

WOMEN IN MANAGEMENT :
PERCEPTIONS OF EIGHT WOMEN
IN THE KWAZULU-NATAL
DEPARTMENT OF EDUCATION.

by

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ABSTRACT

In South Africa, one site where women in management are most underrepresented is educational management. Equal opportunity for women as a political objective is entrenched in the Constitution of the Republic of South Africa. A gendered shift in educational management is an emerging phenomenon in the province of KwaZulu-Natal. This study explored the experiences of eight women holding education management positions in one region in the province of KwaZulu-Natal through a qualitative case study approach. The research method was the semi-structured interview. The aim was to examine the reasons they entered management, the routes that led them to acquiring the positions, the management strategies they employed, their experiences in a male dominated environment, and their views on the issue of gender equity in educational management. The findings revealed that most of the women had a motivation and drive to progress through the ranks in the profession and enter management positions. This drive appears to be linked to early socialisation of the women and the development of an autonomous, self-controlling identity. In their perceptions of their experiences as managers, findings suggest a high degree effectiveness amongst the women managers evident in the value they place on management strategies such as effective listening and communication, building trust, people centred approaches, team building, and networking. However, participants in the study all alluded to the fact that they still had to deal with the gendered dynamics of organisational life. Men's dominance in educational management and the numerical marginalisation of women remains a hurdle. No matter how career oriented and motivated women may be, they still have to engage with the constant immersion in a masculinist work culture. The findings suggest that the women have to constantly prove their worth, deal with gender stereotyping, and negotiate their private and public roles. All the women in the study suggested the need for women to build networks of support, and for creating more inclusive organisational cultures that reflect a commitment to gender equity.

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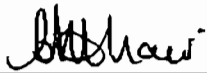
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DECLARATION

I declare that this is my own work. It is being submitted in partial fulfillment of the requirements for the degree Master in Education in the School of Education at the University of Natal. It has not been submitted before for any degree or examination in this or any other university.



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Durban, January 2003

LIST OF ACRONYMS USED IN THE TEXT

CES	=	Chief Education Specialist
CSEM	=	Chief Superintendent Of Education Management
DCES	=	Deputy Chief Education Specialist
DM	=	District Manager (is equivalent to CSEM)
ELITS	=	Education Library, Information And Technology Services
EMIS	=	Education Management Information System
FINCOM	=	Finance Committee
KZNDEC	=	KwaZulu Natal Department of Education and Culture
MANCOM	=	Management Committee
REGION A	=	1 of the 8 Regions in KZNDEC (fictitious)
SEM	=	Superintendent Of Education Management

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CHAPTER 1: INTRODUCTION

In terms of legislation the status of women in South Africa has changed since the first democratic elections in 1994. Some of the following legislations were developed to ensure gender equity:

- The Constitution of the Republic of South Africa 1996, Act No. 108 of 1996
- Employment of Educators Act 1998, Act No. 76 of 1998
- Employment Equity Act 1998, Act No. 55 of 1998

These legislations underpinning policy are to ensure that men and women are treated equally and have equal access to opportunities.

However, despite enlightened legislation, there is still an under-representation of women in educational management in South Africa. In addition, a few South African researchers have highlighted the tensions and ambiguities that exist for many women managers who have to invest in organisational, professional and managerial sites that are patriarchal in nature (Chrisholm, 2001; Govinden, 1998; Soobrayen, 1999).

Govinden (1999) and Soobrayan (1999) examined the difficulties women are faced with in management. Soobrayan (1999) looked at experience of women in the South African parliament. She stressed that the equality of opportunity enshrined in legislation is not enough. What is needed is an implementation plan to ensure that women are given an opportunity to obtain managerial posts. Govinden (1998) examined the male dominated environment at the University of Durban-Westville (UDW). Such an environment makes women work hard for merit awards and promotions in order to have to prove that they could be as successful as the males. However, the men tended to sponsor male protégés. This favours men because of the opportunity of having other males provide support by sharing their experiences and offering advice. From the South African writers, it

emerged that some of the challenges facing women were acceptance and recognition, and failure having female support networks. It also surfaced that like Indonesia, South Africa had a good legal provision for women. However, there was a lack of implementation plan to ensure that sufficient representivity takes place in senior management as described by Govinden (1998).

In South Africa Chrisholm (2001) examined reasons for women leaving management in Gauteng. She found that the main issues facing the males and females in authority were acceptance, visibility and recognition. The women in her study were challenged on competency and ability to exercise strong leadership. She mentioned, for example, African Directors faced resistance from former white principals, who patronised them. She pointed out that visibility and recognition were linked to feeling unsupported by the departmental management structure.

1.1. Aim Of The Study

The present study documents how women experience management in one of the eight regions, in KwaZulu-Natal Department of Education and Culture (KZNDEC). In this study, the perceptions of gender and organisational life by eight women managers in the KwaZulu-Department of Education were explored. The following research questions were explored:

- What motivated the women to seek management posts in the Regional office?
- What routes did these women take to reach their existing management positions?
- What particular concepts of management and what management strategies do they exercise as women?
- How do participants experience their role as women in the management structures in a Region of the Kwa Zulu Natal Department of Education and Culture?

CHAPTER 2: OVERVIEW OF RESEARCH ON WOMEN AS MANAGERS

2.1 Introduction:

The aim of this chapter is to examine both international and local research on the experiences of women in management. Firstly, I examined the literature to explore the issue of patterns of management, and how these may lead to oppression of women. Secondly, I explore the routes women take to reach management positions. Thirdly, the review examines the type of leadership approaches the women adopt once in management, and whether leadership is gendered or not. Lastly, I explore how women experience management.

2.2 Oppression In Patterns Of Management

The education management system both internationally (Halford, 1992; Grogan, 1996; Lynch, 1997; Wilson, 1997; Oftedal, 1997) and locally (Govinden, 1998; Chrisholm, 2001) by and large operates on beaucratic principles. The higher one gets on the management ladder the more powerful one becomes. One becomes powerful because it is a position, which demands respect, has high income and influences the policy of education. On examination of the research done in Education Departments in Ireland (Lynch, 1997), Wales (Wilson, 1997) and Norway (Oftedal, 1997) it was found that generally women were located in the lower ranks of the management ladder, whilst men, on the other hand, continue to dominate the women who are on the lower ranks by virtue of the high rank they occupy.

It was found by Halford (1992) that the education management structure resembles something of a pyramid shape. The top of the pyramid was important for two reasons, namely, the career

opportunity is greatest at the top and lowest at the bottom, and secondly the top of the pyramid is important because this is where policy is generated.

According to Halford (1992), in her case study of women managers in the local government in Haringey and Manchester city council, she found that the pyramid shape of the hierarchy in the local government meant that the number of career opportunities for women diminished towards the top. The typical pattern of men's and women's employment displays a strong tendency for women to be concentrated towards the bottom of the hierarchy while the top echelons are almost exclusively male domain. Therefore, it would appear that men's career interests would be better served by opposing the entry of women into senior positions.

Grogan (1996) examined the North West American Education Department and found that the majority of superintendents in the public schools were men. For her, the position of superintendent was a powerful position. This top position was important, as these were positions from which policies emerged. The individuals in those roles shape organizational goals and objectives. They were not only influential people in their communities, their educational philosophies and their administrative skills determined the kind of education children in those schools received.

According to the studies on women in management by Lynch (1997), Wilson (1997) and Oftedal (1997) it emerged that whilst women were found in large numbers in the teaching profession, which is the base of the hierarchy, men who occupied a small number of teaching posts occupied the largest number of management positions, which is in the highest rank. In Wales according to Wilson (1997) women in management, occupied mainly principalship in primary schools.

Lynch (1997) found in Ireland most men hold all the senior administrative posts in the Department of Education although women are in the majority in the civil service. For her women's under-representation at middle management level means that they are significantly disadvantaged when it comes to seeking principalships as they may not be seen to have the relevant experience.

According to Wilson (1997), in Wales, the situation was no better with only 8 percent of secondary schools and 43 percent of primary schools were found to be headed by women.

According to Oftedal (1997), in 1993 in Norway, in the education and research sector, it was found women working have jobs with lower status and lower pay than men. A high percentage of women were found in state-run nurseries, where they enjoy lower status and lower pay. As found by her that although less than 3 per cent of nursery staff is men, 49 per cent of them hold senior positions, compared to just 34 per cent of women.

Drake and Owen (1998) found that in order to bring women to management positions in education, quickly there had been abandoning of past criteria. They explained this was done in Zimbabwe by abandoning an old principle of seniority, whereby promotion was automatically considered first for those with the most experience at the lower rung of the promotion ladder. This new strategy enabled women to rise through the ranks more easily. With the result a target to increase the number of women at all levels of the Civil Service to 33 per cent by the year 2000 had been made possible.

2.3 Women And Their Routes To Management

I examined Morris (1999) who found that women in the Caribbean were underrepresented in the management structures. She conducted a study in Trinidad and Tobago to find what routes women

took to reach management. In this regard it emerged that generally there are four main ways, namely, vice-principalship, taking postgraduate studies, obtaining practical experience by serving on committees or through the encouragement of their supervisors. Faulstich- Wield (1997) study on the route women took to management in Germany revealed that women, firstly, were reluctant to enter management due to the “less time” that they would get to spend in teaching. However, she pointed out there were few women who still pursued a management career if they were encouraged to do so by their supervisor.

Morris (1999) investigated women currently in positions of senior management in schools in Trinidad and Tobago. The route to management in educational institutions usually allows for teachers to gain practical experience of management prior to being put in charge of a school. The vice-principalship serves a period of apprenticeship where, ideally, individuals work with the principal and are inducted into the tasks of management. Some women had taken postgraduate courses in administration at the University, and found that this had helped them considerably. The university training helped the women obtain the necessary qualifications needed for promotion. It also provided them with the theories for good management purposes, which helped build good leadership practices. It provided them exposure to the technical skills needed in management, namely, techniques adopted for conducting a needs analysis.

Morris (1999) found that whilst women had knowledge of the content matter for teaching they now needed to build on their administration skills required for management such as through training in postgraduate work. Other women focused on the practical experience gained serving in a number of different capacities in the school. The practical experience helped to broaden the knowledge of the administrators with regards to needs of various sections. For example, serving on the various

committees exposes one on how to manage people and programmes. This helps to build confidence for the next rank where the duties are extended to cover more than one section. Some entered management on encouragement by their principals or school supervisors. At the time there was massive expansion of the educational system and administrators were needed for the new schools. This provided the opportunity for some women to move into administration.

Faulstich-Wieland (1997) conducted a study on the uneven distribution of women and men at the various levels of the German education system and its administration in the general school system. She found that women were reluctant to enter management posts because of the fear of losing contact with teaching. Women teachers believe that they will have too much administrative work and will be able to do less teaching. There was also the fear that the inadequate childcare support system meant they would have less time for their families. However, there were a few that did enter management by the encouragement of a supervisor. She explained in Germany as a rule, an education authority picks its staff by 'head hunting', which involves approaching people personally and encouraging them to apply.

Faulstich-Wieland (1997:6) quotes one subject in her study to explain how women can be marginalized from management posts and the power relations that exist.

I know many qualified women, but none has ever been approached; on the contrary, when they were interested in a headship and approached the education authority, they were mostly given to understand that another applicant (a man, of course) was already being considered.

This kind of 'old-boy-network' crops up again and again.

2.4 Women And Leadership Styles

Morris (1998) explored the leadership styles adopted by women in Trinidad and Tobago's education institutions and found that most of the women favoured a collaborative management style. Emphasis was placed on teamwork, shared decision-making, consultation and delegation of responsibility to teachers. Their practice focuses on delegation, allowing teachers to develop their potential.

Grogan (1996) in her study of superintendents of American public schools in the north west part of America regarding gender and leadership, found that democratic and participatory leadership could not always be practiced within existing hierarchical, bureaucratic structures, which reinforces the traditional, competitive, manipulative approaches to leadership with which we are so familiar.

On reflecting on her findings Morris (1999) concludes that whilst women tended to use different management strategies, cognisance must be taken that good educational management needs to be seen not as a polarization between perceived masculine and feminine leadership styles but as an integrated, holistic concept of management that allows for the incorporation of behaviours characterized as both masculine and feminine. Both male and female managers can draw upon a repertoire of behaviours and choose the most appropriate for the particular school context.

2.5 Women's Experience Of Management In International And South African Contexts

2.5.1 International studies on woman's experience in management

International research on women managers by Hasibuan-Sedyono (1999), Halford (1992), Blackmore (1999), Faulstich-Wieland (1997), Gorgan (1996), Mahon (1991) and Lynch (1997) revealed that women experienced both successes and challenges in management. Hasibuan-Sedyono (1999) explains that her study of Indonesia managers revealed that they experienced success by working hard and receiving the support from their supervisors. Halford (1992) found that a work environment that catered to women's needs contributed to the success that women managers in the British local authorities experienced. However, despite these successes most women managers were faced with many challenges. Blackmore (1999) revealed in her study of women managers in Australia that women felt isolated in management by the "boy's club". This "club" provided men with an opportunity to meet informally and provide support to one another. In addition, she found this support men gave one another was sometimes carried over to meetings, which make women feel isolated at work.

2.5.1.1 *Women as outsiders*

Women managers experience success at work when they work hard and have the support of their supervisors. According to Hasibuan-Sedyono (1999) her research revealed that most women attributed their success to hard work, determination and competence. The external factors they mentioned were educational background, support from boss or mentor, and contacts made through work. According to Halford (1992) women were successful in Departments where a positive

attitude to women's work prevails, that is, taking their issues on board. Career mileage may actually be gained by the implementation of positive policies for women. However, in many countries women experience their positions as 'outsiders' in the system.

Mahon (1991), Blackmore (1999) and Faulstich-Wieland (1997) found in their research that men group together informally, and this provides an opportunity to foster close relations which tends to filter through to the boardroom. Blackmore (1999) found one method used by men was to deny access to school and system-wide information gained through involvement in committees and decision-making networks. Often issues were caucused and decided upon by key (male) members prior to meetings. It meant that any substantive input by women were not possible. Thus women were positioned as uninformed, misinformed, troublesome, non-consensual or just wasting time. These were the forms of 'symbolic violence' frequently used to position women as outsiders. The boys' club was characterized by a range of practices that positioned women as being outsiders such as storytelling, male-bonding practices, social rituals, language, talking about football and meeting after work for a drink whilst many women picked up children.

Women managers in the Irish civil service were also faced with the challenge of dealing with the concept 'boy club'. According to Mahon (1991) women felt isolated from all male post-work pub networks, where informal knowledge was transmitted, and where some aspiring careerists were afforded an opportunity to display their talents. Women opted to go home, instead of the pub on Friday evenings. For some, coffee sessions posed problems as women felt that they could not cope with the intense competitive ethos and scoring practices of male dominated conversation.

Faulstich-Wieland (1997) found that whilst men could operate through their “boys club” women needed to regroup themselves into female networks. She felt that by forming female networks, women could provide support for one another and share experiences. More important is the need for more and more women’s support networks, which might begin to break the circle whereby men in administration promote men into management positions by using the old boy networks. It is women themselves who must accept responsibility in providing strong instruments in changing gender relations.

2.5.1.2 *Stereotypes of women managers*

Hasibuan-Sedyono (1999) and Grogan (1996) both in their respective research showed that stereotypes pose a challenge for women. One such strategy is the belief that women are emotional; this creates an impression that women are inadequate for the job, which requires control of emotions. Hence this impacts negatively on women, who despite showing managerial expertise have to prove they are capable managers. Grogan (1996) argues that sometimes the demand to have to prove one’s worth, make women want to copy the masculine experiences associated with men such as being aggressive and authoritarian in order to be recognised as a good leader. *Managing like m.*

According to Hasibuan-Sedyono (1999), in Indonesia, women executives still experience obstacles in their environment, such as old-fashioned prejudices like the ‘lady supervisor means trouble’, or myths and stereotyping about gender roles which typecast women into nurturing, supporting types of jobs. It often happens that management systems, deliberately or not, assume that women are too emotional, not tough enough, cannot make decisions, are not aggressive enough, or are less committed to their careers. Women have to work harder than men because they have to start from a negative position. Grogan (1996) argues that many women have been positioned such that they

wish to compensate for the stereotypes associated with their gender. Most of them deliberately seek the kind of male experiences, which will lend them credibility.

2.5.1.3 *Dealing with dual roles*

According to research done by Grogan (1996), Lynch (1997) Faulstich-Wieland (1997) and Mahon (1991) the factors causing stress for women managers were the demands of a full-time job and the role they have to play as mother and wife.

Grogan (1996) and Lynch (1997) studies showed that the demands of a working mother and working father are different. Working mothers, when they go home, become support mechanisms for the husband and children, whilst men go home to obtain relaxation and the support of a wife. Men and women rarely have an equitable share of domestic chores and childcare. As Grogan (1996: 185) explains:

Unlike for many of their male counterparts, practices expected of women within partnering and mothering discourses clashed with the demands made on them as educational administrators. Instead of receiving the material and emotional support of a partner to facilitate some of these demands, many of the women experienced severe fragmentation. Whereas some of their male colleagues enjoyed the comfort of a partner providing unpaid household labour, for example, most women felt it incumbent upon themselves to provide it for their partners. Furthermore, even for those domestic arrangements that suggested an equitable distribution of household duties, many found an imbalance in shared responsibilities for childcare.

Faulstich-Wieland (1997) showed that women shared family responsibility. They had the support of their partners and, therefore, dealing with dual roles was no longer a challenge for them.

2.5.2 Studies on women in management within the South African context

I examined South African research on women managers and found that there were many challenges facing women in management positions.

Fester (2000) examined the gender policies in South Africa and found that, whilst the policy was in place, the implementing process needed to be looked into. According to Fester (2000) there are several impressive legislation and policies in place to protect the rights of women, but the real challenge for South African women is the implementation of the policy into practice.

Soobrayan (1998) looked at the experiences of women in the South African parliament, and she found the lack of an implementation plan to ensure that women are appointed to management positions. According to Soobrayan (1998) making interview panels gender balanced is important to ensure the women are not intimidated by males only panels. Further, she explains in South Africa generally, vacancies are advertised. Interview panels are predominantly male. Generally males are nominated for posts showing distinct prejudices. Many women especially black people feel at a disadvantage if they are interviewed by a group of white men. The process of being interviewed formally is still inherently discriminatory. Most men thrive on being given the opportunity to talk about themselves and their achievements. For most women, it is an alien and intimidating experience. Govinden (1998) refers to the report done by De le Rey in 1995 on University of Durban Westville managers. De le Rey found that women lecturers were concentrated at the lower levels of the academic ladder. There were no African women professors and senior lecturers, and no

black women at the senior management level. Further there were only two women on the University Council. According to Govinden such a male dominated environment makes the women at the university have to work hard for merit awards and promotions in order to have to prove that they could be as successful as the males. This impacts negatively on women who have to work very hard to prove their worth.

Soobrayan (1998) explained that women can feel isolated in management if men tend to use “language” which has sporting connotations in meetings. Language in meetings become important because if the majority members are men and understand such practices, there is an already a division in the boardroom between men and women. According to Soobrayan (1998) sport metaphors of being “part of the team”, of ‘playing the game’, of ‘playing by the rules’ of competitiveness and winning are other discourses of power that abound within the corporate hierarchy.

Chrisholm (2001) conducted a study of 16 men and women in senior management positions in the Gauteng Department of Education. She found that the lack of visibility and recognition were key issues for women in the senior management positions. Visibility and recognition were linked to feeling unsupported by the departmental management structure. The majority of black women felt unsupported by the political head, a white woman. Several times, black women spoke of being bypassed by the political head, which consistently undermined their authority.

According to Chrisholm (2001: 393) women in her study felt isolated if they were not consulted. Women district directors mentioned incidents in which their authority was overlooked, and they and

their work were ignored. A District Director who also worked actively to promote gender issues said,

It's about power protection. If they don't trivialize gender issues, they have to take it seriously. And if they take it seriously, they will have to open up opportunities for women... but when a man and woman are arguing together, it is always the man's point of view that is taken more seriously than that of a woman.

Chrisholm (2001) explained that each woman interviewed has a narrative of the struggle to have her authority accepted once appointed to her position. Invariably this revolved around a challenge to her competence and ability to exercise 'strong' leadership. For African women district directors, such resistance emanated mainly from former white school principals who patronized them. For all black women, their specific difficulties as women in leadership positions were linked to responses to them as black and female. Race and gender were perceived as intertwined and inseparable.

Govinden (1999) draws attention to the lack of a mentoring programme for women, and emphasizes the informal mentoring programme that men enjoy. She points out that male mentors tend to sponsor male protégés, and that one may see this as a kind of 'gender capital' working in favour of men. There is both explicit and implicit mentoring at institutional level. These categories draw attention to the awards, and direct and indirect opportunities that men are given to gain expertise in this field. Govinden (1999) suggest that women should be given opportunities for administrative and organizational tasks in the same way as men. Women should also become more aware of the tacit exclusion of women from informal socializing networks, where sharing of information takes place.

2.6 Summary

Internationally, a review of literature suggests that whilst women formed the largest numbers in the education field they are least represented in the management positions in education. The small percentage of women that are in management often fall in the middle ranks which demand the least authority. They are involved in the low rank of implementation of policy rather than at the high rank of policy making. The South African experience is no different. Men hold most positions of authority whilst women are found in the lower ranks.

Internationally, the route to management for women is through gaining experience at the different ranks, improving their qualifications, and obtaining the support of their supervisors. However, the route to get to management was not always easy on women due to the demands of a full time job and family demands.

It was found that women managers adopt a variety of leadership approaches. However, in the main, women preferred people-centred approaches such as collaboration, participation and delegation. However, Morris (1998) explains that good educational management should not be seen as a polarisation between perceived masculine and feminine leadership styles. It must be seen as an integrated, holistic concept of management that allows for the incorporation of behaviours characterised as both masculine and feminine.

The international research on the experiences of women managers revealed that women experienced some success and a great deal of challenges.

Some of the challenges that women managers were faced with included dealing with a 'boys club'. This creates a feeling of isolation for them. It was found that the boy's club provided men with an

informal opportunity to foster close bonds with one another. This inevitably leads to the marginalization of women.

A common thread in the research on women managers internationally and locally is that many Government policies have changed to address the issue of the rights of women. However, the implementation process is slow and the change needs monitoring.

In South Africa the main challenges, apart from the monitoring and implementing of gender policies, are lack of recognition, authority and mentoring programmes for women. In the studies review of Chrisholm (2001) the women managers felt that they were not recognised when they were not consulted or supported by the senior managers. They also felt that their credibility were always tested whereas men had the advantage of being regarded as successful from the start.

CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN OF STUDY

3.1 Introduction

The aim of this chapter is to map my research methodology, and the design of my study. I will indicate why I chose the approach, and will highlight theoretical and methodological issues related to the case study approach. In addition I will discuss how I resolved the different methodological dilemmas, which presented themselves in the study. The aim of the research is to elicit stories from the eight women in management positions, and to engage them in reflections on how they experience their management roles.

3.2 Locating A Theoretical Framework: Feminist Theory.

I chose to locate this study in the feminist research paradigm for various reasons. Firstly, feminists theorists are concerned with the lack of research towards understanding women's experience. Secondly, a major aim of feminist research is to put women's issues on the agenda, and in this way addressing discrimination, oppression, and power imbalances (Middleton, 1993). Feminist researchers question male dominated assumptions. And focus on engaging women in interpreting their experience of contradictions and/or marginality as outcomes of social inequities rather than as signs of personal inadequacy.

Some studies have sought to understand male dominance both internal and external to organizational, professional and managerial sites. Other studies have focused on discriminatory practices, and have examined the challenges for women to break through a masculinity work culture. (Flanders, 1994; Davidson and Cooper, 1992) A central aim of these studies has been to

explore power relations, and to seek the transformation of organizational sites to make them equitable and equal for women. Some studies have argued that women have a particular female management style that could be used to develop successful organizations.

3.3 Research Approach

My research used a qualitative design, employing a case study methodology that allowed me to explore the experiences of the participants in considerable depth within their real life context. The focus was on “story telling or picture drawing” to clarify what really happens within the organization in which the women have particular roles.

According to Stake (1990), whilst a case study is not designed or expected to provide data that is generalisable, it is a study of a unique and individual situation, with its idiosyncracies and complexity. This is more likely to give us insight into the generalized reality of experience, which in turn will address the issue of external validity. Cohen (2000:182)

Case studies strive to portray what it is like to be in a particular situation, to catch the close up reality and 'thick description' of participant's experiences of, thoughts about and feelings for, a situation.

Case studies investigate and report the complex dynamic and unfolding interactions of events, human relationships and other factors in a unique instance. This study is a case study of 8 women managers within a bounded context, the KZN Department of Education and Culture.

According to Grogan (1996), by removing the researcher from a position of authority or expertise, advocates of qualitative research could concentrate on producing new accounts of individuals' lives that contribute to a more complete view of social situations.

3.4 Research Method

I used the semi-structured interviews as a data-gathering tool for this study as it allowed me the latitude to probe deeper into more sensitive and complex questions and issues. The semi-structured interview allow for focused, conversational, two-way communication. The flexibility of having general questions, allows for participants to bring out varied responses, which cannot always be predetermined. Often information obtained from such a tool will provide not just answers, but the reasons for the answers. When individuals are interviewed, on a one to one basis, they more easily discuss sensitive issues. Document analysis included current legislations, Snap Survey 2002 database for the percentage of women and male educators in the various ranks in the education department, and the Persal Report for the gender and rank information of the region. Obtaining rich stories through the interview method was a challenge for me as I was a 'new' researcher in the field. Some areas in this regard included failure to listen closely. Interviews are time consuming and a costly endeavour. Whilst at times researchers get the general impression that the subjects feel relaxed and confident to speak openly and honestly during the interviews, there could be a tendency amongst some participants to try to present themselves and their conduct in what they regarded as a positive light. Another shortcoming of the interview process is the inability to capture through audiotapes hesitations, half thoughts or non-textual cues like laughter or anger. As is the case with researchers, I made an effort to obtain the trust of my participants in the study.

3.5 Research Process

I telephoned each of the participants and explained the aims of the research to them. Without exception, everyone indicated a willingness to participate. The reasons for the research were explained and the participants were told of the importance of their responses and observations. They were encouraged to interrupt me during the interview with anything they thought was important to add on. The interviews were held on two separate days with a 60-minute interview per interviewee. This was followed up by a 30-minute discussion during which the participants and I read through the transcripts. We did this to ensure that the transcript was a true reflection of the interview. The interviews were audio taped and later transcribed, a painstaking exercise in itself.

