UNIVERSITY OF KWAZULU NATAL

Challenges faced by women in Education Management:

Perceptions   of school-level women managers in Ogwini Ward of

PortShepstone.

By

N.C. MADLALA.

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N.C. MADLALA

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Declaration of Originality

I declare that this dissertation is my own work and that all the

sources I have used or quoted have been indicated and

acknowledged by means of complete references.

N.C. Madlala
(Researcher)

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I would like to express my appreciation and gratitude to the following:

Abstract

The study sought to investigate challenges faced by school level women managers and the extent to which they coped with such challenges. To collect data the study used a triangulation of three instruments: interviewing, observation and document analysis. The findings of the study revealed that the barriers that retard women's progress in management include the endocentric bias and patriarchal nature of the society which `make it difficult for women to be accepted as managers, the traditional stereotypical perceptions of women's abilities and attitudes towards women's family roles. The study concluded that although women education managers still face many barriers in their job, they are working hard to try and cope with them. As managers they are more inclined towards contemporary approaches to management such as participative engagement of those they lead. The researcher recommended that the following seemed to be possible strategies to address the challenges: induction programmes, mentoring, women networks as well as training programmes.

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CHAPTER ONE

THE INTRODUCTION

1.1 Background and Purpose of the Study

In South Africa, education is one of the areas in which women in management are most underrepresented and encounter challenges. The disparities that are found in education are a direct legacy of past discriminatory laws, particularly those that deliberately excluded women from management. There is now an overt constitutional commitment to ensure that such discriminatory practices are discontinued as is happening in gender equity and affirmative action. Whilst overt discriminatory may now be largely eliminated there are still more subtle mechanisms impeding the progress of women in management.

When South Africa attained democracy in 1994 one of the educational priorities was the narrowing of gender disparities, a major subject of international debate (Chisholm, 2001). In terms of the legislation the status of women in South Africa has positively changed since the first democratic elections in 1994. Within the Constitution of the Republic of South Africa some of the legislations that were developed to ensure gender equity includes, Employment of educators Act 1998 no 76 of 1998, and

Employment Equity Act 1998 Ac no 55 of 1998. According to the Constitution each person has inherent dignity and the right to have his /her dignity respected and protected which means that even women in management must be accepted recognized and have their dignity respected and protected. According to the Employment of Educators Act there are minimum standards set that pertain to all employment relationships unless exemptions are stipulated meaning that we need to recognize the nature of the work environment which was previously the exclusive preserve of men, ensuring that the development particularly of women who were disadvantaged is supported. The Employment Equity Act promotes the normalization of workplaces by achieving equitable demographic and gender representation. These legislations serve to ensure that men and women are treated equally and have equal access to promotion opportunities. Despite these unlighted legislations, there are challenges facing women in educational management. While there are more women than men in the teaching profession, most management posts are still occupied by men (Wilson, 1997). Large numbers of women in the teaching profession suffered a history of domination and exploitation based on the essentialist notion of womanhood (Grimwood, 1993). Despite the persistent disparities at managerial level, there is gradual entry of women into higher positions.

However women remain under-represented in senior management positions and experience serious challenges along the way.

One challenge that seems to hold women back are problems like balancing the career and family responsibility. Most women deal with dual career dilemmas such as double workloads (waged work and domestic work) childcare concern and maternity (Grimwood, 1993). A second challenge seems to be gender stereotypes (Grogan, 1996). Stereotypes of leadership tend to be more towards qualities that are identified as "masculine" and tends to identify men with leadership. The third challenge is harassment, which may take various forms such as physical, verbal, sexual and psychological abuse which threaten, humiliate, undermine women's job performance and perhaps block promotion or training. The fourth challenge seems to emanate from the social context, where women lack acceptance and recognition. Chisholm (2001) examined reasons for women leaving management positions in Gauteng. She found that the main issues are lack of acceptance, visibility and recognition. In her study women were challenged on competency and ability to exercise strong leadership.

This situation underpins my interest to investigate many more factors that challenge women in education management.

The purpose of this study is to conduct a local research on the challenges and experiences by women in management at school level. With this research I will examine patterns of management and how these may lead to oppression of women. The study will explore what types of leadership approaches the women adopt once in management and whether leadership is gendered or not and also identify challenges hampering women's effectiveness. Ultimately the study will attempt to provide information on possible factors that might help women to succeed in managing effectively and efficiently.

This study investigated challenges or obstacles experienced by school level women managers in Ogwini Ward of Port Shepstone. I hope to bring to the public attention the realities, practicalities and concern of women, who if defined as managers and possibly taking an active part in structural system are able to comment from a standpoint of practical and professional knowledge.

1.2 Statement of the problem

Although discriminatory laws have now been eliminated women in education management still face many challenges. This study seeks to investigate what challenges school level women face in education, the extent to which they cope with these challenges, and how these challenges may be addressed.

1.3 Research Questions

The study revolves around three critical questions.

1. What challenges do school level women mangers face in their jobs?

2. To what extent do they cope with these challenges?

3. How can these challenges be addressed?

1.4 Significance of the study

This study would serve to highlight the specific challenges faced by school level women managers and provide alternative adaptive mechanisms for handling the challenges they encounter.

1.5 Context of the study

This study took place within the Portshepstone District Office of the Department of Education in KwaZulu Natal. It was conducted in Sayidi Circuit which is divided into eight wards. Within this circuit one ward in the name of Ogwini was selected. The ward consists of x-model C - schools and very poor primary and secondary schools in deep rural areas. There are thirty five schools consisting of eight high schools and twenty four primary schools. Out of eight high schools only one principal is a woman and other ten women principals are in junior primary schools. Most of the junior, senior or combined schools have male principals, which indicate that there is disproportionate ratio of men to women in our institutions. This study included women from both x-model c schools and rural areas.

1.6 The Scope of study

The study is limited to school level women managers in Portshepstone District, Ogwini Ward. This included two principals, two deputy principals and two Heads of Departments.

1.7 Limitations of study

The study attempts to investigate the perceptions of group of women in managerial positions in Portshepstone. The constraints of time and costs necessitate that the study is confined to Portshepstone. The small population size reduces the generalisability of the results. However, even with these limitations several recommendations can be suggested based on data analysis. Due to the fact that perceptions constitute latent feelings, which are difficult to measure, there is no guarantee that these perceptions are in fact right or wrong. Since the sample is a convenience judgment sample (Cohen, 2000), the accuracy of this judgment is a possible limitation and it is possible that the sample is not representative of the female population in managerial position s in Portshepstone. It is also possible that some respondents would not be entirely accurate in the completion of the questionnaire so as not to appear too negative in their outlook.

1.8 Definition of Key Terms

Educational management, leadership and administration

In categorizing the terminology , it was found that in the United States of America, use is made of the term educational administration , whereas the term educational management is prevalent in both United Kingdom and South Africa (Greyvenstein, 1989) These terms are however, used to denote essentially similar roles accorded to persons functioning within the management hierarchy in these three countries .Leading is about guiding and inspiring , managing is about getting things done efficiently and effectively. Leaders set the course for the school and managers make sure that that course is followed. Leaders motivate and inspire whereas manager use influence and authority to get people to work productively.

