

AN INVESTIGATION OF ASPIRATIONS
AND ATTITUDES OF SELECTED WOMEN
TEACHERS IN WHITE GOVERNMENT
SECONDARY SCHOOLS IN NATAL
WITH REFERENCE TO PROMOTIONAL
HIERARCHIES AND
OPPORTUNITIES

by

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DECLARATION OF ORIGINALITY

I declare that this dissertation is my own work and that all sources I have used or quoted have been indicated and acknowledged by means of complete references.

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FEBRUARY 1989

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ABSTRACT

Data supplied by the Natal Education Department indicated that women are unequally represented in the promotional hierarchies in schools. While 78 percent of the incumbents in post level one positions are women, only 16,3 percent of post level six positions are held by women.

From a review of selected literature a list of possible barriers to the advancement of women was drawn up. These barriers fell into two broad categories - internal barriers, relating to psychological factors; and external barriers, which related to institutional, societal and organizational structures.

A questionnaire was designed to eluce some conclusions regarding the aspirations of selected women teachers and their perceptions regarding possible barriers to the advancement of women educators.

The most commonly cited obstacle was found to be a concern to prevent role overload, which could result from attempting to fulfil simultaneously the demands of family and career. The second most frequently mentioned barrier related to the structure of the educational organization. Many respondents perceived women teachers as avoiding vertical career movement as it decreased their contact with the pupils.

Many respondents appeared to have internalized the societal norms concerning the position and role of women as they could foresee no obstacles to their reaching their promotional potential, apart from a personal choice to limit their horizons.

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CHAPTER 1

INTRODUCTION

1.1 CONTEXT OF THE STUDY

With the rise of the so-called Women's Liberation Movement in the 1960s, the role of women in all aspects of life has attracted considerable interest in the media. In addition

... the research area of women in administration, management and leadership is receiving increasing attention.

(Adkison, 1981; p.311)

X This focus on the role of women in organizations; particularly formal, hierarchical organizations, has raised questions about the woman's position in the field of education. Schmuck (1986; p.173) avers:

In all Western countries women are a distinct minority in management and administrative positions in schools.

It was decided that this statement deserved to be tested against the situation as it occurs in schools administered by the Natal Education Department. In recent years major restructuring of the hierarchy has occurred, with substantial alterations and increases in the type and number of promotion posts. While a superficial study appeared to suggest that more women were entering promotion posts than previously, an in-depth investigation was indicated.

A brief historical review of schooling for Whites in South Africa was undertaken and the position of women educators in Natal was analysed in some depth. It became obvious that while there has been an increasing number of women entering the education system they are still underrepresented in administrative positions.

A survey of the literature led to the finding that while much had been written in the 1970s, both in South Africa and in other Western countries, on the constraints on upward mobility of women in the business sector, studies within educational administration have only recently been conducted in countries such as Britain and the United States of America and research in this field in South Africa appears to be substantially limited. The writer reviewed research on women in managerial positions in both business and education and analysed theories which had been put forward to explain women's experiences in organizations. After scrutinizing various theoretical perspectives the writer was able to develop an inventory of possible barriers to the advancement of women educational administrators.

A questionnaire was then designed to attempt, on a small scale, to ascertain if any congruency could be identified between the barriers perceived by other researchers and those which women suggest exist in schools administered by the Natal Education Department.

1.2 OBJECTIVES OF THE STUDY

The objectives of the study may be summarised as follows:

- 1) To review the development of schooling for Whites in South Africa in general, and Natal in particular, in as much as it relates to the employment of women educators and their promotion to senior posts.
- 2) To obtain and analyse data relating to teachers in government secondary schools administered by the Natal Education Department, in order to delimit precisely the nature of the imbalance which appears to exist in respect of promotional hierarchies.
- 3) To investigate both the attitudes and aspirations of women heads of department towards promotion possibilities and opportunities, in order to determine what barriers are perceived to compromise women's progress within the occupational hierarchy.
- 4) To educe tentative conclusions as to what barriers do exist and how they might be overcome.
- 5) Although it is not the primary purpose of the study to identify or suggest policy options, nevertheless, it is hoped that such findings as do emerge might have some

utility in raising problem-consciousness amongst teachers and employers. The promotion of such awareness might have some instrumental value in a process of change.

1.3 DEFINITION OF TERMS AND ABBREVIATIONS

For the purpose of this study the following definitions have been established.

Complicated school : A school which due to size, heterogeneity of pupils or presence of handicapped pupils involves additional administrative duties and requires a strong managerial component.

Department (N.E.D.): Natal Education Department within the Department of Education and Culture. This is the government department responsible for formulating and implementing the educational policy of the South African White community.

Educational administrator : An employee of an educational department whose job description includes tasks concerned with school organization.

- Education Planner : An officer who is responsible for planning educational provisions of a macro-level and is not directly involved with classroom activities and teaching.
- Principal : (Also known as the Head.) The most senior administrator within a primary or high school. Has a high degree of control over the staff but is seldom personally involved with teaching.
- Head of Department : A teacher on the lowest promotional rung. Has both a teaching and a managerial role, with particular emphasis being placed on their pastoral role within a specialized area.
- High school : Often used as synonymous with a secondary school. A school providing education from not lower than the eighth up to but not exceeding the twelfth level.
- Parallel medium school : A school attended both by pupils studying through the medium of Afrikaans and by pupils studying through the medium of English.

- Private school : School administered and financed either partially or totally by non-government organizations.
- Subject adviser : A subject specialist whose responsibility lies in development of the subject on a macro-level, through the organization of courses for the development of teachers and advising teachers on content and methodology relating to their field.
- FTE : The recognised abbreviation in the Department for 'full time equivalent' units. This is a computer-aided statistical tool whereby the number of posts can be computed based on total-ling all details of staff time and con- densing time into units based on the amount of time used by a full time member of staff.

1.4 OUTLINE OF THE STUDY

Since socialization may be considered to be an important aspect in studying barriers to promotion of women, and the historical time influences patterns of socialization, Chapter 2 deals with a brief historical review of the existence of women educators in South Africa and their ranking in the education system in Natal in particular.

In Chapter 3 evidence is presented of the fact that the number of women in educational administration is disproportionately lower than the number of men in congruent positions, both in Natal and in many other areas of the world.

Chapter 4 deals with perceived barriers to the promotion of women. These barriers are categorized into those which appear to occur due to internal constraints and those which owe their existence to external environmental factors.

Various questions relating to the attitudes of women educators towards aspirational barriers were derived from the literature search. These questions formed the basis for the research, and are articulated in Chapter 5.


The choice of research instrument to gain information in order to answer the research questions is discussed in Chapter 6. In addition the procedures employed in obtaining

the data, certain methodological concerns regarding research of this type and limitations of the study are discussed.

The focus of Chapter 7 is a detailed examination of the responses to the questionnaires and an analysis of the data obtained. In addition tentative answers to the research questions are put forward.

The final chapter provides an overview of the study. Conclusions are drawn out, both from the analysis of the data provided by the Natal Education Department, and from the questionnaire. Implications of both the limitations which were imposed on the research, and of the data which were obtained are assessed. These implications provide the foundation of both the recommendations for further research and for action.

Various appendices are attached, including specimen copies of the research questionnaire employed and related documents.



A BRIEF REVIEW OF THE HISTORICAL POSITION OF WHITE WOMEN
EDUCATORS IN SOUTH AFRICA, WITH PARTICULAR REFERENCE TO
THEIR SITUATION IN NATAL

2.1 INTRODUCTION

It may be suggested that any study of women in school administration should be grounded upon an understanding of the historical foundations of the educational system and the role women have played in the development of educational institutions.

X The development of schools for Whites and the employment of women teachers in Natal in particular, form the foundation of this chapter. In addition an examination of the progress made by those women who have acted as pioneers in attaining promotion posts in schools and in the inspectorate, is undertaken, and the predominant factors which appear to have limited the promotion of women teachers during this period are discussed.

2.2 DEVELOPMENT OF SCHOOLING : 1652 - 1920

From the initial colonization of the Cape by Whites in 1652 until the early 1800s, education was of a very basic and in many cases transitory nature. A rudimentary schooling was given by itinerant 'meesters', many of whom were deserters from naval or military establishments of the Dutch East India Company (Bond, 1956; du Toit, 1975; Malherbe, 1925).

The 1800s saw the development of many private girls' schools, modelled on the Victorian English 'dame' school, such as had been established by Catharine Beecher, to educate young women in homemaking, embroidery, darning and other handicrafts (Shakeshaft, 1987; van der Westhuizen, 1953). These schools, although run by women, were small, often of short duration, and were not part of the government education system. An exception was the 'Skool vir Jong Dames' which was opened in Cape Town in 1805 as a hostel and day school for girls. It was run by a married couple, Mr and Mrs Pahud, whose salaries were paid by the school commission, a government department. It is obvious that Mrs Pahud was the senior teacher as not only was her salary double that of her husband's, but while her husband was employed to teach languages and the sciences, she was to control the administration and financial aspects of the school (van der Westhuizen, 1953).

The colonization of South Africa by Whites was accelerated in 1834 by the migration of people inland in what is now known as the Great Trek. Behr and Macmillan (1971) state that by 1850 practically the whole of what is now known as the Republic of South Africa was occupied by White settlers. However, education, in both depth and type, varied from region to region, with uniformity only being attempted after union in 1910.

Serious penetration of Natal by White settlers began in 1837 (Vietzen, 1973). While on trek education had been left to the parents, especially the mothers, or to the 'meesters' who joined the trek (Behr & Macmillan, 1971; Vietzen, 1973). Mention was made by both Gert Maritz and Piet Retief of women 'meesters', they being wives of other 'meesters' (Buys, 1975). Once settled, the pattern of education followed that of the early days of the colonization of the Cape, a typical example being the school opened by Mrs Oekermann in Pietermaritzburg in 1849, for 'the tuition of young ladies in all sorts of plain and fancy needlework' (Steenkamp, 1941; Vietzen, 1973). In the same year the first government school was opened in Pietermaritzburg. The teacher in charge was J D Marquard (Behr & Macmillan, 1971; Nuttall, 1949; Vietzen, 1973). Few girls attended the government school as the atmosphere was considered to be unsuitable for 'refined ladies'.

Up until 1856, when Natal received its independence from the Cape, control of education had lain in the hands of James Rose-Innes, the Superintendent-General of Public Education, first for the Cape Colony and later for 'all settled parts of South Africa' (Bond, 1956). To improve the quality of education Rose-Innes selected trained men from Britain to teach in the colony. These men filled many of the higher positions in education as it developed (du Toit, 1975). It is not surprising therefore that when Natal became

independent an all-male 'Chief Central Board of Education' was appointed, with R J Mann selected as superintendent in 1859 (Steenkamp, 1941; Vietzen, 1973). Due to a colonial preference for separate schools for each sex Mann tried to implement the policy of separating the sexes where possible. This policy may be argued to have been beneficial for the career development of women educators.

Private schools for girls continued to flourish and in 1867 there were twenty private schools for girls in Durban alone. In 1879 the first government girls' school opened in Pietermaritzburg. The 'Girls' Model Primary School', as it was called, was run by a headmistress, Miss E C Broome. In 1882 the government opened a similar school in Durban. The headmistress was A Day (Colony of Natal, Blue book, 1886). As further government schools developed there was a reduction in the number of private schools for girls. In the Cape and the Orange Free State similar advances had been made, with a headmistress being placed in charge of the 'Good Hope Seminary' in Cape Town in 1872 (du Toit, 1975) and Miss Laird arriving from Scotland to open the 'Eunice Dames Institute' in Bloemfontein in 1874 (van Schoor, 1975). In some cases, however, this separation of sexes did not advance the woman's career position in education, as certain girls' schools had headmasters, for example the 'Huguenot Seminary' which opened in Wellington in 1873 (du Toit, 1975).

During the Anglo-Boer War (1899 - 1902) there was an influx of teachers, mainly women, from Great Britain, to teach in the concentration camps scattered over the Orange Free State and Transvaal (Behr & Macmillan, 1971; Coetzee, 1975). Many of these teachers remained after the war. Bot (1936; p.167) quotes the figures for teachers in the service of the Transvaal Education Department in 1903 to have been 328 men and 591 women. This influx of women teachers raised the level of schooling and in 1902 five government high schools were opened in the Transvaal, two with headmistresses. In Natal, where the influx of teachers had not occurred, progress was slower. The number of women in the teaching force was further reduced by the implementation of regulation 4 of Notice 206 of the Natal Provincial Gazette of 30 October 1912, which stated:

All women teachers must vacate their appointments on marriage.

The first government boys' high school in Natal was opened in 1863 (Behr & Macmillan 1971). It was not, however, until 1914 that the Superintendent of Education, Province of Natal could report that

...the Girls' Model School, Durban, eventuated in the Durban High School for Girls.

Miss E Walton became the first woman principal of a high school, albeit only for girls, in Natal. In 1920 Pietermaritzburg Girls' High School was opened, under the principalship of Miss C N Burns.

2.3 FACTORS LIMITING PROMOTION OF WOMEN

A review of the literature suggests that there appears to have been three major factors which retained women in the junior posts in education. The first was that as women were discharged on marriage few remained in education long enough to rise up through the ranks to the senior positions. The second reason was that many girls who became teachers did not write the matriculation examination which would have permitted their entrance to university, but wrote a provincial examination which provided them with a school-leaving certificate which was recognized as an entrance qualification to the teachers' training course leading to the second-class teacher's certificate (Malherbe, 1977). As the majority of women teachers were less qualified than the men teachers their progress to higher positions was restricted. A third factor, possibly the least important one, as the situation merely followed the general state of affairs, was that headmistresses earned less than headmasters. For example in a May 1918 Natal Provincial Gazette (No. 461, p.237) the starting salary of a headmaster of a secondary school was quoted as £500 per annum whereas that of a headmistress of a secondary school was £350.