Conducting the interviews for me proved difficult, as I had to drive to the places of work of the participants, and ensure I was at work on time, and that I did not hold up their own work commitments. I met with the participants as early as 06h00 in the morning or late in the afternoons (16h00). I conducted the interviews in the place of work of the participants, and that included travelling to the various district offices on three separate occasions per interviewee.

All the interviews were conducted individually to allow participants to feel comfortable and relaxed. With respect to all the participants, I had to be careful not to enforce my own subjective position, and I listened empathetically to the responses of the participants. I encouraged the participants to provide as many details and anecdotes as they could to enrich the data. I often said, "Tell me more about that," and "Can you give me an example of what you mean?" I did not take meanings for granted, and often asked what the participant meant by the use of certain word or phrase.

Similarly, in line with accepted procedures, I utilized peer debriefing methods and participant feedback to verify my conclusions, and establish trustworthiness. Each of the women received a copy of the transcript of the interview, but not many asked for specific changes. The changes to transcripts were mainly spelling errors of names of people or places.

With the guidance of supervisor, I was encouraged to do a pilot study first. This proved to be very useful as it helped me practice using my tape recorder, allowed me to examine the appropriateness of the interview questions, and the amount of time I would require to conduct each interview. I was fortunate to have had a Vice Rector of a College of Education who joined the staff in the Region and who was willing to be my volunteer in the pilot study. I found that in using the tape recorder, it posed to be especially difficult to transcribe the recording. I then thought it would be time saving to just summarise the salient points. However, my supervisor felt that I lost the essence of the sentiments, and it would prove to be better to transcribe the actual dialogue. On hindsight, I found this to be an excellent idea because it brought the participants “voices” to life. With that in mind, I began my process of listening, transcribing and typing. It took me 3 weeks to accomplish such a task. By transcribing the interviews, it actually helped me make better sense of the stories told by the women. Thereafter, I met with the participants to ensure that the transcripts reflect accurately their experiences. In this regard I left the transcripts with them a week earlier and, then met to make any changes where necessary. This third meeting lasted for an hour in some cases because of the disruptions of the telephone calls or people coming to discuss issues with the Superintendent Of Education Management. The use of the tape recorder allowed me to focus on the interview without having to break the flow to keep copious notes during the interview.

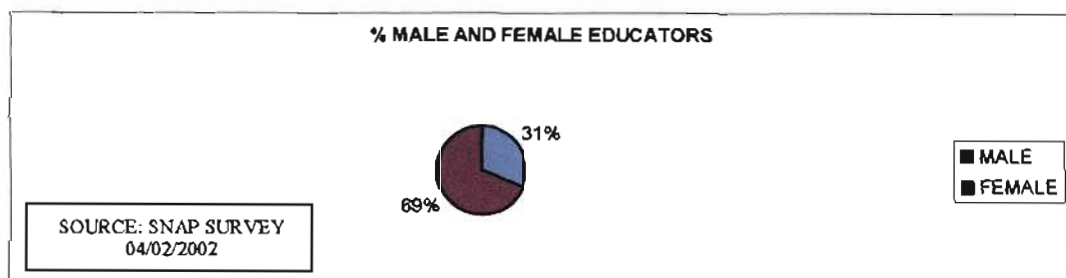
3.6 Context Of The Study

When I was appointed to the position of Section Head of Education Management Information Systems (EMIS), I noticed that there were relatively few women represented in the management hierarchies who met regularly in the Management Committees and Financial Committees. This prompted me to investigate further into the representivity of women in management ranks.

I had access to the eight women who hold management posts in Region A who participated in the study. In terms of race, the sample comprised of one White, one Indian, one Coloured and 4 Africans. Two of the women occupied Post level 5 (senior management in the region), 6 women occupied the post level 4 (middle management). The post level 5 included a District Manager post and Head of Section post level 5. The post level 4 included all circuit managers who are in charge of a cluster of schools whilst a district manager supersees a number of circuits. I knew all members on the management staff, and from informal discussions with them I was assured of their co-operation.

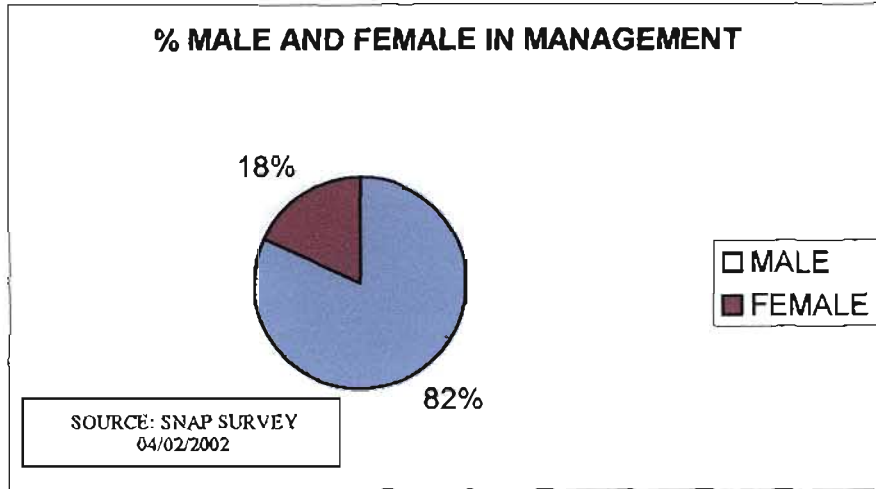
On examination of the statistics from the Persal System and the Snap Survey Database for 2002 it emerged that Region A has a totally female-dominated labour force in the lowest ranks, and conversely a totally male-dominated one in the top ranks.

Figure 1: Percentage of Male and Female educators in the Region



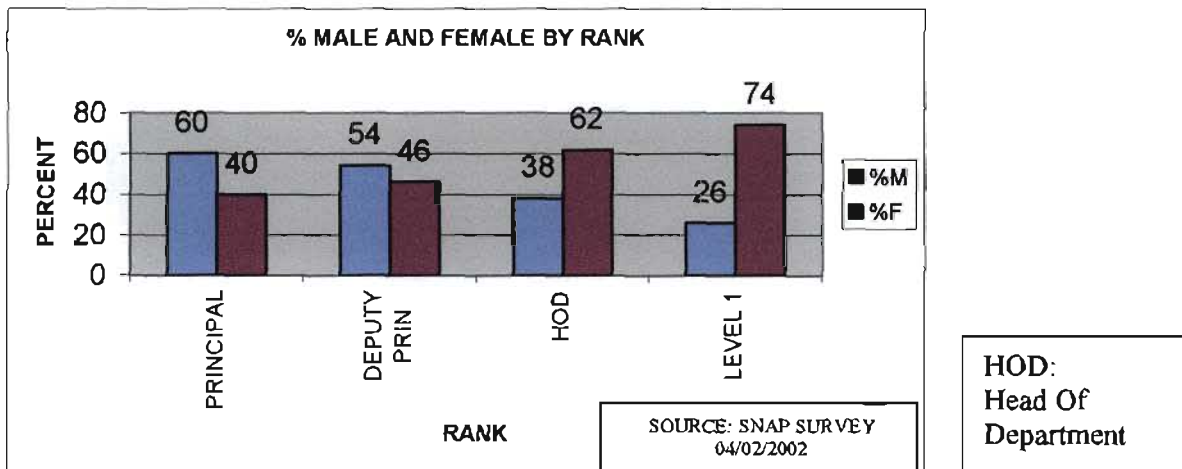
The above chart shows that the teaching staff in Region A is made up of largely women. 69% of the teaching staff is made up of females.

Figure 2: Percentage of Male and Female Personnel in Management Positions



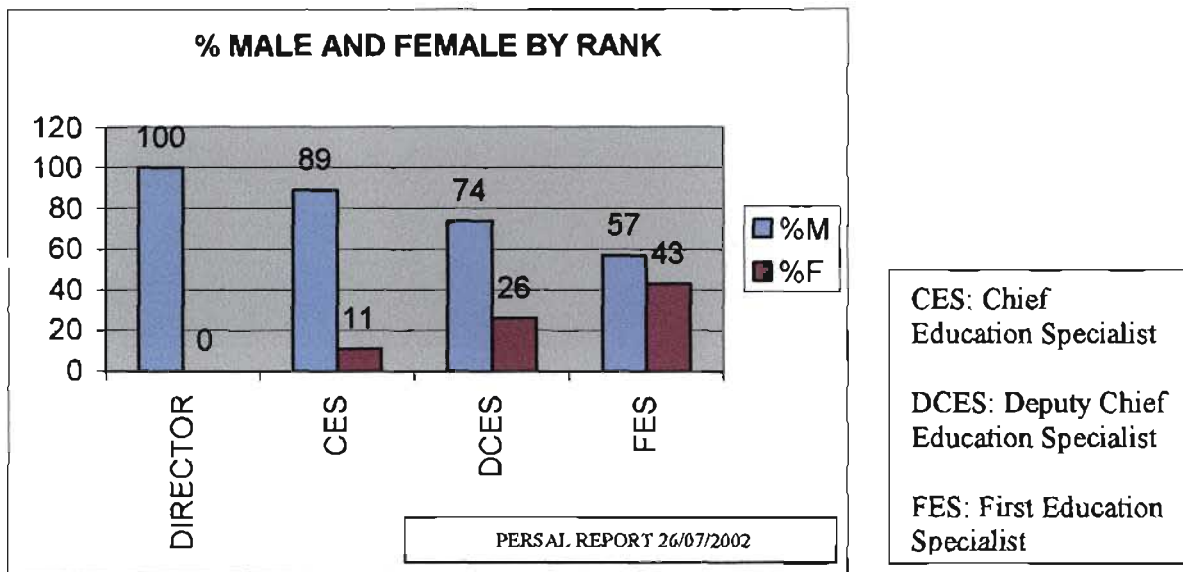
This chart shows that men occupied 82% of the management posts, and females only 18% of the management posts in Region A.

Figure 3: Percentage of Male and Female Personal by Rank



This graph shows the different ranks in a school and the gender distribution. In terms of principals, which is the highest rank, men occupy 60% of the management post. With respect to Deputy Principals, which is the next rank and serves to provide experience for principalship 54% of the posts were occupied by men. With regard to the Head of Department post, which is the middle rank, women make up 62%. The lowest rank is that of the teacher where women occupy 74% of the posts in Region A.

Figure 4: Percentage of Male and Female Managers by Rank



The highest rank in the region is that of the Senior Manager. In Region A the Senior manager is male. The next rank is Director, here to there 3 males (100%). This is followed by the CES, which could either be a district manager, or a Co-ordinator for this Section, 89% of the positions are filled with men. DCES, which is the middle rank, had 74% men and 26%women. FES, which is the lowest rank, is made up of 57% men and 43% women. (Refer to appendix 1,2,3,4,5,6 for additional information on the participants and the context)

3.7 Ethical Issues That Impacted On The Study:

The participants were given confidentiality identity because since we all worked in the same province and it would not be ethical for me to discuss or reveal their identity.

The nature of the research may hinder any spontaneous and honest views of their male counterparts, as they may not be forthcoming for ethical reasons. However, the women in their interviews avoided mentioning specific people; instead they mentioned the action. Region A is a fictitious region in order to protect the identity of the participants. ✓

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CHAPTER 4: FINDINGS OF THE STUDY

Aim Of Chapter

This chapter discussed the findings of research on women managers in the Region A. This process entailed examining the reasons women entered into management, the route they took to get there, the strategies they employed once in management, their experiences in management, and the ways they thought gender issues could be addressed in management.

4.1 Motivation To Enter Management Positions

I thought it would be most appropriate to find out what motivated these women to enter the teaching profession and, thereafter, what motivated them to enter the management field.

When the interviewees were asked why they became teachers, some of their responses were as follows:

I met my future husband and he was dead against me doing anything with hospitals because of the night shift. He changed my mind and said you rather do teaching so I went to do teaching.

In fact I think it was a culture those days...you know in those days I think there were fewer teachers. So I thought I would get employment. There were many people that were nursing.

I became a teacher maybe by accident. The choices were very limited for careers, either you became a teacher or a nurse.

The age range of the participants are between 43 years to 62 years, and this implies that their schooling and education took place between 1950 – 1980. This was a period of apartheid and ✓

political struggle and, hence, many of the participants were exposed to limited career opportunities. The females were attracted to the teaching profession for a variety of reasons, but clearly what emerges is that many of the females were not exposed to any form of career guidance. Further, there was the lack of universities allowing people from other race groups to study in their residing province. This coupled with the financial burden to study outside the province made it difficult for the individuals to pursue a wide range of careers.

Whilst women entered teaching profession for varied reasons as mentioned above, their reasons for entering management were similar. It emerged that all of the participants were self-motivated to enter management, and they had the drive and enthusiasm to want to progress and, therefore, the responses largely reflect on their strengths as individuals.

You know I always have wanted to improve, always ambitious. I wanted to go the top of whatever profession I took.

I believe I had confidence in myself knowing that I would serve the department very good. I had felt I had worked and I also felt that now was the time for woman to venture into more challenging positions, we have always been complaining why there are so many men, few woman, now is the time.

The findings revealed that being black and more particularly being women there were very limited career opportunities. The participants entered the education field more by accident than by design, but had a drive to proceed to positions in management.

4.2 Routes To Management

The participants moved through the ranks of management starting as level one educator, moving to Head of Department and Principal, and progressing to a superintendent of education management. Five of the eight participants management experiences occurred in a Primary school, two in a secondary school and one in a combined school. The number of the years spent in management before entering the Department of Education as Superintendent Of Education Management was ranging from 17 years to 35 years. They entered the management by their own determination to succeed. However, there was a tendency in the department to select people and bring them in an acting capacity as one participant remarked,

...towards the end of 1995 I was approached by the District Manager that they had a acting vacancy at the District office, would I like to come?

The women were all highly qualified, four of the eight participants have their M.Ed., one had a B.Ed., and three had a B.A. degree. Experience and qualifications played an important role in their entry into the management positions.

4.3 Management Strategies Of Women

The interviewees were asked to discuss the areas they were succeeding in management. It emerged that some participants were successful in maintaining good human relations with the people they manage. They focused their energies on empowering, motivating and growing people to realize their true potential. One participant had this to say,

I have the ability to talk, to get them to negotiate. There is a school where there are a lot of problems. The learners are still holding grudges emanating from political differences. I

managed to bring other stakeholders ... together to stamp out the problems and build relations or else there would be no schooling.

Another reflected on

...growing people to find out who they are and first realizing the talents they have within themselves, not having to compete with other people.

The participants also rated using good management skills such as the “hands on approach” and time management as areas they were succeeding in. One remarked

... It's more teaching people by example like when I go out to schools and help teachers to establish libraries. Be on the job directly with them. I enjoy that so much. I think it works very well. My approach is a hands-on approach. I think also in motivating people ...

I think I am successful because I am person who has learnt more about time_management. Punctuality it is very important. If you are a leader you must lead_by example.

Another remarked on the importance of using our listening skills in management

Listening it is important leadership skill, first encourage people to talk. Woman are fast to tell people what they think but to have self-constraint to be good listener let them see you are understanding ... consulting is very important.

Women are also learning to make use of skills such as effective communication, as one indicated

Being a woman is not easy being in management but I think that the understanding that I have and the manner I am using my disposition in the sense I am able to communicate with everyone.

Self-control is also a challenge for women in management,

Sometimes woman are emotional people, so in their positions they need to balance their emotions with facts and objectivity when they are dealing with issues. Woman still have the challenge of trusting other women in management in a sense they need to trust their subordinates and also be prepared to develop and grow with them and not see other women as a threat who are in the same position. To me this is a challenge when you grow, you must grow the people around you, particularly other woman.

One also felt that women needed to pay attention to reading the newspapers and keeping themselves informed of global issues. One respondent remarked:

Technical skills, all the knowledge, the general knowledge, current affairs what's happening with the economy, woman need to make damn sure they read the newspaper.

Another respondent remarked

I learnt from grandmother that you don't bear grudges because grudges eat you and waste your time, and when I had confrontations with the staff I would struggle to push it away until it disappears. If there is a conflict, people have learnt to accept me to use my ability to dissolve it.

The women adopted transformation management strategies. They practiced leadership skills, which involved focusing their energies on empowering, motivating and growing people to realize their true potential. The participants found that by using the “hands on approach”, teaching people, by example, was useful.

4.4 “You Got To Lead And Lead With The People”

The interviewees were asked what leadership qualities they have adopted and why? The women managers adopted leadership qualities that are different from the authoritarian bureaucracy or the male dominated leadership. They adopted qualities reflecting a peoples-centered approach, and placed their emphasis on good interpersonal skills such as listening, adopting an open door policy, consulting and honesty. One respondent remarked

... you got to lead and lead with the people and it is very important, for instance, if I can isolate with the few people I am working with, can you see how lonely I am going to be as a woman? There are very few women who are up there in management. ...

I have interpersonal skills, I could handle people who come into the office, the highly irate person or parent could walk in now, and I could manage to handle that person. I think what people find disarming is honesty and openness and, in my forthrightness, there is no hidden agenda and I am down to earth. ... People want things brought down to earth. That's what I do.

Much emphasis was also placed on teamwork. As one respondent remarked

... you must work as a family as a team, that is teamwork, it produces something very good

The challenges facing women ranged from the society's perceptions of women to the attitudes of men towards women in management. A participant remarked on the use of assertiveness by women managers

There are those problems that are specifically as a result of being a woman as result of socialization or a result of expectation by society, for instance, if you are an assertive woman, people will not say you are being assertive, they will say you are arrogant. Whereas when a man is being assertive it is just going with the position, but at the same time, the expectation from the women managers is that they have to work double to be like their male counterparts to be effective.

The women seemed confident in the knowledge and skills they had acquired. However, they felt that future training and empowerment should focus on areas such as: teambuilding for women, assertiveness training, public speaking, project and financial management. One felt that women needed to build on leadership skills.

Your leadership goes with the record of integrity, of course, first there needs to be visible intelligence. You have to know yourself. If you were to argue with males in MANCOM you have to do it, it wouldn't help if you were arguing unless you place yourself into a particular clause, circular. So woman need to empower yourself but you need to be knowledgeable and skillful. But woman in general, empowerment woman should not be shy to display their intelligence because sometimes woman are intelligent whereas with males they would not wait a minute to display, to tell you what they are all about.

4.5 Women Managers And The Boy's Club

Some women felt that there was the “boys language” which permeated through the meetings, and that seemed to give men more support in their roles as managers but inhibited women's contribution. One remarked,

Well they do have a boy's language to which I don't subscribe.

One of the women mentioned the inadvertent things men practise towards women such as ignoring them; this makes the women feel insecure.

... many men, the ones that feel secure in themselves, make woman feel secure, that is her rightful place, but there are quite a number of men that I come across that feel a bit insecure because some of the woman are suddenly taking over.

4.6 Proving Your Worth

There were some women who encountered negative experiences with some of the men they interacted with, such as

Well, occasionally people express doubts about the capabilities of women as managers and, in fact, woman are not firm enough; those are the some of the things one hears.

Another remarked,

... sometimes opinions on ability, they are always right and woman are wrong. When issues are shown to them they tend to get angry. Some men overly express themselves and somehow I can't handle that sort of situation. I think basically that it is unpleasant.

Women also felt that at times their views are not valued and secondary to those of men.

The men don't think that you could do the job as good as they can. For instance, if you are in a workshop with men, they will want to push their views. Yours must be secondary because they feel they are better than you.

At times, women find themselves inadequate because their contributions are not taken seriously.

The one participant said

To trivialise the contribution made by women. If it was said by a man, that point would really be a focal point; they would deliberate over it because it must be coming from their mouth and so on.

One mentioned that sometimes there were a few men that tended to be condescending towards women, and this impacted negatively on them.

It is healthy; it looks like one has recognized woman as a valuable member of what ever committee. There maybe one or two who show that condescending attitude! You are being tolerated here, by right you shouldn't be here, but there aren't many who show that attitude.

Women in management thus feel a constant need to have to prove themselves as one woman remarked,

They make me feel comfortable but, as a woman, I need to show them that I am capable of working hard.

Stereotyping was another area of concern for women. This meant that women have to deal with always proving their worth in order to be accepted for their leadership qualities, whilst men start with “I am good”, women have to work to prove they are good.

‘Oh well’ stereotyping. If you are in the company of males they immediately categorise you, they put you in a box. You are a woman and that is as far as you get. They underestimate you. It’s their whole viewpoint on us. They look at us as being incapable. In their mind they find that men can handle a thing and women cannot. Women are too emotional. They are weak and they cry easily.

Another women commented:

The greatest challenge I believe is, if you are holding a meeting, you need to prepare more than males do because, if you talk to them, you need to bring substance, and not just waffle around. You must know what you are saying and answer questions not because they are going to challenge you, but because you are going to stand for the women there, and be able to say the correct things. But I also need to go to them with a clear understanding with my facts because, if I didn’t present myself well, they would say oh! she is an affirmative stooge. After all what do you expect her to do?

There are also stereotypes that women have to deal with regularly as one woman mentioned:

... what I find in the beginning, when they didn’t know you very well, they have that conditioning and stereotyping of what woman can and cannot do. Like these superintendent of education that got to know me, they know what I am capable of, and what I am not capable of doing. There are something’s that I can do that they cannot do. They will respect you if they find you are competent, but the starting premise is that this person cannot

do the job because she is a lady. You are generally a weak person who cannot stand up to, you haven't got good ideas, and you actually belong at home. ... There is an entitlement as men do get the top jobs.

One woman voiced her views on affirmative action for women:

They are doing things inadvertently. Sometimes I don't like that business, this idea of gender (affirmative action) put one or two women in. It is saying something, perpetuation of stereotyping because it is saying we are putting you here only because people are making a noise in the constitution, because we are not really putting you there because you can do the job but because it looks nice in the plan. More than anything else it is still more a boys club; you are there because you are part of a number to look good in the plan.

When probed as to why it is difficult being a woman in that position, the interviewee responded,

... the time when I became a manager I was very young; my principals, many of them, are senior to me ... I got that respect from them by breaking down barriers (age). I am able to allow them to say what they have to say, and try to help without them realizing they are taking something from me (advice).

4.7 Dealing With Dual Roles

All the women explained the challenge of dealing with their role in the family and as women in management positions.

As one participant remarked

You bring personal matters to the job; already you have a baggage, and the job itself has its inherent stress. You have to be effective, so you strategize and find ways to manage

effectively. Get the family together, like I cook over the weekends for the whole week, I just get there and warm the food and get everybody to eat. Training the children to eat what is there; they can't have the choices to have something new. Also in the work situation you get everybody involved so that it is not you that does everything.

Another commented on family support for her role:

... but there are times when one has to work under pressure like at time of examinations ... Maybe I can say I am fortunate. The man I am married to was brought up in a very good family, but the mother was sickly, so they learnt the basic chores like cooking, taking care of themselves; he doesn't sit and wait for me.

Some of the inherent stresses of their jobs included working late evenings, travelling, meeting deadlines whilst having to visit schools and attend meetings. However, in this regard, sometimes delegating tasks become important. Four of the eight participants found that they tended to practice delegating tasks.

... the stress that I have is in the post that I hold of Superintendent Of Education Management. It is not a post where you just get a set job description, includes late evenings. Sometimes it is stressful because I got to travel out alone and come back, but like I said, I try to accommodate of all that.

One woman felt that she had actually been able to thrive under stress, and this has not impeded her work in any way.

Oh yes! and actually I am a person that works under stress. That's my strong point. I can work under stress; if I am under heavy stress I work harder. I try to find solutions to the

problem. The quicker you solve it the lesser your stress levels. I compartmentalize my work. When I get home I switch off completely, and I assume my role as a mother and wife. When I am at work, I switch off completely to my role as a career person so I am lucky to be able to do that.

One participant remarked on the ability of women to marry their family responsibilities with work responsibilities. She had this to say:

What I think now traditionally woman have got to be so submissive they got to be dominated, and they got to be told what to do. ... And if you say this today and say the other thing tomorrow, you lose respect, and people will lose confidence in you. I feel a woman must be dedicated so there are no impediments. There is nothing more important than to dedicate yourself. I see none and I always feel that woman should not always think that they are vulnerable. You see they should never feel vulnerable. They must just consider themselves as human beings so nothing can prevent you. ... Oh I am married, my husband wouldn't let me do such things; nobody is hampering that woman. There is no impediment. She feels just because she is married, therefore, she is exempt not to come for duties, so that, if then there are promotions, and that woman wants to become an HOD, and gets the promotion.

Women do have dual roles to play, as a mother with household chores and as a manager in education. This is indeed challenging.

4.8 Supporting Women In Management

Women also rated the support from other women as being important but is not always forthcoming as one participant mentioned,

Most women are having the problem of other women pulling them down, so they don't want to see a woman succeeding, but then again, there are some males who don't feel comfortable if they have to work with some females...

Support from other people in management is as important to the process of getting into management

I believe the first challenge would be in a sense getting a senior position because you always have a panel of males in whatever job you apply for. ... Woman sometimes feel they are not well prepared for the position they applied for but, when they are in the position, they also need support from the people that are there already in the positions.

Another remarked

We find in most of the jobs men have already been there for a long time, and they have a way of sharing the information and developing one another, but for a woman, it is a challenge because, when you get into a new position, it would depend what type of people you do find there to develop and support you in the position.

Another challenge for one participant was:

If you are a woman and you are in a position, you have to do two times the work the manner is which a man will do his work because the perception is that woman are not capable; so to prove that you are capable you have to do twice the work the man would be doing the same job.

Women helping other women grow is equally empowering. One participant explained

We need to work as team builders for other women. Because working in isolation, if you are a woman working alone against a backdrop of many obstacles, you need to network with other women besides working with men. ... Men have a more challenging way of thinking so we need to break out of our way of thinking. We need to stop taking the backseat and start initiating things.

Findings suggest women in management need the support of one another and the support of women in subordinate positions. Further research is required to ascertain to what extent cultural factors influence the attitude of some men to some women.

4.9 Addressing Gender Equity

One participant pointed out how girls are socialized in a community is critical to achieving the goals of gender equity. As she remarked

Change should be introduced in the basic socializing of all communities, the brothers and fathers to socialize girls in a different manner ... socialize them for career, leadership and democracy. I am sure as woman we are not doing enough. The person must show they have the capacity to be developed, and has a desire and enthusiasm to learn.

Often one finds that women attend 'workshops for women' designed by men; one woman feels that such a practice should change. Programmes need to hear the input of women and women's experiences.