Challenges

The difficulties that are faced by women and seen as problems.

Women managers:

These are positions of authority in education consisting of regulative tasks or actions carried out by women (females) to achieve effective education .In this study, this phrase refers to the principals, deputy principals and Heads of

Departments.

School

The Latin word 'school' suggest a gathering for the purpose of study, whereas the Greek one means a place where free learning takes place, especially as seen against the background of its cultural tradition. A school exists wherever and whenever teachers and learners meet for the purpose of giving and receiving instruction and it forms the nucleus of the school.

1.9 Outline of chapters

This chapter provided an overview of the study focusing on the context, purpose, scope, and limitation of the study. Chapter two focuses on the review of literature related to this study. Chapter three focuses on the research design and methodology used to collect data. Chapter four analyses and interprets the collected data and relates findings to the literature review. Chapter five draws conclusions and recommendations regarding the challenges that women face.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The aim of this study is to examine local research on challenges faced by school level women managers in PortShepstone .In South Africa, as well as elsewhere women were previously under-represented in educational management and this resulted to various challenges. This problem is being addressed by the government by means of various legislations that are enshrined in the constitution. Although this movement is occurring, there are still a disproportionately small numbers of women in top positions and those who are occupying these positions encounter barriers that retard their progress. This chapter focuses on the major obstacles in the advancement of women. The chapter begins by discussing barriers experienced by women managers. This is followed by South African perspective on the challenges South African women experiences. The chapter also deals with some strategies to overcome these barriers. Finally, the chapter closes with the concluding remarks of what can be done to overcome these problems.

2.1 Barriers experienced by women managers

Researchers differ radically from one another about which barriers in educational management are the most general and most acute in the struggle for women to develop into their own in the professional arena . These barriers are also not experienced in the same manner at all levels and in any educational system in the world. Dennison (1989) sees the advancement of women as being blocked by multiple barriers.

Greyveinstein (1989), Pifford and Tonsenn (1993) conducted an in depth study of the most common barriers which women encounter in educational management and which recent researchers have exposed. They classified these barriers into intrinsic and extrinsic factors.

2.1.1 Intrinsic Barriers

Intrinsic, internal or personal barriers which influence the life of women are generally regarded as the so called "lacks" or inadequacies" which are within women because of their femaleness (van der Westhuizen, 1991). These barriers are deeply ingrained in the traditional and stereotype attitude of the society about feminine characteristics. Internal barriers can be classified into socialization and sex role stereotype, and multiple roles.

2.1.2 Socialization and Sex Role Stereotyping

Internal barriers are the attitudes, behaviors and aspirations of women. These refer to the fact that women have been socialized in a particular way which leads them to exhibit characteristics of diminished self confidence, an overriding desire to please, dependent behaviour, fear of success, absence of career orientation and a failure to understand the "politics" of advancement (Lacey, 1977). Women often internalize the negative stereotypes that others hold about them concerning their roles and abilities and this causes them to under-perform (Fagenson, 1993). In this way they create their own barriers to advancement.

Walker (1990) is of the view that there are barriers associated with inferiority such as low self image, lack of motivation or aspiration. These barriers are presented as an explanation for women's lack of achievement in management. This has led to women being valued less than men as they are thought to be incapable of handling management functions because of these stereotypes about them. Hasibuan- Sedyono (1998) and Grogan (1996) in their respective researches showed that stereotypes pose a challenge for

women. Women are generally depicted as being emotional; this creates an impression that women are inadequate for jobs, which require control of women, who despite showing managerial expertise have to prove that they are capable managers. Women are also regarded as passive dependent, natural intuitive and submissive (Grogan, 1996). Researches however have disapproved these beliefs as numerous studies have found that there are no significant differences between men and women that would limit the capacity of women to successfully carry out the managerial role (Morris, 1998).

Greyvenstein (1996) argues that women are regarded as weak, fearful and unsure of themselves while men are regarded as strong, aggressive, independent, fearless, self assured and rational. She further claims that women are regarded as followers carrying out decisions and following initiatives of others, whereas men are regarded as leaders who take decisions and show initiatives. This might also lead to a woman's perception that she is not competent to be a leader in the educational sphere.

Grogan (1996) argues that sometimes the demands to have to prove ones worth make women want to copy the masculine experiences associated with men such as being aggressive and authoritarian in order to be recognized as

good leaders. As a result women entering management, still face the dilemma of either portraying stereotyped 'feminine' trace and being regarded as unsuitable for their positions or portraying typically 'masculine' traits and being regarded as unfeminine. Cockburn (1991) points out that some men feel threatened by a woman who is not dependent on them as she threatens their masculinity. They describe this as a "double bind" situation as women managers cannot simultaneously conform to society's expectations of both a women and a manager.

Van der Westhuizen (1991) asserts that the generally accepted characteristic leadership profiles applicable to women in senior management portions are more in line with characteristics which are typical of accepted pattern of behavior of adult men. Women's unconscious conformism with regard to stereotype female characteristics leads them to achieving a lower level of efficacy than their male counterparts. So stereotype attitude is one of the biggest barriers for career women as women in leadership positions are considered to diverse from the accepted norm of what a woman's personality profile ought to be. Women in top management end up struggling with insecurities within themselves and experiencing conflict regarding their behaviour and the fulfillment of professional roles.

This shows that women have to work harder than men because they have to start from the negative position. These characteristics are a barrier to women because women cannot be successful in an institution where positive attitude to women's work does not prevail. Career mileage may be gained by the implementation of positive policies for women.

Pifford and Tonnsen (1993) assert that the socialization of females prepares them to be helpers. I think this is true because in my previous school where I was a HOD I was always featured in tea committees and flower arranging tasks for parents meetings and other activities because it is where the males sought my organizational ability was needed. In other institutions we find that whenever there is a child that is not well or a girl that is pregnant it is the duty of female educators to provide assistance.

Wilson (1997) in an investigation of white male manager's attitudes towards female managers, found that while male managers express their acceptance of the female principal of equal opportunity and agree that women can acquire managerial skills, they question their ability to compete on equal terms with men. They found that about a third of the respondents believed that women are less objective, less aggressive, and less capable of

contributing to organizational goals, less ambitious and less self confident than their male counterparts. It is thus clear that men attribute women's lack of career advancement to their internal dispositions rather than looking towards situational factors for exploration. This has the effect of reducing genuine commitment to the advancement of women and equal opportunities and the stereotypes formed this often become self fulfilling prophesies (Schein, 1994).

Greyvenstein (1989) argued that South African women are more traditionally set with regard to stereotyped sex roles than women in the USA for example. This situation and the pressure of the society which accompanies it, backed by a deeply -rooted patriarchal outlook in South Africa, are further barriers for women in management positions.

2.1.3. Multiple Roles

Family duties are one of the barriers to the professional progress of women. Women deal with dual roles. According to Grogan (1996) and Mahon (1991) the factors causing stress for women managers were the demands of full time job and the role they have to play as mother and wife. The fact is that the relationship between the broad spectrums of family duties on the one

hand and career demands on the other will always entail conflicting role demands and expectations (Greyveinstein, 1989). Women continue to be regarded as the care givers who are responsible for running the home. The conflict between the home and career is a significant factor in the ineffectiveness of women in educational management. Women who try to do both suffer from acute stress which could lead to burnout (Wajcman, 1998).