2.4 PROMOTION OF WOMEN WITHIN CO-EDUCATIONAL AND BOYS' SCHOOLS IN NATAL

By 1937 co-education, which was initially only tolerated as a financial necessity, had become accepted. The Education Commission of 1937 recommended that principalships of co-educational schools should be open to both men and women. The Commission did note, however, that while women teachers were found in greater numbers than men, more women had only two years training (rather than four years) and so were predominantly placed in primary schools. As schools grew larger and further managerial posts were created the position of women was once again reviewed. The Provincial Education Committee of 1946 recommended:

In co-educational schools where the Principal is a man and numbers justify a Vice-Principal, that post should be filled by a woman, and where there is no Vice-Principal a senior woman assistant should be appointed.

(Report of the Provincial Education Committee, Province of Natal, 1946; p.184)

As women were in general less qualified academically than men, and married women were only employed as temporary staff and were therefore not eligible for promotion, there were numerous occasions where no suitable woman was available to fill the post. It was decided in 1958 that the Director might appoint, in co-educational schools with enrolments of over 600 pupils where the Vice-Principal was a man, a senior

woman teacher to a post of special responsibility (Provincial Notice No. 603, Natal Provincial Gazette, 13 November 1958). The constraints placed on women by their training, and in many cases by marriage, effectively restricted them to the lower levels in co-educational schools.

170 While unmarried women were regularly appearing at the top of the promotional ladder in girls' schools and some attempts were being made to accommodate them in certain senior positions in co-educational schools, their presence, at any level, was actively resisted in the boys' high schools. It must therefore have been a bitter pill to swallow when, because of the continuing shortage of male teachers,

... it was found necessary to break with tradition and appoint women teachers at such schools as Maritzburg College, Durban High School and Glenwood.

(Report of the Director of Education, Province of Natal, for the year 1965; p.6)

2.5 WOMEN PRINCIPALS IN NATAL : 1954 UNTIL THE PRESENT TIME

171 As more women were drawn into the profession the number of women principals increased. The proportion of women principals in government primary schools for Whites in Natal, over the 30 years from 1954 to 1984, is illustrated in Table 2:1.

Table 2:1 Total number of primary and infant schools and the proportion of women principals

Year	Number of Schools	Number of women principals	% of principal posts held by women
1954	142	20	14,1
1963	170	47	27,6
1973	190	52	27,4
1984	195	49	25,1

Source : Province of Natal - Table of Educational Statistics; appendix to Annual Report of the Director of Education.

The situation in high schools is not as favourable, however, as women continue to be restricted to filling the principal's position only in all-girl schools. This situation is illustrated in Table 2:2.

Table 2:2 Total number of government high schools and the proportion of women principals

Year	Number of Schools	Number of women principals	% of principal posts held by women
1954	32	5	15,6
1957	38	6	15,8
1963	42	7	16,7
1973	65	11	16,9
1987	74	12	16,2

Source : Province of Natal - Table of Educational Statistics; appendix to Annual Report of the Director of Education.

2.6 WOMEN IN THE NATAL EDUCATION DEPARTMENT INSPECTORATE

At the same time that women were making tentative advances within the schools, the inspectorate remained an all-male preserve. The number of staff at the head office of the Education Department of the Provincial Administration had grown to seventeen by 1937. The superintendent was assisted by sixteen inspectors, eight of whom were solely concerned with native education. In a far-sighted move the Education Commission of 1937 advised:

The inspectorate should include officers who have had wide experience as head teachers and also officers who have had intimate experience of primary work, and it is no longer necessary or desirable that it should consist solely of men. The Commission recommends that the next vacancy that occurs be filled by the appointment of a woman, provided a suitable candidate is available.

(Province of Natal, Report of Education Commission, 1938; p.7)

During the years 1937 to 1946 the head office staff increased with the introduction of the posts of Organising Instructor and Instructress. Instructresses were employed to oversee work in the fields of infant teaching, homecrafts and health education. While no women had yet entered the inspectorate they had not been ignored. The Provincial Education Committee of 1946 reiterated the recommendation of the Education Commission of 1937 when it stated:

Evidence was submitted in favour of the appointment of women to the Inspectorate. While there are practical difficulties, the Committee accepts in principle the appointment of women Inspectors.

(Report of the Provincial Education Committee, Province of Natal, 1946; p.167)

As the Natal Education Department grew, so did its need for more head office staff, and the additional posts of Deputy Director of Education and Educational Planner were created. These administrative posts were filled by men; women remaining in lower-level posts such as Subject Inspector. In 1971, of the thirteen Subject Inspectors' posts, eight were filled by women, these being posts for Art, Domestic Science, Physical Education, Infant teaching and farm schools. In addition to the Subject Inspectors there were seventeen Inspectors of Education and sixteen more senior positions in the Department (Province of Natal - Table of Educational Statistics, 1971).

As subject content developed and became more specialized, especially at high school level, it became necessary to divide the inspectorate into two groups - the Academic Inspectors who exercised control over specific disciplines, and the District Inspectors who co-ordinated and evaluated the teaching of all disciplines within schools in demarcated zones. In 1972 Miss R J Allsop became the Inspectress for Biology, a position she held for four years. To assist the Academic Inspectors, Subject Advisers were appointed in certain fields. Mrs H du Toit filled the position of Subject

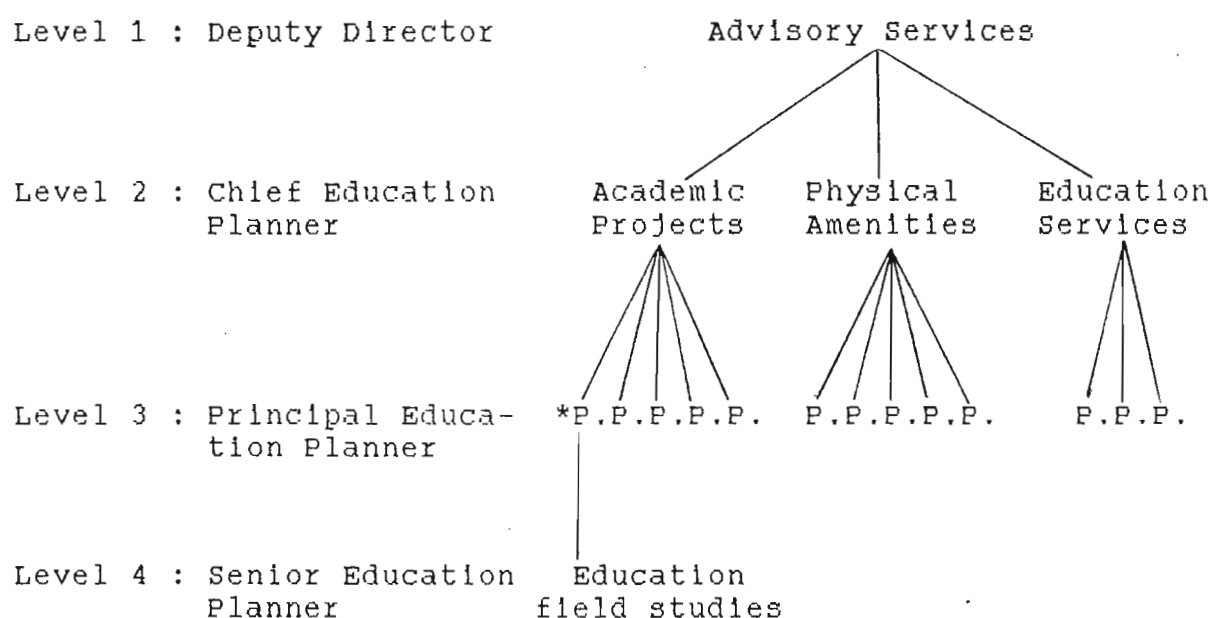
Adviser for Afrikaans as Second Language from 1977, and in 1980 Miss M Ferreira became Subject Adviser for Art. With further reorganization, which included certain title changes, the Academic Inspectorate were aligned into an hierarchy as follows :

Principal Subject Advisers
Senior Subject Advisers
Subject Advisers

Mrs L Bell took up office as Principal Subject Adviser (English; second language) in January 1982.

The Advisory Services now fell under a separate Deputy Director of Education, with a clear hierarchy of positions, as shown in Table 2:3.

Table 2:3 Flowchart of the Advisory Services



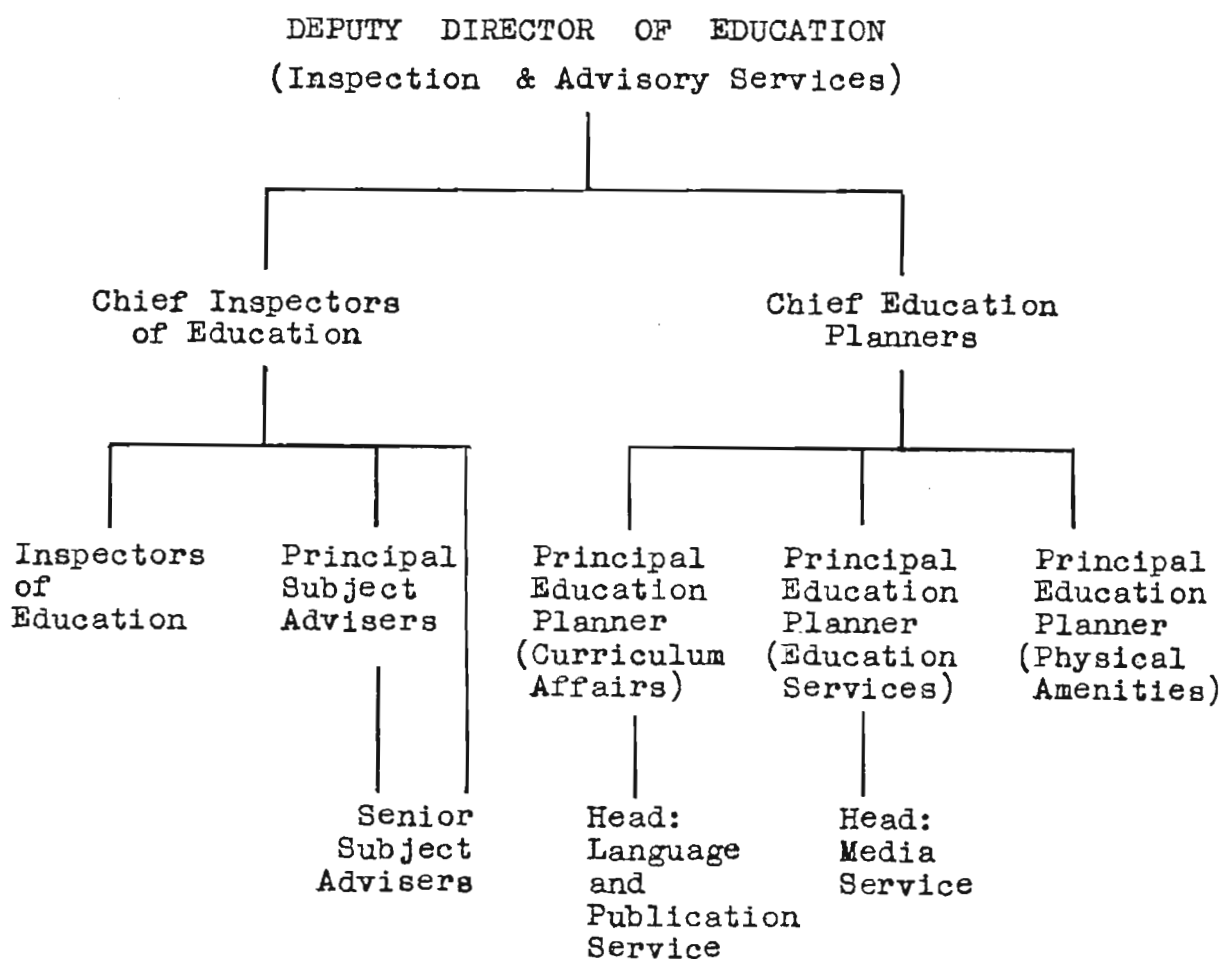
Source : Province of Natal - Educational Statistics, 1984

* P. represents Principal Education Planner.

In January 1984 Miss L Hogg took up a position as Principal Education Planner (Academic Projects), the most senior position in the Natal Education Department to have been held by a woman (Report of the Director of Education, Province of Natal, 1984). She held this position until December 1987.

The present post structure for the professional section of the head office of the Natal Education Department shows only minor changes (see Table 2 : 4).

Table 2:4 Flowchart of the Senior Posts in the Professional Section



Adapted from : Province of Natal - Educational Statistics, 1988.

While some posts in the inspectorate are filled by women, especially in academically-orientated fields such as English (second language), Afrikaans (second language) and Art, the Planning Department has no women in senior management positions at present.

2.7 CONCLUSION

It is apparent, from this brief review, that when women do move into senior positions they still retain some contact, however tenuous, with teaching, while many men move out of this milieu into a purely administrative, planning environment.

