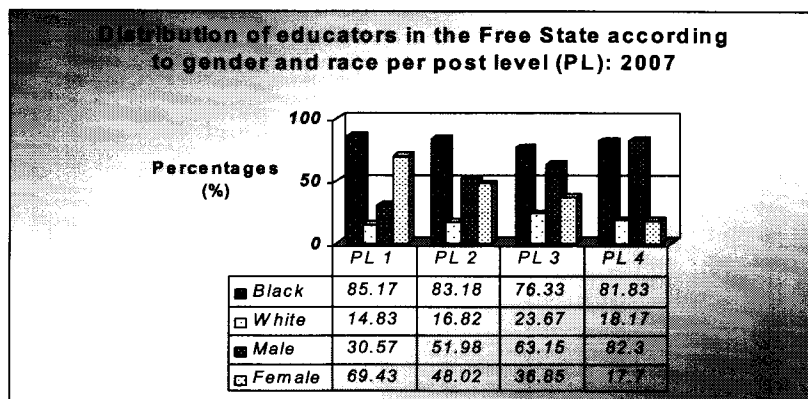


Figure 3.5: Graph indicating the distribution of educators according to post levels in the Free State due to gender and race in 2007 (FSDoE, 2007a) (cf. Table 1.4)

Although improvement was evident on especially post level 2 the same trends, namely a small percentage of females on post level 4 with the majority of females on post level 1, were still evident in the Free State. The following deductions can be made from Table 3.1 and Figure 3.5:

- In terms of males there was a decrease from 36.5% (1996) to 30.57% (2007) on post level 1; a decrease from 61% (1996) to 51.98% (2007) on post level 2 while on post level 3, 63.15%, and on post level 4, 82.30% were men (mainly principals and managers).
- Regarding females an increase from 63.50% (1996) to 69.43% (2007) on post level 1; and on post level 2 and increase from 39% (1996) to 48.02% in 2007 was evident.

A comparison of Figures 3.3 and 3.5 indicates a larger percentage of females teaching (post level 1) and a larger percentage of men on post levels 3-5 (managing). Although a large increase in numbers for females on post level 2 is evident, females still have to progress through that post level to post levels 3 and 4. According to the numbers the so-called "glass ceilings" and "sticky floors" are still evident (cf. Par. 3.6.2.2). In 1996 females were concentrated on lower post levels with less remuneration with a low percentage of females

on higher post levels and the same scenario is still evident in 2007 (cf. Figure 3.5). This phenomenon of females being concentrated on lower, less-paid post levels is known as the funnelling syndrome (Chesterman, 2001:2).

The number of education posts and therefore the number of promotional posts (as a percentage of the total number of posts) is proportional to the number of learners per province translated to the number of posts per school.

3.2.2 Ratio between educators and learners

Redeployment, where educators are put on an excess list is still a possibility due to the ratio between educators and learners. Currently the Morkel model is in use and the decrease in learner numbers directly influences the number of educator posts. In certain provinces, specifically in the Free State, the total number of learners had steadily declined from 705 368 (in 2002) to 680 777 (in 2007) and the total number of schools decreased in the same period from 2 343 to 1 744 (DoE, 2009a:14). One way of enhancing Human capital (HC) and ensuring treatment as a "scarce commodity" is for the individual to be trained and qualified in the so-called scarce subjects.

3.2.3 Qualifications and scarce subjects

The OSD (Occupation Specific Dispensation) (cf. Par. 4.7.1), fully implemented in 2009, changed the fact that only vertical movement made promotion possible due to the possibility of promotion by lateral movement. Trade Unions, for example NAPTOSA (National Professional Teachers' Organisation of South Africa), SATU (South African Teachers' Union), and SADTU (South African Democratic Teachers' Union), try to bargain for minimum service conditions (Kruger, 2009:12) and although Fourie (1997:95) refers to "current occupational uncertainty" the same scenario still exists in 2008/2009. By means of quality teaching and service delivery educators determine their value in the open market. Only the skilled, knowledgeable, committed and professional educator will survive in an environment where uncertainty/discomfort leads to stress, resulting in demotivation and burnout, enhancing staff turnover. According to Kruger (2009:12), educators in private schools are in general financially better off than educators in public schools. The scarceness of trained educators in specific subjects (DoE, 2008:12 & 16), for example Natural Sciences and Mathematics, will benefit the relevant trained female educators because, according to HCT, they have something to "sell". According to collective agreement 1/2009, a task team was

established to update the PAM (Personnel Administrative Measures) document (SATU, 2009c:2). However, due to job descriptions as stated by the PAM document (South Africa, 1999) in paragraph 3.3, Heads of Department (HoDs) and Deputy Principals (DPs) as well as some principals are teaching less than in the past and their place in the classroom is filled by mostly married female educators (Sauer, 2009). Specifically in secondary schools, many of the educators that have been promoted to HoD, DP or even principals' posts are actually teaching the so-called "scarce subjects" (ibid.).

3.2.4 Conclusion

The matter of the fact is that education is still a female profession with a relative small percentage of promotional posts occupied by female educators. The work life of female educators is influenced by both systemic factors (for example organization climate and organizational structures) and by personal factors (for example job satisfaction and changed perceptions on work). Within legal parameters, legislation provides a framework for women to reach their full potential in education and to accommodate their changed career perception.

3.3 LEGAL PARAMETERS AND OTHER ASPECTS PROVIDING A FRAMEWORK FOR CAREER PROGRESSION BY FEMALE EDUCATORS

An increasing number of females view education as a career rather than an occupation or a job (cf. Par. 2.2.1). The process to manage her changed career perception and career development must be acknowledged by the school as organization, the principal as a leader of the school (cf. Par. 3.5) and the education department as employer (cf. Par. 3.4). Affirmative action refers to an employment action complying with anti-discriminatory laws, correcting discriminatory practices of the past (DuBrin, 2009:612). Simultaneously it is focused on unleashing an enormous pool of HC.

3.3.1 Career development and affirmative action

To understand the concept and aims of affirmative action one first has to clarify the concepts *change* and *transformation*. Change refers to an action or struggle between what currently exists and what is desired (Van der Merwe, 2008a: 37-48; Dictionary.com, 2011b). Change is brought about by means of external and internal forces. External or environmental forces are, for example, social and political forces, pressurising organisations to change whilst internal forces, i.e. forces due to process and behavioural problems, come from within an

organisation (Van der Merwe, 2008a: 37-48). Both external and internal forces are aimed at the improvement of the organisation (ibid.). Centre to the process of change are equity and equality, i.e. removing discriminatory practices based on race, gender as well as so-called equal opportunities. Equity refers to justice, impartiality, fairness and righteousness, as understood by the man in the street, also implying special treatment in specific circumstances (Van Deventer, 2008a:266-280). Equality on the other hand refers to a human right applicable to all, i.e. to both sexes; therefore all people have the right to be treated in accordance with the same standards (ibid.).

Transformation entails radical fundamental change within a society, which implies movement from "unequal to equal" and from "unfair to fair practices", focusing on rectifying the injustices of the past (Van Deventer, 2008a: 266-282). Transformation can be viewed as the action of changing and refers to:

- a complete change in character or nature (Van der Merwe, 2008a:37-48; Dictionary.com, 2011g) and/or
- change, brought about by a transformer, for example an agent (Van der Merwe, 2008a:37-48) (i.e. for example interventions by individuals or strength of relationships between staff members to enhance effectiveness), to change the current situation into one with a different type or potential.

According to Wikipedia (2011), "trans-" refers to "across/to the other side" and "formation" to bring forth, i.e. to create, from the other side. Based on this information, transformation refers to a complete change in nature or character brought along by an agent of change and to bring "forth" from the other side (to transform), i.e. to change the current situation to a different type of potential. Therefore change means to aim at transformation by "replacing something" by means of a manageable process. One of the most serious problems regarding transformation is that when the face of education is "changed" by replacing men with women, white persons with black persons but the change is only cosmetic in nature, the education system is only "changed" but not transformed. Transformation, i.e. "to create and bring forth" from the "other side" in education, entails internal change. As long as the same policies, the same ways of thinking, vision and mission remain, "changing the faces" in education will not lead to real transformation. In a press release, the Director-General of the International Labour Organization (ILO, 2001:1-2) argues that meaningful change is only

possible when it involves diversifying occupations for men and women, by means of greater sharing of family responsibilities and by cultivating and nurturing women's entrepreneurial talent. In essence he pleads for the abolishment of the perception that work can be categorised as so-called men's and women's work. Applicable to education there is a perception that women will teach (women's work) and will manage (men's work) (ibid.). He even specifically refers to education where women dominate in terms of numbers but men (the minority) still dominate the more skilled, more responsible higher paid positions (cf. Figure 3.5). Based on the above information it is evident that perceptions in the school system and society regarding the place and role of women within education have to change. In the absence of cultural as well as structural change jobs will still be gendered (Cox, 2004: 2).

Discrimination refers to negative behaviour or actions, aimed at people and based on prejudice (Van Dyk, 2008:491). Actually, discrimination is prejudice in action. Prejudice is in essence a negative view/attitude based solely on membership of a group that prejudice is aimed at (Baron & Byrne, 2000:211; Van Dyk, 2008:294). The influences of injustices (cultural and historical) from the past, also affected the educational system of the past. A new democratic education system, responsive to the constitution, is evident to rectify the injustices of the past. Whenever an educator is treated less favourably due to factors other than his/her ability to teach, educate and manage, such an educator is discriminated against unfairly (Van Deventer, 2008a: 266-281).

Equality in terms of gender is a fundamental right but still, equality before the law not necessarily mean that fairness, equity and equality are guaranteed within organizations (Van Deventer, 2008a:281). Affirmative action cannot only be measured in terms of a comparison of numbers regarding posts occupied by men and females on different post levels; it also entails the empowerment of previously disadvantaged groups by means of the necessary applicable career training to enhance career development. According to Fresen (1993:10), females can no longer get stuck complaining about lost opportunities, they have to understand that affirmative action is in essence a simple solution to a very complex problem. According to some researchers, affirmative action must be aimed at equal opportunities and not on the symptoms (Van Deventer, 2008a: 277-281) or the lack thereof, for example that not enough females are being promoted (ibid.). If, for example, the needs of the school are not taking preference whenever educators are to be declared in excess (NAPTOSA, 2008:1),

affirmative action can be contra-productive. An example of the latter is when LIFO (Last IN First OUT) is applied irrespective of the needs of the school. Sometimes quotas are blindly adhered to regardless of individual skills and competencies and regardless of the needs of the school/organisation. Since 1994 government, governmental organizations and non-governmental associations were involved in many ways to rectify the injustices of the past.

3.3.2 Inequality in the education system

Inequalities and unfair practices in education and society were not only part of the education system of South Africa but also of the USA. In the USA, burning issues include, for example education structures in particular as well as discrimination against females (Parks-Yancy, 2006:515-545). Wolpe (1993/1994:133) reflected on the subordinate position of females at that stage when women made up two thirds of the world's work force but earned only one tenth of the income (ibid.) (cf. Par. 2.3.3.2.). Although educators view their careers as an expression of personal choices and abilities, female educators must enhance their lack of networking skills to build SC to find structures to utilize their HC within. Affirmative action can only be successful when principles of non-discrimination are impeded by removing recruitment, selection decision-making and appointment filters (Van Deventer, 2008a: 270-282) (cf. Par. 3.6.2). Subtle discrimination entails for example male networking, gender stereotyping, segregation of work, lack of access to developmental and training opportunities (ibid.) (cf. Par. 3.6.2). In the next paragraph the role and efforts of government to rectify the injustices of the past, will be discussed since equity and equality are at the heart of transformation and affirmative action.

3.3.3 Role of government and governmental organizations to enhance equity and equality

In South Africa real efforts have been made since 1994 to enhance the position of females in society and education. A few examples thereof will be indicated by referring to relevant legislation for example the Education Laws Amendment Act (24/2005); commissions and conferences held to that effect for example (DoE, 2004a & DoE, 2004b: Module 5; Van Deventer, 2008a: 266-281):

- The Declaration of Human Rights of 1994 (Chapter 2: SA Constitution: 30-37) (108/1996). Section 8(2) refers to equality, indicating that no one should be discriminated against on the grounds of gender. Article 3(a) rules on the advancement of groups subjected to unfair discrimination in the past.

- The National Education Policy Act (27/1996) upholds the fundamental right to be educated, to be protected against unfair discrimination within an education department or institution.
- The Commission on Gender Equality Act (39/1996) aiming at the promotion, respect, protection and attainment of gender equality, making recommendations to legislators regarding the status of women.
- The South African Schools Act (84/1996) emphasizing the combating of racism and gender discrimination and enhancing the establishment of a human rights culture to advance democratic transformation in society.
- The Employment Equity Act (55/1998) addresses the promotion of equal opportunities and the implementation of affirmative action strategies.
- The Employment of Educators Act (76/1998) specifically indicates in article 7(1) that appointments made in education will take into account the ability of an educator as well as the need to address past imbalances to achieve broad representation .

Other interventions (DoE, 2004b: Module 5) include for example

- At the fourth World Conference on Women (1995) the advancement of women to achieve equality was referred to as an aspect of human rights, a condition of social justice and not as a women's issue (DoE, 2004b:23-26). In spite of government and non-government organization actions, barriers to the empowerment of women were still evident. One example of inequality and inadequacy in education is unequal access to education and training. It was also noted that insufficient mechanisms were still evident at all levels to promote the advancement of women (ibid.). According to the conference stereotyping of women, inequality to access management posts and persistent discrimination against and the violation of women's rights were still evident (ibid.).
- The SADC declaration on gender and development (1997) indicated that commitments were made by SADC members to amend constitutions aimed at reforming and promoting all laws to change social practices regarding women subjected to discrimination (DoE, 2001:1-5; DoE, 2004b:27-29). They also agreed upon the establishment of the SADC gender unit. Efforts made by the RSA government entailed, for example, the formation of the Gender Equity Task Team (GETT) chaired by Wolpe (1997). The GETT tabled a comprehensive report with

recommendations to government to spearhead actions and strategies towards gender equity (ibid.).

Legislation was established to regulate the relationship between employers and employees and to govern councils where conditions of service are determined.