According to Greyvenstein(1989) contemporally society has not yet reached the point of accepting that it is a natural phenomenon for women to be both (if she prefers) a homemaker and an effective career woman . Therefore she says:

> The women aspiring to an educational management position has to contend not only with the conflict between her traditional role of wife and mother and her career role, but she also has to develop a new definition of self to succeed in her role as manager (Greyvenstein,1989:195).

By implication, this resulted in immense pressure on women to balance their personal and professional life. While marital status is rarely an issue for men aspiring to management positions, it continues to be a major issue for

married and divorced women.

_2.2 Extrinsic Barriers

According to Fagenson, (1993) extrinsic barriers indicate environmental factors which influence the entry and progress of woman into the management hierarchy of the teaching profession. These are barriers imposed on the individual by various factors external to ones own state, such as institutional structure practices and patterns that restrict woman's access to administrative positions. These barriers cannot be viewed in isolation since they are mostly indistinguishably linked to the intrinsic barriers already discussed.

2.2.1 Symbol and Periphery Practices

Greyvenstein (1989) asserts that women who succeeded in obtaining top management posts at school still have to deal with unfair barriers. Women are often pushed to one side in unimportant portfolios in the organizational structure and it is constantly drummed into them that their presence in the top management team was actually a special concession. The challenge of low proportional representation of women in the top management teams of schools strengthens the peripheral approach to women and their shift into "portfolio" where they actually have very little say regarding educational

management issues. What complicates matters further is that women in educational management posts are seen as representatives of the sex according to their actual abilities as individuals. This reminds me of my previous ward where the principals of Dweshula were forming an association. The elected committee was male dominated. Later after most of the males were elected it was then where it was remembered that females were not represented, and then females were elected as additional members which proved to me that women were really representing sex.

2.2.2 Guarantees, Mentors ad Role Models

Within the work place there appears to be opportunities of help that help men in their career and that they are generally more likely than woman to be groomed for success (Westhuizen, 1991). Mentoring both in the formal sense appears to be less available to women than to men. Govinden (1999) also draws attention to the lack of a mentoring programme for women. Greyvenstein (1989) emphasized that woman like inexperienced men, at the start of the professional careers and later too when appointed for the first time to junior, middle or top management positions have a need for psychological security, mentors as a role model. It has been found that most women who aspire to management posts are not always of the values of the

mentor process. Practice has shown that male mentors are not very willing to support a woman colleague because of possible jealously on the part of their wives, suspicion by colleagues and still prevalent sex role conflict which is based on the identification of a mentor as a role model. When women identify their own needs they are wary to approach a suitable mentor for help particularly if it is a man. I concur with the above assertion because I have my friend who is an HOD in a nearby school who had a problem with her male mentor who was also her deputy because whenever she comes to him for assistance he harassed her sexually. She ended avoiding him and gets assistance outside the school.

Greyvenstein (1989) regards the mentor process as an important element in the professional development of women with a view of preparing for top management posts in the teaching profession. Govinden (1999) 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. She also suggests that women should be given opportunities for administrative and organizational tasks in the same way as men.

Research reported by Burke and McKeen (1994) identifies several barriers to mentoring relationships involving women including lack of contact with

potential mentors, differences in behaviour between men and women, differences in influence strategies and biases in the organization with regard to cross gender relationships. I also experienced the problem of a mentor who was a male. He was behaving differently, whenever I requested assistance I had to pay by giving him beer, if I deny he won't help me. I ended up not using his services and he made negative comments and our relations became sour.

2.2.3 Networks

According to Greyvenstein (1989) networks are a part of the male culture. They develop as by- products of membership of men's organizations and clubs, all sorts of citizens associations. Women are then faced with a challenge of dealing with the concept of "boys club". Studies of women in management have singled this out as one of the barriers to the advancement of women. Stead (1985) feels that progress into management ranks depends on the entry into the informal system and that success in the management ranks depends to a large degree on a person's ability to stay in and use the informal system. Mahon (1991), Blackmore (1999) found in their research that men group together informally, and this provides an opportunity to foster close relations which tend to filter through to the boardroom. Issues

were then caucused and decided by key members prior to the meeting. It means that substantive input by women were not possible. Mahon (1991) said that women felt isolated from all male post work pub networks, where some aspiring careerists were afforded an opportunity to display their talents. These networks excluded women in management positions from information and support. Thus women were positioned as uninformed, misinformed, troublesome, non consensual or just wasting time. Stead (1985) refers to the "old boys" network and describes it as "a system of cliques, buddies, moral or politics...? She argues that this informal system exists in every organizations and that it protects itself from change and from the intrusion of women. Stead (1985) believes that women should concentrate on forming their own "old girls networks" to make up for their support that they are missing by being excluded from the "old boy's network".

2.3 A South African Perspective

I examined South African research on women managers and found that there are many challenges facing women in management positions. One of the challenges that South African women in management are facing is that they are disproportionately under represented in senior positions.

Greyvenstein (1989) reported that there is a gender dichotomy existing in educational management. It is quite interesting to note that when Pigford Tonnsen and Wyatt (1992) carried out a needs assessment for female educational leaders in six regions in South Africa in 1992 ,the barriers South African women faced were very similar to those of American women. The situation of black women in South Africa is compounded by a combination of many factors. Walker (1990) is of the view that black women in South Africa suffer triple oppression of, race and class. Nkabinde (1997) clearly indicates that black women in South Africa are seen as experiencing a triple burden, the burden of being the working class and, black and governed by civil and customary laws. Educational inequality that affects blacks in general tends to affect women even more.

During the apartheid regime people were afforded rights and privileges according to the colour of their skins. This made South Africa to be faced with both racial and gender issues which affected particularly women. This resulted to the education of black women that largely aimed at socialization into domestic roles both in their home and as servants in other peoples home. As a result, men tend to define the position and role of women as that of housewife and mother, expecting women to operate within

the parameters of that position. Black women found themselves caught between apartheid laws and their African social traditions. Patriarchal views, based upon the notion that men are superior to women are evident in African traditions. This status exposed women to all forms of exploitation, making them more dependent on men, Nkabinde (1997) alludes.

Apartheid laws exaggerated the black woman's role in the society but the African society also contributed to this belief. Therefore the answer to many problems currently facing black women is embedded in a complex mix of historical forces related to apartheid laws, gender perception within the community and the cultural \traditional dynamics. To address this challenge Nkabinde (1997) suggested that the education of women needs to be linked with laws that aim to eliminate race, gender and discrimination.

However this state of affairs is being altered. A gradual change had been taking place in South Africa. Political organizations, church organizations and trade unions had discussed women's issues. The transformation that is taking place in South Africa emphasizes racial and gender equity and an attempt to achieve this is done through affirmative action. The government has committed itself to gender equality by enshrining it in the constitution. It has also established the Gender Equity Unit to address issues of gender in

education.

Boulton, and Coldron (1998) examined the gender policies in South Africa and found that, whilst the policy is in place, the implementation process needed to be looked into. According to Boulton (1998) there are several impressive legislations 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.