Having briefly surveyed the development of career opportunities for women teachers and the progress which some women education administrators have made since the initial evolution of schooling for Whites in the Cape, the focus now moves onto the present situation of women educators. In the following chapter data relating to the proportion of women in school management in general are supplied, and particular reference is made to the situation in schools administered by the Natal Education Department.

CHAPTER 3

THE PRESENT STATUS OF WOMEN IN MANAGEMENT, WITH PARTICULAR REFERENCE TO THOSE IN EDUCATION

3.1 INTRODUCTION

The scarcity of women in managerial positions in education is not a unique situation, as they are just as uncommon in many other occupations. In a survey of jobs ranked as managerial in the manufacturing industry in Great Britain in 1968, less than one percent were filled by women (Davies, 1975). A later study by Donnell and Hall (1971) noted that while women formed half of the work force in the United States of America they only formed eighteen percent of the managerial complement.

An investigation of the grading of posts in the Natal Education Department and the relative proportions of men and women employed on each post level form the focus of this chapter. Before proceeding to this investigation the career status of women teachers in certain other countries is briefly discussed. A comparison is thereby made possible, to ascertain whether the gender hierarchies which occur in the Natal Education Department are unique, or if a shared position, common to all the countries mentioned, exists.

3.2 STATUS OF WOMEN EDUCATORS IN SELECTED COUNTRIES

The respondents, in a 1965 Harvard Business Review survey of male and female executives, felt that opportunities for women in management lay only in education, the arts, social services, retail trade, office management and personnel work (Kanter, 1981). For many people:

The teaching profession has generally been regarded as offering equal opportunities for both men and women to obtain employment and to progress to senior appointments.

(Bradley & Silverleaf, 1979; p.15)

While education is considered by many writers to be one field where the progress of women executives is unimpeded, when data are analysed it becomes obvious that though teaching is a predominantly female occupation there is an over-representation of men at the higher levels in the promotional structure. Shafer (1974), in a study of factors affecting the utilization of women in professional and managerial roles, noted that in East Germany 70 percent of the teachers were women while only 25 percent of the principals were women.

In a like manner :

As teenage girls look up the administrative hierarchy in England, the picture characteristically before them is a headmaster in charge of their school if it is a mixed school. Only if their school is single sex are girls likely to have a headmistress to guide them.

(Shafer, 1974; p.3)

The increased ratio of men to women as one moves up the educational administrative hierarchy, especially in secondary schools, is clearly shown in Table 3:1.

Table 3:1 Details of full-time teachers in maintained schools in England and Wales

Teachers	Sex Balance - Percentages	
	Men %	Women %
PRIMARY		
Head teacher	57	43
Deputy Head	39	61
All teachers	23	77
SECONDARY		
Head teacher	84	16
Deputy Head	82	18
All teachers	56	44

Adapted from Ball, 1987; p.193 - Dept. of Education and Science : Statistics in Education, London, HMSO, 1979.

Similar patterns are evident for other countries. In Australia, for example, 45,3 percent of all teachers in secondary schools in New South Wales in 1979 were women, yet only 11,8 percent of the principals' posts were held by women (Marland, 1983).

As one moves out of the schools to locations within the central controlling authorities the position of women is still further attenuated. Shakeshaft (1987; p.20), using data collected for education systems in the United States of America, noted that in 1984-85 only 3,0 percent of the district superintendents were women, although 50,1 percent of all secondary school teachers and 83,5 percent of all elementary school teachers were women. The ratio of women to men school inspectors in New South Wales in 1977 was 1:42 (Marland, 1983), while the position in New Zealand was, by comparison, far better, where in 1975 21 percent of the positions in the central Department of Education were held by women (Malcolm, 1979).

3.3 STATUS OF WOMEN EDUCATORS IN THE NATAL EDUCATION DEPARTMENT

In Natal the educational hierarchy is in a constant state of flux, both in the central controlling body and within the schools. The system presently operating in the secondary schools was first introduced in 1978, when the posts of Vice-Principal and Senior Assistant teacher were abolished and two new positions were introduced - the Deputy Principal and the Head of Department. A further development in 1984 led to an increase in the number of Head of Department posts, and in 1988 the structure was again altered, resulting in the creation of the post of Senior Deputy Principal and still further Head of Department positions.

Prior to the creation of the post of Senior Deputy Principal the Post Level structure for government schools was as follows:

<u>Post Level</u>	<u>Posts</u>
1	Teacher Senior Teacher
2	Principal: Primary, Grade IV Head of Department (Primary) Head of Department (Secondary)
3	Principal: Primary, Grade III Deputy Principal (Primary) Deputy Principal (Secondary)
4	Principal: High, Grade II Principal: Primary, Grade II
5	Principal: High, Grade I Principal: Primary, Grade I
6	Principal: Large Complicated School

(Full details of the post levels for all positions are set out in Appendix 6.)

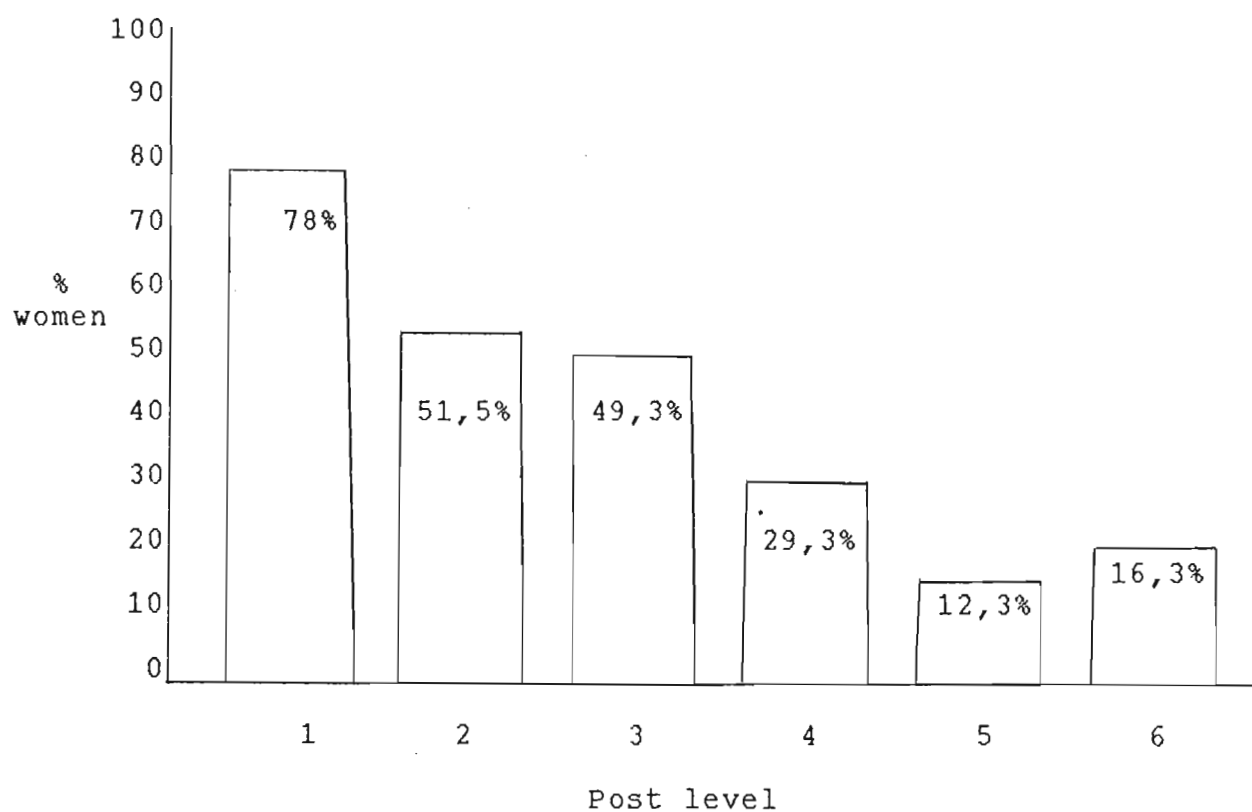
The researcher was granted access by the Natal Education Department to the data obtained from the 1987 statistical returns from government schools including pre-primary schools. The details relevant in the present context were extracted and tabulated in Table 3:2. Figures are based on full-time equivalent units (F.T.E.).

Table 3:2 FTE units of personnel at each post level in government schools administered by the Natal Education Department

Post level	Men	Women	Total
1	1 183	4 197	5 380
2	345	366	711
3	142	138	280
4	94	39	133
5	93	13	106
6	36	7	43
TOTAL	1 893	4 760	6 653

The pattern becomes clearer if the data are presented as the percentage of women at each post level (Figure 3:3).

Figure 3:3 Percentage of women at each post level in government schools in Natal



The decrease in the percentage of women filling each post level is noticeable, with only a slight increase in percentage occurring from post level 5 to post level 6.

If, however, the proportion of women filling each post level is compared with the total number of women employed, and similar figures for men employees are tabulated, it is apparent that a man who enters the teaching profession has more opportunities for upward mobility than a woman entrant (see Table 3:4).

Table 3:4 Sex of teachers occupying each grade, as a % of the total number of teachers of that sex

Post level	Men	Women
1	62,5	88,2
2	18,2	7,7
3	7,5	2,9
4	5,0	0,8
5	4,9	0,3
6	1,9	0,1
N =	1 893	4 760

While, as is expected, a decrease in percentage as one moves up the levels occurs for both sexes, due to the hierarchical nature of the promotion structure, it is of a far more acute nature in the percentage profile for women.

Of the principals on post levels 4 to 6, 20,9 percent are women, whereas women form 71,5 percent of the total teaching force employed by the Natal Education Department. This finding shows a strong parallel to the situation mentioned previously, which existed in East Germany in 1974, where 70 percent of the teaching force were women but only 25 percent of the principals were women. A similar trend is evident when data from Great Britain and Australia are studied.

Of the 64 senior positions in the head office of the Natal Education Department, ten posts are held by women (Departmental statistics, March 1988). This proportion is higher than the 1 : 42 ratio for New South Wales referred to earlier in this chapter, but as only 15,6 percent of the positions are held by women the percentage is lower than that quoted by Malcolm (1979) for New Zealand, that being 21 percent.

3.4 CONCLUSION

From the evidence presented it is clear that the imbalance in respect of career potential for men and women educators in countries such as Great Britain, Australia and the United States of America, is also present in government schools administered by the Natal Education Department.

As it would appear that the vertical segregation of education posts is a widespread occurrence, a study of possible causes of this inequality, as perceived by writers

from various countries, could be of value in deciding which factors have possibly influenced the upward mobility of women educators in the Natal Education Department. The focus of the following chapter is therefore on the barriers which women might face and which could be the causes of the vertical segregation of posts in education.

CHAPTER 4

POSSIBLE BARRIERS TO THE UPWARD MOVEMENT OF WOMEN EDUCATORS

4.1 INTRODUCTION

What may be considered to be a promotional barrier by one researcher may not be seen as such by another. The perspective is determined by the theoretical standpoint adopted by the researcher. Acker (1987) perceives feminism to have three possible foci. The liberal feminist concentrates on such aspects as equality of opportunity, socialization, sex stereotyping and sex discrimination. The socialist feminist focuses on the position of women within the family and the economy, while the radical feminist avers that gender oppression pre-dates all other forms of exploitation and the fundamental nature of society must be investigated in order to understand the barriers operating.

Acker (1987; p.421) defines a 'theory' as

...the construction of sets of interrelated statements about how some aspect of the world operates.

It is through this perception of how the world operates that one can develop a theory about the situation. Feminist theory has a dual purpose, first to inform an understanding of gender inequality and, secondly, to guide possible action. After delineating possible areas in which women appear to experience obstacles it is necessary to determine

the exact nature of the obstacle in order to act in a purposeful way to remove it.

Obstacles to vertical movement appear to fall into two broad domains - internal barriers, which relate to psychological factors; and external barriers which relate to organizational and societal structures. To overcome the former obstacles it is necessary that the individual alters, while changes in organizational structure, institutional practices and socialization would be required to remove the latter obstacles.

The possible internal barriers to career development which will be discussed in this chapter are those of personality characteristics and the conflicts which could arise out of the multiplicity of roles which women hold. External barriers to promotion which will be elucidated are those arising from the institutional, societal, organizational and political environment which forms the milieu of the woman educator.

4.2 INTERNAL BARRIERS

Internal obstacles can be dichotomized into personality barriers and multiple role barriers; the former dealing with deep-seated characteristics and the latter with the conflicts which occur within the multiple roles which women perform.

4.2.1 Personality

If there was consensus on the ideal style of leadership or if one could designate the vital traits of a good manager, then to determine the personality requirements for promotion would be a fairly simple matter. In addition, if there were no differences between the behaviour of men and women in administration or if women had never served as principals, then it would be relatively easy to develop a general personality outline of the typical educational administrator.

There has been a tendency to ignore women administrators, either alleging that their experience would not differ significantly from that of men, or by considering that as they appear in such small numbers their influence is unimportant. This has led to the development of the Male Managerial Model (Kruse & Wintermantel, 1986; O'Leary, 1974). Characteristics such as sensitivity, emotionality, gentleness and intuitiveness are seen as being typically female and non-managerial, whereas the perceived managerial characteristics of aggressiveness, objectivity, decisiveness, competitiveness and independence are considered to be typical male traits. This viewpoint has led to the phrase: 'Think manager - think male' (Andruskiw & Howes, 1980; O'Leary, 1974).