3.3.4 Bargaining councils where terms and conditions of service are determined

The Education Labour Relations Council (ELRC) established in terms of the Labour Relations Act of 1995 (66/1995) is a statutory council established to maintain labour peace within education by means of dispute prevention and dispute resolution and to enhance communication between all parties involved (ELRC, 2009b:1). The core function of the ELRC is to prevent disputes in education by means of constructive collective bargaining between educator unions and the Department of Education as employer (ELRC, 2009c:1). The ELRC is one of five bargaining councils in the public service and although guided by its own constitution, labour legislation, for example the Labour Relations Act (66/1995), the Act on Basic Conditions of Employment (75/1997) and the South African Schools Act (84/1996) as well as Protected Disclosure Act of 2000, provide a framework for the ELRC and its functioning (ibid.). The ELRC also provides HRD for staff members, is involved in research on professional and education labour issues and assists with the implementation of and enforcing signed agreements (ibid.). Procedures to dispute resolutions in terms of unfair labour practices as indicated in section 186(2) is outlined in the Labour Relations circular 1 of 2009 (FSDoE, 2009c:1-10).

The Public Service Co-ordinating Bargaining Council (PSCBC) is an independent forum where the bigger trade unions and the state as employee meet to negotiate and sign collective agreements regulating terms and conditions of service (PSCBC, 2009:1). Educators pay a monthly fee to their union of choice, the ELRC and the PSCBC. If an educator is not a union member an "agency fee" is payable to the PSCBC which is distributed between unions in accordance with the Labour Relations Act (66/1995) and PSCBC Resolution 1/2005 (PSCBC, 2009:3). An example of legislation to improve the skills and competencies of workers and unleash HC is the Skills Development Act (SKDA) (97/1998).

3.3.5 Skills Development Act (SKDA) and Human Capital

The behaviour of skilled, committed workers will motivate other workers to enhance both effectiveness and productivity in the workplace (Implats, 2006:4). The theory underlying the SKDA emphasises the constructive effect of HC and investment in accumulating skills which will benefit both the employee and employer in the long term. The SKDA (97/1998) is aimed at development and improving of the work force (cf. Par. 2.3.1.6). Development of skills and investment in HC is directly linked to the SKDA. It is explicitly stated in Chapter 1: section 2(b) of the SKDA (97/1998) that the law is aimed at increasing levels of investment in education and training, improving the return on the investment. The SKDA (97/1998) provides for accumulation of skills in the workplace by means of improving work opportunities and lifestyle, by increasing productivity and competition, and entrepreneurship, and enhancing the quality of social services. In education, internship is a possibility; it indicates the relationship between HCT and learnerships in education (ibid.).

Applicable, career-focused qualifications can be obtained through learnerships, according to Chapters 4 and 5 of the SKDA (97/1998) (cf. Par. 2.2.3.6). Learnerships indicate gains in HC through processes, enhancing the accumulation of skills and knowledge and development within the workplace. Skills training are directly proportional to learnerships, whilst education and training are identified as tools for the recruitment of skills and therefore internships or learnerships which indicate investments in HC (cf. Pars. 2.3.1.5-2.1.3.6). Education is an investment in HC, forming the basis for educational law formulation (Quiggan, 1999:130) and eventually economical interest/dividends.

Most organizations nowadays concentrate on development at entry level, for example, through mentoring. Success for one individual does not guarantee that all individuals will be successful. Obtaining knowledge and skills is sometimes put equal to other resources and commodities; therefore the better the resources are exploited the better the yield for both the organization and the community (Livingstone, 2002:9). Supporters of HCT view people as workers and as capital. Sustained by political power, the implication can be that workers, as resources, must adhere to labour-related acts and policies, not allowing them to make their own decisions. According to Fitzsimmons (1999:1-5), HCT in essence is an act of capitalism embedded in society where capital gains were filtered by capitalist authorities, accumulated and controlled by them. The SKDA (97/1998) is embedded in the "usefulness" approach, i.e. to use the investment in education to enhance economical growth.

3.3.6 Conclusion

The following conclusions can be drawn regarding realities in education and the influence thereof on the career development of the female educator. Realities that must be taken into account by female educators are:

- to gain relevant qualifications and the availability of posts (cf. Par. 3.2.3).
- that both men and women have to display the same profile for promotion as women will then progress within the boundaries set by the community and society (cf. Pars. 3.5 & 3.9).
- that female educators deserve equal opportunities given by management although there is a perception that glass ceilings still exist in education (cf. Pars. 3.3.1 - 3.3.3 & 3.7.3).
- the lack of female role models (cf. Par. 3.8.3), the role of the principal as co-custodian of her career development and the mentoring role of the principal will assist principals to get rid of male stereotyping limiting their mentor role (cf. Par. 3.5.4).
- that the OSD (cf. Par. 4.7.1) has many positive long-term spin-offs, for example financial gain, allowing educators and specific female educators to take a lateral career path effecting recruitment and sustainability of the work force. Investment in HC will benefit both the employer and the employee but only seeing people as commodities is unethical, and will lead to exploitation and will eventually lead to exhaustion of the resource.
- that fundamental rights must be respected, according the Constitution of the RSA; therefore both employers and employees have to apply HCT within the boundaries of applicable legislation (cf. Par. 3.3). Affirmative action, aimed at equal opportunities and equality in-service conditions will enhance the position of the female educator (cf. Pars. 3.3.1 - 3.3.3.). Females will only reach their full potential when career development programmes, aimed at her career development which is an element of HRM, which is rooted in HC, are evident. The principal as a co-custodian of the female educator's career management will by means of effective career development tasks, pursue the outcome of effective career development (cf. Par. 3.5.).

3.4 THE ROLE OF THE DEPARTMENT OF BASIC EDUCATION (DoBE) IN CAREER DEVELOPMENT

Formally, career development of educators is regulated at different levels, for example on macro-level (by the National Department of Basic Education¹); on meso-level (provincial and district level) and on micro-level by the school/principal. According to the vision of the DoE, all people have the right of access to opportunities for lifelong education and training that eventually will add to their quality of life (DoE, 2009b:1). According to its mission statement, the DoE wants to provide leadership by enhancing the provincial system by means of co-operative government work; to break the back of illiteracy and to enhance and develop the professional quality of the teaching force (ibid.).

The women educator herself, her career barriers, motivation, role conflict as well as other factors, for example delegating by superiors, lack of role models, all play a role in enhancing her career development (Coombs, 2004:1-17). Women now know that a vertical and a lateral career route exist (DoE, 2006a:1). To minimize resistance to women's progression and to enhance their career development, workshops on gender awareness to better women's self-belief, focussing on career planning and preparedness for and exposure to leadership opportunities, need to be developed (Rabe, 2006:1-2). The Department of Education wanted to prepare female educators to take their rightful position in educational management and in 2004 manuals titled "*Women in and into Management and Leadership Positions*" were developed (DoE, 2004a & 2004b). These manuals piloted in August 2005 were presented by provinces to enhance the career development of female educators. Topics in these manuals were chosen to address some of the so-called weaknesses displayed by female managers (cf. Pars. 3.5.1-3.5.5), for example on assertiveness (module 1). In 1996 the Gender Equity Task Team (GETT) advised government on means to enhance the representation of females in professional and leadership positions by proposing affirmative action strategies and also to facilitate the establishment of structures at all levels to mainstream gender in all branches/functions of education (DoE, 2005:1-3). Mainstreaming gender refers to the responsibility of each and every individual to ensure that gender equity is evident in all policies, programmes, practises and procedures (ibid.). The strategic path to mainstreaming gender (DoE, 2004b:27-29) takes place at three levels, namely at school and provincial department level, national level and international level (ibid.).

¹ In 2010 the DoE was split into the Department of Basic Education (DoBE) and the Department of Higher Education.

The aims of the mainstreaming of gender are to change the organizational climates of schools and departments regarding gender issues (cf. Figure 3.6). Stakeholders and role players are sensitized to recognize the pool of human potential when they use the gender lens. It also emphasizes the importance of not only being intellectually engaged into the whole process but to maintain high ethical standards and built in tools for quality assurance (cf. Figure 3.6).

At national and international levels, the development of partnerships, the formation of circles of dialogue, support and advocacy as well as the sharing of best practises will inform mainstream gender resulting in building SC. Ongoing dialogue, evaluation and monitoring of mainstream gender by means of shared information will enable the assessment of mainstream gender at a national and international level (cf. Figure 3.6).

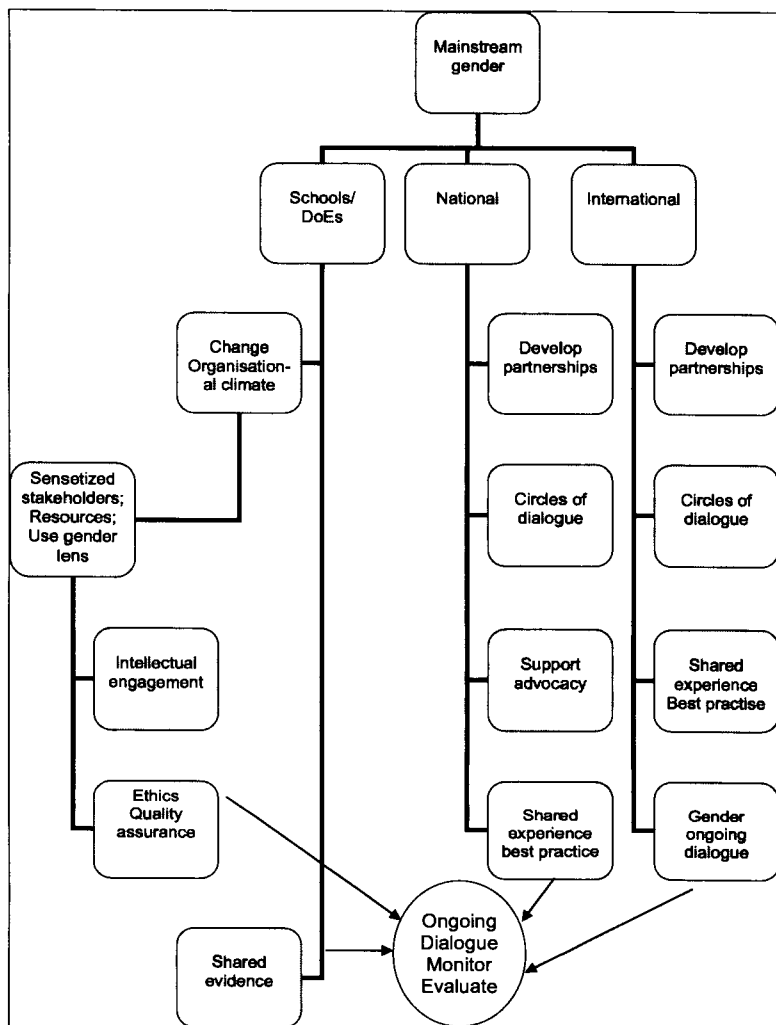


Figure 3.6: Mainstream gender (Based on DoE, 2004b:27-29)

To enhance gender equality and to sensitize stakeholders (cf. Figure 3.6) the FSDoE has taken certain steps. In paragraph 2.6.7 of Vacancy list 3/2008 it is clearly indicated that the FSDoE is an equal opportunity, affirmative action employer (FSDoE, 2008:2). Score sheets as an attempt to address an equity plan in the department, based on race, gender and disability, guiding the equity employment plan, are provided. In the Free State, at provincial level, targets are set per post level based on race and gender whilst short-listing in the province is done according to Human Resource Circular (39/2007) as interpreted in Vacancy List 3 of 2008:2 for the Free State Province (FSDoE, 2007b:1-15; FSDoE, 2008:2). A score sheet used for short-listing indicates two key areas, namely gender and representativity (cf. Tables 3.2 & 3.3). In Table 3.2 a score sheet with key area **representativity** is indicated with the target groups black males (post level 1); black males and females (post level 2) and black females on post levels 3 & 4.

Table 3.2: Score sheet based on race and gender (Representativity as key area) (FSDoE 2008:2)

Post level	Target	Race	Gender	Scoring				Disabled	Preference
				BM	BF	WM	WF		
1	BM	10	+5	15	10	5	0	+5	Black & Disabled
2	BM & BF	10	+5 male or female	15	15	5	5	+5	Black & disabled
3	BF	10	+5 for female	10	15	0	5	+5	Black, disabled & female
4	BF	10	+5	10	15	0	5	+5	Black & female

(BM= Black male; BF= Black female; WM= White male and WF= White female)

It is evident from Table 3.2 that if representativity is the key issue, black men are the preferred target group on post levels 1 & 2 with black women the preferred target groups on post levels 2-4. White females score 0 points for post level 1 and only 5 for gender in comparison with the total of 15 points for black females. Evidently there are no promotional opportunities for white men higher than post level 2.

Whenever **gender** is the key area the score sheet looks as follow (FSDoE 2008:2):

Table 3.3: Score sheet based on gender and race (Gender as key area) (FSDoE, 2008:2).

Post level	Target	Gender	Race	Scoring				Disabled	Preference
				BM	BF	WM	WF		
1	BM	10	+5 Black	15	5	10	0	+5	Black & Disabled
2	BM & BF	10	+5 Black	15	15	10	10	+5	Black & disabled
3	BF	10	+5 for Black	5	15	0	10	+5	Black, disabled & female
4	BF	10	+5 for Black	5	15	0	10	+5	Black & female

(BM= Black male; BF= Black female; WM= White male and WF= White female)

Based on the information in Table 3.3 it is evident that except for post level 1 where black males are the target group black females are the preferred target group from post level 2-4. White males are better off than white females for post level 1 but are without promotion opportunities associated with post level 3 and upwards.

Questions that may be asked on the above scenarios are that in the second scenario (cf. Table 3.3) for post level 1 posts, females in general and white females in particular according to the score sheet get relatively low marks although it is known that female educators are the backbone of class room teaching. On the other hand the relative high score allocated to men in general and white men in particular on post level 1 will limit feminization of education and provide some male role models to the youth (EI, 1998:2). White men in particular may argue that it is not worthwhile to enter a career where there is relative none or very little chance of promotion (zero marks on post level 3 upwards). Linking this to the realities of, for example teacher shortage and low salaries the question may be asked if these practices are sustainable. One may even argue that direct discrimination by means of filtering techniques for recruitment and progression are built into this score sheet and one may question the fairness and sustainability thereof. To prevent total feminization of education as well as an ageing profession, certain measures should be taken to ensure that male educators and young educators will be recruited to enter the profession. The influence of the lack of male role models, i.e. identification figures in the upbringing of children, is a major concern in society (ibid.). Men are scarce commodities in education and will therefore benefit in terms

of appointments and progression. In terms of HCT and SC principles (supply and demand) scarceness of a commodity will be influence by availability and preference will be given to scarce commodities whenever possible.