Fagenson (1993) identifies factors which constrains South African women in the workplace. The important constraint concerns attitudes not only of men but of women too. She argues:

> "...as young girls South African women are socialized into being submissive and are generally unassertive and relatively unambitious" (Fagenson,1993:75)

To these barriers Wood (1993) adds to the concern about black women who often caught in the "double bind of living in two cultures". She described how if they become high achievers, they often become unmarriageable. A case is given of a young black couple who could not marry because the

women's parents felt that their daughter's professional status deserved a high lobola and the price requested was far beyond what her fiancée's family could afford to pay.

2.4 Some Strategies to Overcome the Barriers

Giving advice to women as to how to overcome the barriers, Pifford, Tonnsen and Wyatt (1992) suggest that female administrators should identify and understand the career barriers and should change their own "destructure behaviours" first. Apart from this they should be aware of their own strengths and weaknesses, capitalizing on the strength and eliminating the weaknesses. One might be aware that her weakness is punctuality, one need to eliminate that because as a person who is in management she needs to be exemplary and she won't be able to discipline her subordinates if they have the same problem.

Greyvenstein (1989) has valuable advice that women aspiring to leadership positions should seriously consider the consequences of adopting masculine behaviour and traits, and they should not take on a male image. If they do, it leads to psychological stress that causes unnecessary internal ambivalence in them. She recommends that to improve professional self image, women

should be specially trained as a way of eliminating ingrained career barriers. This professional development is being addressed here in South Africa, presently we had workshops that were run in preparation for the phasing in of GET and FET band .There are so many other workshops for various subjects that were run with the aim of developing educators. The training should provide the building up of personal career directed skills and expertise as well as leadership. The emphasis in courses should be placed on the development of self confidence and the building up of a positive self image.

Greyvenstein (1989) recommends the strategy to eradicate the lack of aspiration and motivation in the career path; she recommends that women should be made aware of each promotion opportunity for which their qualifications and capabilities would put them in line. The policy makers in the teaching profession and the local nomination bodies should be convinced of the need to provide women with equal opportunities to compete. We are fortunate that this happens here in South Africa through various legislations like affirmative action and gender equity. Furthermore women must also be trained specifically to resolve role conflict internally and define life goals according to their own value system.

Supportive female networking systems for professional women should be developed. These systems provide women with the necessary societal supportive structures for mutual support where women can share each others professional problems and learn from the experience of their female colleagues about educational management (van der Westhuizen, 1991). With networks career women are directed at forming open, free functioning networks. The networks have as their aim to bring professional women into contact with one another, to strengthen mutual contacts, to introduce role models among younger members, to find solutions to specifically female professional problems and to disseminate information.

According to Cockburn, (1991) there is a great need of training for men so that they can become aware of their own biases and sort out what are traditional, stereotypical requirements from those that are really task or performance related. Shakeshaft (1981) suggests that there should be a paradigmatic shift of emphasis on male behavioral models to a paradigm which looks at how the organization can change itself to fit the aspirations of women in the management posts, even if their management style is radically different.

2.5 Conclusion

Research on the experience of women managers revealed that women experienced some success and great deal of challenges. Literature asserts that problems facing women in management can only be overcome through the enhancement of women's commitment, competence and creativity. However women alone cannot solve the challenges encountered in management hence there is a need for the involvement and support of other stakeholders. To be able to deal with these challenges, more women must be in management positions so that they can be the agents of change and transformation. Feminists have argued that there is a need for a paradigm shift which will include challenging the division between public and private work.

The next chapter addresses the research methodology of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

The purpose of this study was to investigate the challenges women education managers encountered in their jobs. The study also sought to investigate how women cope with these challenges.

This chapter describes the research methodology adopted in the study. First, the chapter describes the research design. Second, the chapter describes the respondents. Third, the chapter describes methods of data collection. Finally the chapter folds with concluding remarks.

3.1. Research design

A research design may be called many things, such as "a pattern", order, or arrangement of all the activities in the research journey (Cohen, 2000) or 'plan', structure' of the investigation that is used to obtain evidence to answer research questions (Jegede, 1999). The research design describes the procedures that are followed in conducting the study and responds to such questions as 'when?' 'To whom?' and 'under what conditions?' the data

would be obtained.

Within the broad area of qualitative research this investigation was a case study. According to McMillan and Schumacher (2001), a case study is a technique the researcher uses to observe the characteristics of an individual unit, for example a school, community or a class. According to Cohen (2000) a case study is an approach in the field of research which seeks to provide a unique example of real people in real situations and it enables readers to understand how ideas and practice can be incorporated to make a living meaningful. The case study approach was suitable for this study as it focused on a group of women managers at school level.

With the case study the specific events that are related to the case could be highlighted. The advantage of the case study design is that it is a "step to action." It will begin in a world of action and contribute to it. Its insight may be directly interpreted and put to use, for staff or individual self development, for within institutional feedback, for formative evaluation and in educational policy making (Cohen, 2000).

The choice of the research design however did not disregard its disadvantage. Therefore measures were made to intertwine pieces of related information to concretize results. For instance the researcher employed a triangulation of three instruments namely: observation, document analysis and interviewing in order to make sure that all findings are concretized.

3.2. Description of sample

Sample refers to the selected group of people or elements selected from the larger population to participate in the research study (Cohen, 2000). The unit of analysis in this case study was school level women managers in five schools. This means two principals, two deputies and two HODs'. Six women managers came from both primary and secondary schools that is three managers from phase two (primary / combined primary) and three from phase three and four (secondary /high school).Managers from primary schools were referred to as the first managers and those from secondary as the second ones.(for example the principal from primary is the first principal and from secondary is the second principal).

The selection of these managers was done through purposive sampling, which meant that they were targeted because of a particular feature. The

criteria used for the purposive sampling were as follows:-

1   Women managers of both primary and secondary schools

2   They belong to Ogwini Ward

3   They are willing to participate in the study.

3.3. Methods of data collection

Data was collected through three instruments namely the interview, observation and document analysis. Each of these instruments is described and justified below.

3.3.1. The interview

In this study the researcher chose semi-structured interviews with women managers at school level that were principals, deputies and HOD's. According to Cohen (2000) a semi-structured interview provided a desirable combination of activity and depth and often provides valuable data that could not be obtained by any other means. Jegede (1999) advocates interviewing as one of the best instruments for data collection. In this case study, each participant was interviewed alone. This move was done in order to ensure confidentiality. The interview lasted for about an hour. The reason for employing an interview was to give each interviewee a chance to freely

reconstruct her experiences without being influenced by outside forces. Denzin and Lincoln (1998) purport that the ultimate goal of the researcher is to understand the meaning people make about their experience and that interviews provide necessary room for this purpose. When conducting an interview, the researcher had face-to-face contact with the interviewees. This enabled the researcher to read other speech dynamics such as eye contact, tone of voice and body gestures the interviewees make, which enrich the researches understanding and interpretation of the data collected.

A copy of the interview instrument is given in Appendix A. The interview schedule is divided into seven areas. Section A sought to obtain biographical data. An analysis of biographical data is important as it shows some pattern of women's working lives, helps to explain difficulties and poses some interesting questions.