Also there needs to be programmes designed by women themselves. We are always called to workshops that have been organized already but it is not touching the button.

One participant felt that attempts should be made to address the challenge of dual roles that women play. One strategy suggested was to move away from rigid work hours to flexi time. However, another participant felt that,

... if we want to be more accommodating, that means you want special preferential treatment. Whereas we as woman don't want to be treated differently; we can rise to the occasion. ... You must be given your fair dues and respect ... I don't see the need for change because now I am a woman I must require more time or whatever. I need to do exactly what the next person is doing.

She agreed that women are becoming more determined to succeed. However, there needs to be a more enabling environment both for women and men.

One of the participants aptly pointed out that, whilst the transformation policy is in place, there is a need for a strong implementation plan.

One of the most important obstacles for women in this province is that it does not have an equity plan in place. In the equity plan it will demand how many women they put in a particular level. The senior executive is male, what are you going to say because there is no equity plan on the table? Further in the use of seniority in promotions we will always be juniors. When you are using seniority rather than the expertise of the people, so there will always be less women.

Further, the participants point out a need for the Education Department to have the implementation process monitored.

One woman felt there was nothing that needed to be changed in the policies. However, there was a need to conduct training to bring about an awareness of gender issues, and ways to develop strategies to address gender equity. As one woman remarked

I think that nothing must change in the policies. Everything must stay as it is. Although equity must be accommodated, it means men must be taught about this gender equity, all the things relating to that.

Findings suggest that transformation in workplace must include gender equity. Contradictions in policy implementation such as workshops for women designed by men must be addressed.

4.10 Summary Of Findings

The motivation for women to seek management posts came from within, unlike many men who have support of networks through which they enter management. Most women have to work themselves through the ranks to enter management positions. The route to management is difficult since there were no support mechanisms for women, and they were faced with cultural and family demands made on them. Although women enjoy the challenge, they often feel isolated, lacking support systems and experience direct or indirect discrimination. Management strategy that women used was collegial and people-centred approach. Once in management the women had both positive and negative experiences.

The 8 successful women managers that I interviewed mostly attributed their success to hard work, perseverance, determination and competence. The external factors they mentioned most frequently were educational background and support from the colleagues. The in-depth interviews revealed that these women managers already showed signs of leadership, enjoyed challenges and took pride in their positions and role-playing. They were perceptive and good at developing relationships with people. Again these traits were evident even as early as when they were school managers. They also demonstrated a strong drive to improve them.

CHAPTER 5: DISCUSSION OF FINDINGS

My case study on women managers in Region A raises pertinent and relevant issues. These issues are not necessarily new issues, but rather the study contributes to the existing body of knowledge on women in management.

According to international studies on women in management by Lynch (1997), Wilson (1997) and Oftedal (1997) it emerged that whilst women were found in the largest numbers in the teaching profession, which is the base of the hierarchy, men who occupied a smaller number of teaching posts occupied the largest number of management posts, which is the highest ranks. Lynch (1997) found principalship in primary schools was mainly held by women. The South African perspective on where women were concentrated in the ranks of education is no different. According to Govinden (1998) men hold positions of authority whilst women are found in the lowest rank. In my own research it emerged that 69% of the teaching profession was made up of women and 31% by men. Despite the large number of women in the teaching profession, only 18% of the management posts were occupied by them whilst 82% of the management posts were occupied by men. In terms of principals, which are the highest school management rank, men occupy 60% of the posts. 54% of the posts for deputy principals were occupied by men. H.O.D position, which is the middle rank, is the only rank where women occupy a higher number of posts, that is, 62% of the posts. In terms of school management posts, women were found to be predominantly in the lower rank. In the Regional Office, which is responsible for the administration of the schools, it was found that women were under-represented. I found that eight of the thirty-seven management posts were occupied by women, that is, 23%. The highest rank is of Senior Manager, which is a male; the next rank is of Director, there are 3 males. This is followed by the CES, which could be either a district manager or a co-ordinator. At this level 89% of the posts are occupied by men. The DCES, which

is the middle rank, has 74% men and 26% women. FES, which is the lowest, is made up of 57% men and 43% women. At each rank in the Region the management structure is male dominated. This reflects that whilst the new policies on transformation and equity are in place the implementation process at the ground is still very slow.

I was unable to find suitable research internationally and locally on why women enter management. However, my research found that the participants became women managers in education more by accident than by design, but had a deep motivation to succeed in management.

However, internationally it was found that according to Morris (1999) and Faulstich-Wieland (1997) women entered management through gaining experience in the different ranks, improving their qualifications and obtaining the support of their supervisors. However, women generally are not motivated to enter management positions. According to Morris (1999) many women forgo promotion due to the demands of a full time job and family demands. My research revealed that a combination of experience and qualification played an important role for these women to enter management. Both internationally and in my research the women moved through the ranks to obtain experience. Whilst moving through the ranks is regarded as an appropriate practice, I believe that such a practice will mean a long wait before one visibly sees women managers in the top ranks.

Internationally, according to Grogan (1996) and Morris (1999), women preferred people-centred approaches such as collaboration, participation and delegation. My research findings support that women also use people-centred approaches such as collaboration and participation, but also included motivation, teaching people by example, listening skills, and balancing emotions with

objectivity. Clearly from both international studies and my own findings women are adopting different management styles from what used to be associated with the education bureaucracy such as authoritarian dictatorship styles. Soobrayan (1998) and Morris (1999) study in the Caribbean add that the above-mentioned management strategies are not applicable to women only, and both men and women practice such approaches. There is no research to indicate whether leadership is gendered or not.

The international studies on the experiences of women managers revealed that women experienced some success and many challenges. According to Hasibuan-Sedyono (1999) and Halford (1992) women experienced success in management when they got the support from their supervisors, and the work environment paid attention to their needs. My findings reveal that the women managers were faced with contradictions and tensions in the roles. On the one hand, there were situations where they did feel wanted and appreciated. However, this was not consistent. There are men who challenge women's positions and tend to isolate and marginalize the voices.

Internationally there are challenges facing women as discussed by Blackmore (1999) and Mahon (1991) who discussed issues surrounding the 'boy's club'. They found that this instrument was used to isolate women on the one-hand, and bond men on the other hand. This 'boy's club' provided men with informal knowledge that provided power. However, Faulstich-Wieland (1997) argues that women should also attempt to build such networks, as these networks would provide them with an opportunity to build ties and share experiences. In South Africa, Soobrayan (1998) added that this 'boy's club' also tends to bond men with speech patterns in boardrooms such as referring to sports terminology which men understand. Such a practice isolates women managers from the boardroom. By some women this is viewed as male 'tactics' to exclude women from

management. My research revealed that women managers in Region A were also faced with the infamous 'boy's club'. Whereas men provide support and encouragement for one another, women managers have to prove themselves as capable managers.

Most women managers found that juggling between the office and home was stressful. Chrisholm (2001) discussed how domestic responsibilities interrupted women's participation in public life, and compromised their ability to play leadership roles. In my findings it emerged that women find the role of being mother, wife and manager challenging. However, 4 of the eight women were grandmothers. Therefore, their family responsibilities with regards to childcare were minimum.

In South Africa, according to Chrisholm (2001), some women managers are faced with a lack of recognition, and often have to fight to have their credibility accepted. According to my research findings, the women felt that they were not recognised when they were not consulted or supported by senior managers in their initiatives. They also felt that their credibility in handling situations were always tested whereas men have the advantage of being regarded as successful even if this not so.

All participants in my study stressed that women need the support of other women. This is also evident in terms of international studies by Faulstich-Wieland (1997) and research by Govinden (1999). My research revealed that all of the 8 participants felt that women networks are a challenge. However, it is important to provide women with an environment where they can share and learn from one another's experience.

According to Fester (2000) and Soobrayan (1998) it was important to have a strong implementation plan, since South Africa already has policies on Gender redress in place such as, Employment of

Educators Act, No 76 of 1998, and 'The White Paper on the Transformation of the Public Service, 1995'. In this study, the women agreed that more effort must be placed on implementation of the enlightened policies in the country. It is suggested that further research be carried out to ascertain whether cultural factors are significant in influencing the attitude of males towards female managers.

CHAPTER 6: CONCLUSION

6.1 Conclusion

This research explored the experiences of eight women holding education management positions in one region in the province of KwaZulu-Natal. The aim was to examine the reasons they entered management, the routes that led them to acquiring the positions, the management strategies they employed, their experiences in a male dominated environment, and their views on the issue of gender equity in educational management. The findings revealed that most of the women had a motivation and drive to progress through the ranks in the profession and enter management positions. Findings seem to suggest that this drive is linked to the early socialisation of the women and the development of an autonomous, self-controlling identity (Place, 1979).

Results of this study also revealed that the women displayed action-oriented behaviour aligned with an independence of thought in the face of tensions and contradictions they face in a largely male dominated environment. In their perceptions of their effectiveness as managers, findings suggest a high degree effectiveness amongst the women managers evident in the value they place on management strategies such as effective listening and communication, building trust, people-centred approaches, team building, and networking.

Despite the fact that the women see themselves as effective managers, there are inherent tensions and ambiguities that they experience. The participants in the study all alluded to the fact that they still had to deal with the gendered dynamics of organisational life. Men's dominance in educational management and the numerical marginalisation of women remains a hurdle. No matter how career

oriented and motivated women may be, they still have to engage with the constant immersion in a masculinist work culture. The findings suggest that the women have to constantly prove their worth, deal with gender stereotyping, and negotiate their private and public roles.

All the women in the study suggested the need for women to build networks of support, and for creating more inclusive organisational cultures that reflect a commitment to gender equity.

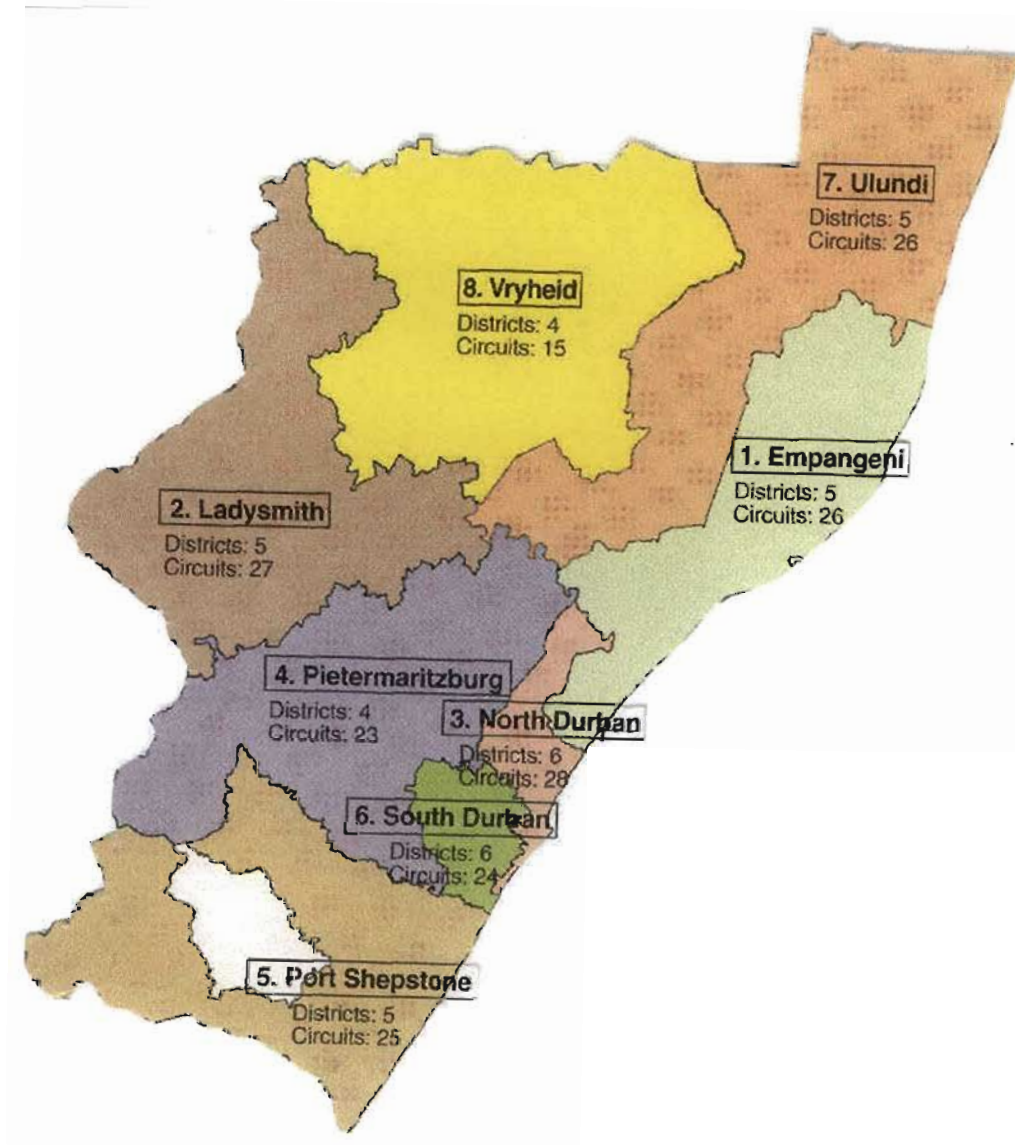
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ANNEXURE 1

MAP OF KWAZULU-NATAL SHOWING THE EIGHT REGIONS



Data source: EduAction - 2000

APPENDIX 2(A)

STATISTICS OF EDUCATORS BY RACE, GENDER AND RANK WITHIN THE 6 DISTRICTS OF REGION A

DISTRICT	FPrinc	MPrinc	FDP	MDP	FHOD	MHOD	FPermL1	MPermL1	FP/Time	MP/Time
DISTRICT 1	52	78	59	58	239	138	1368	405	41	12
DISTRICT 2	24	40	22	27	116	64	772	268	5	4
DISTRICT 3	39	40	38	37	164	70	863	277	20	7
DISTRICT 4	53	81	20	26	154	91	719	264	2	1
DISTRICT 5	60	65	14	22	143	82	713	224	20	11
DISTRICT 6	20	70	27	42	123	135	874	417	101	21
Grand Total	248	374	180	212	939	580	5309	1855	189	56

% MALE AND FEMALE EDUCATORS		
MALE	3021	31
FEMALE	6676	69
TOTAL	9697	100

% MALE AND FEMALE BY DISTRICT					
DISTRICT	%M	%F	M	F	TOTAL
DISTRICT 1	28	72	679	1718	2397
DISTRICT 2	30	70	399	934	1333
DISTRICT 3	28	72	424	1104	1528
DISTRICT 4	33	67	462	946	1408
DISTRICT 5	30	70	393	930	1323
DISTRICT 6	39	61	664	1044	1708
TOTAL	31	69	3021	6676	9697

% MALE AND FEMALE BY RANK					
	%M	%F	M	F	TOTAL
PRINCIPAL	60	40	374	248	622
DEPUTY PRIN	54	46	212	180	392
HOD	38	62	580	939	1519
LEVEL 1	26	74	1855	5309	7164

DATA SOURCE: SNAP SURVEY 2002

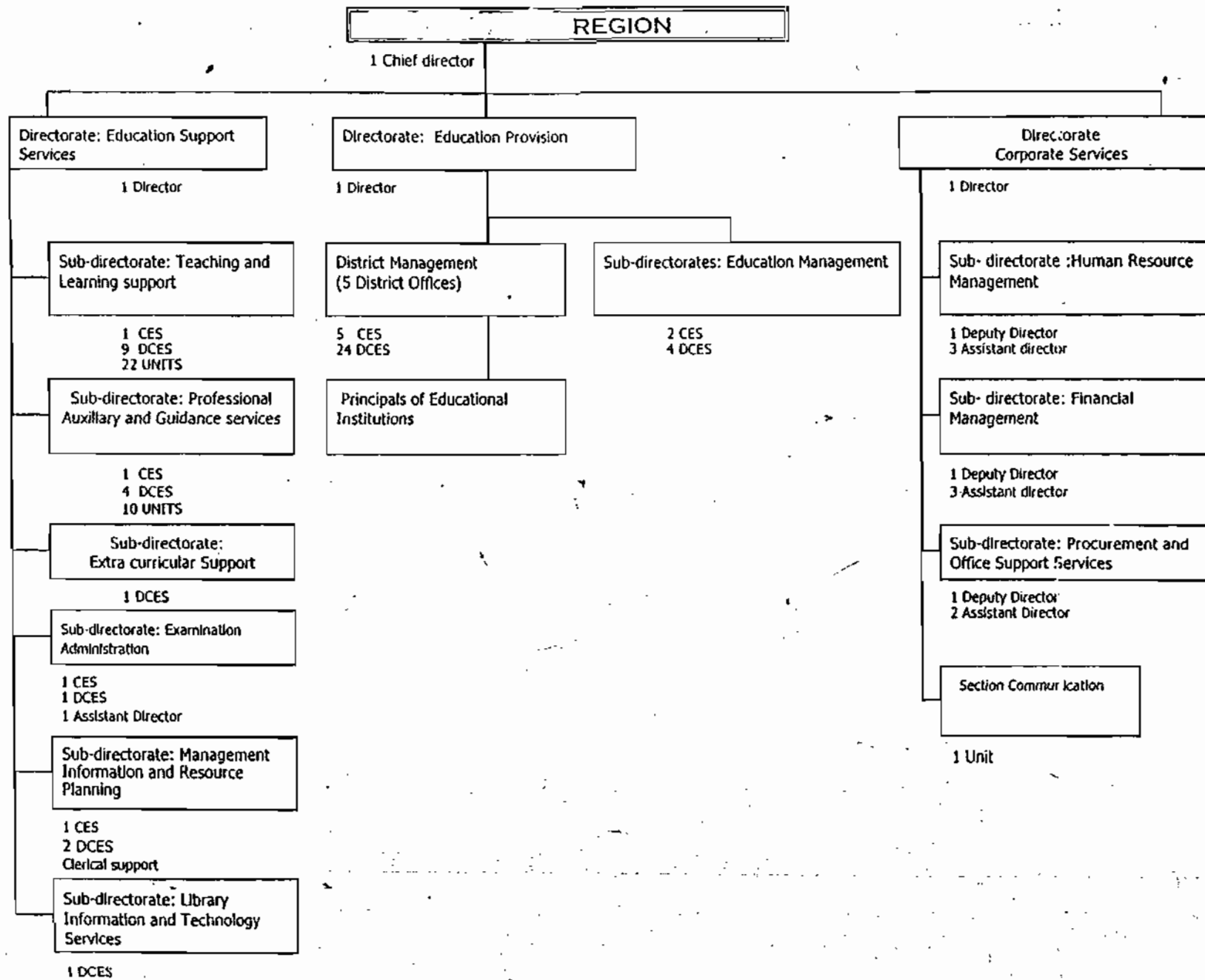
APPENDIX 2 (B)

STATISTICS OF REGION A: OFFICE BASED STAFF BY RACE, GENDER AND RANK

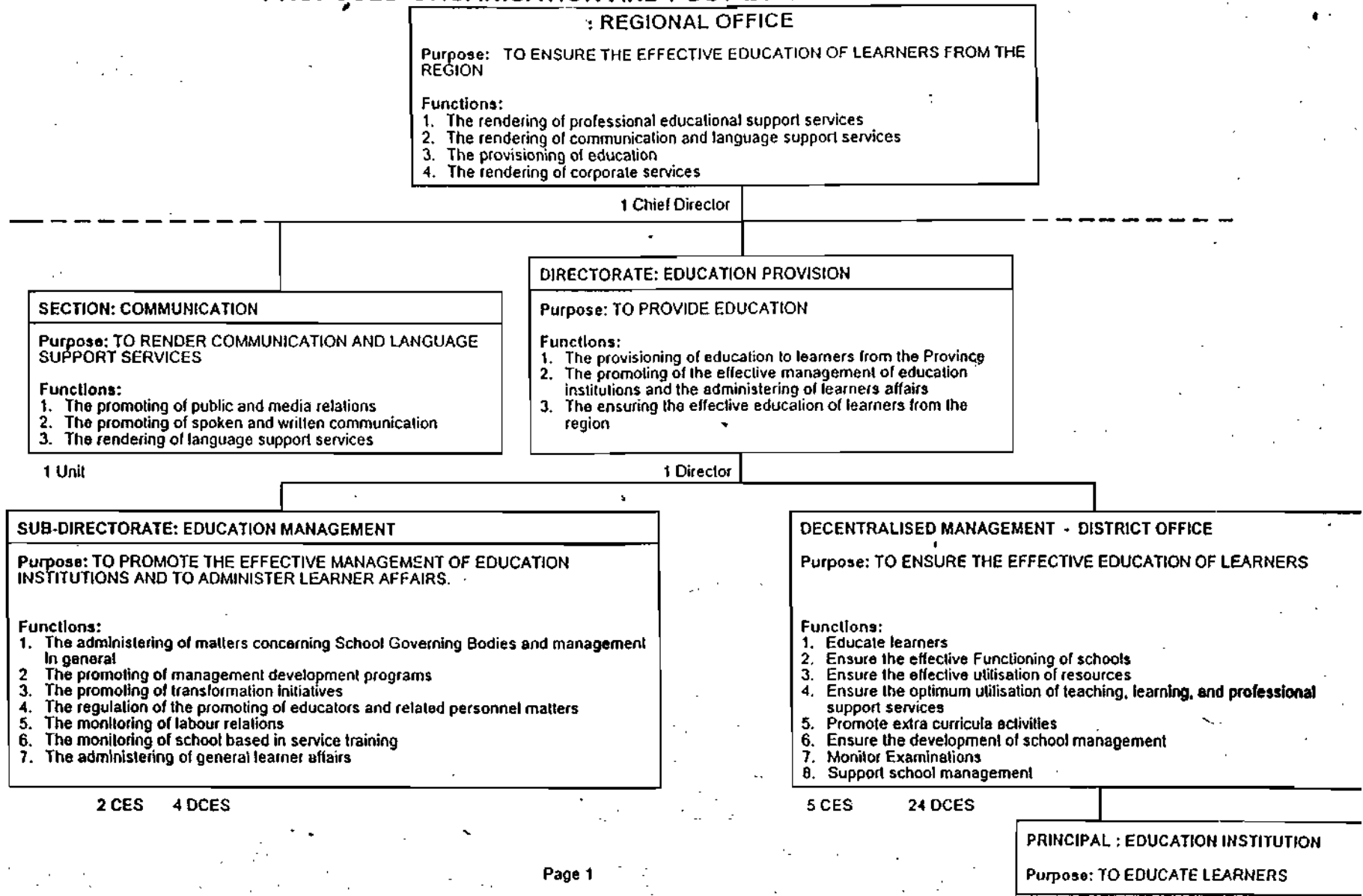
RANK	INDIAN		AFRICAN		COLOURED		WHITE		TOTAL
	M	F	M	F	M	F	M	F	
DIRECTOR	1	0	1	0	0	0	0	0	2
CES	2	0	4	1	1	0	1	0	9
DCES	11	4	20	5	1	1	2	2	46
FES	8	3	3	5	1	0	1	2	23
TOTAL	22	7	28	11	3	1	4	4	80

RANK	INDIAN		AFRICAN		COLOURED		WHITE		TOTAL
	M	F	M	F	M	F	M	F	
RCD	1	0	0	0	0	0	0	0	1
DIRECTOR	1	0	1	0	0	0	1	0	3
CES	1	0	3	0	1	0	1	0	6
DISTRICT MANAGER	1	0	4	1	0	0	0	0	6
SEM	4	1	15	3	2	1	1	1	28
DCES -	0	0	0	1	0	0	0	0	1
DCES -	1	0	0	0	0	0	0	0	1
TOTAL	8	1	23	5	3	1	3	1	45

DATA SOURCE PERSAL REPORT: 26/07/2002



**KWA ZULU NATAL DEPARTMENT EDUCATION AND CULTURE
REGIONAL STRUCTURES:
PROPOSED ORGANISATION AND POST ESTABLISHMENT MARCH 2000**



REGIONAL OFFICE

DIRECTORATE: EDUCATION SUPPORT SERVICES

Purpose: TO RENDER PROFESSIONAL EDUCATION SUPPORT SERVICES.