During the conference at the Pan African Centre for Gender, Peace and Development in 2005, Dr Nkosazana Dlamini Zuma refers to resistance to the quota systems (Wu *et al.*, 2005:1-24) to meet gender equality. Resistance to the quota system often comes from women on what they see as fast-tracking, targeted empowerment and affirmative action as reversed racism, - chauvinism or as tokenism (Wu *et al.*, 2005:1-24; Van Deventer, 2008a:271). Dr. Dlamini Zuma argued that quotas will help people to focus on finding capable women and will keep them from only focusing on men, eventually resulting in the empowerment of gender equity by means of setting measurable targets (Wu *et al.*, 2005:1-24).

An example of goal directed focused intervention to progress towards equity and equality is that in 2004, 44.2% of cabinet posts in the RSA were held by females and Me Phumzile Mlambo-Ngcuka held the post as Deputy President (Wu *et al.*, 2005:1-24). In 2009 four of the eight premiers of provinces won by the ANC during the general election are women delivering on the ANC's promise/target of 50% representation in terms of gender. It is also interesting that Ms Helen Zille, leader of the DA, who won the election outright in the Western Cape, announced an all male cabinet for the province due to the principle "fit for purpose" (Anon., 2009d: 1-3). After the general elections of 2009, 50% of parliamentarian seats are held by women while females nearly occupied one third of the cabinet posts (Anon., 2009d: 1-3.)

3.5 THE ROLE OF THE SCHOOL PRINCIPAL IN CAREER DEVELOPMENT

The career paths of female educators are influenced by personal factors, are different from that of males, are full of obstacles regarding intrinsic and extrinsic career needs, with much of the internal career obstacles the products of external career obstacles (De la Rey, 2002:1-2); Theron, 2002:1-3; Nel & Venter, 2008:1-4). According to the University of California (2008:3-4), classifying the role of the principal in terms of career development of educators entails the roles as coach, advisor, appraiser and a referral agent. Career development of female educators are influenced by limiting definitions of career and career development, their multiple responsibilities (role conflict), the masculine school culture and the absence of

supportive networking by female educators (Theron, 2002:1-3). Knowledge of female attributes and leadership potential is required to be able to understand the women educators' complex career needs.

3.5.1 Female attributes and leadership

Sometimes women are not taken seriously because of the so-called women attributes but the same attributes can be used to enhance their career development and even strengthen their leadership competencies. For many years females were stereotyped according to the so-called female attributes hampering her to reach her full potential as a leader in society and in the work place. From society they received messages indicating that they will only be successful if they mirror a male management or leadership style; they are not assertive enough, they ask too many questions and in general they question their own abilities and capabilities (Van Baron, 2009:1). Women are extremely competent for leadership and management (applicable on education) because of their (Van Baron, 2009:1-2):

- ability to act whenever a threat arises (learn it through taking care of others).
- superb time management, the ability to see the bigger picture and to care for those who serves them/subordinates/ workers/ teachers/learners.
- ability to enhance equity in education because they have more empathy with colleagues and seek success for all students.
- ability to view themselves as individuals rather than the inheritors of privilege; they are bold, brave, different, has a sense of self-identity and try new ventures.
- ability to find solutions in times of scarce resources and in the face of new challenges.

Female educators form the bases of a strong and productive workforce in education. Their malleability is not a weakness but their flexibility is a strength as they assist learners and colleagues to find their ways rather than forcing them (Van Baron, 2009:1-2). The facts that female educators give attention to detail and have the ability to understand patterns underlying chaos enable them to make a whole from pieces (ibid.).

Women have innate skills and strengths, i.e. attributes that match the requirements for leadership, and in the next paragraph a number of these attributes will be discussed. Women are not better, not worse, but different from men (Nel & Venter, 2008:1-4).

According to the University of the Free State (UFS, 2008:1), possible characteristics of women leaders are, for example, that in general, they have a talent with words, are emotional sensitive and are patient displaying the ability to be empathetic. Women also have a capacity to interpret and read non-verbal communication, can multitask, are good with long-term planning and display skills regarding effective negotiating and problem solving (Nel & Venter, 2008:1-3). Women display the ability to network, i.e. to build SC, and can benefit thereof if a critical mass of senior women is established to act as role models for younger women (Chesterman, 2001:5). Women have to direct networking towards professional target and goal setting (ibid.). Women prefer to work cooperatively to reach consensus and to lead via egalitarian styles, they are holistic thinkers focusing on mediation to resolve conflict (Bennett, 1998:1-3). According to Burke and Collins (2001:244-257), women are more likely than men to execute an interactive or transformational leadership style. In general they test higher than men on the two management skills, namely coaching and development as well as communication skills. As leaders, women have the ability to link workers rather than to rank them, to sustain collaborations, to redistribute power and favour interactive-collaborative leadership styles (ibid.). Women in general accept ambiguity, are inherently flexible, appreciate cultural diversity and honour both institutional and rationality (ibid.). By means of collaborative networking ideas can be created, best practises can be shared and the institution ultimately will benefit from building on identified strengths coming from different groups supporting diversity (Chesterman, 2001:6-7).

3.5.2 The role of the principal in improving the self-concept of the female educator

By boxing women into certain fixed roles by implication means that the same is done to men and it is belittling, reducing and keeping them into and producing social norms no longer fixed or appropriate (Western, 2008:67). Staff development not focused on the development of "female" skills can create opportunities to get managerial experience and to enhance her self-concept and career development. By making all information available to all staff members will give her a feeling of "visibility" to the principal and SMT. Visibility is an important aspect of mobility where mobility refers to both lateral and vertical movement on the career ladder (Coombs, 2004:8). On a personal level self-leadership, personal wholeness, the integrated self and the power of being all, are mirroring the essence of an empowered resilient leader (Woolnough *et al.*, 2005:6). Personal wholeness can be obtained by means of self-awareness, self-insight, setting of personal goals, personal

dreams, sound career planning, and support tools to master time management and the setting of personal agendas (UFS, 2008:5). By doing this, female educators will enhance both their career development and self-concept and be connected with their inner self as well as with their work (cf. Par. 3.6.1.3).

Delegating at school (cf. Par. 3.5.3) is aimed at an effective work allocation for staff members, to apply specialized skills and knowledge, to enhance staff and career development and the formation and development of partnerships. Ways for principals to assist female educators with their conscious or unconscious need to better their self-concept can for instance be by means of recognition of positive additions/efforts, respect, to task her with activities/tasks requiring greater responsibilities and by improving her planning and delegating skills (Van Deventer, 2008c, 118-122).

3.5.3 The principal as a delegator: relation between work allocation and career development

Delegating refers to the process of assigning formal authority to a staff member to accomplish a specific task (DuBrin, 2009:613). Delegating is a management task whereby certain tasks are given to an educator taking responsibility and authority to conduct it within certain determinants, but the final accountability still lies with the principal (Van Deventer 2008c:118-120). By means of a SWOT analysis regarding the needs of the school and the educators and the participation of staff members in strategic planning, all will enhance the principal's knowledge regarding staff members' career needs and will benefit both the school and the individual. According to Gilley as indicated by Hokanson (Hokanson, 2007:2-3) information will assist stakeholders on how to build on career strengths and manage weaknesses with basic development tools such as delegating, mentoring, teamwork and preventing and accepting alternatives

The basic requirements for effective delegating are that the principal must know the staff members well, knowing who are in need to be skilled as managers and who needs tasks for personal growth and development (Berinato, 1999:79; Mahoney, 2005:62; Hao & Wing, 2004:311-335). An autocratic leadership style displayed by the principal will prohibit delegating and therefore career development of staff members (Prinsloo, 2008a:142-148). Principals, still accountable for all activities at school, are unable to control and monitor all delegates; therefore implementation of proper planning in terms of who will do what, where

and when will limit possible failure. This discretionary action of decision making will be guided by the competency level of the educator involved, the complexity of the task to be completed as well as the importance of the task (ibid.). In the situation-leadership model, the delegating leadership style of the principal will determine when and how tasks will be transferred to delegates. In this model, communication will be directed from the staff member to the principal with indirect control (ibid.). Through effective delegating the principal enable himself/herself to enhance the psychological and professional growth of the female educator while simultaneously, the resource of skills, content knowledge and potential are unleashed to benefit both the school and learners. Principals can "assist" educators to after consultation, by means of the work allocation, "force" female educators to teach and to qualify in the so-called scarce subjects. Again HC must be managed wisely and through HRM and HRD career development will be enhanced and SC is build. Management styles are determined by the personality and-value systems of individuals.

In the past there was a tendency to allocate work/tasks dividing it into "masculine" and "feminine" tasks. Females have been tied down to the so-called "caring" tasks This perception of the segregation of tasks is still deeply embedded in certain organizations (cf. Pars. 2.3.3.2 & 3.2.1). Management in some cases is hesitant to allow females to get opportunities to or gain experience associated with climbing the career ladder. A work allocation, aimed at staff – and career development for all staff members is needed. Such a work allocation will lead to curb the perception of the female educator that someone else is making decisions for her and about her. A female educator has the right that whenever she is part of a management level to be exposed to all management tasks on the next level (cf. Par. 3.6.2.3). Women display strong and weak points regarding their management styles and leadership styles (cf. Pars. 3.5.1 & 3.5.4.1). The principal has to facilitate the development of the female educator's managerial and leadership style by providing opportunities to enhance career development.

By accumulating administrative skills, self-worth of staff members will be enhanced and at the same time allows the SMT/principal to focus on management issues. Delegating according to the specialized skills and content knowledge required for certain tasks (Van Deventer, 2008c:119-120), for example subject educators; subject heads; heads of department; and deputy principals, also enhance career development. A principal, willing to delegate authority, is an example of a person who will listen to other people's ideas, knowing

that decision making is always discretionary and not identical to another person's under the same circumstances. Principals avoiding making decisions for the post level they were promoted from are showing the willingness to allow staff members to make their own decisions and allow them to make mistakes. Growth is a process, resulting in a relationship of trust, allowing career development within the school by means of effective delegating, enhancing a feeling of ownership, increasing skills, commitment and self-worth (Van Deventer, 2008c:118-122). Women, in general are very loyal towards a school and their self-concepts can be increased by effective delegating (cf. Par. 3.5.2). Proper delegating by principals can combat unfair perceptions regarding women (cf. Par. 3.9.3). Principals can in many cases enhance females' career development by acting as mentors and coaches to assist them in terms of their career needs and shortcomings.

3.5.4 The mentoring/coaching role of the principal: assisting females regarding their needs and shortcomings in terms of management and leadership skills

Principals have a management role to provide mentors (Fleming, 1991:27) to guide and assist educators in general and female educators in particular. Mentoring refers to the process in which an educator will receive help from role models, i.e. from experienced colleagues, to enhance self-awareness and the development of skills (Van Dyk, 2008:493). A mentor is an older/more experienced person, guiding talented people, aiding protégés with professional and developmental needs (ibid.). Protégés can gain mentoring in an informal way through chance, in a formal way by specifically making use of development programmes or in a mixed way by means of planned intervention or by chance. Principals are not always aware of the female's career needs (cf. Pars. 3.5 & 3.7-3.7.1.2), but inputs made by them, i.e. the initial motivation and encouragement from the principal, may enhance career development of female educators. Principals can therefore be viewed as one of the gatekeepers or co-custodians of her career development.

For females to succeed in a male-dominated world they have to "bypass" or "override" female inclinations (Weiman, 2004:1-2). Females have to adapt their abilities to enable them to handle competition, to set goals, to partake in networking, i.e. building SC, to exercise personal and positional power and to be assertive. Although many women would prefer to nurture relationships, sometimes she has to focus on issues at stake and when applicable she needs to be assertive and face conflict rather than avoiding it. If females are part of the

SMT, a positive self-image can be build, their self-esteem and the level of managerial skills and stress management can be enhanced by means of proper mentoring.

By means of effective leadership, through negotiation involving transformational leadership, mentoring and the identification of opportunities for mutual learning, effective team building will take place (Look *et al.*, 2003:40-46; O'Brien *et al.*, 2008:137-143). Transformational leadership provides direction to professional development of staff members. By creating opportunities for professional development and through mentoring as a reciprocal communication process aiming at feedback, facilitation and time management styles, mutual learning and therefore career development will be enhanced (Look *et al.*, 2003:40-46; O'Brien *et al.*, 2008:137-143). Mutual learning means to acknowledge the possibility of learning from colleagues, portraying sensitivity of what can be added to the work relation (*ibid.*). The incongruity between female sex/gender and leadership roles determines the level of disparity between the success of male and female leaders (Johnson, 2008:39-60). Women leaders have to demonstrate sensitivity and strength while men only needed strength to be viewed as successful (*ibid.*) because the success of women managers are measured against the criteria set by and perceptions of white men. According to Western (2008:67) women make better leaders than men as a result of their natural traits and strengths. For leaders in general and women in particular, there are differences in life roles and they are expected to excel in all (cf. Par. 3.8.2.). Personal challenges refer to the balancing of different life roles, the integration thereof into different parts of life, time and stress management.

Possible benefits of proper mentoring experienced by females are except for role enrichment, increased levels of job satisfaction (cf. Par. 2.7.1) and self-confidence (cf. Par. 3.6.1), a higher level of assertiveness, wider networks formation (building SC) (cf. Par. 2.3.3). Other possible benefits are, an increased visibility in the workplace (cf. Par. 2.7), leadership effectiveness (cf. Par. 3.5.4.1) and work-life balance (cf. Par. 3.8.2) (Woolnough *et al.*, 2005:6). Mentoring aiming at career development will enhance leadership and management and conflict resolution skills. The fact that females must work harder than males to prove themselves (ILO, 2001:1-2; Gorman, 2007:1-7) must be acknowledge by the principal. Emphasizing and enhancing the female educator's career entails to encourage her to apply for promotional posts (cf. Par. 3.6.1.1), to take care that a reasonable workload is carried (cf. Par. 3.5.3) and, that she is not discriminated against (cf. Pars. 3.3.1 & 3.6.1.2.-3.6.1.4) due to

her gender. In short, the principal must opt for a more fair dispensation for women educators.