In addition to women's alleged emotional frailty they have also been thought to be both physically and intellectually incapable of handling administrative functions (Trotman,

1984). Perhaps the genesis of this idea is based on the cliché that during the Industrial Revolution work was taken out of the home. This effectively made women 'invisible', thereby undermining their confidence and self-esteem (Spender, 1982).

There is evidence that women have internalized cultural and societal attitudes so that external barriers have become internal barriers. This has led to them having doubts about their ability and competence. Sutherland (1981) notes that in a number of investigations it has been found that girls tend to be more anxious than boys. Anxiety is used here to describe:

... not a pathological state, but rather to indicate feelings of uneasiness about ability to cope with certain situations, a lack of confidence in oneself in certain circumstances.

(Sutherland, 1981; p.89)

Although it must be accepted that such findings might not be accurate as females would more readily admit to such feelings than males, there does appear to be a definite tendency for women to display more anxiety than men.

One area where this anxiety is said to manifest itself is in fear of success. In 1968, Horner assessed women's and men's attitudes towards success and concluded that women shy away from successful achievement as it may result in loss of

affiliation (Johnson, 1980; Sassen, 1980). Hoffman, however, averred that it is not the possibility of success that is in question, but its desirability (Johnson, 1980). A different perspective is adopted by Andruskiw and Howes (1980), who conclude that the problem lies in the perception of what has resulted in the successful performance - in women it was attributed to luck or perhaps in some cases effort, while in men it was related to their ability. Each of these theories has been widely tested and debated but perhaps what is needed is a major paradigm shift.

Shakeshaft (1987) highlighted a new perspective when she explained that the effective woman manager should not blindly copy the effective male manager as she will often find that what works for him will not necessarily work for her. Van der Merwe (1979) suggests that women, through their internalization of the Male Managerial Model, have developed a negative image of their self-worth, undermined their abilities and magnified their limitations until they now are too insecure to ask for promotion and accept second best as a guard against possible failure.

Women have been

... conditioned to think themselves unsuitable
for positions of skills or authority.

(Davies, 1975; p.13)

It appears then that personality in itself should not present a barrier to promotion. For certain women the obstacle can be removed by training in assertiveness, which would increase their confidence and allow them to adopt the traditional managerial style; while for others the answer lies in the realisation that theirs is not an inferior administrative style but merely a different one.

4.2.2 Multiple Roles

While few people hold to the 'Victorian' assumption that a woman's economic role is secondary to and irreconcilable with her role as a wife and mother; marriage and family commitments do influence the career development of women.

In promotion interviews women are frequently asked questions relating to their private lives and will only receive promotion if they are judged to be competent in their female roles as well as their occupational roles, whereas men tend to be evaluated only on their level of effectiveness at work (Biklen, 1980).

As many professional women are married to professional men, writers such as Eileen Byrne (1978; p.235) feel that these women would experience

... lesser drive for either greater responsibility or more money because of their satisfaction in home life and their protection of a double income.

Byrne is suggesting that married women are less likely to be committed to their careers and on marriage will stop, or at least postpone, their careers. This attitude has been termed 'blaming the victim' (Rimmer & Davis, 1985) and denies that women have an existence or needs outside these roles.

Hall (1972; cited in O'Leary, 1974) developed a model of role conflict coping behaviours. These are as follows:

- I - Structural role redefinition - The external, structurally-imposed expectations relative to the person's position are altered.
- II - Personal role redefinition - Alteration of the person's own expectations and behaviours.
- III - Reactive role behaviour - An attempt is made to meet all the role demands experienced.

In an investigation of 260 women school administrators in the United States of America, by Paddock (Adkison, 1981; p.316), it was noted that the respondents mentioned the divided role more frequently than any other barrier; 42,7 percent reported that they took full responsibility for housework and cooking at home, and were experiencing role overload. These respondents who were attempting to fulfil all their tasks relating to homemaking while performing effectively as administrators were applying strategy III of Hall's model.

Shakeshaft (1987) suggests that, as stated in Hall's strategy II, married women do not apply for promotion, not because they have less drive than men or single women, but

because they are being realistic, having found that juggling home responsibilities and administrative tasks decreases their feeling of the worth of each role. In a study of the executive role of women in New Zealand education it was observed that

... for the majority of these women teachers marriage and home took precedence over any career aspirations.

(Malcolm, 1979; p.104)

Another influence of marriage is that it can limit the mobility of the individual and, in many instances, this restriction of geographical area can reduce promotion opportunities (Biklen, 1980; Bradley & Silverleaf, 1979; Byrne, 1978). In Britain and the United States of America, in a study of mobile and non-mobile sectors of the population, it was observed that the mobile group included a significantly larger proportion of individuals employed in managerial, administrative and professional occupations (Bradley & Silverleaf, 1979). While there are some more recent cases of dual-career families moving to enhance the promotional position of the wife the reverse situation is still the norm. Thus, in the Bradley and Silverleaf Further Education survey, 2,1 percent of women had moved geographical zone three or more times in order to gain promotion whereas the comparable figure for men was 6,3 percent (Marland, 1983).

In addition to the dual role of administrator and wife, women have frequently interrupted their careers for child-rearing. Men often make crucial career moves in their late twenties and early thirties, which frequently coincides with the period of time when women have interrupted their careers to raise a family. This career break can create an obstacle to further promotion, in addition to the fact that some women experience a loss of confidence in their ability if they remain away from the workforce for any length of time (Fogarty, Rapoport & Rapoport, 1971; Marshall, 1985).

Until society is made aware that child-rearing responsibilities are not the concern of the mother only and successful career mothers stop succumbing to the charge that they are neglecting their children for their own selfish ends, this barrier to upward mobility will remain unbroken.

4.3 EXTERNAL BARRIERS

These barriers are imposed on the individual by various factors external to their own state, and may be sub-divided into four areas, namely: institutional, societal, organizational and political.

4.3.1 Institutional

These barriers occur due to the educational, economic and legal constraints operating within the educational institution.

4.3.1.1 Educational X

The variations in length and type of job training cause a differential in the promotion rates of men and women. It appears that women teachers frequently hold lower qualifications than men teachers, and women who aspire to teaching as a profession more frequently enter Colleges of Education than universities, and so have fewer promotion opportunities (Davies, 1975; Jones, 1973).

It has been mentioned previously that schooling facilities for girls in Natal developed later than those provided for boys. Even when girls had obtained equal access to education they seldom progressed as far as boys as there were few educated women in schools to act as role models towards which they could aspire. As more women make use of the educational facilities available so their aspirations should increase, although it is a slow process. In a United Kingdom study of women's aspirations from 1966 to 1976 it was noted that

... while women's expectations about graduating with honours and taking higher degrees had improved during that decade, their expectations remained lower than the men's in 1976.

(Sutherland, 1981; p.90)

At the end of a high school career in South Africa a pupil can obtain one of two types of certificate. The Senior Certificate is a school-leaving certificate whereas the

Matriculation Exemption is a necessary requirement for entry to university. Malherbe (1977) studied the White high school population in South Africa for the years 1959 to 1973 and observed that not only did more boys than girls complete their high school careers successfully, but girls more readily availed themselves of the opportunity to do the school-leaving certificate examination rather than matriculation. Exceptions to the latter statement occurred in 1972 and 1973, perhaps showing an increasing interest by women in improving their educational qualifications (Table 4:1).

Table 4:1 The percentage of boys and girls in Standard VI passing Standard X

- a) With matriculation exemption
b) With senior or school-leaving certificate

Year	Boys		Girls	
	With Matric.	Sen.Cert.	With Matric.	Sen.Cert.
1959	20,8	10,3	14,1	11,4
1960	20,2	12,1	13,7	13,4
1961	20,1	15,4	12,9	16,4
1962	19,3	14,3	13,6	15,7
1963	20,7	13,7	13,8	17,9
1964	20,6	16,4	14,7	17,2
1965	21,1	18,3	14,7	18,7
1966	21,2	19,4	15,3	20,1
1967	21,5	20,4	16,1	20,9
1968	24,1	23,7	17,0	22,1
1969	23,2	22,5	17,3	21,6
1970	23,8	25,8	18,2	24,3
1971	23,9	25,9	18,5	23,3
1972	28,6	23,8	22,9	20,3
1973	28,3	25,7	23,7	22,1

Source: Malherbe, Education in South Africa. Volume II, 1977; p.299.

Since Malherbe conducted this comprehensive investigation into the progress of year cohorts from 1959 until 1973 no comparable study has been undertaken in South Africa. Certain conclusions can, however, be drawn from the investigation undertaken by Terblanche, Jacobs and van Pletzen to examine the educational levels of people in the labour force in 1980 (cited in van der Walt, 1986; p.33). They noted that while twenty percent of both White men and women held qualifications above standard 10, only six percent of the women held degrees, while ten percent of the men were graduates. The remainder in each case held post-matriculation diplomas.

It would therefore appear that many women in the labour force who have attained Standard 10 either do not hold a matriculation exemption and therefore could not enter university, or chose to study for a diploma. This lack of higher educational qualification could present a barrier should they aspire to senior positions in the work force.

The Natal Education Department has made some concessions, however, and eligibility for promotion is now based on a combination of educational qualification and experience. It is therefore now possible to gain promotion with a Category C (three years post-matriculation) qualification.

Table 4:2 sets out the minimum number of years experience required in conjunction with each qualification category, for promotion to each post level.

Table 4:2 Minimum Service Requirements (years) for promotion

Post Level	Category C (m+3)	Category D (m+4)	Category E (m+5)	Category F (m+6)	Category G (m+7)
2	6	5	4	3	2
3	7	6	5	4	3
4	8	7	6	5	4
5	9	8	7	6	5
6	10	9	8	7	6
7	11	10	9	8	7

Source : Natal Education Department : annexure C to circular minutes advertising promotion posts, 1987.

4.3.1.2 Economic

This type of barrier is not peculiar to education and is perhaps relatively unimportant because women are socialized to expect less remuneration than men. Malherbe (1977) studied median incomes at different levels of vocational as well as academic training and concluded that the income of White women in South Africa in 1970 was only 48 percent of that of White men having the same qualifications. The average annual salary of a White man with a Bachelor degree was R5 623 while the salary of a comparable White woman was

R2 378 (Malherbe, 1977; p.642). While differential remuneration practices still exist for women and men teachers on post level 1, as from 1 November 1987 women on post level 2 and higher have received the same salaries as their male colleagues (News flashes from the Teachers' Federal Council, August 1987). This barrier has therefore been effectively removed from all promotion posts.

4.3.1.3 Legal ✓

In the United States of America attempts were made in 1964 to prohibit discrimination in all aspects of employment by the enactment of the Civil Rights Act (Title VII), and in 1965 and 1967 provisions were made for affirmative action. In 1975 Britain introduced the Sex Discrimination Act which prohibited discrimination in the workplace, including a prohibition of discrimination in respect of opportunities for promotion and dismissal procedures on grounds of gender or marriage (Dex & Shaw, 1986). The provisions of the Sex Discrimination Act led to the ruling that the holder of a third-tier post in co-educational schools had to be of the opposite sex to the Deputy Head. While on first inspection this appears to be a means of improving the position of women, it is a breach of the right to appoint the best candidate for the job and presumes that certain functions can only be adequately dealt with by members of a particular sex. Eileen Byrne (1978) in her twenty years of staffing British schools, had noticed that senior masters dealt with school

organization, curricular reconstruction, resource allocation and examinations, while senior mistresses dealt with social functions, entertaining visitors, school attendance and difficult parents (p.233). In this way, while it is laudable that some attempt has been made to improve the position of women, in many instances it merely entrenches them in low-power, low-status jobs.

South Africa, unlike the two countries mentioned previously, has not introduced any Act to remove sex discrimination. In all advertisements it is permissible to request that candidates of only one sex apply, and this system is widely used by government agencies as well as in the private sector.

Another significant aspect is that of dismissal of women on marriage. In all countries married women were at some time excluded from the profession, and South Africa, as already mentioned in Chapter 2, was no exception. Married women moved into teaching to fill the gaps left by men teachers during the Second World War and found that the position linked well with their roles of wife and mother. They became a strong lobbying group and by the early 1960s married teachers in Natal could hold permanent positions in the profession. In many ways Natal was a leader in this field as it was only in 1970 that the Transvaal Education Department allowed the permanent appointment of married teachers. However, married teachers were still bound by many regulations; one of the most problematic being that in order

to remain on permanent staff they had to stay in a particular post. In order to be eligible for promotion it was necessary that married women restrict their geographical mobility.

As from 1986 this discriminatory practice has been removed. The situation now exists that certain posts in schools are designated 'permanent' while others are designated 'temporary'. In this way marital status no longer creates a legal barrier to promotion in schools.

4.3.2 Societal

Socialization is a two-fold process. For the individual it is the process of learning to participate in social life, as was described in the section headed 'Internal Barriers'. There is however another aspect, which may be called the group process. This involves the position of the individual in terms of the values, beliefs and norms of the group and how the group interacts to further its goals (Clark & Corcoran, 1986). It is this interaction which can produce obstacles to the promotion of women. Adkison (1981; p.314) perceives discrimination appearing from three sources:

Communities do not accept women in leadership positions, decision makers will not recruit and hire women for managerial positions, and potential colleagues and subordinates do not want to work with women.