Functions:

1. The rendering of teaching and learning advisory services
2. The rendering of professional guidance and counselling services
3. The rendering of extra-curricular support services
4. The administering of examinations
5. The rendering of library, information and technology advisory services
6. The provisioning of comprehensive management and operational information and the planning for the provisioning of education resources

1 Director

SUB-DIRECTORATE: TEACHING AND LEARNING SUPPORT

Purpose: TO RENDER TEACHING AND LEARNING ADVISORY SERVICES

Functions:

1. The rendering of assistance to educators regarding the interpretation and implementation of curricula
2. The rendering of professional support and advice regarding the teaching of the contents of curricula
3. The rendering of advice regarding the development and establishment of curricula
4. The rendering of advice and support regarding the development of educators

1 CES
9 DCES
22 UNITS

SUB-DIRECTORATE: PROFESSIONAL AUXILIARY AND GUIDANCE SERVICES

Purpose: TO RENDER PROFESSIONAL COUNSELLING AND GUIDANCE SERVICE

Functions:

The rendering of:

1. Psychological support and counselling
2. Guidance services
3. Specialised education support
4. Social work support
5. The rendering of specialised advice regarding the development of services
6. The rendering of support and advice regarding the development of educators

1 CES
4 DCES
10 Units

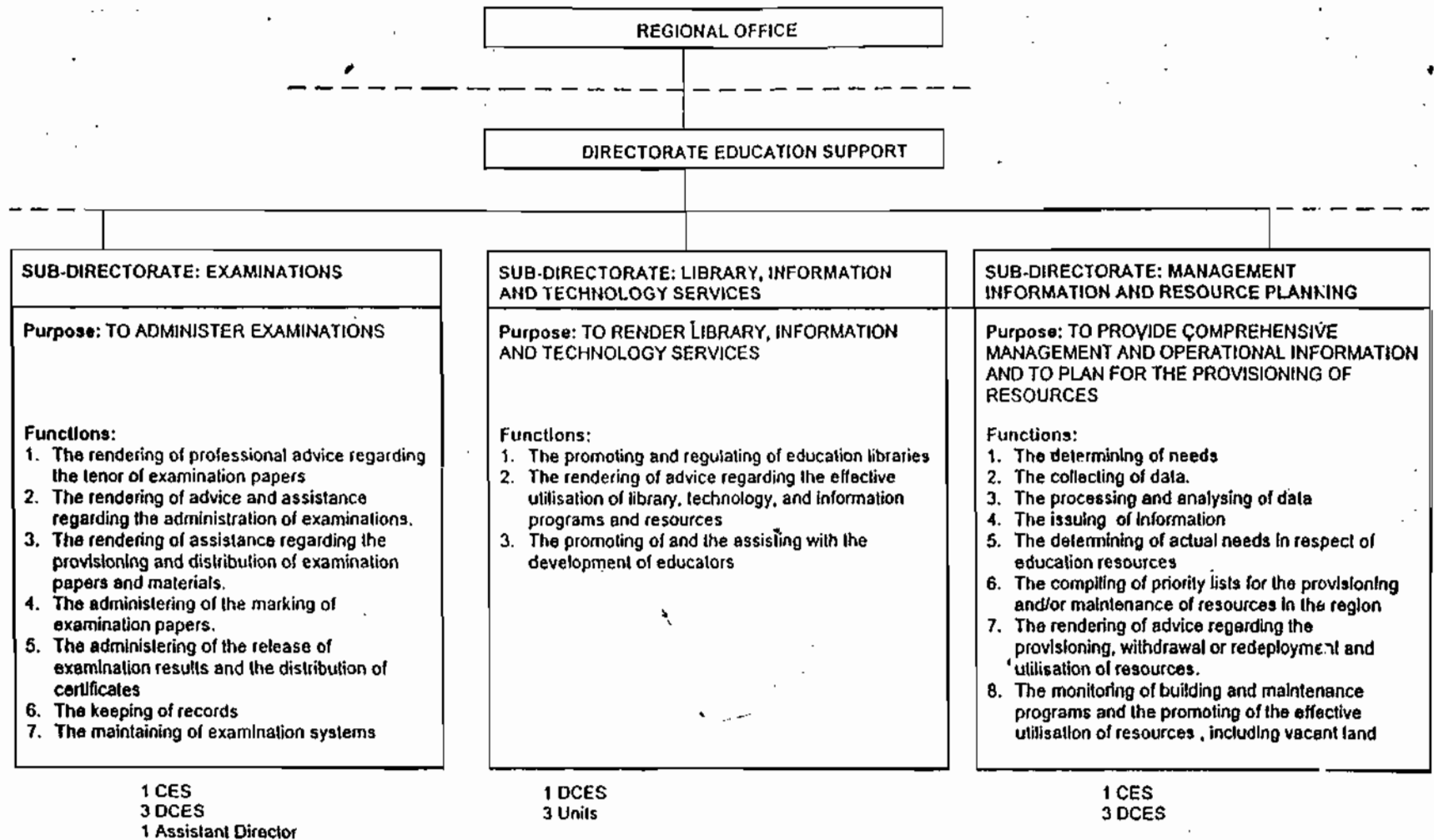
SUB-DIRECTORATE: EXTRA CURRICULAR SUPPORT

Purpose: TO RENDER EXTRA CURRICULAR SUPPORT

Functions:

1. The promoting of In school -
 - a. Sport
 - b. Recreation
 - c. Culture
 - d. Youth affairs
2. The rendering of advice and support regarding the development of educators

1 DCES



DIRECTORATE CORPORATE SERVICES

Purpose: TO RENDER CORPORATE SERVICES

Functions:

1. The managing of human resources
2. The administering of financial resources
3. The regulating of the procurement and utilisation of supplies and equipment and the rendering of general office support services

1 Director

SUB-DIRECTORATE: HUMAN RESOURCES

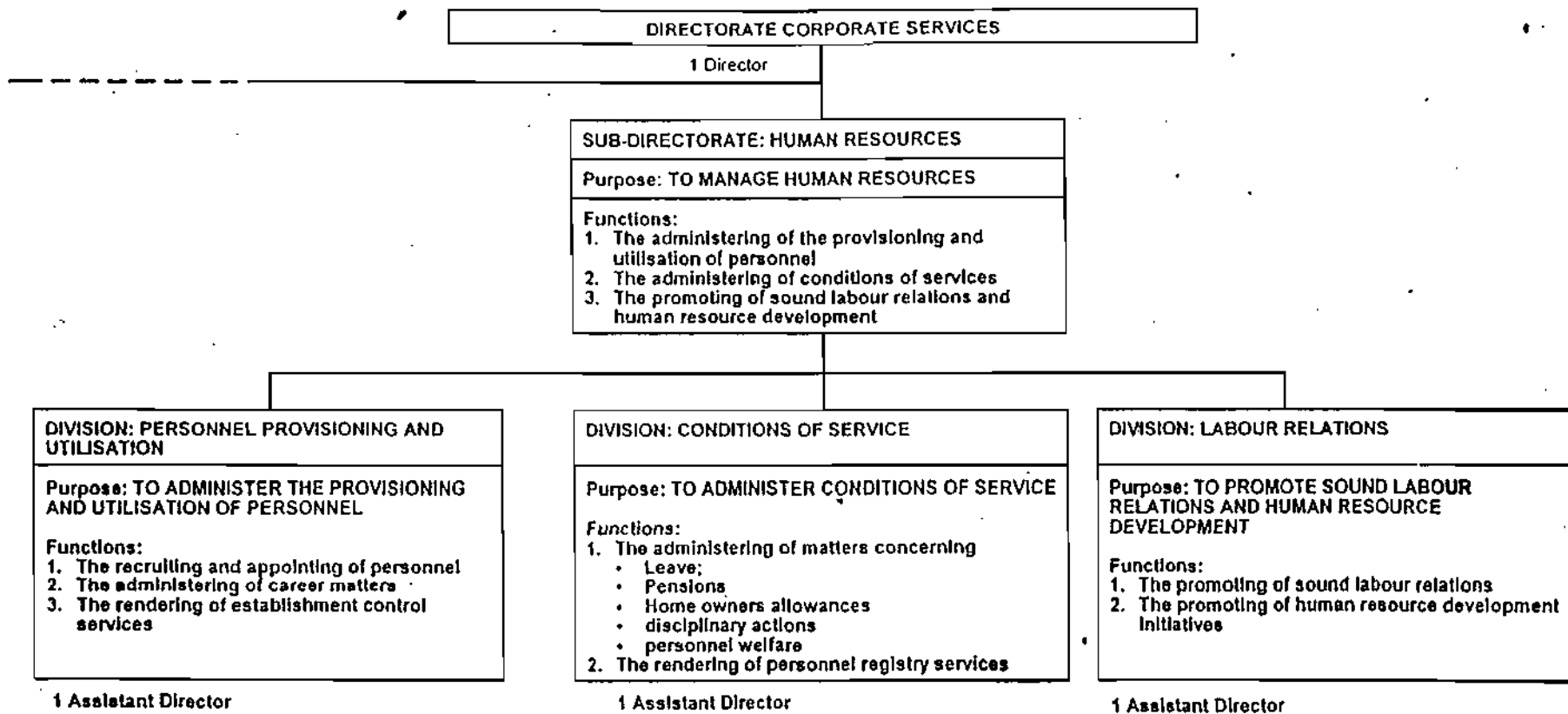
See page 5

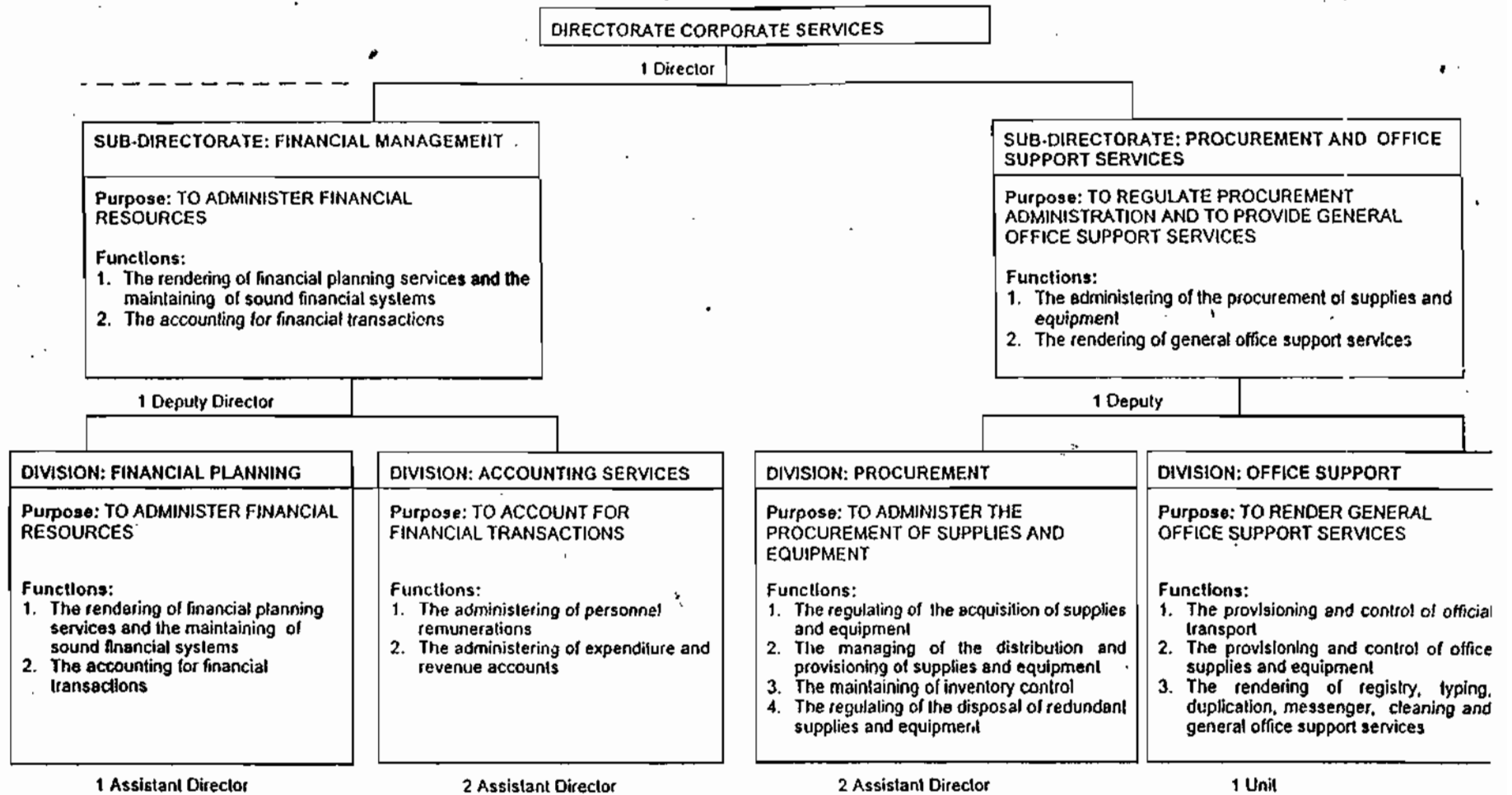
SUB-DIRECTORATE: FINANCIAL MANAGEMENT

See page 6

SUB-DIRECTORATE : PROCUREMENT AND OFFICE SUPPORT SERVICES

See page 6





APPENDIX 4

INTERVIEW SCHEDULE

FIRST INTERVIEW

DATE	TIME	NAME	VENUE
2002/10/04	15h30	PARTICIPANT F	DOKKIES
2002/10/16	06h45	PARTICIPANT A	DISTRICT OFFICE
2002/10/18	12h00	PARTICIPANT B	DISTRICT OFFICE
2002/10/21	08h00	PARTICIPANT C	DISTRICT OFFICE
2002/10/21	14h00	PARTICIPANT D	DISTRICT OFFICE
2002/10/22	12h00	PARTICIPANT E	DISTRICT OFFICE
2002/10/25	10h00	PARTICIPANT G	OFFICE
2002/10/29	07h30	PARTICIPANT H	REGIONAL OFFICE

SECOND INTERVIEW

DATE	TIME	NAME	VENUE
2002/11/01	07h00	PARTICIPANT H	REGIONAL OFFICE
2002/11/05	09h30	PARTICIPANT E	DISTRICT OFFICE
2002/11/05	14h00	PARTICIPANT B	DISTRICT OFFICE
2002/11/06	07h30	PARTICIPANT G	DISTRICT OFFICE
2002/11/06	14h00	PARTICIPANT D	DISTRICT OFFICE
2002/11/07	06h30	PARTICIPANT A	DISTRICT OFFICE
2002/11/07	14h00	PARTICIPANT C	DISTRICT OFFICE
2002/11/15	11h00	PARTICIPANT F	REGIONAL OFFICE

THIRD INTERVIEW

DATE	TIME	NAME	VENUE
2002/11/22	08h30	PARTICIPANT G	DISTRICT OFFICE
2002/11/25	08h30	PARTICIPANT E	DISTRICT OFFICE
2002/11/26	07h30	PARTICIPANT H	REGIONAL OFFICE
2002/11/29	10h00	PARTICIPANT C	REGIONAL OFFICE
2002/11/29	14h00	PARTICIPANT D	REGIONAL OFFICE
2002/12/03	06h30	PARTICIPANT A	DISTRICT OFFICE
2002/12/06	14h00	PARTICIPANT F	DOKKIES
2002/12/18	12h00	PARTICIPANT B	DISTRICT OFFICE

LIST OF ACRONYMS USED IN THE TRANSCRIPTS

I	=	Interviewer
R	=	Respondent
SGB	=	School Governing Body
SMT	=	School Management Team
JC	=	Junior Certificate used for teaching
HOD	=	Head Of Department in a school
DP	=	Deputy Principal
SSA / SUB A	=	Grade One
SSB / SUB B	=	Grade Two

ANNEXURE 5

TRANSCRIPTS

PARTICIPANT A

“LEAD WITH THE PEOPLE”

I: Morning

R: Morning Charmaine

I: How are you this morning?

R: Fine thanks and you?

I: You are making a very early start.

R: That's true. I am always early between 6.30 and 6.45 almost everyday.

I: Does it help to come in early?

R: It does help because it gives me some “quiet time”. I really like it to come to my place of work and pray and give thanks to God and pray for everyone.

I: I also like praying before I start. I believe when I start the day with a prayer God is always with me.

R: That's true.

I: I want to talk about your life. I want you to talk about your early life and where you grew up and about your family, children. You can start perhaps where you were born.

R: My early life was not dramatic. You know it is very little to make it outstanding. I grew up, as you know I am coming from Northern Zululand. I was born at Mahlabatitini.

I: Is this past Jozzini.

R: This is past Ulundi. You know Ulundi, you take the way to Nongoma area. Today it looks beautiful because there is a tar road and so on but in my days it was difficult it had one tribal authority which was known as the Mahlabitini tribal authority and it is under Mangosethu Buthelezi, Minister of Home affairs. I am the first born to be followed by 4 boys. All three of them are married and the last-born is not married and he has just completed the BSc in 2000 and he is working for the Coco-Cola Company. Thank God I was the first-born

followed by the boys. I think that was the first training I got to grow up among the boys. My mum was a lovely lady she passed away last year.

I: Yes I recall it.

R: What a beautiful lady! She really was beautiful, very modest; she knew how to play the role of a mum; she was quite a disciplinarian without making much of a noise whereas my father is still alive and he is a very strict, hard workingman. He is 76 years old. He got married again on the 28 September 2002 in Durban. My father is a strong man. He found a companion again. What a beautiful wife he got. Oh! I know most people don't understand it. A mother you love and believe in she passes away and at the same time you never thought you would get a mother again. I know it is not the same but she is good, he is lucky to have her. You know Charmaine there are things in life you never thought of, that you would witness your father's wedding.

I: And I suppose you are happy that he has a companion because it is not easy for you be with him all the time and go to see him. At least he has someone when he wakes up to take care of him.

I: You never thought you would witness your father's wedding. Seeing your father walking through the aisle besides his hand his wife and you say God you receive your glory. God you knew this day I didn't knew it. Gods will just go ahead. You have utterly no control but at the same time you can't help to be jealous or be bitter about it. There are those some, things, which are quite crucial in my life.

I: How long have you been in the managerial post?

R: Oh! I started on a very wrong footing. Altogether but let me start by saying my early life in school as I indicated, we didn't have schools where we grew up. The school we had we had to go up to Standard 3, and I had to leave my parents which you can equate to grade 5 is about 12 years. I was about 12 years because we started very late, because of the distance we had to travel. So I had to leave my parents at that time and live with the relatives. I

lived with my aunt who was a station commander like my father. She was hard working. You know at 2 o' clock or 3 o' clock in the morning you had to follow the cattle as they were ploughing, then you come back home to have a bath and dress up and go to school. It was tiring.

I: You must have had a long day?

R: The word tired never existed for me. You know I was telling a friend of mine, I hate sophistication; I hate this new life. The word depression, the word exhausted it never existed in our vocabulary. It never ever. "It was job, it was do". You never said to people you are sick because you are depressed. You know it was about jobs. That was really amazing. I graduated at high school luckily as I was doing my grade 12 in Amangu High school and I was living in a hostel. I was at Empangeni, and fortunately for that high school, they used to have university students coming to do their practical so that gave me an opportunity to see how the university students looked like and behaved so it sort of planted a seed, it made me be decisive that I am going to university. So I took a decision that when I graduate I will go university. I did all my subjects on the higher grade. I passed all six with an exemption and what trained me I was the Head Girl in a High School with a thousand, it was a very big high school, and so it planted some seeds of leadership in me. My life in the High school was between 1976-1979. I graduated from High school in 1979. There was that political change and vibes and so on, it created so much in us, sense of leadership, and sense of purpose of life and hard work at the same time. So that eventually I told my parents that I will be going to University of Zululand. I remember one day posting 49 applications for bursary. My parents have never been rich. My mum had been to school for two years of her life. My father have never been to school even up to today so he really does not understand much about his. Those bursaries paid off. The first week of University opening there was no money. I was sitting at home. My parents had given me eh, R80 when I left home. It was terrible. As I was sitting at home. As I was sitting there I didn't know what

the position was. After a week I had phoned the university. I discovered I had about R300 from the Lutheran Church and I had R500 from another bursary. When my results had come out and there was no money there was a certain person who knew me took me to the certain parduary who was involved in South African Catholic Churches who was the founder in Pietermaritzburg. He wrote a special letter to the South African Catholic Churches and attached my results and said "they must grant me a bursary based on this results and I must go the university of Zululand for 1st year". While I was frustrated at home I was waiting for this money from the Catholic churches only to realize some institutions had granted me the money. I remember I eventually phoned the university and I was shocked that already so much of money is waiting for me at the university so that was like heaven had come because I had to attend. I went to university and the degree I was suppose to do was 4 years. I wanted to get a diploma and get out not because of the money because I had a lot of money from the bursaries. I couldn't finish a stretch of four years I had to get out. I started working. So I started working as an educator and eventually finished my degree. The first year and second year I taught, and at the end of the year of the year or January beginning of my third year I heard an advert over the radio. There was an education post over the radio for the first time KwaZulu advertised over the radio. It was a HOD post in the border of KZN and Mozambique in a big high school Shahle. It was newly built for the outlying area then I went there as an HOD for Humanities for History and Geography so I went there. I only stayed there for 6 months January to June. In June I was appointed a principal of a high school. Where was this? In the same area down, down there in the outlying areas the name of the school was Memeze High School. I am going to the school. I don't have a car I am using public transport so they told me where to get off, the circuit inspector told me and there I was to be housed. I had to go the house of the primary school inspector who had been instrumental in having to register the school. I had asked her where Memeze High school was. I said show me where the building is? "You see that tree over there" I said yes,

“that’s where the school is going to be built that’s the site”, the school didn’t exist it had only 23 learners. Those learners were housed in the primary school in the one classroom. So I was teacher number 3. So the first year I came and the second year we were still in the primary school, and in the beginning of the third year we left the school to move into our new site which had 3 classrooms which I had eventually raised funds because I worked hand in hand with the community, they were paying R20 per household towards the building that was about July 1984 so 1985 we were still in the primary school. We moved in January 1986. I remained in the same school 1987 till end of 1988. It was a beautiful school even up today.

I: When you started you were teaching history/geography?

R: We were teaching everything every subject. It was about needs. You had taught everything every subject. That was the background of the Department of Education. There was nothing as an educator that “you could say that was not my learning area” it never existed. After Mendemeshle High school I tried to come close home. Because I had a house in Empageni so I came back and I was under the Empageni region was around Mandeni it was January 1988/1989 I found the school had almost three classrooms, started again. It was just a lateral transfer not a promotion still level 3 I walked into that school. In 1990 I got a scholarship for a Masters degree. I stayed in for ½ of 1990 and the whole of 1991 I came back it was January 1992. I remained in the same school there from January 1992 I continued in the same school until the end of 1995, towards the end of 1995 I was approached by the district manager that they had a acting vacancy at the district office would I like to come? I said no, no I am not leaving my school. I loved principalship, I loved the school, and I built it I worked from there. I only worked two years as level 1 so I really had no problem. They insisted but for the first quarter of 1996 I refused and was at my school but after a getting a word of wisdom from the gentleman who was not learned at all but he used to come and preach, and stay in my school. There is that request should I

request it or not. He is not learned but he gave it to me in such a way that I had to say I am leaving. He said you know when a road is being built there are these tractors they are known as bulldozers, they come and lay off big trees so that you can see this road. They come and make it clear that the road is going to be here. Whatever tree is big, whatever stone they are going to remove them. Once they have finished and one of them breaks, it remains lying on the side. Once they have finished the road when they remove it; cannot run on the same road because it would break it. They will bring the other tractors to come and lift it. If it runs over it, it will destroy it. That has been your role in the school. You no longer have a role. I said oh! I am leaving tomorrow it was like that. So it was like I was packing when he finished. So I went there and took the place of acting SEM 1996 and then the SEM posts were advertised in February 1997. So we applied, I applied for the post I was in and for the post in two regions. I said let me take the challenge and accept it. It was those days when you had to indicate whether you would accept the post or not. In July 1997 I was appointed in the District. There was another female she was coloured and four men. So I came here as the first black African. I was here 1997. It was difficult district to be at. Those years it was very difficult to be a principal in the whole districts there were only two females in the high school. It the other lady and I, she is also a district manager in Ulundi. It was most difficult we had to work hard. Fortunately in those years community discipline was still on your side, how the school children should behave, no pregnancy, get pregnant they were chased away from the school. There were no human rights just community standards there were community expectations.

I: How did the male teachers receive you?

R: Most young male teachers and to be a teachers in that area all of them unqualified. 1 female had been qualified she had done a three year. They were unqualified and they were younger. They were drinking, oh! The problem with teachers, teachers were okay if you train them. Fortunately I had always been good in training people; fortunately I had been

good in setting the vision, mission, and goals but those who had to work with them but as a female at that time my most weakness was that I was an African female to be unmarried. You don't command much respect now its different. But in those days at least with the females you had to be married to be respected because of the husband you had a cover you are married. I have never been married. But thanks to God, I have two children. Boy is writing grade 12 and the girl is in grade5.

I: Are they away at boarding school?

R: No, no they are with me. I didn't bring my son from Empangeni because by the time I had come from 1997 he had started at a technical high school. It was difficult to approach him. But the small girl it was easier.

I: What are your interests for relaxation?

R: mm I think I am lucky, the best friend I have is myself. I don't hate to be with friends, I can be around people I wish I can have someone it is nice but really when I like to relax I like quiet time. I read a lot, I sleep a lot. You would not believe for instance in the district the last two weeks before the matric there are so many functions school prize days for high school especially during the day and the evening you come back at 10 at the night you have to have a speech ready you have to go to the function. It is so tiring, so that during the weekend I sleep non-stop. Day and night I sleep. I sleep a lot; I read a lot. I like going to visiting places like wild life. I like mountains. I like the berg. I like to visit the game reserve Hulhulwe and so on. It really brings some, so that's the life I live

I: And who would you say is your role model?

R: There were quite a number of people who came when we were still students. We would read about some of them. She was a MEC she was not there very long. She was my teacher in grade 11 and grade12 my history teacher. I got a B in History in Grade 12. You know she had confidence the way she used to speak English. The way she was hard working. She was my role model.

I: What are the areas you succeeded, as a district manager?

R: The area of strength Charmaine, is to be well focussed know what I am doing and trying to advocate and trying to articulate that to the SEM first, eventually to the school principals. I have a leadership that is vibrant, that is active and to be seen. When I was appointed I followed the past DM because he has made a name for himself; people hardly knew me even as SEM, so I made it a point I would visit as many schools as I possibly could. I would go the schools not only when I am a guest speaker but also so long as I am invited. I go there because I believe that people have to see me when they see me and by seeing me I know they will say there is that lady, they will know the face. Oh! This is the lady, she looks like this and the learners will learn to see you, know there is visibility but number 2 I aimed to take the districts a step further, what had not been done in his time they have never been workshops any imitative be it EMD, school governance, be it gender equity. So one of the things I need to do is to open the district to all those initiatives to ensure that the principals in the district have this.

I: What are some of the challenges that are encountered by women at management?

R: Women encounters problems like everyone in management, it is a task. There are those problems that are specifically as a result of being a woman as result of socialisation or a result of expectation by society for instance for example if you are a assertive woman people will not say you are being assertive, they will say you are arrogant. Whereas when a man is being assertive it is just going with the position but at the same time the expectation from the district manager they have to work double to be like their male counterparts to be effective and also they have to have their family problems even when you are away you are thinking what is happening to the children, whether they are gone to school and it is aggravated with the crime we have in the country, the rape, you really never easy. The main challenge you face as a women while you have a task to accomplish, there are concerns that you have to cope with.

I: You have been in management for a long time. What are the main areas women need empowerment in?

R: Women need empowerment in integrity you know. You shouldn't be meddling in things that are unnecessary; your leadership goes with the record of integrity of course first there needs to be visible, intelligence. You have to know yourself. If you were to argue with males like in MANCOM you have to do it, it wouldn't help if you were arguing unless you place yourself into a particular clause, circular. You have to remember the things for all times. In your memos when you talk about admissions there are circulars that you should know, you should be able to quote on your feet. Keep in touch with what you are doing on a daily basis. So women need to empower yourself but you need to be knowledgeable and skilful. But women in general, empowerment women should not be shy to display their intelligence because sometimes women are intelligent, whereas with males they would not wait a minute to display, eh, to tell you what they are all about.

I: What are some of leadership qualities you have adopted and why?