3.5.4.1 Female educators as leaders-in-training

From literature it is evident that some researchers view the success of motivation and career achievement of women as to be very low because some women regard their posts as temporary (Chisholm, 2001:203-214; Coombs, 2004:1-17; Rabe 2006:1-2). The perceptions that women cannot maintain an authority role in education, that both men and women do not want to work under women managers, that women are mentally less stable, inform their view (ibid.). To prevent unnecessary and biased stereotyping the women educator treated as a leader-in-training will acquire applicable skills and competencies, enhancing their career development. Women can thus be seen as leaders-in-training. By supplying knowledge and building skills and competencies within context based on the foundation that leadership can be learned but not taught, development programmes need to aim at enhancing leadership competencies and not only leadership literacy (UFS, 2008:2). A leader can be defined as a person, able to mobilize other people, to establish and reinforce values and purpose, enhancing development of strategy and vision, delivering through people, fostering organizational culture and able to trigger change within organizations (ibid.). Such a person requires character, care, passion and creativity as personal traits and because these traits cannot be acquired cognitively, learning to lead indicates the capability to think and do differently (ibid.)

Transformational leadership includes, for example components like inspirational motivation, intellectual stimulation and individualized consideration (Western, 2008:112). Teacher leadership is rather a process than a position, i.e. teacher leaders in general possess many characteristics of the transformational leader (UFS, 2008:5). In terms of school leadership, contexts refers to the female educator as a leader of her own team, for instance as subject head, as a follower and team member in a team led by another leader, for instance by an HoD or as part of the SMT. Other contexts of female leaderships implying management are, for example, mentoring a protégé as a team member, for instance taking care of beginner educators, as well as being taking care of her own individual career planning and the management of different life roles (UFS, 2008:2). Whenever leadership projects are undertaken within the above-mentioned contexts, learning will be stimulated and assessment of leadership competencies can take place. Possible benefits thereof will be that while

contributions were made to transformation, leadership will be developed with and within organizations (ibid.). The close link between leadership, gender, culture and associated behaviour will lead to differences in behaviour, values, attitudes and beliefs. Gender and ethnic diversity will enrich organizations and must be incorporated in leadership development programmes (ibid.).

Leadership capacity can only be enhanced within an organizational or societal context, i.e. the leadership role requires a sound understanding of the reality in which it is executed. If the context is understood the leader-in-training will be provided with cognition, i.e. leadership content/knowledge, and only then capacity building can take place (UFS, 2008:3). Capacity building refers to enhancing the self to confidently apply the engaging capacity, leading to the outcomes of re-entering and re-framing organizational context by increasing the level of engagement (ibid.). This process of capacity building will act as a catalyst where leaders will enter and re-enter cycles, requiring values, knowledge, attitudes and skills (ibid.), allowing them to function within an ever-changing work environment/context.

3.5.4.2 Changing organizations and leadership

Over time, societies changed in terms of diversity, democracy, human rights and respect for the individual, changing rates of staff members, increasing competition within and between organizations and an emphasis on relationships, i.e. fostering HC. In the 21st century the new workplace is characterized by globalization, vitality, technical advances, a change in the nature of work, values, and needs is knowledge-based and requires high skills levels (cf. Pars. 2.2.1-2.2.2). Different leadership skills are required to accommodate the ever-changing work environment and by understanding the responsibility and the impact of leadership on organizations; the leader-in-training must have a clear view of the leadership role (UFS, 2008:6). Acquiring the necessary applicable knowledge and skills and mastering support tools are essential for the leader-in-training.

Change is part of education, for example the change in curriculum (NCS) and postal structure as proposed by the OSD (cf. Par. 4.7.1). Resistance of employees during periods of change will differ in intensity due to psychological and organisational reasons (Van der Merwe, 2008a: 43 - 44). The degree to which change is successful within an organisation is dependent and affected by the leadership climate at the school/organisation. (Van der Merwe, 2008a:46). Balance must be sustained between opposites during periods of change

to create an environment of trust in the workplace. Tension arises from management issues such as setting a vision, restructuring the organization and managing people issues (for example the legitimate feelings and concerns and the daily ramifications flowing from change) for example to catalyse change but to cope with transition; to have a sense of urgency but also to demonstrate realistic patience. The research done on change management by the Free State Provincial Government Alignment Project (2009:1-12) including education, is focused on change readiness. In this study, change enablers and change barriers were identified. Change enablers refer to the need for change; the commitment to change; to foster and use opportunities for growth and development aimed at a workforce with required skills and knowledge, understanding the need for continual change, growth and renewal (ibid.). Change barriers are, for instance, the perception of consistency with past failures, poor communication on the whole process of change between management and workers, a lack of trust in the ability of leaders and peers and inertia of the process, i.e. a lack of movement (ibid.). Proper staff and career development strategies will benefit from capitalising on change enablers and managing change barriers in terms of career development.

Educators' work is done within organisations, i.e. schools (cf. Par. 4.3 & Figure 4.2) with their own ethos and culture but is also governed by law (cf. Pars. 3.3 & 3.4). For organizations to be effective both managers and leaders have to function optimally. True leaders do not rely on positional power but master the skills of power and nurture the role of power by earning it and exerting it with care (Prinsloo, 2008a:140). Leaders play a transformational role in establishing a new organizational culture during periods of change. Organizational structures, values, relationships and power were largely constructed by men and have been validated by them in a Eurocentric mindset/approach (UFS, 2008:7-8). New organization cultures, shaped by women and productive relationships where all people can co-create and co-exist, positively fostering equality and diversity, are needed to develop new organizations (ibid.). Leaders have to display the ability to determine goals and give direction, to give constructive feedback to subordinates and to reward good behaviour. To give direction refers to the ability to shape strategy, i.e. the process to ensure different ways of thinking, leading to different and better performance/outcomes (ibid.), indicating the overall drive to brand leadership with a high level of strategy competence. Even if female educators are not interested in promotion, as class educators managing a subject or as an HoD, grade head or mentoring young colleagues, the same principles apply. Focusing on practical skills such as

meeting skills and setting agendas, all enhance the performance of organizations (UFS, 2008:6-8; DoE, 2004a; DoE, 2004b). The female educator in particular as a leader in her own right has to know her learners, have insight in their personalities, displays the ability to predict and to understand and deal with their behaviour in different circumstances. Female leaders-in-training must display the ability to identify and solve complex problems which do not exist in isolation. Empowered communication refers to accurate, honest communication embedded in courage, spirit and humour, distinguished by self-knowledge and emotional control, and sound listening skills will enhance career development and leadership skills. Listening is very much part of communication and attentive listening refers to what is actually said, unsaid or hinted at (Van Dyk, 2008:493). The above-mentioned practices will enhance not only the level of teaching and leadership provided by the female educator but unleash HC. Assertiveness refers to the ability to express one's feelings, thoughts and needs, i.e. standing up for one's right, expressing one's feelings without threatening others (DoE, 2004b: Module 1, Unit 1). The ability to resolve conflict, to deal with emotionally charged situations, assertiveness, to put one's case as well as good public speaking skills are the ultimate distinctions of good leadership (Van Dyk, 2008:493). These abilities are applicable to female educators, not only to those in promotional posts but also in the classroom.

Female educators are complex human beings (cf. Par. 3.8.1). Compassion, creativity, caring, the need for more social contact and feedback, the linking and balancing of different life roles and expectations of high performance complicate her life. The continuous involvement of organizations and leaders to higher levels of performance requires the mastering of particular skills by understanding and living the expectations of different life roles (cf. Par. 3.8.2.). One of the support tools for overloaded, overcommitted, dedicated leaders is to cope by constructively dealing with an overload of information and thus save time. The internet empowers and acts as a source of information and can be used to build networks, to gather relevant information leading to capacity building by means of SC, for instance managing conflict within an organisation.

3.5.4.3 Managing conflict

The leader-in-training has to display the ability to recognize manifestations of conflict. Examples of the manifestations of conflict are say body language, conflicts in value systems, desire for power, increasing lack of respect and openness, lack of transparency and clear

goals, lack of feedback on progress (constructive feedback), failure relative to goals and lack of fairness during evaluation (Genesis, 2008:5-9). Negative conflict will hamper good relationships (Van der Merwe, 2008b:27). Positive conflict on the other hand will enhance clarity of important issues, problem-solving levels, authentic communication, resolving issues, building cooperation, skills development and the release of emotional stress and anxiety, preventing burnout and staff turnover (Genesis, 2008:9). Effective leaders will be able to identify their own and colleagues' conflict modes. Conflict modes, for example, refer to competing (people with a high concern for the self and a low concern for others), compromising (low concern for the self and for others), avoiding (low level of concern for the self and for others), collaborating (high concern for the self and for others) and the accommodating style (high concern for others and low concern for the self) (Genesis, 2008:15-16; Loock *et al.*, 2003:20-29). In general leaders, and in particular female leaders, must know which conflict style to apply in a given situation (Genesis, 2008:17-19; Loock *et al.*, 2003:20-29). The shark style (competing) is assertive and uncooperative and is best used facing a steamroller type of person or when quick decision making is needed (*ibid.*). The accommodating (teddy bear) style is applicable when an individual neglects her/his own concerns to satisfy others' needs, i.e. unassertive and cooperative. The latter style is also applicable when something is not so important for both parties involved. It is the correct style for preserving harmony when it is detrimental to continue with competition (*ibid.*). The turtle-style refers to the avoidance of conflict, i.e. cooperative and unassertive and the correct style to use when one is emotionally too involved, unprepared, dealing with a strong-headed person, has nothing to lose and neither the own nor the other person's concerns are pursued but rather side-stepped, postponed or withdrawn (*ibid.*). The owl style (collaborating) involves attempts to find solutions to satisfy both parties and to find alternatives to meet both sets of concerns (*ibid.*). It will be used when others' lives are involved, and one does not wish to take full responsibility for the outcomes. The owl style will be used whenever a high level of trust is evident; commitment is gained from others, when it is necessary to work through animosity and in general, this style will lead to the best decisions (*ibid.*). The fox-style entails both assertiveness and cooperativeness focused to find a mutually acceptable solution partially satisfying both parties. This style falls between competition and accommodation and is applicable when goals are moderately important; peers of equal status are equally committed to reach temporary settlements and expedient solutions. It also acts as a backup for when competition and collaboration do not succeed (*ibid.*).

Unresolved conflict will negatively effects relationships; therefore educational leaders must portray the ability to resolve conflict between clients through fairness, by finding trade-offs, i.e. a win-win solution, and ensuring that the conflict situation is about facts and are not personalised (Loock *et al.*, 2006:43-45). Conflict can be resolved by building on shared positive power, looking at the future before learning from the past, generating options, developing do-ables as stepping stones in actions to reach mutual benefit agreements (Loock *et al.*, 2003:20-29; Genesis, 2008: 19-22). Managerial actions used by the principal to minimize conflict can include regular reviews of job descriptions, fair work allocation to ensure enrichment, enhancing job satisfaction (Genesis, 2008:19-22). By intentional building relationships with subordinates by means of regular written status reports for instance internal moderation reports and reports from district officials, all applicable accomplishments can be recognized. Basic training in communication skills, conflict management and delegating skills as well as the application of the SMART principle will add to minimizing conflict. The SMART principle refers to tasks to be specific, measurable, achievable and realistic and handled within a time frame (Van Deventer, 2008c:136; Van der Westhuizen *et al.*, 2011:71-79). Continuous reviewing of procedures, taking feedback from staff members (bottom-up) into account and by training educators on procedures, potential conflict can be minimized. Regular meetings aimed at giving feedback on the status of current issues/activities/programmes and at communicating new initiatives will enhance motivation of staff members and decrease potential conflict levels.

Negativity in the workplace can be overcome by realistically identifying potential conflict issues and not living in denial or by avoiding potential conflict. The moment staff members take ownership of tasks/projects as an individual/a leader; negative attitudes can be overcome by doing things one can control (Van Deventer, 2008c:131-135). In schools, capable leaders with a credible job performance are able to exercise discipline and demand respect while followers and subordinates respect credible leaders with high moral authority and who have a productive work performance (Jansen, 2008:11). Principals are working with people; therefore they also have to understand how people in general and female educators specifically are motivated.

3.5.5 The principal as motivator

Knowledge of different motivational theories will enable principals to understand the female educator's career deficiency needs (cf. Pars. 3.7.1-3.7.2) and the interrelationship between

her career needs, the role of the principal and career development. The complex combination of her inner obstacles (cf. Par. 3.6.1), her external motivators (cf. Par. 3.6.2) and her dependency on the principal (cf. Par. 3.5.) is evident, since the principal plays a major role to the degree to which her career needs are satisfied (cf. Par. 3.7.1). Dörnyei (2001:157) indicates four motivational aspects regarding teacher motivation, namely the intrinsic component, contextual factors, temporal dimension and negative influences. Knowledge regarding all four components of teacher motivation will enable the development of proper career development programmes addressing aspects of teacher motivation, i.e. increased motivational levels of staff which will enhance the level of career development. The intrinsic component of motivation (cf. Par. 3.6.1) refers to fulfilment in teaching and many female educators find their fulfilment within the educational process and subject matter (Suslu, 2005:1-11) which provides a possible explanation for why some female educators prefer teaching to managing. Principals should try to provide resources for educators to find their work enjoyable, interesting and psychologically rewarding and also to recognise achievement, advancement and placing within groups where teacher competency is replaced by teacher efficiency. Contextual factors (extrinsic factors) influence the motivation of teachers on a macro-contextual and micro-contextual level (Dörnyei, 2001:157). The macro-contextual level refers to social aspects, for example the upbringing and education of the next generation whilst the micro-contextual level refers to the school. The principal has the ability to influence the latter, referring to organisational climate, teaching environment, collegial relationships and school leadership (Dörnyei, 2001:157). Teacher motivation entails more than motivation to teach but to follow a "contingent career path structure", i.e. to activate long-term career success and to choose teaching as a lifetime career (ibid.). Both the principal (by providing opportunities) and the educator (proper career planning and execution) have the responsibility to address the temporal dimension by increasing the kinds of courses taught, to assist in mentoring, to build more career networks and to manage training workshops (Dörnyei, 2001:164-169; Suslu, 2005:1-11). Teaching is a profession of which energy is generated by intrinsic motives (Dörnyei, 2001:165), but by means of proper staff and career development, negative influences and negative emotions, for example burnout, depersonalization, a lack of intellectual challenge and restricted autonomy, can all be minimized. Another major construct of motivation influencing job satisfaction (cf. Par. 2.7.1) is locus of control.