The second section required information about the respondents' management experience. The third section sought to obtain information about relationships at work. An insight into relationships will also reveal attitudes, which according to many theories (Schein, 1994) is a major barrier to progress for women.

The fourth section related to attributes of successful managers. As explained in the literature review, management is a job that has become gender stereotyped and is seen as requiring attributes that our society has traditionally labelled as "masculine" (Cockburn ,1991). What the researcher aimed to tap into here was the issue of difference, and to establish whether the respondents view support the beliefs of theories such as Naisbett and Abordene who believe that women are better suited to the new style of management that characterizes modern organization.

The fifth section investigated institutionalized obstacles. This section aimed to ascertain how women were treated in their institutions. The sixth section investigated the family commitments. The aim here was to find out the problems women faced at work and at home in combining the two roles and to ascertain whether these family commitments do influence the career development of women. The last section simply called "miscellaneous" aimed at giving the respondents a chance to talk about any area they felt have not been covered or which they felt they would like to discuss in more detail.

3.3.2. Observation

According to Jegede (1999) careful planning is essential since observation is a skilled activity for which an extensive background knowledge and understanding is required as well as the ability to spot significant events. The best time for observation was mid-morning and this observation took about an hour. The main objective of using observation for this study was to verify and substantiate data responses provided in the interview. The observational data is recommended by Patton (1990) as it enabled the researcher to enter and understand the situation that was being described. Observational data affords the researcher the opportunity to gather "live" data from "live" situations (Cohen, 2000). The researcher was given the opportunity to look at what was taking place in situ rather than second hand. Observation helped the researcher to discover things that participants might not freely talked about in an interview. Observations were useful in this study because they portrayed the impact of the actual actions that women managers took.

Observation was appropriate for this study as it was likely to enable the researcher to gather data on physical setting, human setting, and interactional setting and programme setting (Cohen, 2000). There are two schedules for observation. The first one dealt with the redistribution of

management posts in each school. This helps the researcher to check if employment equity is implemented within the manager's component. The second schedule dealt with the physical environment information and this enables the researcher to gather data on the physical environment of the organization.

3.3.3. Document Analysis

Document analysis is an instrument in which a researcher studies documents of an institution in question .Documents like timetables, duty rosters, policies, notices, registers, minute books, log books and communication book were studied. This enabled the researcher to evaluate the personality barrier which was perceived to women as if were physically and intellectually incapable of administrative functions. For example the policies are important at school as they are used to achieve certain goals; they are a guideline for actions in the day to day running of a school that is why it was important to analyze them. The rationale was to enable the researcher to see if there was communication at school with each other and if there were democratic decisions thus understanding the leadership style of women managers. For instance one saw notices, the timetable and duty rosters on the notice boards. Documents like log book enabled the

researcher to see how many entries had been made recently, past weeks or months and be able to read the history of the school What issues the nature of entries made. What issues did they raise? This enabled the researcher to understand whether women managers were able to assert themselves in many instances. There is a belief that assertiveness is not a behavior into which women are traditionally socialized. That is why there is a general belief that women cannot cope with demands and stress associated with management. The communication book enabled the researcher to see the planned dates for staff meetings, what was planned for discussion and if minutes were kept. These documents enabled the researcher to assess the effectiveness of the leadership and management of the school at various levels in the management structure. Minute books helped to see what is discussed in the SMT's and departmental meetings.

The reason of analyzing these documents was that they represented activities that form basics of effective management. Studying these documents was likely to clarify to the researcher if there were any problems in as far as management of the school and how women managers executed power over their subordinates so that they met the organizations objectives.

3.4. Conclusion

This chapter focused on the methodology of the study. This included specific methods of data collection in response to the research questions about the challenges faced by women managers, how women cope with these challenges and the strategies they developed and adopted to address these challenges.

CHAPTER FOUR
DATA PRESENTATION AND DISCUSSION

4.0 Introduction

The purpose of this study was to examine challenges faced by women

education managers in Port Shepstone in Sayidi District. The study also

sought to investigate the extent to which women managers cope with these

challenges and the strategies they use to address these challenges.

This chapter begins with a presentation of women's biographical data. Men

are intentionally excluded as this study concerns women. This is followed by

the challenges that women managers encountered the attributes and the

strategies they used to address these challenges. Table 1 that follows on the

next page gives the biographical data of the respondents.

4.1 Biographical Data

Table 1: Respondents' personal details

	1st Principal	2nd Principal	1st Deputy Principal	2nd Deputy Principal	1st HOD	2nd HOD
Age	47	42	45	36	35	38
Management experience in years	3	6	5	2	4	3
Highest qualification	Bachelor of Education	Masters	Further Diploma in Education	Honours	Bachelor of Commerce	Secondary Teachers Diploma
Number of male Subordinates	4	8	9	6	3	2
Number of female Subordinates	15	11	14	12	3	3

Table 1 shows that all the women managers consulted had little
management experience. This suggests that the appointment of women to
promotional posts is a new trend. The ages of women managers on table
1 tell us they all had promotion opportunities. There is no longer
discrimination in gender as previously it was only males who were

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appointed to promotional posts at an early age. This shows that the country is slowly moving towards balancing the gap in as far as gender equity is concerned. The qualifications prove that the women managers are in promotional posts because they are suitably qualified.

4.2. Challenges Facing Women Managers

The women's experiences shed light on the processes that hinder them in management. When the respondents were asked if there were problems that they encountered as managers, most of them reported problems as non acceptance, dealing with multiple roles (wife, mother, housewife and manager) and traditional stereotypes.

4.2.1 Non-Acceptance

Each woman interviewed had a narrative of the struggle to have her authority accepted. Invariably this revolved around a challenge to her competence and ability to exercise strong leadership.

Four respondents cited difficulties of non acceptance in management which arose mainly from gender bias. They reported that their teams

were un-corporative and very passive. When asked about the negative

experiences they have had with men, the first principal responded:

> The negative experience I had with male educators is that they
> don't want to accept my authority because I am a woman.
> Males always question my decisions   and this
> sometimes leads to unpleasant confrontation. .

The second principal responded:
> My problem with male educators is that they don't accept me,
> the difficulty is that I was part of the staff and to make matters
> worse I worked under some of the people whom I am
> managing. We all competed for the same post and I was appointed
> and my colleagues felt threatened and they don't accept me.

These responses indicate that some of the male educators still feel

threatened by the presence of female managers. They feel that the women

are trespassing in their ground and they make things difficult for women

managers. Still on non acceptance the first principal added:

> The school I am heading is the very same school I was a teacher
> at, but everything is not "hunky dory". There are people who are
> not happy with my appointment and always make things difficult
> for me. There is not even a single SMT meeting that finishes on a
> correct note. There are male educators who want to complicate
> things so that we do not move forward I personally feel that the
> unions are giving us problems because the subordinates always
> tell contradictory information from the unions.

The second HOD said that although males do not accept her but she

enjoys working under pressure, meeting deadlines and succeeding where

men had expected her to fail. The reason for this inability to accept female managers is that they could not take them seriously due to the stereotyped beliefs that they held concerning women. She said it was discouraging to find women not accepting another woman instead of using techniques to convince other capable women to cling to the stereotype image of obedience and subservience.