R: The qualities of a leader you got to lead and lead with the people and it is very important for instance if I can isolate with the few people I am working with can you see how lonely I am going to be, loopholes, as a woman there are very few women who up there in management at least you cannot be buddy, buddy and go to bed with them, but appreciated and understanding, professional code of ethics, otherwise you would get very lonely. So women have to adopt a style of leadership of leading and leading with the people but of course it differs with the tasks and challenges some times you have to lead, sometimes you have to be in the back some times alongside with the people but you cannot isolate yourself from the people because there are very, very few women managers and if you are far away and untouchable, unreachable you are not going to allow people to learn from you it is my desire when I leave district at least the women I have been with in the district. The aim is to see that they are appointed somewhere else to be in the upper management. Make yourself

accessible to people and so they get to learn from you but you cannot afford to isolate yourself from the people that is not going to help you. You know women naturally like to have somebody to say close the door and let's talk. If you really isolate because of the position and if you don't have those little things they like to talk about their concerns and their problems. When you don't do this it begins to affect your health that is to say the two most important leadership qualities you need is, one being with the people and the other being accessible to them.

I: What kind of relations exists between you and your male colleagues in the Regional Office and the district office?

R: We have a very good relationship, healthy relationship. Well they do have a boy's language to which I don't subscribe. It is also very important when you are working with males that you allow them that space of being boys without being offended.

I: Boys language how?

R: When they meet each other we can be sitting with one of them if another male comes in they would jump and stand and greet them and say oh! here comes so and so I don't have to be offended by it.

I: In the meeting, Are you appreciated, do you find when you are talking you are not taken seriously because you are a women?

R: The last serious MANCOM meeting was with the previous Chief director. With the others it was no longer the same. I no longer know what is happening. Because all there meetings were announced overnight and I had made the other plans but during the time of the previous Chief Director I think he realized the environment we are in, we are trying to accept as women and he tried to make it accessible. It was frightening; it still remains MANCOM in those days. Something to be feared. I decided whenever I have to say something and must have a clear idea before I say it. Order your thoughts sequence of thoughts and very clearly so what you say is such that it is well said. Especially if you know

you facts, regulations but what is important you always have to know your stuff. There are no obstacles, provided you know what you are all about. Women should be knowledgeable

I: What are some of the institutionalised obstacles that confront you as being women?

R: I wouldn't say that it would confront me alone as a woman but institutionalised would be for everyone. They frustrate everyone. For you as woman. I have no idea what the criteria they are using to appoint the Directors. I just like to believe that you are appointing them on experience and seniority so one of the most important obstacles for women is this province does not have an equity plan because in the equity plan will demand how many women they put in a particular level. Now I think because of the lack of the equity plan. In the region the senior executive is a male, what are you going to say because there is no equity plan on the table. The is the senior management in every country is in the hands of males anything in regulations to promote women up the ladder will not be committed they will use it when it suits them.

I: Any other?

R: When it comes to institutionalised that is acts and regulations it is mainly the lack of the equity plan and the use of seniority in promotions of course women have come late into promotions they will always be juniors when you are using seniority rather than expertise of the people so they will always be less women.

I: Thank you.

I: What motivated you to seek a post in management?

R: I was motivated by quite many factors. One of them being really personally you want to make a difference in life, and management is one of those areas where you are able to make a difference. As a level one you can't be effective because of the authority that goes with it. I really like trying things. I wanted to have a school that I could point to and say that's my school, that's where I am in charge. Also I was very young and had that natural spirit of enthusiasm and adventure.

I: How do you manage as a working woman, mother and wife?

R: You manage all that you have indicated. You have to be effective so you strategize and find ways to manage effectively. Get the family together, like I cook over the weekends for the whole week so I don't have a demand for cooking in the week, I just get there and warm the food and get everybody to eat. Training the children to eat what is there, they can't have the choices to have something new and also train them to be independent. I don't do homework with my children because I don't have time. They have to know how to do their work. I don't take my children to the library for research. She goes on her own, it's a risk but those are risks you have to take. Also in the work situation you get everybody involved, so that it is not you that does everything. For example, when I took over as District manager it was the duty of the DM to collect from Regional Office salaries, submitting documents and registry so now every SEM has the responsibility to go and fetch in from there.

I: Do you encounter any stress in your job?

R: Any job Charmaine has stress in your job. Any job Charmaine has stress that goes with it because when you come to a job it has a personal history, you bring personal matters to the job, already you have a baggage and the job itself as its inherent stress.

I: How do you cope with the stress?

R: I am a very less person. When I get out of the public eye I am a different person. I really relax and my standards are very, very nominal. I dress casually in the usual sense, I sleep a lot and I walk a lot. I take life easy.

I: Did you struggle to have your authority accepted when you were first appointed as DM?

R: Everywhere you have to work to have authority accepted. You will always be guarded and defended; for your authority is accepted through efficiency, through demonstrating leadership skills in times of trouble, then your authority is accepted and then you don't always have to look back and guard your authority. No one would challenge your authority.

I: What would you like to see change in policies to accommodate women more?

R: It should be introduced in the basics, socializing all communities the brothers and fathers to socialize girls in a different manner, different from what we were socialized to get married and look after children and start at the bottom socialize them for career, leadership and democracy. So they don't have to conform to the family stereotypes. There is also a need to infiltrate women that are already in the market or entering the market. I am sure as women we are not doing enough. I have sat on panels interviewing women you find it difficult to promote a woman. There is a person that doesn't have the required number of years of experiences, not exposed in the key areas to acquire the experiences necessary for that particular job. The person must show they have the capacity to be developed and has a desire and enthusiasm to learn. Also there needs to be programmes designed by women themselves, we are always called and this has been organized but it is not touching the button I think I have covered this area, I think this is where I am lacking and revisit and re-evaluate all the programmes that is being given to women. Well it could also be easier if there was aftercare. When it comes to leave we have been covered.

I: What about the times?

R: As you go higher you are on duty 24 hours. In fact I think all meeting should be in the evening at 8 that would be the best time to save energies and times.

I: What are some of the positive experiences you have had with men in management?

R: Men in management some of them are able to articulate and declare their fears that women are there to take over. I also discovered some men are prepared to respect a women provided the women has good leadership. Of course there is criticism I think women have to be amenable to that situation people criticize not necessarily because they are males generally if you are higher up people will talk about your seniors and gossip and allow them that scope to do that if they do criticize and build on and at the same time you get more strength.

I: What are the negative experiences you have had with men in management?

R: To trivialise the contribution made by women. Making it not carry weight. If it was said by a man that point would really be a focal point they would deliberate over it because it must be coming from their mouth and so on.

I: What are your plans for the future?

R: My plans for the future are based on saying that my life is entirely in the hands of God and Gods plans and works sometimes does not tie in with our own so I cant really say what are my plans, I move with the move of God all the time. My goal is that in management and if go up the ladder it would be the ladder of management.

I: Thank you.

PARTICIPANT B

**“I CAN DO ALL THINGS THROUGH CHRIST WHO STRENGTHENS AND
GUIDES ME”**

I: Good day

R: Hi Charmaine

I: I am doing a research on women in management. I would like to talk to you about your experiences in management and your early life.

R: I am essentially from an Afrikaner family and I eventually ended up being the principal of a black English school. I was from a real Afrikaner family I was born in Kroonstad in the Free State. I am now 56 years old so you can see I was late in terms of moving up for promotion. I think in my nature I have always been outgoing. I have been one of those who would say ‘don’t hide lets do it’. From a small age I had little friends that followed everything I did. Not because I think I am a leader per se but because of my outgoing nature. I was never shy of trying anything new. I think that was something that stood me in good stead later on. I sort of naturally evolved into a leader because of the feel of it. People wanted to be my friends so I said ‘lets go’ and others will follow, it was never orchestrated I think its just a matter of being positive, being a happy kind of person. Positivity is a big thing in leadership. My father was in the railway and he was a train driver at first and he worked himself up in South African railways. My mother was a nurse but when she got married she never worked a day she was a housewife. And then he got his promotion we moved to Natal. At one stage we went to Cradock in the Karoo when I was about 8 years old. That’s where I grew up until standard 6. We stayed in the dorpiess. small towns, I went to an English school. They were parallel medium so I was in the Afrikaans part. When we came to Durban that’s when I really started to speak English for the first time and I am quite proud of it. I think all of us in South Africa should be proud of our roots specifically in the white community. I am proud of where I came from, not proud of what our people did.

When I became principal I used to say to the parents all white people enjoyed apartheid, we must be honest; we were insensitive as children we didn't even think we had the courage to stand up. Once I was old enough at university I felt that's not the way things should be. We cannot deny it; total honesty is the only foundation we can build on.

I: Which university did you go to?

R: I matriculated at Durban in an Afrikaans medium school in Port Natal H and then went to Stellenbosch University back to the Cape at Stellenbosch. Although Stellenbosch was still an Afrikaner university we had close ties with UCT. When we came to Durban we started going to an English speaking church and that's where I met my husband, he is English.

I: So you fell in love with an Englishmen

R: All my children grew up English and went to Westville Boys H.

I: Your family

R: Real Afrikaner, four girls and one boy. Unfortunately the boy died before I was born. We never knew him.

I: What are the others doing?

R: Three of us were in teacher education. Oldest is a principal. Another was a teacher. I am the third. The youngest a manager at Uni-lever. When I look back on my life I realise my father with my mother was supporting us. She was a nurturing mummy she loved us and she nurtured us. My father used to always say to us 'even though you are girls you are going to have a education'. He was not putting down his foot but it was such encouragement. Fortunately all four of us did very well in school and went to Stellenbosch University.

I: What did you study there?

R: You know my aunt was a doctor and I wanted to be a doctor she was my godmother. The church we went to they believed that God does the healing. The Minister then spoke to me and said you are actually wanted to do Gods work. I was very vulnerable, 'oh! my goodness

that's how god steered me into teaching'. I thoroughly loved education, so then I changed. My two sisters before me were teachers.

I: What did you study there?

R: I started off by doing a degree in Domestic Science and Needlework only because my best friend was doing it; I thought I was going to do medical science. I did not know what to do. I studied through UNISA did my BA languages and then did my Honours and my Masters Degree. I can't say I stopped studying I may carry on.

I: Tell me about your husband. You met him in UCT

R: No I met him at church. My husband went into university for accounting but didn't go into any accountancy. He immediately started his own business as a building developer. There was more money.

I: How many children do you have?

R: I have two sons only, we wanted more. My one son went to university and did industrial psychology and other studied to be a teacher but now is a developer and he is doing so well.

I: When was your first appointment?

R: Werda High School.

I: What subjects did you teach?

R: Domestic Science and General Science in a Secondary school.

I: Where there many females at that school?

R: No, there were more men. More males than females at our school at that stage strange enough but they were always 85% or more females than males. Education is female dominated numbers wise but we don't get promotions.

I: Why?

R: Discrimination, it was a male strong field every high position in society in my days it was men, men.

I: Why?

R: I don't know why, it was society. The women especially in the Afrikaans community the women stayed at home. My father came from a family where they didn't have a lot of money he had a good brain and he worked himself right to the top. He used to say to us never mind we are not boys we got brains and you can do it. So you don't have to look in a mans eyes for your keep. All four of us married wonderful men. That's wasn't having to look at any mans eyes for our keep. Men in managerial positons, I can't remember a female in our schools as a young teacher holding any promotion post.

I: You started in Werda and did you teach in many schools from Werda?

R: I had my baby I stopped working for a while went to a special school South hill. It amalgamated with Westridge. I started planning my career this was about after 15 years after I started teaching. I said, "I would love to be a principal of a school", so how do I do it. I sat and planned it. I thought I was high school trained, I am now in a special High school where you work with older children so maybe what I should do because the boys high school were not taking women and the girls high school the principals are usually female. So I said 'I am going to go to a primary school because there is more scope'. I started applying and then I became HOD in the special High school and I then I applied for a sideways move and moved to a primary school. And my motivation was that I was working on a primary school syllabus with older children and I would be quite easily be able to work with younger children. That is how I became HOD of a primary school. From there now this is interesting I am not giving you the name of the school because the way the school was being run taught me how not to run a school, and the principal was a lady. I think she had some kind of emotional imbalance. Her managerial style was unbelievable. It was like rushing down the school screaming at people shouting and not dignified and you feel that was not a place you can really grow. I said 'you are the principal you can run the school they way you like but I am going to ask for a transfer and I am going to leave you to run the school the way you like'. I so went to the department and spoke to the inspector I said I

thought it was a clash of a management styles but I am really not going back to the school. This is now in August. I still didn't have a post to go to. I was sure that I wasn't going to back there even if they fired me. I will not go back. I was offered the principalship of a primary school that had just opened in the next year and the children were bussed into a previously white school, which had closed down because the numbers had dwindled. I was acting principal for 6 months then got appointed. First HOD was after 15years, then after 10years principal.

I: Why did you become a teacher?

R: I didn't become a teacher because I wanted to become a teacher I didn't know what to do because it was towards the end of the year and my best friend was going to do the diploma at Stellenbosch. I did the degree so I really didn't want to become a teacher at first. Once I became a teacher I absolutely loved it I realized that I loved children.

I: Did you have male teachers, what kind of relations existed?

R: Oh yes and they come from different cultures. I didn't have male teachers from the Indian culture but I had many Indian female teachers.

I: Did you ever find instances when your gender counted against you?

R: No, I am here to grow people I don't want the accolade, I want them to get the accolade, they have done something well.

I: Do you have grandchildren?

R: Yes, I do I have two most beautiful grandchildren a boy and a girl

I: What do you do for relaxing, to unwind?

R: My husband was always extremely supportive of anything I did. Very calm gentleman. Allowed me to do whatever I wanted to do, but he was such a wonderful support system for me. We know that some women find that their husbands don't take easy to their wife's career. My husband was a kind man; he was an example to my sons who are that kind of husbands to their wife's.

I: What do you do to unwind?

R: Hey man, I go walking, I join walking clubs, love reading and just go away with friends down the coast and go away for weekend. We got a place down the coast right on the beach. I believe in going away a lot.

I: Day to day

R: Reading and walking. Obviously I am a strong Christian so in the weekdays I am part of the home groups where we visit people but it is more social. Lots of friends visiting. I think we need a lot of friends who really accept you for who you are. I believe that if God didn't want me to have a promotion I wouldn't happen I am not pursuing promotion, I am pursuing to please him in whatever I am doing and if a promotion falls it is part of gods will.

I: Who is your role model and why?

R: My dad no doubt, and everybody say this of late, it is Mandela. He is to me just the epitome of forgiveness. He does this unconditional forgiveness. My father because he was a man of dignity.

I: What are the areas that you succeed as a manger in your present job as SEM?

R: I think if I look very quickly where I think my strength are at the moment and where I think I am active is certainly in the area managing skills for principals and also growing people to find out who they are and first realizing the talents they have within themselves not having to compete with other people. I have seen my talent is to grow people to become the person that God intended them to do and specifically principals in a management teams in management styles. The Chinese saying is what I live by "what is the hallmark of a great leader, when a task has been successfully completed and the people look back and say we have done it ourselves not a leader that wants the glory for himself. It is look what the people have done. You know you get your satisfaction from them feeling good that is my kind of leadership style. That is also what I am trying to get through to the principals, SMT

and SGB and it is a matter of lets all do it together but let the glory go someone else because in a indirect way you feel so good because you know that's where I am working towards.

I: What are some of the challenges facing women in management today?

R: Look to tell you frankly I think that men that feel secure in themselves make women feel secure that is her rightful place but there is quite a number of men that I came across with that feel a little bit insecure because some of the women are suddenly taking over. I went with one of the other SEM a gentleman when I started here to sit in on investigations at one of the schools. Throughout the whole long conversation that gentleman not once looked at me. I had not experienced that before. I looked at him and I thought I am also here it was like total ignoring me. This was a sort of brushing me off. You know that the English gentleman are more relaxed when it comes to women. Women can exert authority they are quite happy but in the Afrikaans community its like the man is the boss. I can't speak for the other communities because I haven't had that close relationship. In the Afrikaans community the man is the boss and the women is there to serve the man. Afrikaans tradition women place in the kitchen ready for meals. A friend that I have that comes from the Netherlands he says that women's place is in the kitchen and when he comes from work his food must be ready so it comes over in society the way they then treat other women.

I: What are some of the areas that you think women need empowerment in?

R: I think the first skill is to be assertive but assertive in a dignified way to put their emotions away. Women are emotional people more than men. Don't suppress your emotions in your personal life but when you get to business situation then you need to be very professional and be feminine. Never forget you are femine because that is part of who you are, to be assertive in a dignified manner and firm manner and not to allow men to taunt you unless they are treating you with dignity. Assertiveness but never is aggressive because aggression is very negative. It will not do anything for the women's course by being aggressive and that is certainly negative. Technical skills all the knowledge and general knowledge, current

affairs what's happening with the economy, women need to make dam sure they read the newspaper. Beat the men on their own ground talk about who should be on the springbok team and you know what you think. Let men notice us. Get respect for who we are but not relinquish our femininity.

I: What are some of the leadership qualities that you have adopted and why?

R: I think listening it is important leadership skill. First encourage people to talk. Women are fast to tell people what they think. They have to have self-constraint to be good listener. You got to show empathy with them.

I: What are the relations that exist between you and your male counterparts?

R: You know that is one very positive area that I can comment on. The men that we have here are absolutely wonderful

I You are talking of the district

R: There is help. You see it is a reciprocal thing if they see you are willing do some of their tasks when they go out they go out they are willing to do that for you. There is such a teamwork spirit here.

I: In the regional office

R: You know I have always been cordially treated and accepted and listened. I never felt that I have been brushed off. I haven't had that much to do about sitting in high profile meeting because I have not been here very long. There is only one instance in the office that I can think off where it was a male that was trying to throw his weight around a little bit. It was in connection with finances I felt that it was unnecessary to trumpet your importance around. The next time I went there it wasn't like that.

I: What are some of the institutionalised obstacles that confront women?

R: I don't know whether it is part of the system when you have males talking to males keeping women outlined. Men are acknowledging each other greet each other when they get into the lift with women they don't greet women they greet each other as males it is that kind of

thing certainly not I notice that males greet the males and females greet males and females. I don't think the system is bad anymore, new legislations open up doors for the women. but I think that there is still a male hierarchy up there when appointments have to be made it is still made from that perspective. I think that is why we still see many men being appointed to high positions because it hasn't changed all that much at the top. If you look at the appointments it is really the male hierarchy that are appointed. The males are comfortable with the people they know, so it is lack of women on the top. Women are now starting to come out I think it will change. But there is still that human factor. Women need to be brave and bold and go and apply in mass for top positions so that the short list can reflect this. Get themselves ready skilled, ready for public speaking and all those things and start applying.

I: Thank you very much

I: What motivated you to seek a post in management?

R: You know I always been wanting to improve, always ambitious. I wanted to go to the top of whatever profession I took. So I planned the way I thought at the time that I had the most opportunity. Not because of any ambitious profile I wanted, I didn't want the position as much as I knew I would be a good manger, a person who could influence others. You know at school leadership. I felt if I can I want to reach my full potential that's really the reason and also to want God's will for my life.

I: How do you manage as a workingwomen, mother and wife?

R: Without a doubt my husband was extremely supportive in whatever I did and you know we were fortunate in that we had full time help in the house. We had two people that worked for us, helped us. That made it easy, but not that easy because when children get sick they want their mothers. There is a lot of sacrifice. I think my husband was a pillar of strength, always supporting me in whatever I did; I don't think that all women have that.

I: Do you encounter any stress in your job?

R: I think all the time. I think any management job is stressful. One has to overcome that and not allow tension to become stress. When it starts affecting you emotionally it affects your nervous system. When you got the knot in the stomach and you have to do things immediately and you see it as part of the job and you start to plan as well as you can. There will always be times when you are thrown overboard and you need crisis management. I think it also helps if you have a deep-seated peace and joy. I find joy in everything I do I find joy. The joy of the lord is my strength, Jeremiah chapter 10 verses 9 and that is my motto in life. In everything I do I do it in great joy. There is also of faith, a lot of Christian things coming out, but that's me.

I: How do you cope with stress?

R: I go into it in a positive manner. It's not the end of the world. There will be things you can't do at the moment. I am going to prioritise. Some times the priorities are like 1 min apart. It is so important but it is not to allow yourself to let your body lock into a stressful situation.

I: Did you struggle to have your authority accepted when you were first appointed?

R: Not at all, I was very fortunate. I think it is the way one deals with people if you don't come in with an attitude you wont encounter an attitude. I think that's important.

I: What would you like to see change in policies to accommodate women more?

R: You know policy is there it highlighting our rights. You have a slightly preferential treatment in the appointment in posts because the legislation says affirmative action and women is part of that. I think it is more about the education of men in their attitude and fears towards women. They can see their job opportunities slipping away from them, I feel for men, but I also feel that leveling the playing field is important. I think everyplace of work should have a crèche where a mother can come and see to her child. Also maybe flexi time where possible where the mother can stay off, but work in.

I: What are positive experiences you have had with men in management?

R: There really are so many. Perhaps the negative experience was when I was ignored in a board meeting. At other times I always felt that men regarded what I said and I regarded what they said. I have never felt that I had to especially assert myself. I have always been in situations when they have been very cordial to me. I think it is a game attitude, when you come in with an attitude that can cause problems. If you come in use your femininity, assert yourself and when they can see you are talking sense and have good ideas you would not encounter any problems.

I: What are your plans for the future?

R: I think I told you the last time it is just what God wants me to do. If he just wants me to be an ordinary teacher for the rest of my life I would be the best teacher. I just want to be in that place that I know God wants me to be, to fulfill my purpose in life.

I: Thank you.

PARTICIPANT C

“TO DO MY BEST IN THE SERVICE OF OTHERS”

I: Good day

R: Good day

I: I want you to sit back and talk about your family and educational experience. Starting perhaps in the area or town where you were born in.

R: Okay, I was born in a town called Umtata. This is now in the Eastern Cape and my parents came from that area. My father was born of an Englishman and he married a Xhosa women. They were quite well off.

I: So what did you speak at home Xhosa or English or both?

R: Both I tell you in my home there was a body of many languages. My mother spoke kitchen Afrikaans, her family spoke Afrikaans so I was always hearing Afrikaans been spoken and of course Xhosa. I heard a lot of Xhosa stuff a lot of Zulu. Of course we spoke English my siblings and I. My parents obviously had a good knowledge of the Black languages.

I: How many children were you?

R: Well, there were 3 girls and 1 boy. The boy was the oldest and I was a year younger. So I was the eldest girl. He got polio when he was a year. It affected his right side. I think a lot of his brain was affected and this affected his arm and his leg. He walked with a drag on the leg. So when I look back now on my life and my childhood it appears that I took his role as being the head. Although, he could do quite a bit of things, my mother was over protective over him. She always pushed me in front, to do the running to the shop. He might have done it if he was wholesome. My father did not want him to be like that. So I had to do it in a way that my father didn't notice. Even if he were sent to the shop I would go for him and make as though he did it. My dad wanted him to be more independent. I see now although we thought he was hard he wanted him to be as normal as possible rather than to be treated

different. I think he had more vision than my mother because my mother was over protective.

I: What did he do?

R: He was a plumber.

I: And your mum?

R: My mother stayed at home. She never ever worked.

I: So you were the second child or the eldest girl?

R: I became a tomboy. I used to play a lot with the boys because the girls were much younger. The other sister was 4 years younger and the other sister 8 years younger. The last -born is a doctor; second one is an educator in Newlands East.

I: And you became an SEM, and did your brother pursue anything?

R: He died at the age of 23. He was in a car accident.

I: GOD bless his soul.

R: He was actually driving the car when he died so I still became the eldest.

I: I think from a child you were actually pushed into this role. You had to take care of them in a sense you had to be the one to keep them together to be a role model for those younger than you.

R: Then when I got to school I used to come first. I used to come first. I used to beat the boys as well. I thought I was a tomboy and I was not afraid to beat boys. You know girls were afraid to beat boys in those days. Academically I was very good but then my other two sisters also used to come first right through school. The teachers used to fight over us to have us in their class because we used to beat everybody but I found that although I was academically inclined I could take part in a lot of things but my mother used to always say "You are in everything". I used to be good in everything I used to be in acting right up to matric. I used to be taking leading roles as an actress and I always thought that is the way I would go. I use it even up till now.

I: It helps to keep our emotions under control so people can't see through it.

R: Exactly!

I: When did you move away from Umtata?

R: We moved to Pietermaritzburg when I was seven years old so I actually grew up in Pietermaritzburg and not in Umtata.

I: Which school did you go to there?

R: A school called Alston High School now known as Haythorne.

I: And obviously you went into college or university when you matriculated.

R: Yes, it was very difficult because I finished school in 1970 and if you wanted to go to university you had to go to Cape Town, to the university of Western Cape. UDW was for Indians and Natal was for Whites and so as a coloured person there was no university in Natal – you had to go to Cape Town.

I: So what did you do then?

R: We didn't have the means to go to Cape Town so the best next thing to do was teaching. I went to Bechet College to train as a teacher but I also applied to Addington to train as a radiographer.

I: And then why the change of heart?

R: I met my future husband and he was dead against me doing anything with hospitals because of the night shift. He changed my mind and said you rather do teaching so I went to do teaching. I really thought at the time it was not for me. I didn't feel I was teacher, you know, nothing had prepared me to do teaching. I didn't have that in mind. I always thought I was going to take up acting.

I: So you went to Bechet College and then?

R: I did 3 years at Bechet College at that time there was only a 3-year diploma.

I: What did you do after that?

R: So after I left Bechet I went to teach at my first school it was a primary school there in Briardene Primary.

I: Oh, yes.

R: I taught there for 3 years.

I: What did you teach there in Briardene?

R: Well I taught in the senior primary but I taught across the board all subjects. I taught Grade 1, I taught Grade 3 all different things.

I: So you went from JP to SP?

R: I was one of those who had a Grade 6 form class but used to teach Grade 7 and Grade 3. I had a lot of experience in the Primary School plus I used to do Drum Majorettes. Remember I used to do everything. I used to do mountain climbing; I was a girl guide. I belonged to the choir. So I was always trying out things I did ballet dancing and tap dancing.

I: That's interesting.

R: I even danced in the City Hall in Pietermaritzburg. From Briardene I went back home because I had a baby. I went to stay with my mother because I was quite sick at the time and the principal came and gave me a post at Haythorne. In Haythorne there was an opening and they couldn't find any one to teach Science and Maths so I went to teach for 6 months a stint because I had resigned in Briardene. When I look back it was a good thing. I went there because that principal worked hard you had to have your records. You had to have your prep everyday in the morning for checking. So before you left your prep had to be done. He used to walk in your classroom at any time and you had to be teaching and there was no sitting there in that school. It was a good thing teaching at that school because it trained me to prepare my work and to get into the system of doing hard work. When I went to high school I was shocked at the easy time the teachers were having. I went to Haythorne I taught physical science, grade 10 and general science and maths.

I: Was Parkhill a secondary?