The influence of the community in determining who fills senior posts has increased recently with the formation of

Parent Bodies which are actively involved in obtaining finances for the school. The ideology of these outside resource providers is often patriarchal in form due to gender stereotyping in schools through the curriculum, the contents of textbooks and subject choices (Walker, 1983). Males are seen as able to link the school with the external power structure, giving it a high 'social credit rating' (Di Nitto, Martin & Harrison, 1982). Even when attempts are made internally to stop discriminatory practices they can be harmful to the institution as there is frequently a concomitant loss in financial security and prestige. It is also thought that men would communicate more effectively with the school board as the board is likely to be dominated by businessmen. In a dissertation by Lipscomb on the attitudes of Board members towards candidates for the superintendency, it was observed that both women and men board members of three districts of different types and sizes in California rated the women candidates lower than the men candidates on the selection criteria (Lipscomb, 1986).

A second group in society is the decision-makers. These 'gatekeepers', who are predominantly male, are inclined to choose to work with men as it is often thought that the maintenance of a homogeneous staff who share common qualities is conducive to a harmonious existence (Lyman & Speizer, 1980; Spender, 1982). Schmuck and Wyant, in a research project conducted in Oregon in 1981 (Schmuck, 1986), noted that the chance of a woman being hired by an all-male selection

committee was 20 percent, whereas when there was at least one woman on the committee the odds rose to 35 percent. In research on male promoters' attitudes by O'Leary (1974), it was observed that although the promoters felt that promoting women would have no negative effect on production, one third of them felt they would have a 'bad' effect on employee morale and 51 percent said that women were temperamentally unfit for senior positions.

The third group to be considered is the applicants' colleagues and subordinates. In a study of attitudes of executives, men were found to be 'anti-female executive' in principle (Andruskiw & Howes, 1980). Much of the research in this field has led to conflicting results. Over half the adults surveyed in the 1975 Seventh Annual Gallup poll into Public Education in the United States of America, were not concerned whether a school principal was male or female. Research arising from this finding educed that favourable attitudes towards women administrators are associated with increased education and urbanization (Adkison, 1981). An in-basket study of the attitudes of 135 graduate students attending Educational Administration classes at Georgia State university was conducted by Frasher and Frasher in 1980. In this study the fictitious female superintendent operating identically to the fictitious male superintendent was rated by the students as being significantly more unfair, as equally weak and as more inflexible. Scores indicated that the rulebound woman was more inflexible than the rulebound

male and that the flexible woman was less flexible than the flexible male. It would appear then that the sex of the applicant does influence the perceptions of their subordinates about their managerial skills. In contrast, Bunuso and Shakeshaft (Shakeshaft, 1987) in their study of school superintendents in New York State, asserted that males and females were not evaluated differently, but rather that positive ratings went to those candidates who were tall and of 'ideal weight' while short, 'overweight' candidates received the lowest ratings. If however tall implies leadership, more men would be seen as being leaders!

If the major reason for not accepting women administrators is fear that one's own situation might be in jeopardy, it is easy to see why the following groups have more favourable attitudes toward female administrators :

- female teachers versus male teachers
- older male administrators versus younger male administrators
- married administrators versus unmarried administrators
- educators from medium to large districts versus educators from small districts

(Shakeshaft, 1987)

In the cases listed above the tenure of the former is more secure than that of the latter, or the former group contains fewer members who would be actively striving for promotion, thereby reducing conflict.

The research listed previously involved a study of attitudes and not actual behaviour, which may differ from the stated attitudes of the respondents. It is hoped, however, that as the numbers of women in executive positions increase and they prove their competency, prejudice towards them will decrease.

4.3.3 Organizational Structure

While many barriers to promotion lie in the cultural or national foundations of a society, certain barriers transcend these boundaries and lie in the organizational framework of the educational institution. Kanter (1981; p.395) writes :

Despite a prevalent image in social science of modern organizations as universalistic, sex-neutral tools, sex is a very important determinant of who gets what in and out of organizations.

Early organization theory, as propounded by Frederick Taylor, emphasised routines, rationality and hierarchy as central principles (Taylor, 1911). Weber stressed that the vertical line of authority found in bureaucratic organizations led to their efficiency (Weber, 1947). Modern bureaucratic organizations are founded on an 'achievement principle' which negatively affects women's opportunities in two ways. The first lies in the concept that a 'top-down' authority structure is the most successful style, the second lies in the meaning placed on the term 'career' (Shakeshaft, 1987).

Within an organization there are sectors which are considered to be part of the formal structure, such as positions, functions and division of labour; and sectors such as participation, communication patterns and leadership style which fall within the informal organizational zone.

Two diametrically opposed styles of leadership have been educed. The style which is said to match the typical Male Managerial Model most closely is that of the 'gamesman'. Maccoby invented this term in 1976 to describe the successful man in a corporate environment. He saw him as detached, emotionally inaccessible and having no close personal relationships (Sassen, 1980). Investigation into this viewpoint led to the formulation of the following managerial role requirements :

- 1) Able to maintain good relationships with those above him.
- 2) Has a competitive element, will compete for available rewards.
- 3) Is assertive.
- 4) Exercises power over his subordinates so that they will meet the organizations objectives.
- 5) Has high visibility.
- 6) Must meet the routine administrative requirements.

(Miner, Rizzo, Harlow & Hill, 1974)

Women have in general grown up with a set of relationship-orientated structures and so perform better when using a relational rather than competitive style of leadership. In a review of selected research it was stated that evidence had been found to show that female principals are more likely than male principals to involve themselves in instructional supervision, to exhibit a democratic leadership style, to be concerned with students and to seek community involvement (Adkison, 1981). In another attitude survey it was noted that women principals in New Zealand ran schools in which there was higher student morale, frequent parental approval and more positive teacher attitudes towards education (Malcolm, 1979).

Donnell and Hall (1971) postulate that high achievers rely heavily on subordinate participation in work-related decision-making and promote mutual trust by being open and candid in their interpersonal relationships. The high achiever shows concern both for people's needs and production goals. (They determined that the only two significant differences between men and women managers were that men are more open and candid than women and while women see positive work relationships as 'satisfiers' on Herzberg's model of motivation, men see them as merely 'hygiene' factors (Adair, 1983).

A conflict exists between the traditional view that the democratic leadership style as frequently displayed by women

is aberrant and the rapidly developing viewpoint that the style of leadership displayed by many women would lead to a more effective administration. In order to remove the conflict and break down this obstacle to promotion it should be realised that no one style of leadership is preferable, the decision lies in the type of situation in which the person has to work. Carlson (1986), in a survey of attitudes of Utah elementary teachers towards elementary school principals, determined that while sex was not considered to make any difference in job competency, in general a woman was preferred in the areas of curriculum guidance, interpersonal relationships and public relations while men were preferred in administrative areas and for school discipline. ✓

Another organizational influence is on the meaning placed on a 'career path'. Shakeshaft (1987) postulates that the traditional view of a career is a pattern of organized professional activity, with upward movement through stages. By this definition women teachers are only involved in a career as opposed to a job if there is evidence of upward movement through the hierarchy, and career commitment is demonstrated by a lack of interruptions in the career path. Jans (1985; p.383) describes a different concept developed by Schein. Schein postulated that career transitions could be described in terms of movement along one of three possible dimensions in the 'career cone':

... a vertical dimension, experienced by changes in rank, authority, and pay; a horizontal dimension, expressed by the functional or technical field the person could work in; and a radial dimension, experienced by movement toward and away from the inner core or 'axis of power/influence' of the cone.

As schools become more bureaucratized and hierarchical, vertical movement is perceived as the only valid career path and career aspiration then means wanting to become a principal and not wanting to remain a teacher. This leads one to question the purpose for which people enter teaching.

Schmuck (1986) analysed socialization findings and noted that some of these findings showed that men entered education to give them mobility, using teaching as a stepping-stone to their ultimate goal of moving into management and administrative positions, whereas women entered education to be of service to children, and were orientated towards others rather than towards 'winning'. Women have therefore traditionally made horizontal career moves in their desire to maintain direct contact with children (Malcolm, 1979). Those women who do enter school administration tend to do so via the radial dimension, that is through specialist positions or supervisory posts, rather than through the line positions which are filled predominantly by men.

Fogarty, Rapoport and Rapoport (1971) conducted a cross-sectional survey of the components of career aspirations in graduates from British universities in 1960. When comparing the 'vertical' aspirations of men and women at secondary school, university and eight years after graduation, the aspirations of men were shown to have increased over time whereas the aspirations of women, at all times lower than those of men, decreased from the time they went to secondary

school to the time they entered university. When, however, both 'vertical' and 'horizontal' elements of aspiration were included in the survey it was found that certain aspects were indicated as being desired 'very much' more frequently by certain groups of women. While all groups of women aspired less than men to being famous, rich or powerful, their desire to be creative was equal to that of single men and married men with children and higher than that of married men with no children. The researchers postulated:

Women tend to have wider interests than men, and to be less exclusively motivated to reach top levels of power and wealth. Their ambitions tend to be 'horizontal' rather than 'vertical'.

(Fogarty; Rapoport, & Rapoport, 1971; p.395)

It was noted, however, that single women showed more vertical ambition than married women. This might demonstrate that gender is only one facet in determining a preferred career path.

A further observation made was that while remuneration was desired to be of a suitable professional level by women, they would not pursue a certain career path merely in order to gain the maximum attainable earnings, but would reject an area of work if it did not appeal to them, irrespective of the pay and status offered.

Women educators appear to perceive many administrative positions as entailing too much paperwork and not enough

educational content and so reject these jobs as uninteresting (Shakeshaft, 1987). Their reluctance to apply for senior positions lies not then in their lack of aspirations, but in their alternate view of what constitutes a career. Sutherland (1981), in an investigation in British schools, noted that women were more likely to seek deputy headships than headships, as the former would allow them to maintain a higher level of pupil contact. This resulted in only 16 percent of the women questioned aspiring to headship while 54 percent of the men wanted to be heads. Hawthorne (1986) in a study of female administrators in Georgia Public Schools observed that most of them did not intend to actively seek other administrative appointments.

It is not clear if women prefer horizontal and radial career paths or if they have been obliged to move into these paths through discriminatory practices but it is important to be aware that

... teaching, where most women remain, is low in opportunity and power in the educational hierarchy.

(Schmuck, 1986; p.181)

4.3.4 Political

Apple (1983) states that schools are 'state apparatuses' and so are under pressure to act in conformity with the prevalent ideology. The education system exercises a

selective influence, reinforcing trends seen as worthwhile and discouraging those which seem undesirable. The State has an interest in promoting conformity. It does so by promoting and legitimizing particular models of the family and the position of women (Trotman, 1984).

Tetreault (1985) has derived a model which identifies five stages of thinking about women. These are :

- 1) Male scholarship - assumes that the male experience is universal and representative of all humanity.
- 2) Compensatory scholarship - men are perceived as the norm to which some women fit while others are seen as deficient.
- 3) Bifocal scholarship - women and men are seen as different groups, complementary but equal.
- 4) Feminist scholarship - women are seen not as a single homogenous group and sexism is related to their historical, ideological and cultural context.
- 5) Relational scholarship - awareness that one should study humanness. The question is asked if gender is a difference that makes any difference.

What are perceived as barriers to the opportunities of women is largely determined by the observer's political state, that is, at which of Tetreault's 'stages of thinking' one is on. It is sometimes thought that all barriers to the advancement of women are determined by the prevalent scholarship stage

operating in their environment, and the personal perspective they hold. It may be suggested that this aspect subsumes all the other career conditions which have been discussed in this chapter. For this reason while it is a useful tool to divide possible barriers into the two categories of internal and external barriers; when applying the theory to practice it is difficult to determine a clear demarcating line between, for example, attitudes seen as developing from an internal personality disposition and those developing from experiences received through interaction with colleagues, superiors, family and friends.

4.4 CONCLUSION


In the foregoing chapter the following issues were adjudged as having an impact on the career development of women :

- 1) the personality of the educators, especially the influence of anxiety on their perceived and actual success.
- 2) the conflicts which arise between the numerous roles which married women are expected to perform, especially as many women attempt to meet all the role demands experienced.
- 3) the level of educational qualification of the aspirants.
- 4) the remuneration of men and women.
- 5) the presence of laws regarding discriminatory practices.

- 6) the social background of those persons who are able to influence the choice of candidates for promotion; fellow employees and the family.
- 7) the level of bureaucracy in the organization and the emphasis placed on vertical career development.

From the discussion of the vertical segregation of posts in education and the possible reasons why many women do not move up the education hierarchy, conducted in this and the preceding chapter, it may be suggested that an investigation into the aspirations of women educators in South Africa, their promotional opportunities and their perceptions of possible hindrances to their advancement, would be of value.

These concerns are addressed in the following chapter, where a general orientation of the research investigation is given.



CHAPTER 5

DIRECTIONS FOR RESEARCH

5.1 INTRODUCTION

As women form a significant proportion of the teaching force it is of interest to study their attitudes and develop an awareness of any common or disparate features they have, so as to formulate means by which their skills can be fully utilized and to allow them to reach their maximum potential within their careers.

While career fulfilment can be gained through movement in either a radial or a horizontal direction, as mentioned in Chapter 4, in a bureaucratic organization such as a school vertical mobility is seen as leading to the greatest satisfaction for the teacher.

Women who have been promoted to the position of Head of Department are found to be in the interesting position of having certain administrative duties and responsibilities while still remaining in many ways 'the teacher in the classroom'. It was therefore thought that this group of women would be able to supply a meaningful contribution to a study of the perceived and actual barriers to the upward movement of women educators.