This non acceptance makes women principals feel insecure and consequently interpret actions as being unsupportive and insubordinate. This creates additional stress; absenteeism; illness and in several cases women having to leave their jobs.

The situation was made worse by fellow women managers.

I observed this non acceptance from woman to fellow woman in one school where the principal was unable to discipline the female educator who absented herself without any report .The educator refused to fill in leave forms which was an indication of insubordination and non acceptance of authority. The principal ended up not giving that educator the forms. This resulted in ineffectiveness in management as the principal experienced a problem of handling educators leave because she was just thrown to the deep end where she was to either swim or sink.

This non acceptance was caused by stereotype attitude in people that women are unable to lead. This results in   lack of self confidence   on the part of women managers due to the distorted perceptions about them. The other non acceptance behaviour that I observed was where there was a staff meeting and one male educator was non-cooperative and left the school instead of attending the meeting. He denied the authority of the principal, arguing that the principal liked to drag the meeting till late.

4.2.2 Multiple Roles

This was another challenge that women managers complained about. When women were asked if they experienced problems due to the fact that they are working women, they explained the challenge of dealing with multiple roles. Four women who were wives and mothers reported that they have serious commitments to the in rearing of children which cannot be denied. Respondents reported that they found themselves in intense battles in terms of balancing work and family life. I concur with the above assertion because as a woman manager I do feel the burden of multiple roles. This affects management at school. It is recommended that a manager must be well read in order to adapt to current

developments. Multiple roles hinder my development in as far as the upgrading of qualifications is concerned. Four women who were interviewed were working mothers and they commented that a lack of time put a severe strain on them and some felt guilty of not spending as much time with their families and children as they thought they should. The first Deputy Principal responded:

> I really suffer the heavy load of work and I find the work at school and home contradictory . It is difficult to be a woman because you must be like a juggler who can keep three to four balls in the air simultaneously. As a woman I a m trying to deal with all roles involved in running a home and those involved in school management but it is really strenuous. The demands of the work at school encourage me to apply for another work.

The above response shows that women are struggling to excel in a myriad of roles and they suffer what is called 'Superwomen Syndrome" (women who combine a successful job with having children and taking care of a home). Two of the respondents felt that it is better if a woman manager does not have children as much pressure is exerted by children. Women reported that at school they are faced with teaching and management for the most of the day, including extra mural activities, marking, and when they come home they look after the sick people, household chores, attending to children and their husbands. These

activities leave women with little or no time for relaxing and for children. Women thought that this made them to lag behind with their school work compared to their male colleagues.

The second HOD responded:

> Having children has made me aware of the demands women have on their time .If children are young there is the guilt and torn (difficult to choose between children and work) by conflicting demands. I heavily rely on family and friends or buy childcare in as I cannot make it alone.

The first HOD commented:

> I must admit that being a single parent is not an easy thing especially when your children are teenagers. This sometimes makes me struggle to balance my professional and my personal life because children and family take much of my time.

The first deputy principal who had no children reported that she felt the pressure of the multiple roles, like housework, caring for a sick relative, and so on. She reported that it took up much of her time. Even in cases where the respondents commented that their partners were very helpful at home, they still felt the burden of the multiple roles. All that women are doing adds stress because of the overload at school and at home.

The above findings are in line with the researchers observation where an HOD was absent for a week because her mother in law was seriously ill.

When she came back she had to rush and cope with the backlog in her department to be able to meet deadlines and at the same time attending to family problems .She reported that she ended up stressed because most of the time she had to work till late. She said this created a problem with her husband who questioned her late coming at home saying that she had forgotten about her responsibility as a wife. She felt that this was a problem to her as a manager because after the hectic day at school she was still expected to ensure that all members of the family were well cared for. This happens most of the time when the husband is usually relaxed and waiting for the food to be prepared. Only one respondent reported that she did not feel the burden of multiple roles. She said she was able to balance the work at home and school.

To pursue the issue of multiple roles further, I looked at teachers personal files at the office and found that most women absented themselves regularly from school due to family responsibilities. Most of them had exhausted their family responsibility leave. In one school I found out that two members of the SMT (women) were on maternity leave and this affected the smooth running of the school as the departments remained unattended. The principal complained that their departments experienced

problems as there was no one who could manage the department of Science and Commerce as they are scarce subjects and some educators in this department were temporary and others were inexperienced. The school did face the problem of scarcity of educators and was unable to appoint substitute educators due to this shortage. These managers sacrificed their leave and family problems and attended to grade 12 learners who were without teachers and were about to write the trial exam paper. I feel that the above problem made women who were on leave to be in a difficult situation where they had to identify with two different worlds. In the first place they had a commitment as wives and mothers to the process of procreation and the rearing of children which cannot be denied. Secondly they were expected to make a contribution in the occupational field.

In another case I observed a woman principal who caused inconvenience to the staff due to multiple roles. The principal was regularly late because on top of the responsibilities she had as mother, wife, and manager she was a business lady who had to attend to their business first, then took the children to school and then proceeded to work. This was a problem as she was the only one who deactivated the alarm at school as she was not

willing to declare the secret code to other members of the staff for security reasons. Educators ended up coming to school late rather than waiting for the principal at the gate. This affected the time table at school as the first period was always wasted. This resulted in negative remarks from educators saying what happened was because they were managed by a woman as they saw women as failures. The principal's actions were evaluated as representative of the way all women work because there was a mistake. It is known that when women are in positions of leadership all the eyes turn critically on them and people comment on their smallest errors.

According to my experience as a woman and a manager I feel that although husbands are supportive and accepting of their career they do not take a fair share of domestic duties. Husbands of women managers, who help out their spouses to lighten the burden, are doing a commendable job.

4.2.3 Traditional stereotype

Traditional stereotypes were another challenge that women managers complained about. All managers that were interviewed were in rural

school settings. In these settings, the traditional system expects men to play leading roles, which creates a barrier to women managers. When asked if there were any difficulties they experienced in this regard, two respondents reported the difficulty of traditional stereotypes.

The second principal responded:-

> The problem I am experiencing is that of my SGB which is dominated by males and the worst part of it is that they are illiterate but have leadership positions in the community as izindunas , and traditional councilors. They don't believe that a woman can lead and address them publicly. A woman is someone who keeps quiet and respects them as community leaders and listens to whatever they are suggesting. Their word is final.

It is evident that gender stereotype played a significant role for this particular principal. Male members of the SGB displayed total disrespect towards her because she was a woman. Efforts to discourage this sort of behaviour had not yielded any results. She was seen as a person who violated traditional norms if she challenged the SGB in the meeting. The community expected that it was only men who could participate in decision making. The community as a whole had no faith in women as leaders.

This indicates that the society had low expectations for women to be

good leaders. Women are held back by traditional attitudes that are not consistent with the changing world. Still on the issue of traditional stereotype the second HOD reported that gender was a constraint in her department because male educators always reminded her that she was a woman and that made her feel a lesser being than males. She remarked:

> Male educators in my department fail to keep to the deadlines when it comes to submissions, when they resist I put more pressure on them and I get negative remarks that they are not treated like married people ,they are not respected. They said it is true that a lady supervisor means trouble, its better to be managed by a male.