R: Yes, it is a secondary. I finished over there at Parkhill as a principal but I taught for twenty-two years in Parkhill as a level teacher. I taught Afrikaans. I was a person who liked to try out things. I was not a person who could sit with one thing. I taught Geography, History, Maths but the common factor, I taught maths through out. I always taught maths and something, maths and science, maths and history. I stayed in the mathematics for the twenty-two years.

I: Brilliant. That was a long time. When was your first promotion?

R: When the packages was given out.

I: That must have been in 1995/1996?

R: Yeh, I think it was 1995 when everybody took the packages. At that time it was very hard to get in anywhere. It was men only. It was hard to break into management for you as women. I was a permanent level one for twenty-two years and then I moved to HOD in Parkhill S in the Humanities area because the previous year there was no one to teach history. I was offered to teach history because I had done it in my degree.

I: From there, which post did you get?

R: From there DP.

I: How long was it between HOD and DP?

R: It was two years and one year later I was principal and two and half years later I was appointed into the administration of the district office.

I: That's quick.

R: But if you see the changes in education when the ANC took over in 1994 then there was the amalgamation of the EX departments and then the packages was given out. That's when my break came. I jumped from HOD to DP and principal.

I: No, doubt it came after a formidable amount of time. How long are you in service?

R: Well I started teaching in 1974.

I: I think that might be about 27/28 years in service. When did you marry your wonderful husband, just before you started teaching?

R: No, I did one year in college and then I was married. When I went back to do second year I was a married woman.

I: How many children do you have?

R: I have three children. One of twenty-nine she did her B Com and is an accountant the second is twenty-three and the youngest is six years and is in grade 1.

I: That's interesting you are three girls and you have three daughters.

R: The youngest is the same age as my granddaughter.

I: Is it true when you have them late you are very close to them?

R: Yes

I: Six years ago you being promoted and at the same time you was having your baby. What are some of your interests and hobbies that you do to relieve your stress?

R: I love to read but it is difficult to get a chance, I love cooking it helps me de-stress. I go for body massages that help a lot. I would love to play tennis if I had the time. I try to but it is hard to find the time. To make time on the weekends its very hard because my daughter uses me to look after the children because she has them on the weekdays. I find myself on the weekends with them. I find I am in the Mall with the three children my own daughter plus my daughters two children.

I: I know when you said you became a teacher because the only University was in Cape Town. What motivated you to become a teacher?

R: The only reason I did it was because of the lack of funds. So I had to do something. My parents had no money to send me to Cape Town so I had to go to Bechet College.

I: What was your experience in the school, management as a female where they're many females or was it predominantly males in the high schools?

R: Predominantly females but females level one. The top structures were always male.

I: How did you feel when you first started?

R: There was a distance between management and level one. They were the bosses and you had very little input as to what was happening in running the school. You did your work and 'did not worry about management'. But I am glad I had so many experiences with the different subjects so when I became principal no one could bluff me as to the subjects they were teaching because I had taught practically all subjects. I was familiar with the curriculum. I was familiar with the schemes of work you could complete in the year. Because I used to find a lot of new teachers come in and they used to say they could not manage to finish the syllabus. But I used to say I did it in such and such a year, I took this subject and completed the syllabus.

I: Are there any things that come to mind with regard to gender relations?

R: When I completed my degree I went to my principal and I said look I have completed my degree and I feel I should be part of management now, I feel its time. I feel I can handle it. He said 'you know you could never be any type of manager in this school', these were his actual words. And I said to him but why? He said 'it's a male world it would be very difficult for you to get in' and I was naive and I said 'oh' and turned on my heel and went.

I: Did you not think about applying to other schools?

R: I thought about travelling and I didn't like travelling because I lived next door the school.

I: So when did you become inspired to move to the next post. It was twenty years before you moved from level one to two.

R: Yes, I used to see young men come and get posts and that's how it was. We used to grumble and complain but it all fell on deaf ears. It was males even in the inspectorate so to whom are you going to complain to.

I: So you took advantage of the transformation in 1994/1995 and the exodus of people with the packages?

R: That's right.

I: Who would you say is your role model and why?

R: I have many role models. There was a woman who I worked with she was HOD of Commerce and I was HOD of Humanities. She was such a strong woman. She could stand up to any man. I used to say this woman has got guts. You know she inspired me. She used to say apply. She is one of my role models. And then there was the principal of the school. He was an extremely intelligent man. He was principal. He was an intelligent man. In fact I have not met someone as intelligent as him. He could solve any maths problem. You could go with a timetable and you could say to him draw up a timetable. There are so many people, there are so many subjects, and he could do it in a space of 15 minutes that's how fast his brain could work. He was really very good. So I did not grudge him having the management post because I knew he deserved it, because he was excellent.

I: So do you judge yourself against him.

R: Yes. My dad was also a very strong role model for me

I: Is he still living?

R: Yes.

I: What are some of the areas you find you succeed as a manager as an SEM?

R: I find I do very well with people with human relations. My DM often says there is nothing this woman cannot solve. If there are problems amongst people, you know with the unions or whoever, that's where I am good. That's my strength. If any parents come in livid or mad I bring that person right down. That's my strongest point.

I: Are there any other areas?

R: I find I am very versatile. You know I am a jack-of-all-trades any kind of workshop I can handle it. I am a versatile person I can do a lot of things at the same time. I don't have to do one task I can be doing a hundred things I can be answering on the phone and doing my stats

I: Are there any other characteristics?

R: I will not back down if I know I am right. We find in this job we get people who are bullies. You know, I can stand up to a bully. This goes way back, this is not from now. You remember when I said I had to take the place of my brother and I had to stand and defend myself, I will not give up. I admit it is sometimes a foolish thing. That's what made me a good principal and the children know there is a line they could not cross that line.

I: What are some of the challenges women are encountering in management today?

R: Oh well stereotyping, If you are in the company of males they immediately categorise you they put you in a box. You are a women and that is as far as you get. They underestimate you. It's their whole viewpoint on us. They look at us as being incapable. In their minds they find that men can handle things and women cannot. Women are too emotional. They are weak and they cry easily.

I: What are the areas women need empowerment in and why?

R: I think we need to work as team builders for other women. Because working in isolation, if you are a women working alone against a backdrop of many obstacles you need to network with other women besides working with men. You need to build up in that way. I think each one will build the next one up. In that way as women you would become stronger.

I: So how would one go about organising such a workshop, are you talking about a workshop on team building or are you talking about something more concrete or just general?

R: I am talking in general because I find that women think differently. We are conditioned to think in a certain way. Men think differently. Men have a more challenging way of thinking so we need to break out of our way of thinking.

I: How do you mean men think differently?

R: They think more across the lines there is something there I am going to go out and get it. Women sit and wait for things to come to them. So we need to organise workshops on team building and change our approach to things. We need to stop taking the backseat and start initiating things.

I: For so long women feel that men must take the lead in everything why?

R: Well it is the roles we are being taught

I: Is it a cultural thing?

R: Yes, I think right from the beginning women are suppose to look after the children and look after the home and men have to go out and explore and try new things and be in the front line because we feel we must be in the back burning the fires and keeping the home fires burning. That's why we are so slow in coming up with ideas. Women tend to be followers. The odd one breaks out of their mould and goes forward in their thinking but the other women think that women is forward and it's not her place. I still feel that women have not realised their full potential. Many women are capable of doing things like a man can do but they keep waiting for things to fall on their lap so they need to go and become more aware of the things they can do.

I: Do you think that perhaps they are not aware of the things they can do?

R: They know that if there are such opportunities they feel that those opportunities will go to men rather than women. So that sort of hinders them from wanting to go further, I mean if you look at the department now, it is very male top heavy and you find even now the acting positions are being given to men. Women are there not to say we don't have them. This one woman, they feel she is junior because they are looking at seniority. Why are they senior? Because they always get the post first and we will always be junior in the experiences because we have never been given the opportunity.

I: How do you think we can empower ourselves?

R: We need skills to become more forthright and outspoken. Somehow we need to be made aware where our shortfalls are. We don't want to be viewed as a grasping or grabbing type of a person or too ambitious. They will say you are power mad but when a man does it is nothing.

I: What are some of the leadership qualities you have adopted and why?

R: I found that when I was principal there was certain things I was noted for there. The staff would rely and depend on me to protect them never mind that I am a women I would protect them from the worst of the worst. I have interpersonal skills. I could handle people who come into the office the high irate person or parent could walk in now I could manage to handle that person.

I: What kind of skills would you use?

R: Well, what I think people find disarming is honesty and openness and in my forthrightness. There are no hidden agendas. I am down to earth. People do not want a person with high flute ideas. People want things brought down to earth. That's what I do. I am a practical person.

I: You practised this as a principal did you continue this in the department?

R: I found that I could carry this through.

I: Are there any other leadership styles

R: Well, I found that I also could initiate things, what some people have told me since they have got to know me, they feel I got drive and energy that drives people. You also have to be able to motivate people to do their best and you got to win people to do their best. The minute a person walks in the door no matter what they come for you have to win them over to your side of thinking. So you need to have a winning way about you because nobody wants to deal with a failure.

I: How would you describe the relationships that exist, gender relations that exist between you and your male colleagues in the district and regional office what kind of gender relations exist specifically with regards to you.

R: See, what I find in the beginning when they don't know you very well they have that conditioning and stereotyping of what women can and cannot do. Like these SEM's that got to know me, they know what I am capable of and what I am not capable of doing. There are something's I can do that they cannot do.

I: You spoke of stereotypes.

R: For instance a certain principal may feel that you cannot handle certain things. If you have a problem with the parents, where the situation has got out of control and the parent wants to sue or go to newspaper or something like that, and then that principal is amazed when I come in and I solve the problem. They have come to have confidence in me. Initially there are stereotypes.

I: Like what?

R: They feel a woman will not be able to solve a problem. A woman will not be able to stand up. Because some of them have Governing Bodies, which has lawyers, doctors, and chartered accountants. They feel a woman won't be able to stand up to their Governing Bodies. I tell them where to get on and where they can get off. I have been doing a lot of workshops - I am good in workshops. I have had workshops with school Governing Bodies and told them their role functions and you have to be competent to win them over.

I: How would you describe the gender relations now?

R: There is nothing but respect, we all respect each other. They have to come to understand we are good in certain things.

I: We are not talking politeness and courtesy but when you interact at high profile meetings.

R: So you find the same thing. They will respect you if you are competent. The starting premise is that this person cannot do the job because she is a lady. You are generally a weak person, you haven't got good ideas. You actually belong at home; women got to come up with ideas. I have been in workshops and sometimes you find in the last workshop I was the only woman there was 9 of us. I was coming up with ideas because I had run a school, and they started to sit and listen and eventually they elected me the team leader. Somehow they still got that notion that a man has to be at the top, never mind you can do the job. There is an entitlement as men to get the top jobs.

I: What are some of the institutionalised obstacles that confront women as managers today?

In the past one of the things that prevents women from being promoted were the criteria of continuous years of service. Women had short/broken service because of time taken for having children. In a way in the past this confronted women.

R: Today there is nothing. But it would not be legislations but somehow Governing Bodies or any big institution would go for a man.

I: Reasons?

R: This woman is going to have a child when they go to a certain age, go through menopause. So they will go to men to lead their institution. So it is not set in the criteria. The barriers are not concrete but passive barriers

I: Like?

R: They are doing things inadvertently. Sometimes I don't like this business, this idea of gender (affirmative action) put 1 or 2 woman in. It is saying something, perpetuating, stereotyping. It is saying we are putting you here only because people are making a noise in the constitution. We are not really putting you here because you can do the job.

I: Are you finding yourself in the minority? What vibes do you pick up?

R: Yes. More than anything else it is still more a boys club; you are there because you are part of a number to look good in the plan.

I: Thank You.

I: What motivated you to seek a post in management?

R: Well after a number of years when you feel you have learnt enough for that phase now you need to go into the next phase just like life itself. You need a challenge every time. Once you have completed your challenge as a level one, I had done a number of subjects. I told you I taught a lot of subjects. There was nothing more. I felt I needed a bigger challenge in life. If you are not challenged in life, life becomes meaningless.

I: How do you manage being a working women, mother and wife?

R: This how I manage. I compartmentalize my work, when I get home I switch off completely. I switch off completely and I assume my role as a mother and a wife. When I am at work I switch off completely to my role as a career person. So I am able to do that. I am fortunate I can switch off, as I like.

I: Do you encounter any stress in your job?

R: Oh yes. And actually I am a person that works under stress. That's my strong point. I can work under stress; if I am under heavy stress I work harder. I try to find solutions to the problem. Well actually coping with the challenges. And you have to find the answers to your stress. What is causing your stress? You must find solutions to the problem. You find it and you solve it. If you don't find it your stress becomes more and more. The quicker you solve it the lesser your stress levels.

I: Anything else that you do if you have a stressful day to unwind?

R: To unwind, I think the best for me it would be eating, I love eating. It is stress less for me to have a glass of wine, eat or to spend time with a friend talking or the best thing would be to meditate.

I: When you where first appointed did you struggle to have your authority accepted?

R: No, not really because I had proved myself as a principal. I had that confidence in myself. I thought I could do that.

I: What would you like to see change in policies to accommodate women more, considering yourself and the different roles you play?

R: Well it is difficult to say because if we want to be more accommodating that means you want special treatment. Whereas we as women don't want to be treated differently we can rise to the occasion. The only thing we want to see happen is that you must be given your fair dues and respect. As it is now we are not getting all the jobs. I don't want to see anything change because now I am a woman. I need to do exactly what the next person is doing.

I: What are the positive experiences you have had with men in management?

R: I think you do get men that are very helpful. Okay, when I was first appointed as SEM I had a problem in a school I was suppose to do an investigation. The gentleman was offering to accompany me to do the investigation. I always had offers of assistance from them.

I: What are the negative experiences you have had with men in management?

R: The negative would be the men don't think that you could do the job as well as they can. For instance if you are in a workshop with men, and they will want to push their views. Your views must be secondary. They feel they are now better than you.

I: What are your plans for the future?

R: I would like to go higher than what I am. I would like to go as high as I can within my timeframe because of my age. At 60 I must be gone. That time I would like to spend playing musical instruments, reading poetry, taking dance lessons, doing acting or teaching others how to act. I don't want to spend it working. It must be voluntary. Lots of reading.

I: Thank you.

PARTICIPANT D

“SHINE WHERE YOU ARE”

I: Good Afternoon.

R: Good Afternoon Charmaine.

I: I want us to discuss issues about women in management. I want to start with your early life and I thought the best place to start is the place where you were born.

R: I was in fact born in Ndwedwe but in the deep rural area the name of the place is Amatholamnyama. During the time I was born there were a few schools in our place in that part of Ndwedwe. In fact we managed to get educated in a place, which was in fact a farm school that the white man built. The white man built the school for the people that were working in the area so we were fortunate to be placed in that school for the people that were working there. So that is where and how we managed to get education.

I: How many years of service you have been in the department in total?

R: So now the end of this year it will be thirty-three years.

I: What did your parents do?

R: In fact, my mother died when I was twelve years. She was a housewife. I was doing standard four then and during the time of my education I was under my father. He died when I was married.

I: What did he do?

R: He was an ordinary labourer in worked in the City of Durban in Standard Bank.

I: and how many children are you'll?

R: We are seven in the family. We are two boys and five girls.

I: What are they doing?

R: I think the first one is in a school in Pietermaritzburg, is a girl is a Deputy Principal. I was the second one I am an SEM the third one is a female an ordinary labourer in a hotel in fact she was retrenched, the fourth one she was an housewife in fact she is a single parent not

married the fifth one is a boy he is an ordinary labourer and the sixth one is a labourer and the seventh one is an admin clerk in the Ndwedwe Magistrate court.

I: When you finished matric what path did you follow for your studies. At university, colleges or correspondence? Did you complete matric or did you take the JC and then start teaching.

R: I received my JC. I went to Eshowe College of education to become a teacher. I received my HPTC and then started teaching and then went to college full time. Then I did my matric through correspondence when I was working. I started with JC, I was trained for two years I went for teaching I did my matric through correspondence.

I: And did you pursue any other studies after that?

R: I stayed in the same district for about 15 years and then went to the university full time for five years. I stayed at the university for 5 years.

I: What did you do there?

R: It was the University of Zululand and I did B.Ped. and then B.Ed degree.

I: When you were studying, what were your subjects that were your special?

R: English was one of them, History and Speech and Drama.

I: Are you married?

R: Yes, I am married

I: How many children do you have?

R: I have two boys

I: What does your husband do?

R: He is an educator. He is a principal of a school. The school is in Pietermaritzburg region but he is in the Kranskop East circuit.

I: And the two boys what do they do?

R: One is working with a company ESKOM in Johannesburg and the other one is in Mangosuthu Technikon

I: What are some of your interests and hobbies?

R: I am interested in going to church, to listen to radio, to watch TV, to read the newspaper.

I: Do you read the newspaper every day?

R: Yes, in fact.

I: Why did you decide to become a teacher?

R: In fact, I think it was a culture those days. At first I wanted to become a nurse but with all my friends we decided we were going to do our JC. I applied for different colleges for training nurses. So then we all decided to go for teaching. You know in those days I think there were fewer teachers. There were many people that were nursing so I thought I would get employment in teaching.

I: Why nursing?

R: They were getting money.

I: Why were people getting into teaching? Where there no other careers you thought of doing?

I: Why?

R: There were only two that was known to us that we were exposed to in the school. For the boys there was to leave school get the JC become a clerk, to be a policeman in fact many other careers but for girls it was limited. In fact this is what we were watching when we were growing up, the others were doing teaching or nursing.

I: When you started teaching what subjects did you teach? And did you start teaching in the primary school or high school?

R: In fact I was in the primary school, in fact my qualification was for higher primary teachers certificate but in fact when I applied I was given JP classes. I failed to teach them. Those classes were not easy. So they gave me higher classes in Standard 4, which was easier for me. In fact in those days there were no specials we were just teaching everything. So when I was teaching I taught in the Primary school for only four years after that I finished my matric I had to be taken to the secondary school.

I: What did you teach there?

R: I was teaching English, History, Zulu and Geography and Agriculture Science.

I: And from there you went into the department?

R: No, in fact I taught for many years in a secondary school.

I: When you were teaching in the primary school and the high school what are some of the experiences you had with the males with regard to male and females?

R: The problem in those days was of the government we were oppressed as females. If you remember in those days if you were in the school those who got married were told to resign or to be temporary teachers. It was law because it meant some one was looking after you who are just paying everything for you because you were married. Even the males will say they were getting more salary from the government it was just oppression from the government. The males were just expecting females to respect them as if they were at home. As females you were not treated as equals. Whereas when you were in the college of education we were equal sometimes in the class. Some of the girls should get positions one. Boys would get other positions. But when we were at work in everything they were given first priority.

I: But what about the male teachers?

R: With me in particular it means I must personalise. I used to argue with them. I used to argue with even the small points so I was taken as a person who was bossy although I was not bossy but it means in those days I could not accept anything as it was. In fact it was my main problem. You must convince them by doing words of mouth. You must show them, if you say you are brave you must show them. Show them as a person you are superior to them. But during those days some of the females were not brave. Females are not brave they don't want to talk. In our culture you know we must respect males. If you got the same qualifications as that person.

I: You started teaching, you moved from primary to high school, from level one what was the next level?

R: I was deputy principal for one year, after twenty something years I was made deputy principal and then I became principal in a high school from there SEM. This is my third year in this post.

I: Who would you regard as your role model and why?

R: A person who is my role model has passed away. She was the principal of the school when I started schooling at Kruisfontein. In our school there were only two educators in that farm school. One was responsible for SSA and one for SSB and this lady who was principal and responsible for standard 1, 2, 3 & 4., I was made to teach Standards 3 and 4 she would do standard 1 and standard 2. I was working as a teacher when I was young. This was before I became a teacher when I was in school and she was principal. She was a hard working lady, she was brave. She was working as a man she was a hard worker. Because she was teaching us everything in the school. In fact we had to move from this farm school to the other school there was no standard 5 and standard 6. We were happy because in fact we could speak English when the other learners where failing to speak English. Then we were brilliant more than the students because we were just like foreigners in those schools. In sports we were excelling, even in music, in everything. In fact, that is why I honour the lady she became my role model.

I: What are the areas you succeed as a manger in your present job?

R: I think I am successful because I am a person who has learnt more about time management. Punctuality it is very important if you are a leader you must lead by example. But then again I am a person who is open-minded. I am a person who is good in advising people, even if it is something out of their jobs. So females are not afraid to come to me. I think in the district I am the only female. They feel free to come to me about their problems. They know I can keep confidentiality so that's why I succeed.

I: And what are some of the challenges that are facing women in management today?

R: Most women are having the problem of other women pulling them down so they don't want to see a women succeeding, but then again there are some males who don't feel comfortable if they have to work with some females. I am fortunate because the place I am working I know some of them. They were working with me in the same school. That is why I am successful. When we are having problems they used to advise me.

I: When you say there are other women pulling you down can you tell me more?

R: It is what I observed in most schools in the circuit. The female management in Primary schools. If the principal is a female they don't want to see the person succeeding they don't go to that person and talk to her, so they just go to the SEM or District Manager. That is common with the females because that is what I observed.

I: What are the areas that you think women need training in management?

R: I think they need to be trained in communication skills. They need a lot of training because some of the women if they are given this high position some, they become stiff and hard. This is what they do more especially if they are working with females. They are having that attitude. Sometimes a female is promoted they don't want to teach that female, sometimes they can see something which is lacking. Some are shy, if they are in the meeting with males. Some look down upon themselves, they are having the inferiority complex.

I: Why do these women have this inferiority complex?

R: I think it is because of culture. Sometimes they think that males are brilliant are better than them. For instance they is no need for them to respect them if they are in equal positions.

I: What are the leadership qualities you have adopted and why?

R: Mmm, I think I am that person who is open. It is my policy; I am having an open door policy. Even if I make a mistake it means I always tell them they must come to me to correct me. I am not a perfect person and subject to corrections because I am a human being. More especially today we are working with unions they are there to check mistakes. If I do

something wrong don't go to my district manager you must come to me. I will correct the mistake if I had made the mistake.

I: Any other leadership qualities you have adopted?

R: I am good in communicating with people. If I am upset I don't show them I am upset. I always laugh I don't want to show them I am upset because I am having a problem with them. Afterwards I would address this misunderstanding.

I: What kind of relations that exists between you and your male colleagues, SEM in District office and regional office. When you work and interact with them. What kind of gender relations exists?

R: I think since the gender equity has been introduced I am a gender focal person. We now know what must happen between them and us. So they are coming and adjusting. They are trying to welcome us. Even our opinions, our ideas, in the meeting were respected.

I: How do they show this?

R: If you are asking something, they listen to you. In the past males did not want to listen to the ideas from females.

I: What are some of the institutionalised obstacles that confront women in management today?

R: I think women are having problems of other women not accepting them.

I: Thank you

I: What motivated you to seek a post in management?

R: There was a need for female educators in management because there were very few, more especially in SEM posts.

I: How do you manage as a workingwomen, mother and wife?

R: I think I manage because I manage my time. So I learnt about time management, so I distribute time accordingly.

I: Do you encounter any stress in your job?

R: Yes I do.

I: How do you cope with the stress?

R: What I do, I don't take anything as stressful. I always say it is not a problem, I take it as a challenge to me because I don't want to show that females can fail, if they are given a job.

I: When you were appointed as SEM, did you have to struggle to have your authority accepted?

R: I did because during the time when I was being promoted, there were no females. All SEM's were men.

I: Anything in particular?

R: In fact, if there was a meeting, if you raise your opinions they were usually not accepted. Since I was responsible for supervising the primary school I was taken as person who would fail to manage men or talk to men or to address men or address audiences of principals but fortunately I managed.

I: What would you like to see change to accommodate women more?

R: I think that nothing must change in the policies everything must stay as it is. Although equity must be accommodated, it means men must be taught about this gender equity, all the things relating to that.

I: What are the positive experiences you have had with men in management?

R: I had noticed that if they have accepted you, they respect you. Even if you are doing anything they take your opinions quietly and give you that recognition.

I: What are the negative experiences you have had with men in management?

R: I have noticed that men are oppressors. If you get stressed it is because of them, they judge. If you are dedicated to working they give you more and more. They forget sometimes you are a human being.

I: What are your plans for the future?

R: I want to get a M.Ed. since my highest qualification is B.Ed.

I: Thank you.

PARTICIPANT E

“THE SKY IS THE LIMIT, STRIVE TO TOUCH IT”

I: Good afternoon

R: Good afternoon Charmaine

I: How was your day with the monitoring?

R: It was fine.

I: Did all the papers go off well?

R: Yes.

I: I want to talk about your experiences in management and about your early life.

R: I was born just outside Pinetown in a Catholic mission called St. Wendolins. I am a strong catholic. I was the third of ten children. I came from a big family.

I: How many girls and how many boys are there?

R: Seven girls and three boys. Right now we are eight children the two boys are late. My mother was a factory worker in Escombe near Northdene and my dad worked in Durban, Old Daily News in Pine Street. He was a shop steward for the union and spokesperson for the people at his work.

I: Did you live all your life in the Marianhill area?

R: Yes, I did my primary school in a small school Phumuphele Primary a three-teacher school, which was later, converted as part of a males hostel in Klaarwater. Then I went to primary schools in St Wendolines and moved to Umlazi stayed with my aunt in Umlazi. I studied at Makhumbuta secondary until JC. Then I went to a teachers training before I got my matric in the Indaleni institution of Training for my Primary Teachers Certificate. Then I moved to Vryheid High school do my matric because I didn't want to teach without my matric. But it was not an easy life because my mother was a factory worker. When I went to university my father passed away in my first year. So our life changed but even when he was there we lived in a hierarchical fashion the oldest girl will wear a dress and pass it down to the second

one and the second one to the next and so on. Because we did not have much but we had a very strong grandmother who was my mother's support system. Then I went to Vryheid State High School for my matric.

I: Why so far to Vryheid?

R: No, I could not get accommodation in the local college like Amamzimtoti and Eshowe College. My mother thought I would leave for teaching when I completed my JC. I insisted and cried for me to get an opportunity for my matric and the only school that could take me then was the Vryheid State High School. It was part of the Dutch Reform Church and I went from Catholic school to a Dutch Reform school. I would attend services in Afrikaans. After that I got my exemption I went to the University. At the end of my matric year I applied for a bursary to Anglo American and got it. I went to Zululand University for my BA degree. After three year of education then I went for teaching. Then I started teaching in 1975.

I: That's about 25 years ago?