An understanding of Maslow's Hierarchy of Needs Theory (Van der Westhuizen, 2008:195-197) is essential for principals so as to understand the female educator's internal/intrinsic needs, for instance how to better her low self-concept (cf. Par. 3.6.1) and to understand motivation by means of needs satisfaction (cf. Par. 3.7.1). Hygiene factors (external/extrinsic factors), for example physical work conditions, salary security, supervision, interpersonal relations and recognition of performance (Herzberg) (Van der Westhuizen, 2008:199-201) are related to and interlinked with her internal career needs (cf. Par. 3.6.1). Herzberg's motivational theory will inform principals' understanding of career needs and the satisfying thereof (Van der Westhuizen, 2008:199-201). Deficiency needs refer to motivational factors (embedded in the work itself) such as recognition of performance (Herzberg) especially from the principal as one of the so-called gatekeepers of her career. The need to avoid failure and the need for power (McClelland) (Van der Westhuizen, 2008: 201-202) will explain why female educators would for example occasionally not apply for promotional posts due to their fear of failure rather than to their fear of success.

Principals must not fall into the trap to handle all educators' needs as lower-order needs. Needs are aimed at achievement, which is evident if people have the perception that the set aims/goals are relevant for them as well as for the school. Educational management must be effective and efficient within a given domain and the basic motivational tasks of the principal are to emphasize motivators (Van Deventer, 2008b:65-66). Functional work in education refers to the primary work of educators, i.e. the core function of education, namely teaching. Educational management provides the opportunity to allow educators to execute their functional job effectively within a calm work environment (ibid.). Not all people are in need of the same motivators; therefore management behaviour towards individuals is determined by the personality and needs of an individual educator in a given situation. The career needs displayed by females at any given time may differ from those of her male counterparts due to the age of her children, for instance, but it does not necessarily mean they do not have similar career needs. Management must be careful not to overemphasize hygiene factors (managerial policy and administration, management, working conditions, interpersonal relations, money and status) because it will in practice occasionally result in underemphasizing motivators. Herzberg's Two-Factor Theory implies that managers first have to ensure hygiene factors and then build motivators into the equations to secure job satisfaction (Anon., 2000b:3; Van der Westhuizen, 2008:199-201).

To accommodate the diversity of staff members in terms of different abilities, capabilities and skills, different staff members will have to be motivated in different ways. Some people always want more and more responsibility, and although new challenges must be set, principals must ensure that staff members are not enslaved by new ideas (Fourie, 1997:73). Motivation and career development simultaneously focus on goal management and the guidance of staff members to reach set career goals. During the Integrated Quality Management System (IQMS) appraisal interview individual career goals can be communicated to the school management team (SMT)/principal. The need for personal growth can be satisfied if enough opportunities are given to staff members for holistic development, allowing growth of individual staff members towards "wholeness", leading to a loyal committed educator corps. Career needs, for example to partake in the formulation of policies (Fourie, 1997:73), to belong and to be part of a group (SC) to make decisions for herself about herself will encourage her to take ownership of different activities such as sport, culture, the RCL (Representative Council of Learners) and staff development. Although education policies are set on the highest level by Government, partaking through the principal/SMT as the voice of the school is possible to raise concerns with the Education Department and through unions.

3.5.6 Conclusion

The following conclusions can be drawn regarding female characteristics and career development needs arising from it. Needs are determined by what a person has and what a person wants, referring to preferential needs and needs that are already satisfied (the latter have lost their motivational power). People focus on satisfying their needs by means of their work (cf. Par. 3.7.1). The quality of work life (cf. Par. 2.7.) is proportional to job satisfaction (cf. Pars. 2.7.1 & 2.7.2). Inherent needs regarding affiliation are displayed by the female educator's choice to teach and to achieve in a substituting manner, while a lack of self-confidence formed the bases of career obstacles, implying that the principal must constantly try to better the female educator's self-concept. Self-belief is a prerequisite for assertiveness, as is self-knowledge for sensible career development (cf. Par. 3.6.1). Extrinsic factors are in many cases responsible for the poor self-concept of females. Intrinsic factors, centring the poor self-concept and role conflict in females, are interwoven with extrinsic obstacles in the career environment. A successful career is only possible if extrinsic obstacles are taken into account.

Females view their multiple life roles as complementary and not necessarily as conflicting (cf. Par. 3.8.2). Gender role stereotyping (cf. Par. 3.9.3) limits her career development while both males and females are equally effective as educational managers. A lack of mobility, low self-confidence and an inability to order others are all limiting factors in terms of the progression of females.

The work environment of an educator is determined by both systemic and individual factors. Individual factors influencing her work environment are, for instance, job satisfaction, job motivation, job performance, job stress, role conflict, the way she experiences the principal's caring role towards her as well as her own career planning and development. All individuals have different career needs; therefore no model can suits everybody to the same extent. By taking into account the diversity of staff members and schools in terms of knowledge, skills and competence of educators, for instance, change is needed to enhance social justice. Change will always be greeted with some level of resistance and the degree to which the principal will bring about change will determine the organisational culture and climate within a school. Whenever career development has to take place the realities in education cannot be ignored.

Contributions of the principal regarding the career development of female educators may influence their job satisfaction. The latter is directly linked to creating quality teaching opportunities. As the gatekeeper of her career, actions towards her and her perception of how the principal treats her will co-determine the quality of her work life. The efforts made by the principal through effective delegating strategies to better her perception of self-worth and lack of self-confidence stand central in career development. The development of leadership, management, communication and conflict resolving skills needs preference because female educators are leaders in their own right. The mentoring role of the principal also enhances communication, providing relevant information. Since 1994, the playfield became more even and although the female educator is primarily responsible for her own career development, the support and career development strategies of the principal will be of great value regarding affirmative action. The female educator must have the correct profile for promotion whenever opportunities become available, knowing about it through the flow of S.C. All aspects of the OSD are not finalized as yet but learnerships flow from it, guided by the Skills Development Act (97/1998). The intrinsic career needs of female educators will be addressed in the subsequent paragraph.

3.6 THE ROLE OF INTRINSIC AND EXTRINSIC BARRIERS IN THE CAREER DEVELOPMENT OF FEMALE EDUCATORS

Behaviour is always a series of activities, goal directed and objective driven (Fox, 2006:59). Goal-directed activities motivate behaviour to reach set goals whilst goal activities are engaging in the goals itself (Fox, 2006:58). Motivation refers to two interrelated concepts, namely intrinsic and extrinsic motivation, whilst extrinsic career obstacles are inseparably intertwined with intrinsic career obstacles (Anon., 2000b:1-6). Factors acting as obstacles/barriers to and inhibiting the career development of females refer to intrinsic (internal) factors, of a psychological nature (Anon., 2000b:1) and extrinsic (external) factors acting from the environment.

Intrinsic needs/personal obstacles refer to the so-called typical female characteristics/deficiencies obstructing a female educator in her attempt to reach her full potential (Ibarra & Petriglieri, 2007:1-35). Examples of the so-called latter are a lack of commitment, low self-esteem, overemotional behaviour and actions, and dependency (Van Baron, 2001:1; Rabe, 2006:1-2; Coombs, 2004:7; Ibarra & Petriglieri, 2007:1-35). The psychological intrinsic factors are rooted in one's value system and attitudes (Anon., 2000b:1) and may act as obstacles to career success as a result of, for instance, the influence of a patriarchal society hampering career success (cf. Par. 3.9.3). These so-called shortcomings are viewed by some researchers as the result of the external environment and are not inherently part of the female's character (De la Rey, 2002:1-2; De Witt, 2008: 564; Nel & Venter, 2008:1-4). To develop a well-motivated group of educators, organizational needs must be reconciled with educators' needs and the impact of a low self-esteem on career development will be discussed in the next paragraph.

3.6.1 The impact of a lack of self-esteem as an intrinsic career barrier on the career development of female educators

One's self-concept is based on a set of beliefs one holds about oneself based on a reasonable degree of success (DoE: 2004a; DoE: 2004b: Module 3, p. 8-10; Huit, 2009:1-4). One's self-concept is a major motivator of human behaviour while religious and cultural beliefs influence self-perceptions (DuBrin, 2009:375). The results of a lack of self-esteem stemming from internal career barriers are referred to as secondary needs. Secondary needs are, for example, that some female educators do not apply for promotional posts,

portray a low self-belief and a lack of self-trust, i.e. they have a low self-image and display the Cinderella syndrome (Monau, 1995:11-17 & 66).

3.6.1.1 Females do not apply for promotional posts

Although some progress was made within a profession such as education where the majority of employees are females, the majority of educational managers are still males (cf. Figures 3.4 & 3.5). Possible reasons for this phenomenon can be that females do not apply for promotional posts, non-regarding their marital status, qualifications or capabilities. One possible reason is for instance a lack of mobility, namely that she stayed within the area of her husband's work (Fourie, 1997:86). Commuter marriages may solve this problem (Harris *et al.*, 2002:1-4). Other factors that may influence her decision not to apply for promotional posts are, for instance, her lack in self-worth and low self-esteem, her traditional gender role, her fear of success and uncertainty regarding her own abilities and capabilities or it may be that she is in essence a follower rather than a leader (Ibarra & Petriglieri, 2007:1-35).

3.6.1.2 Lack of positive self-concept displayed by females

In general, women's self-esteem is determined internally and they have a tendency to seek approval from others, to please others, to conform rather than to get involved in conflict and to meet "appropriate" standards (DoE, 2004a & DoE, 2004b: Module 3, p 8-10). They will benefit from a process dubbed "self-affirmation" to discover their own career strengths and weaknesses (*ibid.*). Occasionally women who do not believe in themselves display a lack of assertiveness (DoE, 2004a & DoE, 2004b: Module 1, Unit 1; Ibarra & Petriglieri, 2007:15-16). According to the research done by Ibarra and Petriglieri (2007:15-16), women showed discomfort in interaction with clients, they also showed a reluctance to assertiveness and based their credibility on technical competence. On the other hand, males see interaction as stylistic and political while women tend to signal their underlying competence rather than positive first impressions like males (*ibid.*). Oversensitivity regarding personal shortcomings may result in female educators' avoidance of management posts. In general females are viewed as more people orientated than task orientated, are also hesitant to claim authority and positional power and are focused on interdependence (*ibid.*). Men on the other hand are viewed to be more individualistic, competitive and focused on control (*ibid.*). There is inherently nothing masculine or feminine about management; the sexes only have different management styles (Young, 1995:1; Coombs, 2004:8-12; De Witt, 2008:520). In essence, a good educational manager must display the necessary management skills regardless of the

sex of the manager (Coombs, 2004:8-12; De Witt, 2008:520). As a result of their different life roles, female educators are excellent time managers, motivators and problem solvers and are therefore capable of handling promotion. The non-debatable fact that not all applications for posts will be successful and their fear of failure rather of success (McClelland) must not prevent them from applying again for posts and therefore inhibiting them to reach set career goals.

One's self-image is determined by one's physical image, intelligence, own and other people's views regarding one's abilities and capabilities, i.e. self-knowledge. Self-knowledge will enhance the female educator's self-belief. Understanding her career identity; honesty regarding weaknesses and strengths, personality, management style and interpersonal relations are for instance all needed to be successful (Von Bergen & Soper, 1996:418-421). Self-knowledge and self-confidence determine career choice and career development (cf. Par. 2.2.2). Throughout life, some girls will receive different "social messages" than boys, depending on their culture (Tak & Lee, 2003:329). In many cultures females are not supposed to lead but are conditioned to be followers (Mokgobo, 2009). Many internal career obstacles/barriers are stemming from their so-called "female self-concept" (Ibarra & Petriglieri, 2007:1-35) (cf. Pars. 3.7.1-3.7.5). Opposite to men, the lack of suitable role models for women (cf. Par. 3.8.3) less likely to imitate strategies of male role models, result in behaviour geared towards the avoidance of disapproval while men's behaviour is focused at eliciting approval (Vinnicombe & Singh, 2002:120-130; Ibarra & Petriglieri, 2007:1-35; Nel & Venter 2008:1-4). Females often compare themselves with others, ignoring personal growth. Low self-confidence and low self-esteem can be viewed as products of society rather than intrinsic whilst the phenomenon that females not wanting to take authority positions to exercise power can be viewed as a defensive mechanism to fake no interest in promotion, displaying a "protective" presentation of herself, i.e. behaviour to avoid disapproval (Monau, 1995:85; Ibarra & Petriglieri, 2007:1-3). This specific self-presentation can be linked to McClelland's motivational theory.

3.6.1.3 Fear of success

Stemming from the previous paragraph it is understandable that females still fear success due to the negative response of the community. It is very difficult to develop a liberal society within a traditional non-liberal conservative patriarchal society (Sauer, 2006). Some of the perceptions that are part of the still predominantly patriarchal society in the RSA are that it is

unfeminine to have too strong a drive for success or to be too intelligent (Wiechers, 1990:18; Nel & Venter, 2008:1-4). Other perceptions of society are, for example, that females do not wish to compete with males because her femininity will be harmed and she will be socially sidelined (Monau, 1995:85; Fourie, 1997:90). She will rather avoid success in careers dominated by men.

3.6.1.4 Cinderella syndrome

In the past a female tended to wait for someone, usually the principal as one of the co-custodians of her career, to recognize her abilities and capabilities (Monau, 1995:17). She would wait to be "discovered" and for her potential to be recognized by the principal/supervisor.

The fact that women want to overcome intrinsic obstacles, i.e. typical female characteristics, can be verified by their changed career perceptions and their need to manage, which they distinctly display (cf. Pars. 2.2.3 & 3.2). In the next paragraph, extrinsic career obstacles to the career development of female educators, for example filtering techniques, glass ceilings and border practices, will be discussed.