According to my experience this traditional stereotype is still a challenge to women managers. I was once co-opted   in one school to serve on the interview committee where two candidates were women and the principal who was a male informed the panel that he preferred a male teacher and complained that women educators got pregnant and took leave and left the learners unattended and mentioned that women were also unable to discipline learners, they are weak. This proved that men are still promoted by preference above women and this discourages women. This male principal was gender stereotyped and perceived women managers as being on the wrong side of the fence.

4.3 The extent to which Women Managers cope with the Challenges and the Strategies they use as Managers

The women managers had varied experiences concerning the challenges they faced in management. It is worth noting that participants in this study struggled to manage their schools with little or no support from other members. Participants reported that their leadership styles and attributes enabled them to become part of the situation and made use of certain strategies to cope with the challenges they faced.

4.3.1 Attributes

The women managers reported that attributes and characteristics that they had were the key factors that they used to face challenges they encountered. When they were asked the attributes that they possessed as managers they commonly mentioned a multitude of outstanding attributes of caring and nurturing, consideration, tact; attention to relevant detail and thoroughness. The attribute of caring and nurturing which is highly regarded as characteristic of women managers came from the traditional arena, the home into school. Respondents reported a different experience of how parents and educators expected them to portray themselves as leaders in more nurturing roles. The first deputy principal commented:

> I bring a caring, nurturing quality into management. I love to be around and see what is going on and my staff sees that I am available. The school is like home with children, it is the mothers duty to comfort and be nice.

This shows that nurturing qualities are associated with women and their roles as mothers and caregivers. Nurturing and caring happens at school although women as leaders are expected to be decisive and assertive in order to guide, direct, control, monitor the personnel and activities of the school. Two respondents disagreed that they were expected to be nurturing and caring and said as leaders they are decisive and assertive to be able to manage effectively.

Above all they mentioned the attribute of empathy which makes subordinates feel content and protected under their particular style of leadership. Concern for teachers' personal problems was seen as necessary for trying to build up good relationships with the subordinates. Participants indicated that they were sympathetic to their subordinates and also firm and fair depending on the different situation they experienced. I observed that this attribute of sympathy created challenges for the principals since they were more people oriented rather than task oriented. This tended to result in poor performance of learners since educators absented themselves regularly and the contact time was wasted

and no methods were in place to recover the lost time. This poor performance of learners was confirmed by the analysis of results in the common tests for March and June that were analyzed. In another school I observed that the school was closed as early as ten in the morning because educators had gone to see one of their colleagues who had lost his sister. This suggests that the woman principal was more people than task oriented but the problem was that this was done at the expense of learners.

The first principal said she used the attribute of approachability and brought the pastoral role to school as mother figure at school. Both principals reported that they brought care and guidance for individual pupils, teachers and even parents. Women managers demonstrated concern for staff, parents and learners which constitute an integral part of the manager's role. This enabled them to address disciplinary problems and contribute positively to the smooth running of the school. Some of the respondents interviewed identified themselves strongly with attributes such as firmness, decisiveness, rationality, and competence.

4.3.2 Leadership Style

Since managers are subjected to different situations with different people they reported that they required different styles of leadership. The women managers reported that they used qualities that are most suited to the situation they are faced with. So it is essential that managers learn to change their styles depending on the situation. Leadership is important as it is the process by which school managers direct and influence educators to perform educational tasks irrespective of the challenges they face. In order to achieve these tasks school leaders need to create an environment to assist all educators to work to their full potentials. When asked the leadership style they used to cope with challenges most respondents reported the ability to delegate and the idea of collegiality and working together. The second deputy principal responded:

> Leadership style has a far reaching effect on the organizational
> climate and professional being of the staff. I make it a point
> that everyone is given a chance to express himself or
> herself.I have a mechanism for educators to participate in
> decisions on matters that affect them.

Most of the women interviewed reported that they were co-operative, considerate and had open communication and involvement with their subordinates. Through co-operation they wanted to ensure harmony at school so that there would lower resistance and build a sense of family

and an environment of trust and respect. From the interviews it was evident that most women favored a collaborative management style. The second HOD responded:

> Iam democratic in my style although sometimes circumstances forces me to be autocratic. I put emphasis on team work, shared decision making consultation and delegation of responsibility. This enable educators to make great contributions and feel accepted I am using a very open system. I meet with the heads of departments committees and delegate more and more to the departments.

From the above responses it is evident that women managers used tenets of democracy which are transparency and participation. According to my experience women tend to be more democratic and more participatory than males and this tends to create problems for women. The democratic style that women use made their subordinates to take advantage of them. Some of the subordinates expect to be treated differently because they know that women are sympathetic and understand their situations quickly. But the styles that women managers used enabled them to cope with the challenges as they were able to influence the bad behaviour and attitudes of their subordinates and achieve excellence. The coping strategy that was mentioned was in dealing with negativity was to adopt half democratic and half autocratic style of leadership. The first principal confirmed that she was firm when it comes to principles:

My being a firm and assertive person also helps me because I do
not tolerate rudeness and defiance as a principal . If we do not see
eye to eye on a personal level that is fine with me but when it comes
to work related matters a no is a no'.

Respondents indicated that they brought out the best in their educators by

acknowledging and commending good work, and if they knew that a

teacher was good at something, they gave that particular teacher the

opportunity to shine and also gave support every step of the way. The

first principal said:

I am aware of the potential of each member and have learnt to
point these out. I also entrust responsibility to willing members of
the staff and make sure that the success of the assigned task is a
collective effort.

Another strategy that was mentioned was going by the book.

Respondents had school policies and if one transgresses they go by

policy in terms of correcting that behaviour. Policies adopted from

SACE, Department of Education and those formulated by them at school

were in place.

Most respondents asserted that policies must be set and ensure that

everybody adhered to them.

Another strategy mentioned was that to face demands one must be calm,

very focused, and talk less and hear more. The second principal said that this had made her to cross bridges over troubled waters. The other respondents   mentioned studying to keep ahead of subordinates. This enabled managers to keep abreast of the latest developments in education instead of learning things from their subordinates.

What also surfaced was a need by supporting women managers through training and mentorship. Respondents reported that training courses are essential to develop and equip women managers and aspirants who are in and outside the management pen. The training should include the building of personal career directed skills and expertise as well as the creation of sufficient opportunities to be able to obtain the necessary career management experience. There was an imperative for professional development that was mentioned by the women managers. They emphasized the set up programmes for newly appointed women managers even within the school. A development that took place through in-service activities, conferences, workshops and even visits to other institutions was another strategy that enabled women managers to cope with challenges.

The women reported that coaching and mentoring of newly appointed women managers by experienced and successful women managers who can provide a deeper understanding of the requirements and problems in school management was of great importance.

4.4 Conclusion

In this chapter data have been presented, analyzed and interpreted. The women managers responded enthusiastically because issues of management were pertinent to them. I found significant differences and similarities between Principals, Deputy Principals and HOD's in the study. The findings indicate that the school level women managers consulted seemed to face many barriers .In spite of these challenges women had showed, a positive attitude of their careers as managers. It was evident that the respondents tried to work hard as a team to be able to overcome these barriers. Women managers in Port-Shepstone show that they are strong and their strength lies in their leadership qualities that are derived from motherhood.