R: Yes, I started teaching at a school called Margotfontein High School. The school was named after the International Dancer Margotfontein. I think she donated funds to build the school.

I: Where's the school?

R: It's in Klaarwater. After six months I got married in 1975 and moved to Clermont and taught in a Ziphathele High School for about 10 years.

I: What did you teach?

R: I was teaching English and History in grade 10 and grade 11 and grade 12. It was during the time of the uprisings in the whole country because in 1976. That was my second year of teaching and my first year in a new school. It was a great challenge in a township like Clermont; children were very militant in the school. A learner from that school was elected chair and president for COSAS in 1977. In my school and you could imagine the power

shift, which he came back with from the Congress in Cape Town. Another problem was that the school was seen as IFP School because it was still under the KZN government. The learners were always militant and there was always confrontation between teachers and learners. The army was stationed outside whilst the learning was taking place inside. The army had tear gas. You could imagine how difficult it was.

I: Where they're a lot of female teachers in the high school?

R: No, when I came, there were only two female teachers of a staff of twelve teachers or so. I became the third one. In a short while after that the other lady left to become the Rector of Intuzuma College. So two of us were left behind. At a latter stage more of the ladies came.

I: How did the men interact with you?

R: Maybe I would say I didn't have much of a problem in terms of people looking down upon me as a woman. Instead people started looking at me to play the big sister role because most of the teachers were younger than me. I think also because I married a prominent person from around that area I commanded the respect. But I also think my own personality contributed to relating with male counterparts and also to be bold enough to express criticism like if one of them would come to school drunk I would be the first one to say 'please if you do this would destroy the whole school'. And I never received any negative reactions. In fact, after some time people looked upon me for correction and for guidance long before I became principal of a school. Maybe another thing there was an internal arrangement where I held a position of authority although not an official one. In those days there was no HOD and the principal would make his own internal arrangement. He made me an HOD for Humanities. I was also the guidance teacher.

I: When did your first promotion come?

R: Maybe after three years (1978) to the Acting HOD. I became a Principal in a Klaarwater Primary School in January 1986 after 11 years, in a school in Klaarwater in the Marianhill area.

I: I know you said you married in 1975 can you tell me more about your family.

R: My husband is from Clermont, he is an insurance broker with Old Mutual.

I: How many children do you have?

R: There are three children. One boy and two girls. The boy is working in a call centre in Johannesburg and my daughter is working in a graphic designing company as a project manager. I also have two grandchildren. One is from my son, a girl she is four years. My daughter's son will be a year next month.

I: The youngest daughter?

R: She is twenty-one years old and she is doing town and regional planning in ML Sultan Durban College of Technology. It's her final year.

I: What are your interests and hobbies?

R: I engage in community work. I am the chairperson of a society for aged in Clermont, Chesterville and in Lamontville .

I: On your part time at home when you are relaxing and unwinding?

R: I enjoy reading short stories. I like African writers like Chinua Chube, Paulo Freire, Isaak Mpahlele. I read a lot of books. I am also doing some writing. I got a lot of incomplete books that I written and left. I like writing creative writing. It helps unwind. I want to complete a story about my grandmother because she was my role model. In fact I don't think she was only my role model but for my whole family. If the family were together there would not be a day without talk about her. She was MaNgcobo meaning Mother Ngcobo. The book is called "MaNgcobo would not do this". She would say girls don't do this, she would say this is how you would treat strangers or visitors when they come to your home; this is not done in our house. Sometimes when we see our children behaving in a different manner maybe because times are different and different upbringing we would say let them do what they are doing and we say MaNgcobo would not allow this. I have written her

stories saying, I am trying to remember all things around those utterances. For me she showed us a lot of values.

I: Why did you become a teacher?

R: I became a teacher maybe by accident. The choices were very limited for careers either you became a teacher or a nurse.

I: Why was this so?

R: Surely the society was still extending the understanding women are nurturers of sick people and take care of young children. To me this is just an extension of the perception of women's role in life, which is to take care of children and sick people and even the dead. Because in our culture if one is dead the women wash and prepare the body, whilst the men put the person in the grave and cover the body. When I was in grade two a boy in the classroom got injured by a broken windowpane. So the teacher wanted someone to clean the wound. I jumped because children would jump for anything. I jumped to do everything in class. When I saw the amount of blood coming I went running and said I don't want to be a nurse I want to be a teacher and I think from that day I wanted to be a teacher. I can't stand blood I am one of those.

I: What are the areas you succeed as a manager, SEM?

R: I want to start as a school manger then I will come back. As a school manger first of all I succeeded to bring together parents in the school. In the parents meeting I would call I would get eighty percent plus attendance. Even the schools around me would envy me and ask how I managed to bring parents to attend meetings like these. When I became a principal I had already observed different management styles autocratic and participatory from my neighbouring schools and from different principals and also from the schools from where my children would be going to. All my children went to the Pinetown Convent. So I looked at some practices there like holding an open day, that I did in the first year I came in. The parents were excited with the opportunity to look at their children's work and

communicate with the teachers. I also engaged in a lot of fundraising for the school. I practiced open door policy with my teachers. I wouldn't mind sitting down with the individual teachers talk about issues even outside teaching and learning environment for them to be able to come to school in a relaxed manner. I learnt from my grandmother that you don't bear grudges because grudges eat you and waist your time and when I had confrontations with the staff I would struggle to push it away until it disappears. If there is a conflict, people have learnt to expect me to use my ability to dissolve it.

I: And when you became SEM?

R: I was the first female SEM for this district and I was given the most rural part of the district. There are Amakosi and the two political parties IFP and ANC in juxtaposition and I think I managed to relate to both parties. Even though it is beyond 1994 one would think there would be different ideologies. However, there is still conflict. I succeeded to work with the groups. I manage to work with the Inkosi. I have the ability to talk, to get them to negotiate. There is a school in my district where there are a lot of problems. The learners are still holding grudges emanating from political differences. I managed to bring other stakeholders like the Community Policing Forum and police and social workers and parents together to stamp out the problems and build relations or else there would have been no schooling.

I: What are some of the challenges encountered by women in management today?

R: I believe that one of the challenges that women are encountering in management is that of relating with male counterparts. The greatest challenge I believe if you are holding a meeting is that you need to prepare more than males do. If you talk to them you need to bring substance and not just waffle around. You must know what you are saying and answer questions not because they are going to challenge you but because you are going to stand for the women there and be able to say the correct things. Also I face the challenge of the teacher unions. I think this is for everybody. But I also need to go to them with a clear

understanding with my facts because if I didn't present myself well they would say "Oh she is a affirmative stooge", after all what do you expect her to do.

I: Any other challenges?

R: Other challenges facing women in management it is the ability to bring other women and maybe change their perception about themselves and make them assertive even if they don't come to management level. Sometimes you find depending on the areas sometimes women may not be assertive as you wanted, especially also when they are also managers in their schools, where they would not be confident of their positions and would be yes, yes kind of people to the governing body especially. And they would also be challenged by other women and men. The challenge would be we should build all women whether they are in management or not. We just had a workshop on assertiveness by the Province in Umhlanga, for women in management HOD, DP and Principal. I assisted. There were 120 females invited. You could see from the interaction that not everybody is bold enough to speak in public and open up and even when they were in groups. Certain people are still quite and not contribute and for me that left me concerned at least people should express their thoughts and feelings, if they cannot do it in a workshop how much more when they are faced with challenging issues be it in a school or elsewhere.

I: What are some of the challenges encountered by women in management today?

R: I believe the first challenge would be in a sense getting a senior position because you always have a panel of males in whatever job you apply for. Secondly women sometimes feel they are not well prepared for the position they applied for but when they are in the position they also need support from the people that are there already in the positions.

I: Why do women feel they are not prepared?

R: It could be they don't have the experience for the job they are doing. We find in most of the jobs men have already been there for a long time and they have a way of sharing the information and developing one another but for women it is a challenge because when you

get into a new position it would depend what type of people you do find there to develop and support you in the position. Another challenge I think I don't know whether this is my perception that if you are a women and you are in a position you have to do two times the work the manner in which a man will do because the perception is that women are not capable so to prove that you are capable you have to do twice the way the man would be doing the same job. Maybe lastly the challenge would be that sometimes women they are emotional people so in their positions they need to balance their emotions with facts and objectivity when they are dealing with issues. Lastly women still have the challenge of trusting other women in management in a sense they need to trust their subordinates and also be prepared to develop and or grow with them and not see other women as a threat who are in the same position or in a lower position. To me this a challenge when you grow you must grow the people around you particularly other women who don't want to be the only person in the position and the others remaining far.

I: The perceptions that women are emotional where does this come

R: It is comes maybe from the understanding is women are very empathetic people who bring children and as mothers always use your emotions and gives sympathy and in the workplace one would need to balance between emotions and to be task orientated leader. There are those two which are two different approaches in our jobs so one needs to strike a balance and come between the two when you look at the task, you would be driven by the task and not be driven by emotions when you manage.

I: What are the areas that you feel that women in management need empowerment in?

R: Maybe women still need to be empowered in project management, working within time frames, considering costs, use of human resources around them. Because sometimes you find women in management position 'break her back' doing things that it supposed to be delegated to other people because 'we think the success or achievement of the goals set

reflects our ability'. Need to exercise delegation. We need to empower our roles as women at home and the role of manager at work.

I: What are the leadership qualities you have adopted and why?

R: I have adopted an open door policy where I allow my school principals to come to me and discuss problems and together we find solutions. I think I am also good in communicating with the Amakosi and school governing bodies to come to solutions. I think maybe that is where I am good in.

I: Why these approaches?

R: Because when I was a school principal I realized that communication was very important and listening. That is my strength.

I: Describe the gender relations that exist you and the men in the district office and regional office?

R: It is very good. The district manager always encouraged me to speak. They take me seriously. I suppose because I am older and had a lot experience in the school matters.

I: In the regional office

R: It's the same there. I have no problems with the Director and other District managers. They make me feel comfortable. But women need to show them they are capable of working hard.

I: What are some of the institutionalised obstacles that confront women?

R: The women must also get support from other women. This helps to make you grow strong. Women need to add to basic obtain qualifications and you realize the time as gone. If you count the percentage of males with doctorates it is large. Not because the females are stupid and cannot do it but because the opportunity was such you were held up by a number of other things other than sitting down and studying. So women need to study. This way I think women can improve.

I: And anything more in the system that makes it more difficult.

R: No, I don't think so.

I: Thank you mam.

I: What motivated you to seek a post in management?

R: I believe I had confidence in myself knowing that I would serve the department very well. I worked for 23 years, 13 years as a principal of a school. I had assisted my circuit with certain responsibilities. I had felt that I had worked and I also felt that now was the time for women to venture into more challenging positions we have always been complaining why there are so many men, well I felt the time had come.

I: Do you encounter any stress in your job?

R: Not exactly but there are times when one has to work under pressure, like at time of examinations, collect all the results and make an analysis, to work behind principals. That time becomes stressful.

I: How do you cope with the stress?

R: I have been involved in a pipeline activity whereby I have learnt to cope with stress in the lifeline-training club. The club deals with stress, how to carry yourself, deal with yourself, how to deal with issues and incidents that causes low self esteem. Its like verify the fault, is it because of you or because of the situation. Sometimes you find yourself going down spiritually because you create situation like Charmaine doesn't like me or Charmaine is attacking me indicating that I am not doing my job properly. You must be able to separate personal attack and situation that is indicating you are not performing very well, for me it says you able to handle the situation better.

I: When you were appointed as SEM did you have to struggle to have your authority accepted?

R: Not within the district office. I think it was a challenge when I went out to the schools especially with the governing bodies because it might be my perception but I felt that they were used to male SEMs. I was not going to be appreciated. The problems if you are able to solve it then we think that you are suitable for the post.

I: Does it still happen now.

R: No, except for one person who has his own perception. I always feel that no matter position you hold in the community, even if you are a political leader you cannot dictate over the policy of the department. I believe that I am winning with that.

I: What would you like to see change in policies to accommodate women more?

R: I don't think it is a matter of changing the policies but it is a matter of implementing the policies. If you had to look at the policy it is on the side of women but it is the implementation that is not happening. For instance if you talk about affirmative action it is in the policies, the manner in which it is implemented is the problem.

I: How do you manage as a workingwomen, mother and wife?

R: Fortunately I am a mother of big children my youngest child is 21 years.

I: When you were appointed here, how old was your youngest child?

R: She was 17 yrs doing grade 12

I: You still have the role of wife?

R: Maybe I can say I am fortunate that the man I married to, was brought up in a very good family, but the mother was sickly so they learnt the basic chores like cooking, taking care of themselves, he doesn't sit and wait for me.

I: What are the positive experiences you have had with men in management?

R: Particularly in the district I was fortunate to work with a person who was District Manager who was very supportive to me as women in the district. I was one of the first women in the district. I enjoyed working with him. He would not give me special treatment if I were a woman. Any job given he would expect it to be done in the same way as if it was done by the men. "Please don't think because you are a women I am going to give you special treatment". For that I am very grateful because I have learnt to work at the same pace as men.

I: What are the negative experiences you have had with men in management?

R: When as SEM, I don't know whether to look at it because I am a women as negative. But there are principals who don't attend meetings, initially. I call a meeting and they are always not there but I conquered that. I would visit those principals before the meeting and say 'I was just here to see that you received the invitation' and I would sign the logbook that I visited to see that the principal received the invitation. This made them attend my meeting.

I: What are your plans for the future?

R: My plans right now is completing my masters. When I came here in 1999 I had to establish myself and learn my new job so I left it hanging. This year I would like to complete it and I hope it would give me a stepping-stone to go further. I see myself as a future director, be it in education or else where.

“I BREAK DOWN BARRIERS”

I: Good afternoon

R: Good afternoon

I: Today I am going to look at your historical life data and interview questions based on women in management. I am going to look at things like your family, where you were born and about your early schooling, and I am going to take you way back in time. Where were you born?

R: I was born in Pietermaritzburg, Longmarket Street.

I: How many children were there?

R: There were five children in the family.

I: And your mum?

R: My mum was a housewife, a very brilliant housewife.

I: And your dad?

R: My dad worked as an admin clerk in a supervisory position at a shoe firm Clarks.

I: The five children. What are the rest of them doing?

R: My sister works for the child welfare admin, my eldest brother is a mechanic, next brother is an educator and the third brother is a principal of a high school.

I: Is that in Pietermaritzburg?

R: All of them are in Pietermaritzburg.

I: How many years have you spent in a management post?

R: I became Head of Department in an acting capacity just three years after teaching. I spent three years as a teacher and then I was seconded to act as a Head of Department. In my fifth year of teaching I was appointed Head of department. From there that takes you back twenty-two years in management positions.

I: Twenty-two years is a long time

R: I was appointed in 1981.

I: Where did you do your schooling in Pietermaritzburg?

R: It was St Paul Primary School, and then secondary school education in Pietermaritzburg Girls High School.

I: And your Tertiary education?

R: I studied at Springfield College of Education doing my teachers diploma and then studied through UNISA I started my degree.

I: What degree did you do through them?

R: You know I started with the BA degree and I have not completed some modules.

I: You are married; I saw your photograph in paper when you became the rotary president. How many children do you have?

R: I have three children, two boys and a girl.

I: What do they do?

R: My eldest boy studied Hon B.Com. He got his B.Com degree and DIPAC

I: And your husband, what does he do?

R: He is working with Toyota; he is the buyer for the company. He was initially an engineer; he is enjoying this aspect buying.

I: What are some of your general interests?

R: Well I like reading and I like writing stories and poetry. I like doing it and it distresses me and I normally do this very late in the night and or early in the morning.

I: When did you decide you wanted to be a teacher?

R: Well years back. When I was younger it was a difficult scenario. Females were not allowed to leave their hometown to study. Initially, I was going to be a nurse anything in the medical field. However, after some time I came to Durban. When I looked at some of my teachers and saw how progressive they were, I felt I wanted to impart knowledge.

I: Went to college, the first school you taught in?

R: I taught at lovely school Thornville Primary I went for JP but I was an Afrikaans teacher. From Thornville I married and then came back to Durban and I went to Clairwood Boys Primary again teaching JP and Afrikaans.

I: As a female teacher, what were your experiences in terms of males and females in JP and SP in Thornville and other schools?

R: If you were Junior primary you were suppose to be with the babies as it were. I think I didn't feel that to much, because initially when I started my teaching training it was in the Afrikaans route. I spent time in junior primary as well as senior primary, so I had both.

I: But specifically according to teacher relations?

R: Well, basically I think we brought it upon ourselves at that time you see with the upbringing we had. Men will move the chairs. You see basically that part was distinct and it was men that marked the school grounds for sport. Ladies would get refreshments. But really going to speak when it comes to teaching we were all doing a good job.

I: In terms of school principals and management?

R: Both initial school principals were males as well as the Head of departments.

I: Was the Head of department in the JP also male?

R: Yes. Both of them were males. (HOD and Principal)

I: From the level two, junior primary post where did you go?

R: I went into level three when I applied for a principal's post out in the Transvaal I did get it but I translated that level three and then I became a Deputy principal in a primary school in Durban. From there I spent a number of years acting as a principal at various schools and then I went to the post of principal. From principal I spent a short while; from there I was seconded to Deputy Chief superintendent.

I: Who would you regard as your role model and why?

R: Initially I had a superb principal in my first year of teaching

I Was the principal male?

R: Look management was male. He was somebody who was very encouraging and tried to make sure we did our work. There was also an inspector she visited me when I was young teacher and she gave me a report. The second time she came to see me and she said 'it is amazing from what you turned out here'. I always looked back on that "encouragement" from another women. There was also a principal who is late now. He was a person who said "lady don't just stay in JP". He exposed me to the office so much so that as HOD I applied for a post of principal in Transvaal. He was one of those few men that really motivated me. He was very harsh but he said 'you learnt about it if you are in management'. He made sure that I just didn't stay in the JP, and I moved into SP so he did play a major role. My two children that I left out: my daughter is at WITS studying dentistry and my son is in grade 7.

I: What are the areas you are succeeding as a manager especially as SEM?

R: The areas that come immediately to mind is that I am able to, in this transition bond with people. I sort of break down barriers, which are there. Being a woman is not very easy. being in that position but I think that the understanding that I have and the manner I am using my disposition is working, I able to communicate with everyone.

I: When you say being women is not easy, What do you mean?

R: For one I have that from the time I became a manager I was very young as I moved on I was very, young as a manager. My principals many of them are senior to me but I think I got that respect from them. I am able to allow them say what they want to and I try to help them without them really knowing that they are taking something from me.

I: What are some of the challenges encountered by women in management today?

R: Look some of the things we have are the acceptance, of women being in management. Communication is a problem. For example, yesterday was a meeting for SMT. Some of the questions they were asking were coming from the younger generation. "How can this women answer the question?" testing me to see how I am going to respond. I find that only

in the education field, because you must also understand that my lifestyle doesn't only focus on education it also focuses on the community. I find that in education we still have that competition going on. Something a woman says; it is not accepted as much if males say something. I think that what is important to note is that you may have an opinion and you might not even voice. I am able to speak I have a chief that always ask on my views what do you think. He appreciates any input that you have to make. I communicate. I communicate directly with him. I tell him how I feel. I know of instances where they can't say anything. The perception is that you are a lady what do you know? I don't have that problem.

I: What are the areas that you think women need empowerment in?

R: There are few women that are able to stand upright, speak out. They need the backing of other women. But at the moment we are not having that for example if you are SEM lady you would expect your lady principals to stand by you but it is not them that stand by you.

I: In general management training?

R: I think trained to stand up, be empathetic and not have this motherly attitude as well, body languages. I think we do read a lot; we have the experiences we don't use that to our advantage, we need to bring these issues up. You will find that the males quote an "Act". Ladies don't refer to it. But it has to be so.

I: What are the leadership qualities you have adopted and why?

R: One of the qualities I feel I have is my communication skill. I have this quality I sit and talk and listen. Always remember he/she is in a troubled position they want to talk, you got to give them that. After that assess the situation. The other leadership quality is being able to work with all kinds of people, right across the social status. I always try to be honest because at the end of the day I fear nobody but I fear GOD.

I: How would you describe the relations that exist with you and your male colleagues in the District office and the regional office and other districts?

R: We live in a very, very competitive world, and everybody is looking for the next level so basically you will always have people trying to make other people look bad. I have a wonderful relationship in my district office with my chief and people. I would like to acknowledge the fact that he is a real gentleman. I always tell him others must learn from him. With my colleagues I think we have a professional relationship, but I think at the end of the day women are a threat to everybody.

I: Why?

R: Because women are being recognised at this point and time, we are proving we can also do things just like everybody else. Wherever women are in management they are performing. I still have to be shown women that are not performing at least above 50%. I really have to see women in a managerial position that is not really doing anything.

I: What are some of the institutionalised obstacles that confront you as women managers?

R: Look being women in management let me say is not easy. One of the great obstacles is acceptance by the individuals. I accept other people whether they accept me is questionable. I think acceptance is one of the obstacles that I found. The other obstacle is that people are not accepting women. This has to be addressed in this point and time. Take some men and take some women give both jobs you will find that women can do better. At the moment I am the President of the Rotary Club, and I take it as a management position and the people that I work with in the rotary club they are people that are directors in companies, they are businessmen, they are millionaires. When it comes to a women being their president it is strange enough that it seems that they are accepting the fact that women can be a manager and dictate. But there as well I am not dictating I am working with them.

I: Why the differences in the rotary and the SEM post?

R: In the rotary club I was appointed, nominated, selected by them. I didn't apply for the post. They looked at me. They saw the management position that you hold and the manner in which I can manage a club. Managing a rotary club is not just managing a club. They

recognised my ability, whereas in a working situation you have to apply for the people to know you are good and even then you are not even recognized as a woman. I can run a district. As SEM one is your career and there is competition there all the time, in the rotary there is competition but there are other males that could have been president. I think in the rotary you are exposed to wider thinking being working with people around the world.

I: What can you say about the gender relations and visibility of women?

R: There are more women now. When entering a male dominated world, acceptance is important. It is the men that have to be empowered about the differences, although we want females there is a process. I am a woman, from our culture we always have to be listening to our husbands; we still have to do that but in a work situation this is "how I will have to react."

I: Thank you.

I: What motivated you to seek a post in management?

R: I thought I had the ability of leadership and looking at examples of management members both positive and negative. I thought I could add successfully to management of schools or whatever aspect of management. I had the ability.

I: How do you manage being a working woman, a mother and a wife?

R: It's not easy but I try to allocate time for each aspect but priority is my family so once I have satisfied that issue then I can dovetail the others into the situation.

I: Do you encounter any stress in your job?

R: Yes. The stress that I have is in the post that I hold of SEM. It's not a post where you just get a set job description, there are various times to work including late evenings. Sometimes it is stressful because I got to travel out alone and come back, but like I said I try to accommodate all of that.

I: How do you cope with the stress?

R: Well the only thing I try is to make myself happy, and try not to get upset about issues.

I: Did you struggle to have your authority accepted when you were first appointed?

R: No, no. I didn't. I think I was initially accepted as a SEM and I had to think about whether I really wanted to accept the post. But the acceptance I had. I had run circuits; I had problems but not major problems that had to come up to the district level. Acceptance had been there.

I: What would you like to see change in policies to accommodate women more looking at the various roles women have to play?

R: I would like to see the policy change. There is situations where you see women do come into management positions but are not given a chance and if they are given a chance there is no support.

I: What are the positive experiences you have had with men in management?

R: There is that issue of acceptance, not all men have accepted that I am a SEM that I am somebody. But I think one very, nice factor about it, is that I manage a rotary club, basically it is all men. These men respect me and my decision-making is accepted. This puts a little bit more faith in men to say, "look in that situation they are accepting women".

I: What are the negative experiences you have had with men in management?

R: There is that, sometimes opinions on ability, they are always right and women are wrong. When issues are shown to them they tend to get angry. Some men overly express themselves and somehow I can't handle that sort of situation. I think basically that is unpleasant.

I: What are your plans for the future?

R: I intend moving up management. I think there is a positivity about the whole thing. I am not going to allow doors to be shut in my face, and if they are, if I will try to keep it slightly

Ajar. (LAUGHTER)

I: Thank you.

PARTICIPANT G

“PRAY AND WORK HARD”

I: How are you today?

R: Laughter

I: Thank you for having made the time available so that we could have the interview early in the morning before your work starts for the day. In which town where you born in?

R: I was born in Pietermaritzburg at Edendale at Esigodini. It is just on the outskirts of Pietermaritzburg.

I: How many children are you?

R: At home we were only two.

I: Girls or boys?

R: I am the only girl and I had a brother and I am the last one.

I: What did your dad do?

R: They were teachers (principals)

I: Both mum and dad.

R: Yes.

I: In which school in Edendale did your dad teach?

R: Oh, in those days you know teachers were shifted from place to place so he was born in Pietermaritzburg but then he did teach in Edendale (Esigodini). Afterwards the department took him outside to the rural areas. He went to teach at Kwamzimba and after that he went to other areas. For instance when I started schooling I was at Inanda. I don't know whether you know St Josephs School in Eqinisweni. There is a clinic close by. It is a big school; it is a convent actually. I started my first year sub A, which is now grade one at Eqinisweni at Inanda.

I: And your dad?

R: My dad he was the principal there and my mother was teaching. My mother taught me sub A and after that a priest at Emtunzini just came here and requested him because he was very good at building strong schools and successful schools you know. So they took him from there and he went right to the bundoos at Emthunzini that area was so remote and very primitive in those days in the early forty's. That's where I continued and that's where my parents went to teach.

I: Are your parents still living?

R: No, of course they would be very old now. They are dead. I started my Sub B which is grade two these days. I continued studying and my parents continued to teach there. They never wanted to go back to Pietermaritzburg any more.

I: Which school did you complete matric?

R: Well I didn't finish matric. I did matric afterwards on private study. I went as far as Std Nine (JC) and completed matric in St Francis College in Marianhill in 1959. I trained to become a teacher there in Marianhill. That catholic school had a training college for teachers. My parents trained as teachers there also.

I: What does your brother do?

R: He is doing nothing now. He is old.

I: He used to do?

R: He was a senior accountant at the University of Zululand.

I: You are close to retirement now.

R: Of course if I could retire at 60, I would be gone. Now I am just remaining with three years to go.

I: How many years of service?

R: I completed 40 years of service this year but then they do not count 12 years when I was teaching in the Catholic schools. Otherwise it would be a round 40 years in 2002.

I: Are you married?

R: I was married but I got divorced. I got married in 1964 and I divorced in 1978.

I: How many children do you have?