3.6.2 The impact of filtering techniques, glass ceilings and border practices as extrinsic career barriers to the career development of female educators

Although certain internal/psychological obstacles may prevent the career progression of female educators, the school system is partly to blame for it. Extrinsic needs are rooted in the interwoven relationship between intrinsic and extrinsic factors, and a more holistic approach to career development regarding the relationship between the female educator, the school as organization and the community is needed. Schools as organisations can benefit from women's special leadership styles, for example their transformational leadership style, charisma and networking (Bennett 1998:1-3). Extrinsic needs (environmental factors) determine the female educator's entrance into and progression within education, especially in the management hierarchy, and can never be seen in isolation.

3.6.2.1 Filtering techniques

Hidden barriers are things one knows about but can hardly get rid of and are "invisible" (Van Deventer & Van der Westhuizen, 2003:235-240). Filtering techniques (subtle discrimination) can be prevented by adapting policies and procedures. Subtle discrimination entails male

networking, gender stereotyping and males deciding what the female educator's career needs are or what her needs are supposed to be. Partaking in selection panels will benefit women, and discriminating filter techniques for recruitment, entering and progression within education can be eliminated by standardizing criteria. Rabe (2006:2) refers to "male prejudice" towards women as the tendency to appoint "in their own image." At the heart of filter techniques lies networking (capitalizing SC) through "best friends" career advantages/buddy systems; alumni student networks, the so-called "old boys' networks" and different forms of nepotism (ibid.). Buddy systems and networks may step into action when promotion is at stake and the inclusion of females into selection panels will temper selection and selection decision-making filters. In general, men know about recruitment vacancies long before women through networking, long before posts are actually being advertised. To prevent promotion "handed out" at golf courses, building SC and mastering computer skills, for example internet skills to gain information concerning vacancies, are very important for female educators. From research it is evident that women are in general good, committed professional, strongly motivated educators, much more committed to classroom teaching than to formal management (Coombs, 2004:8). To be able to apply for promotional posts females have to display a certain profile for promotion and certain criteria must be met. Whenever a candidate meets the requirements set by the advert or job description regarding capabilities it is also important to ensure that the individual will fit into the ethos and character of a school and vice versa. Female educators must be able to "sell" their competencies, their key achievements at their current and previous schools, disallowing their poor self-concept to prevent them to reach their full potential. Female educators must be open-minded about their need for new challenges, be able to reinforce experience and expertise, to outline their role as drivers of initiatives, their ability to effect change and portray skills in terms of logical problem solving.

The Department of Basic Education makes provision for departmental officials and the presence of union representatives to ensure fair practices through monitoring. Examples to represent fair practices are that the same questions must be posed to the short-listed candidates and to oversee that nobody is unfairly discriminated against within the parameters of pre-set agreed criteria and by asking questions inside the parameters set by the laws governing education (Sauer, 2006). Competency-based interviews are founded on the principle that past behaviour will indicate future behaviour (ibid.). Principals have a role to play in mentoring female educators on how to partake in interviews without being guilty of

nepotism or giving preference to certain candidates. The following assistance can be provided to female educators when they prepare for interviews (Sauer, 2006; DoE, 2004a: Module 2: Unit 1 & DoE, 2004b: Module 2: Unit 1) to:

- remind them that preparing for an interview includes preparation of anticipated questions based on the job description or the advert.
- remind them that questions on what value an individual will add to an institution, to test aspirations and the role the individual played at a previous school will be asked.
- answer questions based on stereotyping.

Gender differences are a given and indirect discrimination by means of filters, for example the assessment of competencies through a male perspective (Rabe, 2006:1-2); need to be abolished, because management and leadership competencies are not gender related. Gender still determines the degree of an individual's acceptance as a manager or leader by the community, based on perceptions of the community (cf. Par. 3.9.3). Men and women, equal but different, bring different skills and competencies to the table, and to the degree they embrace their differences and harness their synergies, creative gender partnerships will explode. Although there is nothing within the law that prevents progression and promotion for females, glass ceilings still exist. According to Chesterman (2001:2), despite strong legislation to enhance affirmative action, after twelve years inequity based on gender is still alive and well in Australia.

3.6.2.2 Glass ceilings

Based on Figures 3.3 to 3.6, less resistance is experienced by females to progress to Head of Departments and even to the level of Deputy Principal than to that of Principal (verified by statistical information cf. Par. 3.2.1). The natural flow to levels of principals and higher is more difficult. In the manuals titled "Women in and into management and leadership" (DoE 2004a:1; DoE, 2004b:1), the then Minister of Education, N. Pandor, in the foreword thereof, specifically referred to the overcoming of glass ceilings as one of the aims of their training manuals. The phenomenon known as "glass ceiling" refers to something one can "see through but not move through" (Tocarczyk, 2008:1-3). The so-called "glass ceiling" is an invisible, impermeable barrier limiting career advancement of female educators (Burke & Vinnicombe, 2005:165-167) whilst the "sticky floor" keeps many females in the lower area of the economic pyramid (ILO, 2001:1). The fact is also stated that in general, the higher

women progress into an organization, the bigger the gender gap and the "distance" between the women on top level and the majority of females, leading to what is referred to as "loneliness at the top" (ILO, 2001:1; Rabe, 2006:2). Although women have come a long way and despite organisational and legal support for gender equality, in practise the glass ceiling is still facing women regarding many aspects of leadership (Weiman, 2004:1; Tocarczyk, 2008:1-2). Although nothing formal prevents a female's progression in education, progressing from one step of the career ladder to the next, filter techniques, male networks and gender stereotyping are still hampering her progression through the glass ceiling. Rabe (2006:1-2) refers to a "culture of maledom" where male networking still dominates the progression of workers and is underpinned by institutionalized discrimination where men prefer to appoint men and management is viewed from a male perspective. Females have to understand that although they could be fully equipped for promotion, display a strong self-concept or do not display gender stereotyping; the chances are still good that they will not be promoted. To advertise posts, putting experience as a principal as one of the requirements, is inherently discriminating because only a low percentage of females have the opportunities to gain that experience. By means of proper mentoring by the principal (cf. Par. 3.5.4), discrimination based on the "glass ceiling" will be minimised (Woolnough *et al.*, 2005:4). Gender differences are a given, management and leadership competencies are not gender related, but gender determines the degree of acceptance as a manager or leader based on the perceptions of the community (Ibarra & Petriglieri, 2007:1-35). Full acceptance of females in leadership positions will prevent so-called border practices.

3.6.2.3 Border practices

Although the legislator is aiming at equity and equality and a number of laws and policies are developed to enhance it (cf. Par. 3.3), in practice many female educators, when promoted will be allocated and retained in non-important portfolios as if they are done a favour to be "allowed" there (Monau, 1995:85; Fourie, 1997:102). In many cases opportunities will be determined by the amount of SC by a set network system of men, emphasizing the importance of proper networking by women.

3.6.3 Conclusion

Affirmative action; therefore equity and equality, can only be successful when principles of non-discrimination are impeded by the removal of recruitment, selection decision-making and appointment filters. Career needs may act as "drivers" to motivate behaviour to overcome

career barriers. The role of motivational factors in career development will subsequently be discussed.

3.7 THE ROLE OF MOTIVATIONAL FACTORS IN CAREER DEVELOPMENT

Motivation can be defined as the willingness of an individual to take action to satisfy a need and is measured in terms of the extent of the effort taken to perform (Fox, 2006:59). In terms of the outward behaviour of people, motivation refers to the efforts to accomplish results (Fox, 2006:59; DuBrin, 2009:371). Seen from an individual's viewpoint motivation refers to the internal state of motivation aimed at pursuing objectives (DuBrin, 2009:371). In general, both men and women educators are motivated by the same factors but there is a difference in what motivates people at different ages and levels of experience, i.e. at different stages of their career cycles and life cycles (Schultz & Steyn, 2003:138-160; Swaner, 2007:1-3). Motivation (internal and external), (cf. par. 3.5.5), is a very complex phenomenon (Anon., 2000b:1-6). Motivation is not solely mechanical behaviour, actions or inactions; it is also controlled by the limbic system of the brain, for example the control of emotions (Fox, 2006:59). Motivational theory entails the processes describing how and why human behaviour is being activated and directed (Romando, 2007:1) whilst motivation can also be accomplished through needs satisfaction. Motivation theories can be classified into two groups, namely the needs theories and the process theories although a third approach is also surfacing, namely work orientation (cf. par. 3.7.3) born from sociology rather than psychology (Tietze, 2009:1-5).

The needs theories or content theories (Anon., 2000b:1; Fox, 2006:59) include, for example, Maslow's Hierarchy of Needs, Herzberg's Motivator/Hygiene Theory and McClelland's Three-Needs Theory (Romando, 2007:1; Van der Westhuizen, 2008:195-202). Process theories are, amongst others, Vroom's Expectancy Theory and Adams' Equity Theory of Motivation (Tietze, 2009:1-6). Content theories of motivation focus on what motivates people and process theories on how people are motivated while work orientation attempts to explain human behaviour in the workplace (Tietze, 2009:1-6).

3.7.1 Motivation by means of needs satisfaction

Work attitudes and human behaviour are influenced by the tension created if needs are not satisfied, and according to Maslow, these needs are evident in a hierarchical order (Anon., 2000b:1-6; DuBrin, 2009:375-381). In his hierarchy, Maslow arranged human needs in order

of importance distinguishing between five types of human needs, namely the physiological, security and social needs (i.e. lower-order needs), social, and the higher order needs, namely esteem needs and self-actualizing needs (ibid.). Deficiency needs refer to physiological, security and acceptance needs and the need to feel valued (Maslow). Deficiency needs refer to a lower-order ongoing need for something and will continue until the need has been satisfied (DuBrin, 2009:613).

Physiological needs are the most basic needs and the need for security and safety indicates stability (predicted routine), order, freedom of fear and anguish, and protection. To illustrate the latter the removal of physical dangers and uncertainties will satisfy those specific needs. In terms of education, a fair remuneration and a calm work situation will satisfy the need for security. The physiological and security/safety needs have little motivational value once they are satisfied, i.e. illustrating the deficit principle, namely that people will act to satisfy needs but whenever a need is satisfied according to the progression principle needs on a higher level will come to the fore (Anon., 2000b:2; DuBrin, 2009:375-381).

Once physiological and safety needs are satisfied one will have a need for love and understanding (social needs). Social needs in terms of the work place refer to relations with co-workers, clients and supervisors. The need for love is characterized by the formation of a loving relationship with other human beings manifested in the female educator's preference for care giving to learners. For women, the needs for love and understanding realize as the love for affiliation and are of a higher degree than men's need for love and understanding (Gerdes *et al.*, 1988:275). Her needs for affiliation and affection also play out in the way and the degree of acceptance by colleagues. These needs for love and understanding describe the way in which socializing takes place and one is seen as and feels part of a group. In essence social needs are all about SC building, relations with other people and how the female educator "feels" about what she is doing. These individual social needs have less boundaries than lower order needs and are difficult to measure concretely. Needs arise due to a psychological or physiological imbalance (Fox, 2006:60), resulting in a drive that moves the individual towards certain objectives. Once that specific need is satisfied the cycle is completed (ibid.). The level/degree of satisfaction depends on the external environment (physical and social environment), i.e. external motivators (extrinsic). Primary needs, i.e. unlearned needs, refer to the physical aspects of behaviour and are easy to identify, while secondary needs, primarily learned through experience, are of a more psychological nature

(Anon., 2000b:1-6). This explains why secondary needs which are of an internal nature are more difficult to interpret. In practice, supervisors are more concerned with secondary needs than with primary needs because it determines their management behaviour as well as the rewards a person seeks within an organisation (ibid.). Secondary needs are closely related to job satisfaction (Prinsloo, 2008a:148-150).

There is a close relationship between motivation and self-esteem as already discussed in Pars. 3.5.1 - 3.5.2. Appreciation- and self-respect needs indicate pride, the need for power, achievement, prestige and career status (self-confidence and self-respect). These ego and appreciation needs, namely the so-called esteem needs, are strong motivators. If a principal is able to unleash these hidden potentials of staff members, performance will be enhanced to higher levels. In terms of the work place, esteem needs refers to autonomy and flexibility in the workplace, increasing responsibility and promotion as well as recognition from supervisors in an organisation (Anon., 2000b:1-3; DuBrin, 2009:375-381). A lack of satisfaction regarding esteem needs will result in non-satisfied subordinates with a weak self-image

3.7.1.1 Motivators, hygiene factors and job satisfaction

Principals have a responsibility to enhance the motivation of staff members as far as possible and to the best of their ability by means of work enlargement and work enrichment, and by promoting a calm instructional climate at school (Kruger, 2008b:249-254). Education is one of the "caring" professions (cf. Par. 2.9) and may explain why females choose education as a career. For the largest part of her day she is in contact with her learners who are mostly responsible for satisfying her social needs and determining her level of work satisfaction. The principal/employer should be able to understand why some people are engaging in specific activities and not in others during specific stages of the life and career cycles or why they change or want to change activities (cf. Pars. 2.8.1 – 2.8.4). Principals also must show the ability to predict in what activities a staff member may/will be engaged in at a specific moment. Knowledge is essential to identify the needs to induce a specific action at any given time. The latter ability enables employers and employees to give recognition to the fact that career needs are in close relationship with the career anchors (cf. Par. 2.9) and the career and life cycles (cf. Par. 2.8) of an individual. Mostly the career paths/patterns of women are different from those of men and their actions will depend on the needs that have to be satisfied at any given time of their life and career cycles. Knowledge of different

motivational theories is essential for the principal to empower him/her to recognise the female educator's career development needs at any given time or stage of her career and life cycle. Conceptual frameworks, for example work orientation (indicating the meaning of work) (cf. Par.3.7.3) and the process-orientated (understanding of motivation) approach, have the advantage of moving away from deterministic accounts, which enhances a feeling of understanding motivation of employees better (Tietze, 2009:1-6).