The following categories of challenges have been confirmed again and again.

1   Non acceptance resulting in lack of self confidence, low/negative

    self image by women which inhibits the managers from being

    initiative and creative.

2   Multiple roles that resulted with role conflict.

3   Traditional stereotypes which result in a variety of negative

    attitude towards women managers.

A multitude of incorrect assumptions, stereotyped ways of thinking,

organizational and legal impediments would have to be removed.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarises the study and presents, conclusions and

recommendations about the study. The conclusions and recommendations

are reached in the light of the findings and with the purpose of suggesting

strategies that women can adopt to overcome the challenges they face.

5.1 Summary

This study intended to investigate challenges faced by school level women

managers in Port Shepstone District. The study also investigated the extent

to which the women coped with these challenges and how these challenges

may be addressed.

To achieve this Chapter One introduced and provided the background to the

study. The chapter argued that women managers experience many

challenges in spite of the democracy attained in South Africa in 1994.

Chapter Two reviewed related literature. The chapter classified barriers into

two, that is intrinsic and extrinsic factors. These are of cardinal importance

for a full understanding of the position of women in educational

management. Chapter Three described the research methodology adopted in

the study. The three data collection instruments used: interviewing, non participant observation and document analysis are described. Chapter Four presented and analysed data. The chapter is divided into three sections. The first one address the respondents personal details, the second section examines challenges women managers face and the third section focuses on the extent to which women managers coped with the challenges as well as strategies they used.

5.2 Conclusions

Based on the key questions of this study the following conclusions were reached:

> Women education managers still face many barriers in their jobs. Findings revealed that the major barriers that retard women's progress in management include the endocentric bias and patriarchal nature of society which make it difficult for women to be accepted as managers, the traditional stereotypical perceptions of women's abilities and attitudes towards women's family roles.

> The findings indicate that the women managers in this study were more inclined towards the contemporary approaches to management

that ensure participation, power sharing, greater trust and mutual benefit to the manager and the subordinates.

➤ Although women managers face these challenges, they are working hard to try and cope with them.

5.3 Recommendations

Based on the findings it is evident that women have broken the glass ceiling by entering the male dominated sphere of management. I strongly suggest some recommendations in order for words to really evolve into deeds.

➤ Induction programmes and mentoring of newly appointed women managers by experienced women managers who can provide a deeper understanding of the requirements and challenges in school management are a prerequisite.

➤ The establishment of women's networks at ward, circuit, district and regional level is necessary. This would assist women managers to identify and share good practices and provide one another with mutual support. They should form organisations and become visible role models for other women.

➤ There should be training undergone by newly appointed managers before they assume to management positions. Policy makers should

provide facilities where all managers could acquire skills required to be effective managers. Programmes for leadership training and capacity need to be made a priority. It is where aspirant and newly appointed managers could come for in service training or even retraining.

➢ There is a need to design more programmes like gender equity and affirmative action to prepare men to serve under women managers to eradicate not only sexist attitude but also give women a voice, recognise their good work and accord them the respect they deserve.

➢ Research on leadership styles of women managers should be encouraged and supported so as to investigate the effectiveness of women leadership styles.

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BOX 2454
PORT SHEPSTONE
4240
17 MARCH 2006
083 5818129

Dear Colleague

I am the principal of Mangquzuka High School and a registered Master of Education Degree student in Educational Management in the Faculty of Education at the University of Kwa- Zulu Natal. I am conducting research on the 'challenges faced by women in Education Management'.

I request you to kindly participate in this study. This implies that we will agree on the date of interview and I will come to your school and collect data. It has been designed to obtain your opinion on what challenges school level encounter in management. I hope that the findings of this study will be helpful to you and other women.

I am aware that you are a very busy person as a school leader and I appreciate that you will make time in your tight schedule. Your response will be strictly confidential and will be used for research purposes only. Total anonymity of your participation is also assured; therefore your response should be as honest as possible.

Your corporation in this regard will be highly appreciated.

Yours sincerely

_____ ____

Nkanyiso Cleopatra Madlala (MRS)

APPENDIX B.

INTERVIEW SCHEDULE

1. Biographical Data

1.1 Age--------

1.2 Highest qualification---------

1.3 Present position held--------

1.4 Management experience---------

1.5 Marital status --------

1.6 Own children and ages 1.   3.

                         2.   4.

2. Background information

2.1. What is your position in management?

2.2 Approximately how many subordinates do you manage?

2.3 How many men and how many women?

2.4. For how many years of service have you held the promotional posts?

2.5 How many times did you apply for promotional posts before this one?

2.6. What motivated you to seek this post?

3. Relationship at Work

3.1. Describe your relationship with your subordinates?

3.2. Are there any problems and what are the causes of these problems?

3.3 As a woman administrator what are some of the problems you encounter as you discharge your duties and how you deal with them?

3.4 Do you feel that your efforts in your institution are appreciated and that your decisions are respected?

3.5 Does an 'old boys" network exist in your organization and what effect does this have on you.

3.6 Have you experienced a particular difficulty as a woman manager that you think male managers do not face from educators? (if ,yes identify educators gender and describe reasons for this attitude).

4. Attributes of a successful Manager

4.1. What do you think are the attributes of a successful women manager?

4.2. Do you think that most women posses the same attributes necessary to be successful in a management position?

4.3. What attributes do you feel you posses that have enabled you to become a successful manager?

4.4 What leadership styles do you posses and what do you want to improve?

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5. Institutionalized obstacles

5.1. What are the institutionalized obstacles that confront you as a woman manager?

5.2 To what extent do you cope with these obstacles?

5.3 How do you address these obstacles?

5.4. What are the positive experiences you have had with men in management?

5.5. What are the negative experiences you have had with men in management?

5.6 In education do you have a woman manager who is your role model?

6 Home life

6.1 Do you experience any problems due to the fact that you are a working woman as well as mother/wife.?

6.2 How do you cope with these problems?

6.3 Do most of your problems stem from this dual role or from being a
7. Miscellaneous

7.1. Are there any other issues you would like to discuss?

APPENDIX C

1. REDISTRIBUTION OF MANAGEMENT POSTS

	Principal	D. Principal	HOD
Male			
Female			

2. PHYSICAL ENVIRONMENT INFORMATION

	1	2	3	4	5
2.1 Safety					
2.2 Cleanliness					
2.3 Maintenance					
2.4 Community Relations					

3.MANAGEMENT ROLES

ROLES	Principal .... M F	Deputy memb. .... M F	HOD member .... M F	HOD me .... F
1.The figurehead in school				
2. Provides daily leadership				
3. The main liaison people * with the Department * with parents * with SGB				
4. In charge of monitoring * results * attendance * extra curricular activities				
5. Does most of the disseminating				
6. The spokesperson * to the community * to the newspapers				
7. The problem solvers * amongst staff * amongst learners * amongst parents * in the community				
amongst parents * in the community				
8.The allocation of resources * money * time * space				
9. The negotiating * with the union site steward * on allocation of work * on staff grievances * on student grievances * with the SGB * with parents * with the community				