R: I got six children.

I: How many boys and how many girls?

R: I got three girls and three boys?

I: What do the children do. The youngest?

R: Is twenty-seven years.

I: The eldest?

R: Is thirty-eight.

I: Are you a granny?

R: Of course, I have four grandchildren.

I: What do the six do?

R: Most of them were teachers. You see both grandparents were teachers on the father's side and on the mother's side were teachers. The eldest is a principal of the school at Siphezi in Eshowe and then the other one after the eldest is late but he was a HOD of a High School at Hlakaniphani at Mtunzini. The third one was a matric mathematics and science teacher and the fourth is not a teacher he went for technical education. He is not quite well, he got mentally affected and the fifth is an accountant and the last one is a teacher in Eshowe.

I: In which school?

R: She is in Eshowe. The first and the last one are in Eshowe.

I: Where do you stay?

R: I have a house here in Durban at D section in Kwamashu but I also have a home in Emthunzini that's where I will go when I retire.

I: Why did you become a teacher?

R: I don't know it just came, because I think it was my calling. I remember when my father died I had made the necessary preparation for nursing in 1958. But after that unfortunately I

had to go back to repeat my standard 9. I went for standard 9 in St Francis College then I didn't like to go back to nursing and then I continued with my teaching.

I: And when you started teaching in which school was that?

R: I started in Vryheid in Inkamana primary school. It was a catholic school. I was teaching in a Catholic school.

I: Was it a primary or secondary?

R: It was a combined school. It was starting from grade one to standard six. Vryheid was too far. I moved around from Vryheid came down to Eshowe district and then I got a school Gobamahlamvu it was a combined school. There I was a principal in 1963.

I: After how many years did you become a principal?

R: After my second year I became a principal and then I went down to level one because I had to serve in other schools under other principals.

I: How did you then move to the SEM post?

R: I was level one when I was younger I continued with my studies and then I became a principal. I first became the acting principal Ekukhnyeni Catholic School right up Inanda. That's where I went because the Department of Education at that time didn't accept our certificates.

I: For how long?

R: I became a principal after a year and then I came back and then I became what is called the Deputy principal, today. It was after five years and then after nine years I became the Deputy and then I came down and opened a school in KwaMashu called Vuyiswa Mtolo. I had a very good name and my results. At Ekukhanyeni I was teaching standard 6 and doing very well. I was passing 100% standard 6, in those days Std 6 was very difficult and people were failing it. So in Vuyiswa Mtolo in Std 6, were usually done by male teachers it was in the 1970's. The school was upgraded because it was first a primary school and then became a high school. We had to be distributed to different schools and the school became a

secondary school and I came to Khethamahle. I was teaching general science and Zulu. After that I got a promotion and went to become a principal at Dukemini JP. I entered the department when I was Vuyiswa Mtolo. When I started here I was under Durban circuit offices in Baker Street Immediately in 1975 there was a takeover then it started as Department of Education and Culture of KwaZulu. Then I went to Dukemini JP. I was displaced by political violence. There was chaos and disruption and killing people. Then I had to leave. I went to University of Natal and did my HDE for a year and opened a High School Mandlenkosi in Lindelani. My performance there was so excellent, thereafter they requested me to come down here. They pleaded with me to come down. I refused for a long time to come down because it is not very easy to become an SEM because you have people of different cultures and different characters you see. For instance when there was an opening here I didn't want to apply because the people are always arrogant. My relatives they said 'apply', I said 'no'. I don't want to go but my relatives pushed me, 'we can see your work, you can do it, you are quite capable' and then in the end I said perhaps God is pushing me to go to the circuit. My work was good. It was obvious that I qualified for the job.

I: Was it difficult for you being a female?

R: It was difficult but not just because I was a female when you are new at a place in the beginning whether you are a male or a female it is difficult. Sometimes more especially if you are a hard worker people don't like you. I was not quite accepted because I was a hard worker.

I: What are some of your interests and hobbies?

R: For instance, well I just like to be amongst people. I just opened a school for beads and also for planting in the gardens. I work with the ordinary people.

I: But that sounds like work.

R: I don't relax. When I am home I look at the TV, listen to radio that's the only thing I do, otherwise I don't go out. I don't go out to the bioscope.

I: Who is your role model and why?

R: My parents I just followed them.

I: What was good that you followed?

R: They were hard workers. They contributed so much. They were my role models. Even working in the fields and working in the gardens that's what we did at home so that is what I am also doing. I like working in the gardens although I feel tired in the afternoon but with the children I live with I tell them to do something in the garden. Right now last week I went to a show at Ulundi there was a conference for the Women's Brigade for the IFP and I went there and I got a certificate and a cheque for R100 for my gardening.

I work with the people. I go out and teach. I teach. Its throughout the country 'cos there is also other women. We are a committee nationally other women are working in Gauteng others in the northern province.

I: And funds for that project?

R: Actually what I am trying to do. I don't actually like to encourage people to look for funds. I wish them to do something because once they work as a group because once there are funds people tend to quarrel over the funds because everybody is hungry today, but if people get just a little amount of money and go out and buy the seeds and plant that would generate and grow and grow. It will start small and grow big that's what I am encouraging. For instance also with the beads I did buy the cheap beads to make them start working with them. I get teachers from the people. I myself don't know how to make beads. I get the women together because they don't know they have such skills. I bring them together and then make lessons and we are learning a lot. Yesterday I went to check I was happy when I saw the garden there, right in the hostel in Kwamashu. They just started. The place is small. If only I get a bigger place I would be very happy because we can work with more

women, but many people don't want to work in the fields. But it is also nice when you get the crops. It is nicer if I encourage them to grow first the spinach then cabbage. You know when the spinach grows big it looks nice yah and decorates the garden.

I: What are the areas you succeed as manager in your present job. You are in charge of schools, you are interacting with other SEM's and DM's?

R: More especially in our schools. There are problems. There are disputes. There are quarrels there are defying people who resist their principals, there is absenteeism and lateness.

I: What are your strengths?

R: We just advise them. They appreciate our advice when we advise them. I usually meet every month with the principals and SMT in the circuit and discuss the problems. They are afraid to come out and discuss problems. Sometimes the principals request me to call the principal not with the Deputies and HODs to discuss the problem. I do see change. That's what makes us successful.

I: Any other areas?

R: You know DAS is not very easy; it is very difficult to implement. I tried so much and yesterday one of the principals called me for observation. So the circuit appraisal team will go. I told him to call them to come to observe him and because they would come and develop him, but I for one actually don't think appraisal is better than what was before because before you could observe many people in a short time. With DA it is taking too much time it takes a long time. Some of the people have no confidence in themselves that's why they make it difficult for the people who come to assess them.

I: What are some of the challenges facing women that are in management. As a woman in particular?

R: What I think you know traditionally women have got to be so submissive they got to be dominated and they got to be told what to do. And if you say this today and say the other thing tomorrow you loose respect and people will loose confidence in you.

I: What are the areas that women need empowerment in?

R: Before I get there I remember when I came to Vuyiswa Mtolo I went there to compete with men. Actually I was from Ekukhanyeni there were only women. At Vuyiswa Mtolo I had to teach St 6 taught by males. And one male said 'I will never be defeated by a women'. I said 'I am going to show you I am going to compete with you or defeat you, I am going to compete with you and if I don't defeat you then we will match' and then when the results came he shook my hands and said yeh you did match. I did match all that I am saying if I was soft and submissive fearing, you know sometimes people make you fear, fear what they haven't seen. Sometimes females fear children, which is terribly wrong. I took a stand in my class yeh I don't want this. You know the children know in the class I usually kept them in the afternoon because you know I like teaching those who don't know my poem are not leaving. Now the only way to the gate is to say my poem. You know even my eldest daughter was in my class she would say the poem and say 'bye, bye'. Women are free to work anywhere. There are no restrictions no impediments there is nothing.

I: What are the areas the women need empowerment in?

R: Well, perhaps, development somehow but I wouldn't say it because it all depends on the particular person and particular individual because if a person is industrious enough, is caring, is responsible. I think the person actually empowers herself. Women usually fear, that's a problem for me they fear women fear rather than take responsibility. According to me they must empower themselves.

I: In what areas?

R: Well, I don't know but only in the new things we are usually taken for like workshops because you get new ideas. We get for instance as I am SEM for a circuit you need to be ahead of the teachers in things which we are expected to know. For instance we need to know the learning areas and the new set up, new curriculum so that when you go for monitoring you must know more. When I look the teachers should not be ahead of you.

Then perhaps we can also help them become firm and confident that's what they lack. And women more especially in High Schools sometimes women are afraid of going to teach in the high school. They are afraid of learners. Sometimes they are not confident. I also wish they got continuous help perhaps in developing ways of teaching, how to teach so they don't become the laughing stock in the class. I feel women must delegate and when they delegate it does not mean shifting responsibility but means that you got to monitor those people who you have delegated it to. It is still your responsibility. Monitor and check the work is done properly. Empower them to be confident about themselves, and why they should see that they are just human beings like any other human beings there is nothing better than the men. In the boarding schools we pay the same amount of money and in the university we learn the same things we go for the same courses. Therefore women must be confident. They must not be afraid of themselves. And whenever you do something you must do it with a positive attitude.

I: What are some of the leadership qualities you have developed and Why? What kind of leadership styles you found worked for you and why?

R: When you talk of leadership style you mean what?

I: As SEM and in the regional office you are dealing with post-level 5 and in the district office. What management style you use when interacting with them and when interacting with school principals?

R: See when I speak to my senior management like the DM, Regional director and the Director whoever you see I communicate with them perhaps when on enquiring something or sometimes when I report something. I think managers must be open there must be there openness and the manager must listen. The manger must be able to listen and don't just take things for granted. If you work with the people for instance there is no problems. There are so many problems in schools, so sometimes principals usually have problems teachers don't

want to respect them; sometimes they are the problem that's what I discovered. So I think a way of leading they should adopt leadership style of integration they must integrate with the people and integrate in the communities because if you are on the other side and the other one on the other side but if you are together you integrate you work as a family. You work as an as a team that is teamwork and that produces something very good. I belong to the old school of thought I believe in teachers doing their work, submitting I check the work and I monitor them at the end of the year everybody becomes happy because the results were good. We usually got 70 or 80% pass rate.

I: Can you give me an example in the Department?

R: I think with all the communications I have with my colleagues I do become successful when we talk about planning, planning for the next year, see our pit falls we see where we ran short, where we can do better. Each one of us comes with an idea. They accept it they don't say hey it's a woman we won't take her ideas. I tell you here they have respect for me so much more especially because of my experience because of the successes they know about me.

I: What are some of the gender relations that exist between you and the SEMs and the regional office? How do males treat you, do they treat you differently?

R: No, I live with them every day on a daily basis really they respect me. I don't know whether you would say because I am senior because I am old. I am older than all but. I think it is for quite long time that transformation has come and many people are very flexible. They have accepted transformation. When you want to make inputs they value it. When I came I remarked about this and that and they have done it. They respect it, for instance last week you see my voice was hoarse and for some time this week and it came back and they said 'so we were missing your voice'. We are in good terms but I think one of the things women should do is that they must first respect themselves that is very important. You must respect yourself. You cannot just expect people to respect you just for the sake of respecting

because you are a women there is another problem which we encounter at schools where some female principals wouldn't respect the governing bodies and they expect the governing bodies to, respect them. People will not respect you and neither will the children but I have never been beaten by children. This is my 40th year in the field. I have never been beaten by a teacher nor by a student never because I do respect people whether they are children or not. I listen to my subordinates listen to what their complaints are. Sit down and explain why you do this or that. I also respect them and myself. That's just my motto.

I: What are some of the institutionalised obstacles that confront women?

R: I don't see any. I feel a woman must be dedicated so there are no impediments. I sometimes remain here until 5pm or 6pm, when I continue with my work. Nobody will say get up now we want to lock. No body would say that because the person who keeps the key is just here. I see none and I always feel that women should not always think that they are vulnerable. You see they should never feel vulnerable. They must just consider themselves as human beings so nothing can prevent you.

I: When you look at the past when it came to promotions for women they looked at seniority and many women that used to go on maternity leave they had broken service. This used to impact negatively on them because they would say we are looking for 15 years service and the women would loose out. Are there any areas like this you find today?

R: No, no longer but whilst you are touching on women that getting children. Now perhaps women take advantage of that. If on a Saturday we will be going somewhere or we will be doing this activity at the school. Those married women would say 'Oh! I am married my husband wouldn't let me'. I hate such things. Nobody is hampering that woman she is. There is no impediment she feels just because she is married therefore she is exempted to come for duties. If then there is promotions that very women wants to become an HOD and get the promotion above these people. How do you weigh that one? Do you see that one? A person who wouldn't want to comply who always make excuses she is married and she got

children but when the promotions come she wants to be promoted. She wants those people who are always compliant to be left out. You would see the disputes because she was not taken. Sometimes women are every sheepish. I see no obstacles I see nothing if you do your duties you submit I see nothing

I: Will the paths be open for promotion.

R: Of course.

I: Thank you for your input.

I: What motivated you to seek a post in management?

R: I just wanted to grow because I was experienced enough. I could see I could manage. I felt I wanted to move to a new area.

I: Do you encounter any stress in the job?

R: When it comes to investigations one does get a lot of stress. During disputes, and the interviews for disputes I do get stress.

I: How do you cope with the stress?

R: I don't know how I usually cope. In the afternoon I give myself time to rest, to sleep to get piece of mind, by that time I am fatigued. I usually prefer to get the rest.

I: How do you manage being a workingwomen, mother and wife?

R: Well I am not a wife; I am actually a grandmother now because I live with my grandchildren.

I: How do you manage?

R: Well I find time, sometimes I sleep late doing my work. After we had our supper and prayed then I start my work. The times are not actually easy. We start early and finish late at 4.30.

I: Functions and meetings to attend?

R: No, does not cut across it is usually during working hours. Sometimes we have meetings on Saturdays and Sundays but it is not all the time, it usually when you are submitting to the parents and not always.

I: Do the children manage?

R: Yes, remember I said I studied. Anywhere they got used to my pattern of and life. I didn't feel like I was neglecting them. During the Fridays and weekends they will come to me. I could feel that they were missing me during the week.

I: What would you like to see change in policies to accommodate women more?

R: I don't know. So far I don't see anything wrong but I could only be glad if they look into salaries because I am not sure that salaries are equal. Because for instance when I got to sign our pay-slip I do make out some differences. I don't know why I am getting less.

I: What are some positive experiences you have with men in management?

R: I don't know whether it is because I am most experienced than them all, they just respect me. They usually respect my advice and they value me like a mother, I look at things ahead. They value me.

I: What are the negative experiences you have had with men in management?

R: So far I haven't had. I once had had an experience when I was a principal and the chairperson was a male. He wanted me to do what he wanted, then I refused I was reluctant. I knew what I wanted to do I didn't need to be told by an ordinary person who is not trained as a teacher to tell me what to do.

I: What are your plans for the future? You have three years to retirement.

R: I think I am not very fit to take the high post for instance, here there is going to be a district manger post. I am reluctant to apply. If there are still young people I should let them apply. I do accept to work under that person. My plans are just to work hard, hard work is what I want.

I: Thank you.

**“I WOULD SAY ITS MORE ABOUT TEACHING PEOPLE MY APPROACH
IS A HANDS ON APPROACH”**

I: Good morning

R: Morning

I: I am doing a research with regards to women in management. I would like to know about your experiences in management. First, I want you to talk about your early life, starting with the town you were born in.

R: I was born in Eshowe not a very big town. Eshowe itself is a rural town but I didn't stay in town. I stayed 25 km away from the town. I went to school Gobamahlamvu a small primary school. Well in those days the ideas of combined is not what you know it now days. It had two teachers. One teacher taught grade 1 and grade 2 and the other teacher was principal and taught the rest of the grades. Grade 1 and grade 2 was taught in the church hall and it also had 2 classrooms. The way I saw things it was proceeding very smoothly. They would start with one grade and then go to the other grade; we didn't see any problem at all.

I: And then from Eshowe, how many children were you?

R: I was the only child and stayed with my granny. My mother was working somewhere here in Durban. She would come home once a month or two months. Then grade 6 standard 4. I went to a mission school, which had a boarding school there, I did grade 7, grade 8 and grade 9. Then I went to that mission school Mbongolwane was about 10km from where I did stay but I still stayed in that boarding establishment because it was to far to travel. After grade 9, I then went to another Catholic boarding school Impumelelo in Mahlabatini. In those days we would go up to standard 9, we could get JC. Grade 1 and grade 2, which we call, sub A and sub B perhaps standard 1-6 in a primary school and then five grades in secondary schools. Completed JC and then went on to do a matric. Another two years in Inkamana High school in Vryheid and obviously completed matric.

I: What made you decide to become a teacher?

R: In fact when I did my JC I was in a school that didn't have maths. I happened to be a very bright student. We didn't really have guidance, as we know it today. The teachers concentrated on what they knew and they didn't really guide you on what you could take up. Well we knew about teaching, nursing and few other things but very few so when I finished matric, finished JC went to Inkamana I met students from other schools and got to know about this preliminary course at Adams college that was offering pre- matric. This course was for people who hadn't done maths. So I actually wanted to leave Inkamana and go to Adams but the teachers at this new school in Inkamana had already seen the results. I had done very well in matric, no in JC, I had been placed number 5 in South Africa Department of Education at that time. So they wanted to retain me. You know in the family there are not many people who know about education and all that. You finish your matric and then we will arrange for you to do the maths after matric. Then after matric I went to do maths for one year at Marianhill St Francis College. I feel the reason behind doing maths was that now I wanted to be a doctor. At Inkamana wrote the equivalent of IBE exams that was through the JMB. It was enough to guarantee a place in medical school; I think I just gave up the whole thing. Then I went to University of Zululand.

I: What subject's specialisation?

R: For the high school English, History.

I: How long did you study?

R: Three year degree, one year teacher training.

I: You started teaching when you were very young?

R: I started teaching in 1972.

I: That's about 30 years.

R: Mum was a domestic servant.

I: Are you married?

R: No, I am single.

I: What do you do to unwind and relax when you are at home?

R: Sometimes I read a book, but I don't have a lot of time for reading. Most of the time when I want to relax I find myself sitting in the front of the TV without paying attention to the story. I also do a bit of handwork but recently I find that I can no longer concentrate, I come home very tired emotionally and physically you cannot concentrate.

I: Where there many female teachers in the high school?

R: There were very few you know. In those days most ladies would be found in the primary school. I found there to be fewer women.

I: How do the women and men interact or relate with one another?

R: The relations were okay. But most of time you could really feel that, as women you were not suppose to be there.

I: In what way?

R: I mean there was a feeling that the high school was for grown up kids; women were not very good when it came to discipline. There was corporal punishment and the women were not as good as the males in that corporal punishment. So there was not much respect for them also when it came to promotions. Very few of them would be promoted to higher positions, you would sacrifice females as principals of high schools. It was very rare to find a female principal of high school and one of the things they thought they couldn't do was discipline. But those were the perceptions. We were not ill treated as such but you know it was also part of the culture, African culture. There is such a lot of effort on males being leaders and having the last word and so on. Women were expecting to accept whatever the males are saying. Not that we did not speak at teachers meeting, but I mean the whole cultural thing was permeating into the school as well.

I: Before you came here you taught in a number of schools or did you come here from the first school?

R: In fact during my second time of teaching I decided I wanted to go to do librarianship. I studied through UNISA. I didn't do that well. After 1976 I went to the University of Zululand to study librarianship, we didn't finish the year. Then I went back to teaching and then I did my studies through correspondence through UNISA. In 1980 towards the end of the year I left teaching and took up the post of the Assistant librarian at Bophuthatswana University for two years there. For two years I went to the university of Zululand to do library work. But then you know with teaching, once you are a teacher, you never really stop loving teaching. So 1985 I went back to Esikhawini College of education. I started there in March 1985 until September 1990. Then I joined the education department as an advisor.

I: You started in 1970 and got your first promotion in 1990.

R: Yes, but whilst at the college I was a senior lecturer. After one year I was promoted to the post of HOD so I became an advisor. It can be viewed as a promotion in terms of job title, salary and in terms of rank it is the same thing.

I: Who is your role model and why?

R: I think I admired the nun who taught me English at high school in grade 11 and grade 12. She was very good.

I: What did you like about her?

R: Probably because she was a bright person. The way she instilled that sense of independence in us and that feeling of just giving us chances to do things on our own. When I came to the university and did English One. I found that we were far ahead because the way she prepared us, and also the level of teaching, standards in JMB exam was very hard.

I: What are the areas you found you were successful as a manager? In what areas are you succeeding?

R: I think I would say its more teaching people by example like when I go out to schools and help teachers. Be on the job directly with them I enjoy that so much I think it works very well. My approach is a 'hands- on' approach.

I: What are the other areas?

R: I think also in motivating people to further their studies and staff that work under you. I would say, I don't know what they would say about me but I really think I am doing my best. I am inspiring them to improve in whatever they are doing. I also strive to empower them and pass on whatever information I have. I am not the type of person who holds information and keeps it to myself. If there is a project I will give it to one. Then if another one comes up I will give to another so that each person feels that he/she is developing in a particular area and the person has a responsibility.

I: What are some of the challenges that are facing women in management, that faces you in particular?

R: I think that there are very few women members in management. It's an indication that there is not enough confidence in women in management as there should be. There are very few women that are given those responsibilities; the perceptions of women being inferior to men are still there. Also I believe that there are a number of perceptions about them and even when they are appointed people believe they will not perform as well as the male counterparts. I mean that this is just beliefs they will be late for meetings some of them will take time off to look after their families they don't take their work seriously; these are things which are not really true.

I: Over 30 years of experience, what are some of the areas you think women need empowerment in?

R: I think women need some workshop, I think in handling subordinates. People that work under them have the perception that "she will not be as good as a man", "what does she know", a lot of emphasis on developing the managerial and leadership skills and also things like basic things such as not self-assurance but self-esteem enhancement.

I: How would this help?

R: You know women have been carrying into their jobs but you can find here this baggage from the past but not in all of them.

I: What are some of the leadership qualities you have adopted and why?

R: I don't know as much as I should about leadership skills. I realized that one of the skills is that of participatory leadership. In a sense I would like people to feel that they are being appreciated, put into a position of responsibility and feel more committed to the job at hand. They also feel that this is their thing as well. It is not so and so project. I believe, a combination of different kinds of leadership and not always assuming an authoritarian position so I think there needs to be a balance between the two.

I: Do you practice that authoritarian?

R: I try to. I think most of the time it is more participatory than authoritarian.

I: What kind of male relations exists?

R: It is healthy. It looks like one has recognised women as a valuable member of whatever committee. There isn't really a lot of feeling this one shouldn't be there. There maybe 1 or 2 who show that condescending attitude? You are being tolerated here by right you shouldn't be here, but there aren't many who show that attitude.

I: What are some of the things you would say that make you feel condescending?

R: Well if there is a mistake made by a lady, I mean a remark like "just like a woman, you should expect a woman to say that" also I haven't seen a lot of insistence on having women writing minutes, though it occurs. But I have the feeling that any one can be given that duty there are a number of cases where male counterparts have also been given that, not only ladies. It is not a really a particular duty that will be allocated to ladies only.

I: What are some of the institutionalised obstacles that confront women managers. Firstly do you see any?

R: I would say it is mostly the perceptions that the people think ladies are not firm enough to give orders, especially to their male subordinates and that ladies should rather be put under

some male leaders and shouldn't be made to be leaders in their sub sections. I think its that perception ladies are not firm enough, don't have the skills, are too soft, and that ladies tends not to be rational in her thinking, ladies tend to be emotional in situations. They are not very safe people when it comes to running an organisation because the man will always have his mind. Also sometimes ladies will take time off and look after the families so they are not people that can be relied on. There are sometimes those perceptions but they aren't as many as there used to be.

I: Thank you very much.

I: What motivated you to seek a post in management?

R: I wanted to test my skills also that longing for doing something a bit more than what you have been doing all long. As a way to gain experience and also hopefully be in a position to apply for other positions elsewhere.

I: Do you encounter any stress in your job?

R: Yes, in a sense having a lot of deadlines to meet and also having to juggle to be in the office, to go out to schools and also to attend meetings, not enough time.

I: How do you cope with the stress?

R: Not easy when you come home you also have other duties but I try to have some time at home like an hour or half hour, just to relax and a bit of reading.

I: Did you struggle to have your authority accepted when you were first appointed?

R: I can't say exactly that, but occasionally you feel unwillingness to accept authority. Human beings are human beings. They might feel you should also be doing work and not giving instructions to them.

I: How do you manage being a workingwomen and juggling your domestic chores?

R: I am coping. Also it gives one satisfaction to know there is something to look forward to during the day, If I had to stay at home the whole day I think I would be really bored. Of course I would have challenges, to meet people, interact with schools and it makes one

happy in effecting change in peoples life. Taking care of the home one grows up having to do it, you get used to it. There are odd times when you do find time and you do a little bit here and there.

I: What would you like to see change in policies to accommodate women more?

R: If I could refer to women who still have young children, I think it would be more convenient for them if there were crèches so they could have the kids cared for and they don't have to drive to the other side of town to drop their kids. I think it would make their lives easier.

I: What are positive experiences you have had with men in management?

R: I think that feeling of being recognized as an equal and having ones ideas being appreciated.

I: What are the negative experiences you have had with men in management?

R: Well, occasionally have people expressing doubts about the capabilities of women as managers and in fact sometimes women are not firm enough those are some of the things one hears.

I: What are your plans for the future?

R: Naturally everyone would like to occupy a higher position before I retire. I am hoping that I am in a position of Director or something in that line.

I: Thank you for your time.

APPENDIX 6 INTERVIEW QUESTIONS

NB : All participants were asked to give specific examples of their experiences

The earlier questions were based on the family background, studies pursued.

- 1. What are the areas you succeed as a manager in your present job?**
- 2. What are some of the challenges encountered by women at management levels?**
- 3. What are the areas that you feel women in management need empowerment in?**
- 4. What are the leadership qualities you have adopted and why?**
- 5. Describe the relationship that exists between you and your male colleagues?**
- 6. What are the institutionalised obstacles that confront you as being a woman manager?**
- 7. What motivated you to seek a post in management?**
- 8. Do you encounter any stress in your job?**
- 9. How do cope with the stress?**
- 10. How do you manage as a working women and mother and wife?**
- 11. What would you like to see change in policies to accommodate women more?**
- 12. What are the positive experiences you have had with men in management?**
- 13. What are the negative experiences you have had with men in management?**
- 14. What are your plans for the future?**