A person tends to avoid things that make him/her unhappy and strives to grow psychologically, trying to improve his/her potential (Anon., 2000b:1-6; DuBrin, 2009:381-382). Herzberg differentiates between hygiene (environmental) factors and motivators (care factors) (Van der Westhuizen, 2008:199-201). According to Prinsloo (2008a:151-152), Herzberg linked motivators to work content and hygiene factors, closely related to job satisfaction. Hygiene factors include all aspects within a specific work situation to satisfy needs (Prinsloo, 2008a:151-152). According to Herzberg's theory, everything that makes one unhappy in a work situation is in close relationship with the work environment and related to work content (ibid.).

Motivation will rather take place through enrichment of work content than through punishment or reward (Anon., 2000b:1-6; DuBrin, 2009:381-382). Enrichment of work refers to an approach to include more challenging jobs with more responsibility and which are more appealing to staff members (DuBrin, 2009:616).

The principal plays an influential role regarding the degree of job satisfaction (cf. Par. 2.7.1) and the quality of work life experienced by educators (cf. Par. 2.7.2). Non-effective supervision leads to the dissatisfaction of staff members whilst effective supervision will be focused on enhancing progression enabling educators to benefit from the spin-offs of the OSD (cf. Par. 4.7.1). Fair, calm and satisfactory working conditions wherein the actions of principals determine the physical work environment will enhance the work life of educators.

The quality of work life (cf. Par. 2.7.2) of staff members is determined by the principal's view of staff as part of HC; his/her approach to career development and his/her management, leadership and developmental style. These approaches can be classified to be either task or human orientated. For a principal to be strict, fair, displaying the ability to set goals and standards, by treating staff members as professionals, to be available when needed, all will

enhance staff members' feelings of importance and being appreciated (Loock *et al.*, 2003:20-29; Genesis, 2008:11-12; 33-36).

In terms of the female educator's career needs, principals also have to understand and acknowledge that humans are more than the ability to teach, and when needed, principals must be able to recognize and acknowledge individuals' personal needs/problems and portray the ability to assist without interference. By holding the sword of rationalizing over the heads of staff members or putting staff on an excess list will increase staff turnover, leaving staff members with a feeling of powerlessness and will raise conflict levels and accordingly reduced job security and the level of motivation of the staff member.

The level of discipline in schools can play a major role in the job satisfaction of the female educator. The assumption can be made that conversion of SC opportunity and HC potential into high job satisfaction, will be contingent upon motivation. Motivation is closely related to job satisfaction (cf. Par. 2.7.1).

Factors leading to job satisfaction (cf. Par. 2.7.1) are different and/or distinct from factors leading to job dissatisfaction (Fox, 2006:63). By removing/eliminating factors leading to dissatisfaction, the result will not necessarily be motivation, although calm and peace may be created (*ibid.*). Hygiene factors cannot motivate workers but will prevent dissatisfaction.

Motivators refer to one's ability to achieve and grow psychologically, indicating a relationship with intrinsic job-related factors and are the key to the high levels of job satisfaction and increased performance (Anon., 2000b:1-3). Motivators refer to achievement, responsibility, recognition, promotion, the work itself as well as personal growth.

Career development is possible by means of post enrichment (Prinsloo, 2008a:152), addressing the female educator's needs, for example her need to achieve, her need for taking on more responsibility and for recognition, especially if she, due to personal circumstances, is not able to apply for a promotional post.

3.7.1.2 The need for power and the need to avoid failure; achievement, affiliation and power motives

Each and every individual prioritizes needs differently (Anon., 2000b:4-5; DuBrin, 2009:377). In his theory McClelland refers to needs learnt through life and career stages, referring to the need for achievement (drive to excel) and the need for power and the need for affiliation (ibid.). People with a high need for achievement are always seeking more responsibilities, are problem solvers, want rapid feedback and set challenging goals (ibid.).

The need for power is reflected as the need to impress in one or more of the following ways, namely through forceful actions such as aggression, assistance to/or efforts to impress others, enforcing emotional reactions by others and by means of enhancing one's own reputation or prestige. The need for power actually refers to changing the behaviour of others (Anon., 2000b:4-5; DuBrin, 2009:377-381). People with a high need for power enjoy taking charge of projects and competitiveness and status-orientated positions (ibid.). They are also more concerned with influencing others and with the effectiveness of performance (ibid.). People with a strong need for power are the typical chair persons preferring participation in competition sport. A knowledgeable and skilled principal will task these educators with activities where they can compete with others, as well as use them in school functions, with competition as an integral part (cf. Par. 3.5.3). Conflict can be avoided by tasking the correct people with the correct task.

The need for affiliation is portrayed as a desire for close, friendly relationships (SC) while the need for achievement refers to the drive to excel, to succeed and to achieve against set norms (Fox, 2006:63). According to Anon. (2000b:5), females prefer tasks enhancing companionships, such as working cooperatively, and they value mutual understanding although their desire for social approval may hamper managerial decision making. Interestingly persons with a high need for power and low in need of affiliation in general make better managers than people with a high need to achieve (ibid.). A lack of satisfaction of a female educator's social and affiliation needs can lead to frustration and demotivation because some females may view success and performance to be in conflict with their affiliation needs, prohibiting them from developing their cognitive abilities to the full. Psychological and physiological deficiencies or needs (causes) lead to outcomes (effects).

Although content theories have been part of the majority of curricula regarding motivation it has been criticized as reflecting middle-class American values and lacking clarity to explain human behaviour (Tietze, 2009:1-6). Viewed by some as more of a social philosophy it lacks, according to some scholars, the ability to predict human behaviour (ibid.). A different set of motivation theories, the so-called process/cognitive theories, such as expectancy, equity or goal-setting theories were developed (Tietze, 2009:1-6).

3.7.2 Process theories

Opposite to content theories, in process theories the individual is viewed as an active decision maker and not as someone struggling through predetermined hierarchical structures, waiting for needs to be satisfied, or to be motivated by different sets of motivators (Tietze, 2009:1-6). Opposite to content theories emphasizing what motivates people, process theories emphasise the process of motivation (ibid.). While process theories emphasize cognitive responses to circumstances, content theory focuses on needs and the relation between an individual and his/her environment.

Vroom's expectancy theory (a process theory) describes the relationship between work behaviour and the specific wants and expectations of employees in relation to which extent the employer will meet them (Tietze, 2009:1-6). Broken promises on the employer's side may lead to employees leaving the organisation, the withholding of efforts or a drop in commitment on the side of the employees. At a younger age females possibly want to retain their careers while involved in bringing up their children but their view of career/work may change when the children are older and they want more responsibility and have higher expectations of their careers. These women are therefore not inherently motivated by "inborn drivers" but by changed priorities, changed work orientation, changed expectancies and changed behaviours (Tietze, 2009:1-6). Hence her behaviour is the product of belief, expectations and-values and other mental cognitions (ibid.).

Adams' equity theory of motivation (yet another process theory), based on Maslow's Hierarchy of Needs Theory and Herzberg Two-Factor Theory (Swinton, 2006:1-5) indicates the relationship between promised potential rewards and the assertion that members of a workforce are treated fairly and equitably in relation to others (Tietze, 2009:1-6). People are always comparing themselves with colleagues and even with similar groups outside the organization (ibid.). The moment employees feel treated unfairly, motivation levels will

deteriorate and the level of effort and contribution will decline (ibid.). Motivation, according to Adam's equity motivation theory, can be expressed in effort, loyalty, hard work, commitment, skills, ability and adaptability, flexibility, tolerance, determination and enthusiasm (Swinton, 2006:1-5). Other factors, for example the level of trust in managers as superiors and the support of colleagues and peers, will all determine the balance between input by employees in relation to output by the employer (ibid.). Outputs can be tangible (salary, benefits) and intangible, for instance recognition, work reputation, responsibility, sense of achievement, praise and thanks, stimulus, advancement and growth (ibid.). Not all researchers are of opinion that the needs theories explain human work behaviour because, according to them, humans are not mechanically jumping from one level to the next, based on the degree to which needs are satisfied (Tietze, 2009:1-5). Work orientation shapes work behaviour, i.e. indicating what the job is meaning to them, how they feel about it and what career choices they make (ibid.).

3.7.3 Work orientation

Due to work orientations, some people do not necessarily have a need for promotion because it is more important to them how they feel about their career. Work orientation is shaped by one's background, determining what work and money means for the individual, i.e. how one feels about one's career and what one expects from one's career (Tietze, 2009:1-5; Swaner, 2007:1-3).

Some people give preference to group affiliation needs and would rather stay with their group than to be promoted (Tietze, 2009:1-5). Some people thrive on creativity and innovative activities, challenges and constant stimulation whilst others prefer stability and continuity (Swaner, 2007:1-3). Different individuals will act differently on different attributes regarding work orientation. For example, some will strive for better financial gain, others will revel in interesting work, some will focus on personal growth and therefore the value put on work by the individual (ibid.). Career actions thus no longer stem from internal needs but are rather driven by socialisation and learning processes (ibid.). Although it would be difficult to change the work orientation of individuals, work orientation is dynamic and therefore subject to change (ibid.) over time.

Change may be brought about by means of re-negotiating and identifying opportunities for change by management. Work orientation implies a shift from management's side in terms

of what needs of the employee must be attended to, to how the individual feels about it. The latter approach is, according to Tietze (2009:1-60) more process orientated to address and shape realities in the workplace.

3.7.4 Career development and needs for growth

Growth needs are higher-order needs, it is about personal development aiming at reaching one's full potential (DuBrin, 2009:615) and includes, for instance, self-actualization (Maslow), opportunities for achievement and performance, the essence of work (Herzberg) and the need to be successful (McClelland).

Female educators display the need for self-actualization, for opportunities to achieve and for being successful. Only a few people reach the level of self-actualization i.e. full achievement of one's potential to satisfy the highest point of one's needs (Prinsloo, 2008a:151; DuBrin, 2009:376). The personality traits of a person who has reached that level are, for example, creativity, spontaneity, unconventionality and non-traditionalism. Self-actualization is only possible if people feel valued and secure. A person with a high-level need for achievement/performance is motivated by striving for success when competing with others, aiming at satisfying ego needs. The strength of ego needs is related to culture, parental influences and rewarding systems, directed at developing independence and achievement (Du Preez *et al.*, 2003:19-21).

Achievement-orientated activities are supported by two underlying motives, namely the need to be successful and the need to avoid failure (McClelland). People with a high motivation for success will be available to conduct more difficult tasks while people with a fear of failure would prefer not to be involved in or execute difficult tasks. Principals, knowing their staff members will target the last group with assignments with a relatively predictable outcome (cf. Par. 3.5.3) by means of effective delegating.

The recruitment and entering of education as a career by an individual is based on her economic, social and affiliation needs aimed at satisfying ego needs and the strive towards self-actualization (DuBrin, 2009:371-391). For the female educator, her motivation, more intrinsically rooted, is driven by factors within the work itself, her pride and ego association with her subject, as well as the performance of her learners and the recognition she receives (*ibid.*), especially from the principal, traditionally seen as the "gatekeeper" of her career. All

these factors enhance the quality of her work life (cf. Par. 2.7.2). To optimize HC the principal must reconcile the career needs of female educators with those of the organisation (cf. Par. 2.5) by means of focused HRD and HRM of which career development forms part.

According to some researchers, the difference in career patterns between the sexes as a result of more interruptions due to child births and the tendency to put her career second to that of her husband's, for instance, is also viewed as a lack of commitment and as a sign of low aspirations (Coombs, 2004:4 ;Van Baron, 2009:1-2).

Career patterns are affected by the level of introduction, duration (time span) between promotions, sidelining females to less challenging posts and the fact that in general, females take longer to be promoted. Career choices are influenced by career orientation based on abilities and the environment. Females in general have a lower status in organizations with a "male culture" because of embedded discrimination in work responsibilities, the impact of late entry, career breaks and responsibilities at home (Chesterman, 2001:3; Kok & Van der Westhuizen, 2003:65-70).

Nowadays females will move in and out of careers due to family needs, referred to as "sequencing" (Harris *et al.*, 2002:1-11). Not only do people have a changed perception of their careers but also of marriage. Nowadays commuter marriages are possible and females occasionally commute to be able to follow a full-time career (Harris *et al.*, 2002:1-11). In "peer marriages" research has shown that spouses share all aspects of life, leading to less and less differentiation in their life roles and husbands in general want their wives to have/seek satisfying careers (*ibid.*).

By giving recognition to competent female educators, stereotyping in the community can be minimized (cf. Par. 3.6.5). Self-efficacy refers to the ability one has to do something (Van Dyk, 2008:495) and females must believe in their own abilities. Continuously conforming to the so-called female characteristics, sometimes results in low performance levels leading to role conflict as a result of her need to achieve on the one hand and her female self-image on the other (Greyvenstein, 1989:95-96).

3.7.5 Conclusion

It seemed that internal factors within females themselves, values in society and satisfaction gained from contact with learners and their achievements can be possible reasons why vertical promotion is not necessarily determining all female educators' motivation levels. Motivation is in essence directed at satisfying human needs and desires and is based on personal characteristics, the work situation and the environment. It could be argued that in the past the degree to strive for success was determined by personal aspirations, meaning that people with few opportunities within an organization will suppress their aspirations, resulting in a possible decrease in the level of commitment. Due to her changed career perception and equal opportunities there is no longer any excuse for women not to further their career vertically or horizontally.

3.8 ROLE CONFLICT AND CAREER DEVELOPMENT

Gender is not only an indication of a person's sex; it is also determined by the messages one receives throughout life on what is expected of one based on perceptions of the community and society. Gender is determined by the community/society reflecting the values and norms of the community (Weiman, 2004:1-2). Gender refers to personal traits associated with masculinity or femininity.