5.2 IDENTIFICATION OF THE ISSUES TO BE RESEARCHED

When an examination was made of the historical development of the careers of White women educators in Natal, certain issues which had hampered their progress came into focus. Furthermore, having ascertained that the upward mobility of White women educators in Natal is notably more limited than that of their male counterparts, it was decided that an investigation should be undertaken to determine the extent to which this phenomenon could be attributed to the barriers noted by researchers in other countries or possibly under different circumstances, a fairly detailed discussion of which was conducted in Chapter 4.

An investigation of hindrances to the upward movement of women, combined with the researcher's own observations, formed the foundation for the formulation of the following questions, which constituted the focus for research and which guided the development of the formal research instrument, namely the mailed questionnaire :

- 1) What importance do women heads of department attach to personality traits when assessing promotion potential?

An attempt was made to discover whether women heads of department perceived their female colleagues to be emotionally, physically or intellectually incapable of holding promotion posts.

- 2) (a) Are women heads of department career-minded?
- (b) Do social and financial commitments influence the career patterns of women heads of department?
- (c) If so, how much influence do these commitments have on the career development of women heads of department?

While many married women have entered teaching as a career because they envisaged it as one profession where role conflict between their multiple roles of teacher, wife and mother would be minimal, this has often been found to be a faulty perception; and the conflict appears to become more pronounced if the women move into promotion positions. It has been stated:

Women who wish to work and have families must perform a 'balancing act' between the roles of wife, mother and worker, while men are freer to make career goals their primary pursuit.

(Di Nitto, Martin & Harrison, 1982; p.33)

In order to crystallize the influence of role overlap on career conception, pattern and development, a number of variables were investigated.

First, basic factual information was requested, to ascertain the presence of any multiple role situations. Secondly, respondents were required to analyse their own attitudes to their careers, and asked to categorize their past career patterns and future plans.

- 3) Do any women heads of department consider that lack of higher educational qualifications hinder upward progress?

First, an attempt was made to discover the qualification levels held by the women heads of department, as this would give a rough indication of the progress being made by women to remove this barrier. In addition the heads of department perceptions of the role of academic qualifications in the attainment of promotion were investigated.

- 4) Do any of the women heads of department consider that the present staffing system discriminates against women and would prevent them reaching their full potential?

At present the staff quota at each school is determined by the demographic features of the school. The distribution of women heads of department was investigated and respondents were given the opportunity to mention any difficulties they had experienced in relation to the present occupational structure.

- 5) (a) Did the women heads of department receive any encouragement in their attempts to gain promotion?
- (b) Is it the opinion of women heads of department that women teachers experience social pressures which prevent them from applying for and gaining promotion?

The roles of supporters, colleagues, mentors and models in the advancement of women were studied. First, an endeavour was made to ascertain what support the women heads of department had received in their applications for their initial promotion to their present positions. Secondly, the women heads of department awareness of women educators in senior posts, who could encourage them by example, was investigated. Finally an attempt was made to ascertain the perceptions of women heads of department regarding the influence of colleagues, husbands, seniors and tradition on women teachers' promotion potential.

- 6) Do women heads of department consider that women choose to limit their career horizons as they enjoy personal contact more than the administrative tasks inherent in senior posts?

The perceptions of women heads of department of the possible preference of their colleagues for teaching rather than administration were investigated.

5.3 CONCLUSION

Feminist theory, as mentioned in the previous chapter, has the dual purpose of raising the awareness of people to any gender inequality which exists and then to guide the reader to contemplate possible remedial actions which could be implemented. In the following two chapters details of the empirical investigation which was undertaken to answer the questions posed in this chapter, and so contribute towards the fulfilment of the first purpose of feminist theory, as stated above, are related.

CHAPTER 6

RESEARCH METHODOLOGY AND PROCEDURES

6.1 INTRODUCTION

In this chapter the research instrument which was used to gain insight into the answers to the questions posed in the previous chapter is outlined. In addition the choice of sample, the administration of the questionnaire and the response rate are discussed.

The research instrument used was a questionnaire, which was mailed in July 1988 to women heads of department employed in government secondary schools in the province of Natal.

6.2 PRELIMINARY METHODOLOGICAL NOTE

While questions of a demographic nature were included in the questionnaire in order to determine some of the characteristics of the group being analysed, the major emphasis of the investigation lay in studying the attitudes of the respondents towards factors which are considered by certain writers to form barriers to the promotion of women.

As the research involved the measurement of attitudes it was considered useful to note some of the problems inherent in such a study.

Many definitions of the concept 'attitude' are based on the observable, outward manifestation of the attitude, rather than what it is intrinsically. However, if one's attitude to a particular situation determines how one behaves or what one says in the situation, then to obtain some clue to the attitude held by the individual it is valuable to study their patterns of behaviour and the statements they make. Henerson, Lyons Morris and Taylor Fitz-Gibbon (1978) contend:

We can only infer that a person has attitudes by her words and actions.

Evans (1972) suggests two possible methods of studying attitudes. The first system relies on the investigator observing individuals and inferring attitudes from their behaviour. Not only is this method cumbersome and time-consuming but it also relies heavily on the assumed objectivity of the investigator. Investigators can, however, do no more than make a subjective assessment of the attitudes of the individual by extracting that data which might be considered relevant, from the range of information available. What often results is that the investigator pays attention only to those circumstances which correspond to the expected pattern, ignoring all those situations which do not fit the norm.

The alternative method advanced by Evans is the study of the expressed opinions of the respondents. In such a study the relationship between the investigator and the respondent is

of vital importance. Attempts should be made to reduce the possibility of the respondents formulating what they consider to be 'suitable' answers in an effort either to oblige the investigator or to show themselves in a favourable light. To reduce the tension between the investigator and the respondents it was decided, in the present investigation, to include with the questionnaire a covering letter which explained why the research was considered to be of value and emphasised that the respondents' replies would remain anonymous. In addition the covering letter was an important means of indicating to the respondents that the investigation was being carried out with the permission of the authorities.

6.3 CHOICE OF POPULATION

The existence of constraints on time and opportunity meant that it was not possible to research all women educators in South Africa. As attitudes, aspirations and opportunities may be significantly influenced by differing cultural considerations, it was decided to limit the research to a study of White women. Furthermore, since the organizational constraints on educationalists in private schools and institutions of higher education might well differ from those in government schools, in order to sustain a manageable homogeneity of the group to be studied, only teachers in schools controlled by the Natal Education Department were considered for inclusion in the investigation.

Within each school women might be found filling posts from level 1 - teachers and senior teachers, to level 6 - principals of large 'complicated' schools. A study of teachers on post level 1 would include many teachers not eligible for promotion either through lack of academic qualifications or lack of experience and the introduction of these issues would have made the research cumbersome. According to data quoted previously there were in 1987 366 women on post level 2, the lowest promotion post, and 197 women filling positions on post levels 3 to 6 inclusive. By restricting the investigation to women on post level 2 the population became more manageable and the study of the attitudes of women in the lowest promotion post, where the interplay between their teaching role and their administrative role was greatest, was made possible.

As fewer men enter the primary school system than enter secondary schools it was considered that if competition between men and women for promotion posts existed, it would be more evident in secondary schools. The selected population was therefore drawn from the 77 secondary, agricultural, special and technical high schools administered by the Natal Education Department.

6.4 DESCRIPTION OF THE POPULATION AND SAMPLE

A list of government high schools and the number of women heads of department at each school as at 30 June 1988 was supplied by the Natal Education Department. The total

population of 159 was reduced to 155 as the four women heads of department employed at the school in which the investigator was teaching were excluded, as they had assisted the investigator in the pretesting of the questionnaire.

The presence of women heads of department in high schools which catered for each sex was noted (Table 6:1). Of the 77 schools delineated previously one girls' school was excluded, this being the school in which the pretest was carried out; and in 11 boys' schools and 7 co-educational schools no women heads of department were employed.

Table 6:1 Types of school in which sample were employed

Type of school	Number of employing schools (N = 58)
Boys only	3
Girls only	11
Boys and girls	44

To obtain further depth of understanding the distribution of women heads of department in the various types of school was recorded (Table 6:2).

Table 6:2 Number of women heads of department employed at each type of school

Type of school	Number of women (N = 155)
Boys only	3
Girls only	64
Boys and girls	88

Table 6:3 illustrates the distribution of women heads of department in schools offering tuition in each language medium.

Table 6:3 Distribution of women heads of department in schools with different mediums of instruction

Medium of Instruction	Number of women (N = 155)
English	92
Afrikaans	28
Parallel - medium	35

While it is assumed that the group selected forms an important reference group, it is realised that any conclusions drawn can only be substantiated for this sample and cannot necessarily be generalized to all women educators in South Africa.

6.5 CHOICE OF RESEARCH INSTRUMENT

It was decided that despite the well documented limitations of using a mailed questionnaire (Moser & Kalton, 1971; Chapter II), it would be the most appropriate research instrument for the present investigation.

First, as the target population was large and scattered over an extensive geographical area it would be costly both in terms of time and transport to obtain opinions of respondents through individual interviews.

Secondly, the anonymity of the respondents can be maintained when a mailed questionnaire is used whereas this is not possible in person-to-person interviews. In addition, respondents would have more time to consider each answer given and it is advisable when asking for an attitude or opinion to give the respondents ample opportunity to deliberate on their responses.

Thirdly, as the respondents were highly educated it was assumed that they would be able to understand and answer the questions unequivocally.

The major limitation of using a mailed questionnaire is usually considered to be the poor response. Various means were implemented to improve response rate. These will be

discussed presently. It was also thought that as the population were intelligent and sufficiently integrated into the organization to hold promotion posts, they would view this type of research in a favourable light.

6.6 ADMINISTRATION OF THE QUESTIONNAIRE

6.6.1 Pretesting the questionnaire

The literature suggests that it is advisable to pretest the research instrument in order to modify any faults which are discovered by this exercise (Sax, 1968). The pretest group should have characteristics closely parallel to those of the selected population. Nisbet & Entwistle (1970; p.39) assert:

The pilot run is done with a sample which is similar to the group from which the sample will be selected.

As the anonymity and objectivity of the management team at the school where the investigator was employed were compromised, they were asked to assist with the pretesting of the questionnaire and were then excluded from the final sample. The three women heads of department and an acting head of department perused and commented on the questionnaire. The questions were tested for ambiguity, and the investigator was aided in the choice of language and assisted in revising the order of certain questions in a way which was deemed to be more meaningful to the respondents.

6.6.2 Procedures for data collection

Letters were mailed to the principals of the 58 schools forming the sample, requesting their assistance in the distribution of the questionnaires enclosed with the letter (Appendix 4a and 4b). In addition to the questionnaire each respondent was sent a covering letter (Appendix 3a and 3b) and a stamped addressed envelope in which to return the questionnaire. A return date 28 days after mailing was requested in the covering letter to colleagues. One week prior to this date, by which time a 63,2 percent response had been obtained, the reminder letter was sent to colleagues (Appendix 5a and 5b). Replies were received up to 17 days after the return date.

In the administration of the questionnaire every attempt had been made to reduce non-response. These actions, some of which have been alluded to previously, were as follows :

- 1) The questionnaire was set out in an uncluttered format to enhance easy reading and completion.
- 2) The questionnaire was made as interesting as possible and included many closed questions to reduce the time needed by the respondent to complete the questionnaire.
- 3) The questionnaire was available in both English and Afrikaans, to enhance a positive response as the respondent could then reply in the language of her choice.

- 4) An introductory letter was included, explaining the reasons for the enquiry and emphasizing that the project had the approval of the Natal Education Department.
- 5) The questionnaire was mailed at the start of the third school term. This time was selected as one in which the respondents were likely to have the opportunity to deal with the questionnaire as few schools conduct examinations for pupils in Standards six to nine during this term and testing would take place predominantly towards the end of the term.
- 6) Stamped addressed envelopes were included.
- 7) A reminder letter was sent out.

6.7 RESPONSE DATA

X 6.7.1 Response rate

Of the 155 questionnaires distributed 114 responses were received, but seven responses did not qualify for inclusion in the investigation for reasons outlined below. This reduced the sample to 148 of which 107 usable responses, or 72,3 percent, were processed.

Three questionnaires were excluded from the analysis as they had been completed by acting heads of department. It was considered that the homogeneity of the group would not have been maintained if these replies had been included. In addition, certain questions could only be completed by women holding the post in a permanent capacity.

A further three questionnaires were returned by principals as the women heads of department on the staff at their schools did not qualify as they had held their posts for less than six months. During 1988 the promotion post structure had been altered and additional Head of Department posts had been created. In certain circumstances the person selected to fill the post would only take up the position in 1989. It was therefore decided that these women would be excluded from the study as they had little or no experience of the possible constraints which operate on persons filling the position of Head of Department.

Another questionnaire was returned as the expected respondent had resigned and left the Department.

Of the four questionnaires returned by principals, one was returned by a boys' school and three from co-educational schools. The medium of instruction was English in all four cases. Two of the questionnaires returned by acting heads of department were from teachers at girls' schools where English was the medium of instruction, the other being from a teacher at a co-educational establishment, who teaches through the medium of Afrikaans.

The following table indicates the adjusted population at each type of school and the response from each type of school (Table 6:4).

Table 6:4 Target population and usable responses compared according to type of school

Type of school	Number of women in target population (N = 148)	Number of usable responses (N = 107)	% of usable responses
Boys only	2	2	100
Girls only	62	51	82
Boys and girls	84	54	64

While the response rate from co-educational schools was not as high as that from single-sex schools, the number of usable responses formed over 50 percent of the total, therefore forming a significant basis for research.