3.8.1 Gender

Traditionally the status of a man was determined by his job while the female was mother and home maker. Over time these barriers were removed. Due to the emancipation of women, they take on more traditional masculine roles and vice versa. The constant removal of gender divisions in labour is the main source of work-family conflict (Ballout, 2008:444). Psychological attributes of women are determined by stereotyping, for example that men are more aggressive and women more timid; men have a greater degree of capabilities such as independence and aggressiveness, and are more active while women are more expressive and softer (Vinnicombe & Singh, 2002:120-130). In reality all individuals have masculine and feminine characteristics that can be plotted on a continuum (ibid.). The Bem Sex-Role Inventory was developed, based on the continuum reflecting individual masculine and feminine traits (Gerdes *et al.*, 1988:139-140; Greyvenstein, 1989:95-96). Classifications, based on that inventory, referred to a female with a high femininity and low masculinity score; a male with a high masculinity and low femininity score; an androgenic person with high femininity and high masculinity scores or the non-differentiated personality with low scores in

both masculine and feminine characteristics (ibid.). In the past, the higher the masculinity scores the more probable the chance of success. That was because success was defined from a male perspective, i.e. viewed andro-centrally. Nowadays, in women who put themselves forward for promotion, a gradual shift is evident in perceptions of leadership styles towards androgynous management (Vinnicombe & Singh, 2002: 120-130; Taylor *et al.*, 2008:1-2). The latter refers to a person high in both instrumental and expressive traits. As a result of stereotyping, females in many communities are still viewed not to act as leaders; therefore they still adopt a male manager's mode what will possibly inhibit their confidence to put themselves forward as leaders (ibid.). Androgynous leadership refers to the combination of stereotypically male and female leadership characteristics displayed by an individual (Dictionary.com, 2011a).

3.8.2 The gender role and role conflict

A role refers to an expected set of behaviours or activities associated with a specific job (DuBrin, 2009:618). Role conflict can be seen as a situation in which it is expected from one person to fit into two or more roles which are, according to him/her, non-compliant, resulting in conflict. Role conflict stems from the degree to which it is possible to reconcile personal role expectations with those of the community, i.e. the lower the level of reconciliation the higher the level of role conflict. For women, the continuous struggle between professional and personal responsibilities can be overwhelming due to a lack of support, prejudices and gender stereotyping (Weiman, 2004:1-2). Roles of men and women are embedded in stereotyping, based on traditional views on gender roles. Many female educators feel trapped within their traditional role sanctioned by the community. Due to the latter and the lack of self-actualization she tries to be a superwoman due to feelings of guilt if she belongs to a community seeing her career as a secondary function. The stereotyped expected gender roles and unrealistic career choices and expectations will influence the female's career development (Weiman, 2004:1-2). The career progression of women is inhibited because they are stereotyped as passive, non-aggressive and human orientated (Vinnicombe & Singh, 2002:120-130). As a result a woman can turn out to be even more task orientated than her male colleagues, resulting in inter-role conflict. As a result of the changed perceptions regarding marriage where "peer" marriages "allow" females to have satisfying careers (Harris, 2002:1-11) the female might possibly view her different life roles as complementary rather than conflicting, displaying a moderate correlation between work salience and career salience (Naidoo & Jano, 2002:69-71).

Factors that can add to role conflict for the married female educator are on the one hand taking care of pre-school children (her task will even be more difficult if her husband does not assist her). This is in contrast with what is expected from "peer" marriages and the benefits experienced by the household due to her career, for instance an increased income and a higher living standard for the family. Children staying with a nanny or in crèches where they are in contact with foreign cultural values may add to role conflict.

Work-family conflict is a major stressor, representing a combination of individual and organizational factors (DuBrin, 2009:620) and differs between the sexes due to social roles and gender stereotyped views of society (Ballout, 2008:444). Therefore FIW (family interfering with work conflict) is higher for females than for males, whilst males will experience more WIF (work interfering with family conflict) (ibid.). The combination of managerial and personal roles enhances psychological and physical stress (Ballout, 2008:444). Unfairness is embedded in stereotyping, as if males do not have multiple life roles; the community allocates the worker role to males and the caring role to females. Males will never be scrutinized and held to the same expectations (Weiman, 2004:1-2) as females. A broader perception of gender roles is necessary due to dual-earning couples, "peer marriages", increasing career-related demands on females and the fact that career and family cannot be considered as separate entities. In spite of sanctioning competition with male colleagues by society, time for the female to fulfil her multiple life roles will not be enough and role conflict, even of a low degree, will still be evident

Conflict exists when undefined expectations lead to unmet expectations resulting in unfulfilled expectations, i.e. where two or more incompatible motives are simultaneously aroused (DuBrin, 2009:613) and the behaviour of one partner prevents the other from achieving his/her own goals (Loock *et al.*, 2006:43). Conflict refers to a process in which friction builds up between people around facts, long and short-term goals (content/substance conflict), values and the status of relationships between individuals (Genesis, 2008:5) involving people's feelings and objectives (Loock *et al.*, 2006:43). Emotional conflict refers to interpersonal difficulties. Examples of emotional conflict are feelings of anger, fear and mistrust, i.e. based on perceptions rather than on facts (based on stereotyping). Stereotyping is part and parcel of the female educator's life. Conflict as a source of anger, tension and power struggles could, if managed well, conjure up feelings of diversity, creativity, honesty and eventually organizational growth (Genesis, 2008:5).

Conflict may arouse at three levels, namely intrapersonal conflict (the role conflict between the different life roles of the female educator), interpersonal conflict (between colleagues) and intra-group conflict (Look *et al.*, 2003:20-21; Medina *et al.*, 2005:219 - 230; Genesis, 2008:6). In education, conflict may be aroused due to different educators' personalities, their values and school goals, differing from educators' objectives and competing for limited resources (Look *et al.*, 2006:44). Conflict may also arise between people who consider themselves competent and those perceived not to be competent. For example within the school in a specific subject occasionally there may be an educator more competent than the HoD for that subject. Conflict between groups in an organization (school) may arise as a result of a lack of communication, a lack of clear goal setting and understanding, a lack of clearly defined rules/policies, and due to stubbornness (Genesis, 2008:10 & 13). Conflict is an effect not a cause; people do not fear change but they fear uncertainty (*ibid.*) caused by unclear, undefined and unmet expectations as well as the lack of specific parameters and boundaries.

3.8.3 Relation between tokenism, lack of role models and career development

In an attempt to implement laws and policies regarding equity, equality and affirmative action, in many cases appointments of women are viewed as token appointments and they are not earning respect due to their lack of capabilities, abilities, skills and knowledge. However, it is unfair to see the promotion of all women as tokenism, but by recognizing achievement in spite of barriers, the perception of tokenism will be limited and the possibility of potential conflict may be reduced.

In many cases women at the top do not like sharing their experience and expertise with younger females, not acting or seeing themselves as role models and identification figures for younger females. As role models they must take responsibility for mentoring younger females through critical feedback. Before one can properly understand the impact of role models on the career of younger females, a clear understanding of congruence, authenticity and conforming is needed. (Van Dyk, 2008:49). Congruence refers to honest transparency; authenticity indicates a match between a person's behaviour and his/her inner feelings (Van Dyk, 2008:49) and conforming refers to the tendency to give in to social pressure (*ibid.*). Role models play an integral part in career development. People understand behavioural expectations and believe that approval will be gained by conforming to those expectations (Van Dyk, 2008:49) but they find it difficult to cope with it because of the incongruence of the

role with aspects of their identity. They will only adopt the behaviour of the role model if the role model's behaviour is attractive to them and identification with the role model is possible (Ibarra & Petriglieri, 2007:20). Females still have a need for role models mirroring their own style in character, life-style choices and-values. Males on the other hand suggest that non-identification and incongruence are important to them but not problematic (Rabe, 2006:1-2; Ibarra & Petriglieri, 2007:20).

Due to a lack of suitable role models, a male management style could be adopted by some female educators, leading to role conflict (Vinnicombe & Singh, 2002:120-130). To reduce role conflict it is important for females to balance their professional work with personal home roles (Weiman, 2004:1-2; UFS, 2008:1). Roles are carried over boundaries, i.e. are "boundaryless" and women may lose their sense of "belonging" to a certain system or group due to spill-over of different life roles. To envisaged ways to challenge barriers that impede on the access to management and leadership positions, female educators in particular (UFS, 2008:1) can, manage inner conflict by means of the identification of issues/sources of conflict. One also has to understand that life is not always fair and one is not always getting what one wants or deserves. Through introspection one has to reconcile physical, emotional, intellectual, social, spiritual, financial, career and family needs and responsibilities. One is not only figuring in the work place but in the entire cycle of life. Truthfulness about the importance of specific sources of conflict and the assessment of one's own behaviour in a specific situation, for example overreacting due to tiredness, are important elements of self-understanding based on one's role in a conflict situation and in assessing whether it is based on one's self-ego (ibid.). After an honest assessment by means of reflection, action is needed to resolve conflict through sound problem-solving and decision-making skills. It is not necessary for female managers to adapt a male management and leadership style. Role conflict will be minimized if a female is connected to both her work environment and her inner self.

3.8.4 The relationship between Social Capital and gender

The most successful initiative in Australia to combat the neglect of women's leadership potential is based on networking (Chesterman, 2001:3-5). The benefits of working collaboratively by means of networking (building SC) are, for example, the enhancement of professional development opportunities, increased support to growth of organizational cultures and strengthening of strategic alliances (ibid.). Whenever a single/only woman is

part of, for example the SMT, surrounded by men coming from the same "old-boys' network, her returns on SC will be very different from theirs (Rabe, 2006:1-2). In many cases she will be treated like or feel like an outsider (Rabe, 2006:1-2). Women can only combat this problem by borrowing SC from strategic partners. Men on the other hand can leverage their own SC (Douthit, 1999:9). According to Douthit (1999:9), women are struggling to leverage opportunities through a contact network rich in structural holes to enhance job satisfaction but men are able to do so. Occasionally women cannot get around gender barriers or they do not understand the principle of building alliances with strategic partners (ibid.).

Even for woman in promotional posts, if they are marginalised, there is only a slim chance that SC will enhance the desired positive outcome; in fact it will rather inhibit it. To understand the female educator's career behaviour, it is necessary to understand her career needs that initiate her career choices. A low self-esteem stemming from internal career barriers *is the underlying* (cf. Par. 3.6.1) problem to all career obstacles although other factors will also influence career progression.

3.9 OTHER FACTORS INFLUENCING THE CAREER DEVELOPMENT OF FEMALE EDUCATORS

Female educators should set all career objectives in a realistic and mature manner because career progression will be influenced by personal factors and the perceptions of the community she lives in. Personal factors may refer to loyalty, finances and realism.

3.9.1 Personal growth and loyalty

Men view each and every work opportunity as a step along the career ladder, focusing on reaching the top, while some females tend to remain loyal towards a certain school/organisation. Often very effective female educators pass on career development opportunities due to loyalty towards a certain principal or specific school but it should never stand in the way of promotion.

3.9.2 Financial and personal circumstances

To be successful, female educators must make certain personal and financial sacrifices. The more positive a husband views his wife's career the stronger her chances of succeeding. Following a career path, the realities in her own life, the ability to adapt towards and manage

changes in her personal and work life as well as setting career goals, all will assist the female educator to reach her career vision (Kuphur, 2009:1-3).

3.9.3 Perceptions and attitudes within the community regarding female educators

Stereotyping is still evident in some communities and a change in perception by the community in terms of gender roles is needed in those communities. Community perceptions regarding females determine and prescribe who she is, what her possibilities are and what she ought to be. Perceptions based on traditional beliefs regarding working women are, for instance, that children of working women as well as their marriages are neglected, that competency is related to no or grown up children and that women must stay at home (Chisholm, 2001:395; Coombs, 2004:4-7). These views, not necessarily grounded in ability and potential but based on cultural views and traditions, determine her place in society, which is in many cases, opposite to those regarding men. Although the broader society has changed in many cases she still has to conform to what the community sees as "feminine".

Cultural stereotyping refers to frames of reference that influence the processing of incoming social information and is generally oversimplified, one-sided and generalized (Van Dyk, 2008:496). In many communities cultural and historically, authority and power is still meant for men while education/teaching is seen as a spin-off of motherhood, meant for females. Therefore men will manage and females will teach.

Realities in education are such that to qualify for the same post a female must be better than a man (ILO, 2001:1-2) and it is easier for a woman to be promoted at her own school/area (where her skills and potential are well known) than in a totally new community. If a woman manages to progress in her career, her success and progression is viewed as a result of chance and luck rather than based on potential. Men's progression on the other hand is viewed as the result of potential and abilities; thus based on different criteria than those for females.

A female educator's career can only reach full potential when the above-mentioned factors are addressed. To address these factors, males who still occupy the majority of management posts (Tables 1.3 - 3.1) have a responsibility towards females to address her career needs by means of assistance, training and guidance. Stereotyping, rather than

ability and qualifications, may prohibit appointment of females in promotional posts. Male stereotype is, for example, that females will either have a career or be a home maker, that females are emotional rather than rational, that colleagues find it difficult to be led by a female and that women cannot make decisions and that they take things too personally (Rabe, 2006:1-2). Even if she makes it to the top she is lonely (Taylor *et al.*, 2008:3) feeling still inferior to men (Weiman, 2004:1). Traditional attitudes towards women and gender equity is still in many communities a major barrier to females progression in their careers but the career gaps are closing (Harris *et al.*, 2002:4), and by raising her self-esteem and following her dreams, less stereotype thinking about women will occur in future.

3.9.4 Conclusion

Only within an open opportunity driven society female educators will be allowed to reach their full potential.

3.10 SUMMARY

Planning a career in an adult manner, being realistic about her personal life, the community and the education system, age, potential and family circumstances, all are determining factors for making realistic career decisions and for opportunity seeking. Honest self-evaluation regarding one's abilities, capabilities and personal circumstances, is a pre-requisite for career objectives to be set. Self-knowledge and understanding one's self-esteem are essential to view one's career in a realistic adult manner. Females occasionally pass on opportunities, perhaps owing to a lack of mobility, the education system, role conflict, a lack of networking (SC) or a low self-esteem. Females have to be positive, take opportunities and have a clear career vision, career objectives and career action plans, referring to the specific sequential steps aiming at achieving career goals and objectives

To display a profile for promotion and progression, female educators need to improve their management and leadership skills while the principal is responsible for providing opportunities for her to satisfy those career needs and for empowering her with the necessary skills and knowledge. A female seeking promotion has to portray a specific promotion profile, i.e. as "sellable" product, apply for promotional posts, be mobile, has relevant, applicable and sought-after qualifications and experience. She also has to portray personal traits fit for leadership and management. She may use the time during possible career breaks, for instance due to pregnancies, to obtain relevant and better qualifications or

for relevant skills development. Although a woman can portray the correct profile for promotion, her progression will be determined by the role sanctioned by the community.

In the next chapter, different career ladders, educator's work and what it entails, and the interrelationship between career ladders, educator's work and career development will be discussed.