Table 6:5 delineates the response from schools of each medium of instruction.

Table 6:5 Target population and usable responses compared according to medium of instruction

Medium of Instruction	Number of women in target population (N = 148)	Number of usable responses (N = 107)	% of usable responses
English	86	64	74
Afrikaans	27	19	70
Parallel-medium	35	24	69

The usable responses based on medium of instruction reflect a favourable representation of the target population.

Thirty percent of teachers in government schools in Natal use Afrikaans as their home language according to Department of Statistics figures for 1971 quoted in Malherbe (1977). This percentage correlates closely to the response obtained, in which 31 respondents (29 percent) replied in Afrikaans and 76 respondents (71 percent) answered in English.

From the data outlined above and from the fact that an overall response of 72,3 percent was obtained, it would appear that a fairly representative fraction had replied.

6.7.2 Non-response

A non-response cannot be ignored as this sector of the population may differ substantially from that portion which did reply. In the present research numerous attempts were made to reduce non-response, as already discussed, and when studying data relating to the ethnic background of the members and the types of school at which they are employed, congruence between the sample and the respondents was observed. Responses were received from respondents teaching at all the types of schools and in both official languages, showing a diverse spectrum with representation of all possible situations.

It is unlikely that either incorrect addressing of the questionnaire envelopes or unreliability of the postal service contributed to non-response as addresses were obtained from

the official statistics booklet, letters were addressed to principals by name, and replies were received from diverse geographical areas of Natal.

Nash and Davis (1978) argue that while the major share of responsibility for non-response is usually placed on 'system characteristics' it is more likely that non-response is the result of lack of interest and perhaps even apathy on the part of individual respondents. From comments made by some respondents and from discussion with staff members of participating schools, it would appear that lack of interest could account for a substantial proportion of the 27,7 percent non-response.

6.8 QUESTIONNAIRE DESIGN

6.8.1 Introduction

In addition to all letters formulated, the questionnaire was produced in both Afrikaans and English in order that respondents could answer in the language they preferred. An important consideration was to ensure comparability of all questions, with special attention needed in those cases where a response to a statement was required. To this end the parallel versions were formulated after discussion with teachers who are fully conversant in both official languages. The questionnaire was then perused by members of the research division of the Natal Education Department, who made minor adjustments which improved the concord between the translations still further.

Each respondent received a questionnaire printed in both English and Afrikaans, copies of which are included for reference in the appendices (Appendix 2a and 2b). The question format was identical for both languages, with the parallel versions printed on reverse sides of the paper to reduce the bulk of the document.

Both factual and attitudinal questions were employed in the questionnaire. In the former case 'closed' questions were asked as the answers required were straight forward, while in the latter questions the respondent was permitted greater flexibility by the introduction of 'open-ended' questions and opportunities to expand or explain a choice if she so desired.

6.8.2 Description of the questionnaire

The questionnaire was divided into six sections. The instrument was used to formulate answers to the questions posed in Chapter 5. In the following discussion the item numbers correspond to those of the mailed questionnaire (see Appendix 2a and 2b).

Section One (Questionnaire page 1 - 2)

This part of the instrument required that the respondents answer factual questions relating to personal details, these being their age, years of teaching service, qualification level and their responsibilities to other members of their

households. The purpose of these questions was to develop a profile of the woman head of department by determining common attributes stated in answers to this section. As attitudes are affected by past experiences, the knowledge of those demographic factors which might impinge on the respondents' present attitudes, could assist in the research.

While some correlation was expected between the respondent's age and her number of years teaching experience (Items 1.2 and 1.1), it was considered that her career-mindedness (Item 3.7), her career pattern (Items 3.8 - 3.10), and her possible commitments, either in financial aspects or in terms of time spent with another person (Item 1.4), could influence the correlation. These data were used to answer research questions 2a, b and c.

While it is not necessary to hold a qualification higher than Category C to obtain promotion, it was considered to be of value to know the qualification level of each respondent (Item 1.3), and to observe if this factor was cited as a potential hindrance to the attainment of the respondent's perceived capability (Item 6.3). These items elicited information concerning research question 3.

Section Two (Questionnaire page 2)

This part dealt with the school setting of each respondent. The data obtained here were used to determine which schools had responded. A comparison between the target population and the usable returns was thereby made possible.

An analysis of the answers to item 2.2 appears to have an additional interesting ramification as the gender of the pupils has, as previously observed, some influence on the choice of persons eligible for promotion. Each of the boys' schools in the target group employed one woman head of department, in co-educational schools an average of two women heads of department were employed, whereas all heads of department in girls' schools were women (see Tables 6.1 and 6.2). It must also be remembered that while only women principals are found in girls' schools, men fill this post in all boys' and co-educational schools. If in schools where men dominate in the promotion posts there is an effect on the attitudes of the women heads of department, an analysis of the replies to item 6.3 in conjunction with the type of school involved would be worthwhile (Research question 4).

Section Three (Questionnaire page 2 - 4)

Items 3.1 and 3.2 were used to gain information regarding the ages and lengths of teaching experience of the respondents at the time of their promotion. The median age and years of experience could then be calculated.

Since the inception of the post of Head of Department the number of such posts has been increased. It was therefore expected that an inverse relationship between numbers of years experience and number of women heads of department

would be found. This assumption was tested by asking each respondent to state their number of years experience in their post (Item 3.3).

Items 3.4 to 3.6 provided the focus for research question 5, which sought insight into the respondents' personal experience of the promotion opportunities which they had received and their reasons for making use of these opportunities. Item 3.4 dealt in particular with rejection as a possible barrier to promotion: how many respondents had experienced this rejection and how often they had to persevere in order to gain promotion. Item 3.6 was used to establish whether respondents had been supported in their applications for promotion and if so, by which sector of their social circle.

Items 3.7 to 3.10 dealt with the depth of career commitment of the respondent. Item 3.7 provided insight into the centrality of the career to the respondent's life while items 3.8 to 3.10 expanded the concept in order that conclusions could be drawn about the focus of the respondents' lives.

Section Four (Questionnaire page 5) ✓

Section four was set out in the form of a list of statements to which respondents answered on a five-point scale. Each statement provided a possible reason why women are under-represented in the promotion structure. The list of possible reasons was based on discussions with colleagues and a survey

of selected literature. This section was designed to establish the attitudes of heads of department towards women teachers as a group.

Statements 1 - 8 dealt with perceived internal barriers to promotion, relating particularly to the personality of women. These items were used to provide information regarding research question 1.

Statements 9 - 15 dealt with the social relationships of women teachers. The particular emphasis of the statements was as follows :

Statements 9, 13 : The loss of time which could be spent developing relationships.

Statements 10, 11, 12 : The conflict between time spent with pupils and that spent on administrative tasks (Research question 6).

Statement 14 : The relationship between the woman teacher and senior members of staff.

Statement 15 : The internal socialization of gender bias.

Section Five (Questionnaire page 6) ✓

In addition to the assistance and encouragement given by the social circle (Item 3.6), which, it is felt, can reduce internal barriers to promotion, many writers (Adkison, 1981; Biklen, 1980; Mumford, 1985) argue that the barriers would

diminish if women were aware of successful role models. Items 5.1 and 5.2 were included to test this awareness and the depth of the awareness.

Section Six (Questionnaire page 6)

Having drawn out the respondents' personal experiences in Section 3 and their attitudes towards the promotion of women teachers in general in section 4, this part dealt with their future aspirations and their opinions as to which hindrances, if any, they considered might influence their attainment of their goals.

Through the six sections of the questionnaire a picture of the woman head of department was built up - her characteristics, aspects of the school in which she works, her attitudes towards her own promotion and the promotion of other women teachers, and her aspirations towards further promotion.

6.8.3 Subsequent modification of the questionnaire

In item 3.6 the category 'Deputy Head(s) and Head(s)' was inadvertently omitted from the Afrikaans version of the questionnaire. When analysing the English answers it was noted that respondents frequently indicated that support had been obtained from both H.O.D.(s) (Category 5) and Deputy Head(s) and Head(s) (Category 6). It was therefore decided that categories 5 and 6 could be collapsed and re-classified as

'school management'. In addition, if the support of either the Deputy Head or the Head was mentioned elsewhere in the questionnaire this information was noted under item 3.6.

6.9 CONCLUSION

This chapter has dealt with the choice, design and administration of the research instrument. In addition the problems of measuring attitudes and of non-response were discussed as they are pertinent to the present research. The following chapter focuses on the data obtained and an analysis of these data. Methods of analysis are described in context.

CHAPTER 7

ANALYSIS AND DISCUSSION OF RESEARCH FINDINGS

7.1 INTRODUCTION

This chapter is concerned with the reporting of the results of research conducted by means of a questionnaire which, as indicated in the previous chapter, was mailed to women heads of department employed in schools administered by the Natal Education Department.

X The findings are reported in the same sequence as the items appear on the questionnaire. Each section relates to the section with the same heading in the questionnaire. Each section will conclude with a brief summary, while at the end of the chapter the findings will be articulated and discussed in relation to the research questions previously identified (refer to Chapter 5).

7.2 ANALYSIS OF RESPONSES

7.2.1 Section One - General

The items in this section were aimed at determining some of the general characteristics of the respondents.

Information relating to the present age and experience categories of the respondents (questionnaire items 1.1 and 1.2) has been aligned and presented in the form of a table showing the percentage of respondents in each category (Table 7:1).

Table 7:1 Percentage of women heads of department in each age and experience category

Length of service in years	Age in years			n
	31 to 35	36 to 40	41 or more	
6 to 10	2,8%	-	4,7%	8
11 to 15	9,3%	19,6%	8,4%	40
16 to 20	0,9%	12,2%	12,2%	27
21 or more	-	-	29,9%	32
n	14	34	59	N = 107

Data indicate that the median length of service was 16 to 20 years; over one-third of the respondents had 11 to 15 years teaching experience and only 7,5 percent of the respondents had less than 11 years experience. It was also noted that no respondents were under 31 years of age, while over half were 41 years old or more.

A positive relationship between age and teaching experience was expected, unless respondents had experience in another field prior to entering teaching or had interrupted their teaching careers. While the evidence suggested a high level of connection, as indicated by the stepped line, the trend was not sustained in respect of the 19,6 percent of respondents who were between 36 and 40 years of age and had 11 to 15 years teaching experience. An analysis of career breaks will be conducted later in this chapter.

Another demographic feature which was considered to be of value in an analysis of the characteristics of the respondents was that of their educational level. Respondents indicated their category classification, based on their post-matriculation qualifications. A category classification of C indicates a three-year post-matriculation qualification such as an undergraduate teaching diploma or a university degree without a professional qualification. Only one respondent fell into this category, while 61,7 percent of the women held category D qualifications. A category D qualification, usually a four-year teaching diploma or a university degree plus a post-graduate teaching diploma, is the generally accepted minimum qualification for entry to the staff of a secondary school, although exceptions are made in certain circumstances. A total of 37,4 percent of the respondents held qualifications above category D. Category E qualifications were held by 31 respondents and nine respondents held category F qualifications. Therefore, all the women heads of department held qualifications of a standard fitting them for progress to higher post levels (see Table 4:2).

The final item in this section was directed at obtaining details of social commitments the respondents had, as it was thought that these might have some bearing on the aspirations of the respondents. It was calculated that 78 percent of the women heads of department resided permanently with another adult and 60 percent had dependants, of which 89 percent resided with the respondent permanently.

In summary, the majority of respondents were over 40 years old, had more than 10 years teaching experience and held a four-year post-matriculation qualification. No respondents were under 31 years of age or had less than 6 years teaching experience, and only one respondent held a category C qualification. A high proportion of the respondents resided with another adult and over half had dependants, indicating that many respondents did have social commitments.

7.2.2 Section Two - Details of schools where respondents were employed

The purpose of including this section was to determine which sectors of the population responded. The data obtained have been set out in Tables 6:4 and 6:5 of Chapter 6.

7.2.3 Section Three - Career Pattern

The first six items in this section dealt with various aspects related to the promotion of the respondents to the position of head of department, whereas items 3.7 to 3.10 dealt with the perceptions of the respondents in regard to their career path in general.

It was decided to relate the respondents' age and experience level at promotion, in a similar format to that employed in Table 7:1. A summary of the data can be found in Table 7:2.

Table 7:2 Percentage of respondents in each age and experience category at the point of promotion

Length of service in years	Age in years				n
	26 to 30	31 to 35	36 to 40	41 or more	
1 to 5	-	-	0,9%	-	1
6 to 10	4,7%	11,2%	2,8%	4,7%	25
11 to 15	-	13,1%	17,7%	7,5%	41
16 to 20	-	-	13,1%	10,3%	25
21 or more	-	-	-	14,0%	15
n	5	26	37	39	N = 107

The data set out in Table 7:2 indicate that both the mode and median number of years experience at the point of promotion were 11 to 15 years. Only one respondent had less than 6 years teaching experience when she received promotion. No women became heads of department when they were less than 26 years of age. The majority of women (71 percent) only became heads of department when they were over 35 years old, while over one-third (36,5 percent) were above the age of 40 years when they received promotion. There is, however, little evidence in this table of data that women in a particular age and experience bracket are preferred for promotion. While the highest percentage of respondents (17,7 percent) were between the ages of 36 and 40 and had between 11 and 15 years experience at the point of promotion, no trend is evident and respondents' categories were of a diverse nature.

In addition to the amount of experience prior to promotion, it was considered worthwhile to investigate the quantity of post-promotion experience the respondents possessed. The women filled in their completed years of service as heads of department (questionnaire item 3.3), and their responses were then categorized into the sets outlined in Table 7:3.

Table 7:3 Women's experience as heads of department

Years	Frequency	Frequency %
Less than 1	32	29,9
1 to 3	48	44,9
4 to 6	12	11,2
7 to 9	9	8,4
10 to 12	6	5,6
	107	100,0
Mode = 3	Median = 2	Mean = 2,8

It is apparent that a substantial proportion of the women had had little experience in a promotion post. Of the respondents 74,8 percent had received promotion since the proliferation of Head of Department posts in October 1984 (refer to Chapter 3), and almost one-third of the women had less than one year of experience as heads of department.

From a study of the data outlined in Table 7:3, it would appear that a trend for more women to move into Head of

Department posts is developing. To test this possibility the data obtained in item 3.3 of the questionnaire were subjected to further statistical examination. The number of years experience was correlated with the number of women in each experience category. The Spearman rank correlation coefficient (r_s) and the level of significance were calculated, using formulae outlined by Clayton (1984). r_s was found to be - 0,843, indicating a strong negative correlation between the years of experience of the women heads of department and the number of women involved. As the value falls beyond the 0,1% significance level, there is a highly significant statistical association between the two data sets. It is realised that there would be a natural decrease in numbers of women as amount of experience in the post increases, due to natural 'wastage' as teachers withdraw for reasons such as child-bearing and retirement. However, the evidence does suggest that the increasing numbers as one moves down the levels of experience cannot only be attributed to natural 'wastage' at the higher levels, but could also be the result of increasing movement by women into Head of Department positions.

The following three items in the questionnaire were used to inform an understanding of some of the peripheral issues which could have influenced the women in their promotion progress to their present positions.

While a full personality assessment of the respondents might have provided insight into their promotional attitudes, this was not possible as not only was it beyond the scope of the enquiry, but should also be conducted by suitably qualified personnel. However, it was decided that some tentative investigation into the perseverance of the respondents was possible. Respondents were asked to note down the number of times they had applied for advancement prior to receiving promotion.

On analysis of the responses obtained from questionnaire item 3.4 it was apparent that 76 of the respondents (71,0 percent) received promotion on first application, 27 (25,2 percent) on second and four (3,7 percent) on third application. While a large proportion of the women had been successful at their first application for promotion, it would appear that certain women in the sample had to demonstrate some perseverance in their aim to obtain promotion. Two-thirds of the respondents who had to apply more than once came from either co-educational or boys' schools, suggesting that the type of school involved might possibly influence the promotion of women. This aspect will be considered later in this chapter.

Item 3.5 of the questionnaire was used to elucidate the reasons respondents gave for applying for promotion. As this was an 'open' question large amounts of data were generated.

It was therefore necessary, for analytic purposes, to categorize the responses. Although respondents had been asked to state only their main reason for applying for promotion, many listed more than one reason. In other instances respondents, in their explanations, alluded to more than one factor within their general reason. In these circumstances all the reasons given were noted. Consequently, the percentages stated in Table 7:4 total more than 100 percent. After scanning the replies a list of possible groupings was drawn up. While attempts were made to derive mutually exclusive categories, in certain circumstances, as previously mentioned, the reasons given could overlap. The response data were then classified and the ten most frequently stated categories were ranked.

The major groups of reasons were as follows (abbreviated labels are given in parentheses):

1. Desire for personal development and responsibility (self-improvement).
2. Financial incentive (financial).
3. Wanted to become involved in the management and organization of the school (management interest).
4. Had experience in the position, in an acting capacity and had enjoyed it (acting experience).
5. Was ambitious, wanted to advance career vertically (ambition).

6. Felt capable of doing the work and qualified to do it (capability).
7. Means of securing a permanent position (security).
8. Needed a change (boredom).
9. Encouraged by either the principal or deputy principal (encouragement).
10. To gain status and recognition (recognition).

Table 7:4 sets out the categories listed above, with the percentage of responses and ranking of the responses, for each category.

Table 7:4 Respondents stated reasons for seeking promotion

Category	% response	Rank
Self-improvement	28	1
Financial	25	2
Management interest	17	3
Acting experience	13	4,5
Ambition	13	4,5
Capability	12	6
Security	10	7
Boredom	8	8
Encouragement	7	9
Recognition	3	10

From inspection of the reasons cited it would appear that many of the respondents have a positive career drive; desiring personal growth, further management involvement and upward career movement. The evidence also suggests the importance placed on remuneration, as one-quarter of the respondents noted financial considerations as a reason for applying for advancement.

While many of the reasons stated did not relate to the environment of the respondent, social conditions did have some influence on certain respondents. The encouragement by senior members of school management was noted as a reason for applying for promotion, both by some women who had 'acting' experience, and by others who lacked this opportunity.

Evidence of positive reinforcement of the respondents by various sectors of the community was deduced from answers to item 3.6 of the questionnaire. Of the respondents 19.6 per cent indicated that no-one had encouraged them to seek promotion, while many of the respondents had received encouragement from numerous sources. As respondents could check more than one source of encouragement, if this was their experience, the total percentage of responses was over 100 percent. Table 7:5 illustrates from whom the respondents had received encouragement and how many respondents had indicated each choice.

Table 7:5 sources of encouragement to women heads of department when seeking initial promotion

Person/Group	Frequency	Frequency %
Teacher(s)	37	34,6
School management	59	55,1
Subject Adviser(s)	22	20,6
Inspector(s)	12	11,2
Husband	40	37,4
Female friend(s)	9	8,4
Male friend(s)	9	8,4
Mother	5	4,7
Father	4	3,7
Someone else	10	9,3
	107	

The data suggest that many of the respondents did receive some positive feedback from their colleagues and superiors within the schools. When the responses were further analysed it was calculated that 73,8 percent of the women in the sample had received encouragement from school personnel. In addition 24,3 percent of the respondents had received encouragement from either Subject Advisers or Inspectors, or both. Evidence suggests that more encouragement was obtained from school personnel than from head office staff, possibly because the interactions with school personnel would be more frequent.

The second highest source of encouragement checked by respondents was their husbands. These data assume more significance when it is remembered that not all respondents were married. The encouragement given by respondents' children was frequently mentioned under the category 'Someone else'. While few respondents indicated receiving encouragement from parents, this must be reviewed in the light of the fact that many of the respondents were over 41 years of age and had received promotion relatively recently by which time the influence of parents could be expected to have decreased.

As encouragement by friends was seldom noted, evidence suggests that the major sources of affirmation lay within either the teaching environment or the family.

In summary, it may be suggested that the women heads of department had an average of 11 to 15 years of teaching experience prior to promotion and were all over 25 years of age at the point of promotion. The majority of the women in the sample only received promotion when they were over 35 years of age, and almost three-quarters of the respondents had less than four years head of department experience. Most of the respondents had received promotion after their first application, and the two most frequently stated reasons for applying for promotion were based on ideas of self-improvement or financial improvement. The two major sources of encouragement to the women in the sample were members of school management and husbands.

Earlier in this chapter the relationship between the age and teaching experience of the respondents was analysed (refer to section one). In certain cases a positive relationship between age and experience was not evident. A possible reason suggested for this anomaly was that certain respondents might have experienced career breaks. Questionnaire items 3.7 to 3.10 were designed to investigate the patterns of the respondents' careers. Of the respondents, 85 percent indicated that, were they free to choose, they would continue working. It would therefore appear that the majority of the respondents had a positive attitude towards work.

Respondents were then asked to select, from a list, a career pattern which best described their own situation. Respondents were offered three alternatives:

1. Work only, no homemaking - this category would be checked by those respondents who had not broken their career.
2. Marriage and work - this category would be checked by those respondents who had only interrupted their careers for short periods, for example for accouchement leave.
3. Homemaking and work - this category would be checked by those respondents who had returned to work after a long break for homemaking, for example for child-rearing.

The results obtained were as follows:

'Work only, no homemaking'	:	39% of respondents
'Marriage and work'	:	47% of respondents
'Homemaking and work'	:	14% of respondents

Of the respondents, 61 percent indicated a career pattern where multiple roles had a clear impact. In addition, two respondents who had placed themselves in the 'Work only, no homemaking' category commented that although they were single and had no dependants they considered that their maintenance of their houses and gardens could be classified as homemaking. Another respondent who also placed herself in this category stated:

... my family involvement, even though I am single, has always been demanding and has sometimes been restrictive ...

Another respondent cited the responsibility of caring for an aged parent, although her career pattern also fell into the 'Work only, no homemaking' category.

Many of the respondents who placed themselves in the 'Marriage and work' category indicated, in the space provided for further comment, a reason for maintaining their dual roles. Some of these were: 'It would not have been possible to come out on my husband's salary'; 'Ek is nie 'n persoon wat by die huis kon sit en ... gedurig tee-partytjies hou nie'; 'Having completed my studies I was keen to apply the knowledge immediately ...' and 'Ek voel die beroeps vrou kan 'n geweldige bydra maak tot die ekonomie van die land'.

Those women who selected the category 'Homemaking and work' were asked in item 3.9 of the questionnaire to explain why,

after homemaking for a long period, they had returned to work. Many of the respondents selected more than one reason, giving the following replies:

Boredom at home	: 43,8%
Financial pressure/additional income desired	: 31,3%
Grown-up children becoming independent	: 31,3%
Desire to use ability constructively	: 25,0%

Evidence suggested that the social and financial commitments discussed in section one of the analysis did have an effect on women heads of department, as not only did 61 percent of the respondents check a career pattern which included homemaking, but some respondents in the 'Work only, no homemaking' category explained that they too had either social or financial commitments. While these commitments had caused minimal disruption in the careers of those respondents who placed themselves in the 'Marriage and work' category, some respondents did allude to the pressure caused by their dual roles and the conflict they experienced between their career-role fulfilment and their family-role fulfilment. One notable exception was the respondent who wrote:

... my husband agreed to be the one to stay at home and bring up the baby.

It would seem that, even in this case, there was a realization that the dual role could cause overload, but the solution was unique. While other respondents tended to adopt

Hall's strategy III - reactive role behaviour (see Chapter 4), where attempts are made to meet all the role demands experienced, this respondent adopted strategy I - structural role redefinition.

It may be suggested that the greatest personal role redefinition occurred in those women heads of department in the category 'Homemaking and work', as almost one-third of the women in this category had halted their personal career development until they thought that their dependants did not need their full-time attention. As 43,8 percent of the respondents indicated boredom at home as their reason for returning to work, it might be assumed that their circumstances had altered sufficiently for them not to experience role overload on resuming their careers.

Of the fifteen respondents in the 'Homemaking and work' category, all except one were over 40 years old, yet their lengths of teaching service varied from six to twenty years, with only one respondent in this category having over twenty years of experience. This information partly explains why the ages and experience levels of the women over 40 years old did not always show a perfect positive relationship (refer to Table 7:1).

It was postulated earlier that the 21 respondents between 36 and 40 years of age and with 11 to 15 years of service were likely to have experienced career breaks. Thirteen of these

women placed themselves in the 'Marriage and work' group, while one checked the category 'Homemaking and work'. Therefore two-thirds of the women in this set had interrupted their careers, although these breaks were usually of short duration.

The evidence therefore suggests that in many situations the career development of the women in the sample had been delayed due to homemaking responsibilities, and it was for this reason that congruence between age and length of service had not occurred in certain instances.

7.2.4 Section Four - Promotional Potential

This section began with a brief statement reminding respondents that while teaching is a predominantly female occupation, there is an under-representation of women in promotion positions. Respondents were then asked to rate a list of possible causes of this situation, on a five-point scale ranging from 'Never true' to 'Always true'. A composite weighted value for each statement was calculated from the addition of the weighted value for each ranking (Never true = -2, Sometimes true = -1, Unable to judge = 0, Frequently true = +1, Always true = +2). Table 7:6 illustrates the ranking of these items.

Table 7:6 A ranking of the responses by heads of department to an assessment of possible barriers to promotion of women educators

Barrier*	Number of times ranked as:					Composite Weighted Value	Rank
	Never True	Sometimes True	Unable to Judge	Frequently True	Always True		
1. Lack academic qualifications	38	56	6	5	1	-125	12
2. Physically unsuited	71	33	1	1	-	-174	15
3. Disciplinary problems	41	60	1	4	-	-138	13
4. Too emotional	55	47	2	2	-	-155	14
5. Lack commitment	29	62	2	13	-	-107	11
6. Lack self-confidence	27	55	2	22	-	- 87	10
7. Colleagues prefer male leaders	23	60	3	20	-	- 86	9
8. Lack perseverance	11	64	14	17	-	- 69	8
9. Lack time for both social and administrative roles	8	46	2	47	3	- 9	1
10. Career focused on pupils	9	53	4	39	1	- 30	3
11. Dislike administrative tasks	16	60	7	22	1	- 68	7
12. Prefer classroom atmosphere	10	48	4	42	2	- 22	2
13. Husbands oppose wives careers	6	62	6	32	-	- 42	4
14. Lack support of seniors	16	58	9	23	-	- 67	6
15. Avoid positions held by men	16	48	6	34	2	- 42	4

* A full description will be found in section 4 of the questionnaire.

Based on the composite value, evidence suggests that respondents as a whole considered the greatest obstacle to the career development of women teachers to be the struggle to meet the requirements of both their careers and their social commitments. Only eight of the 106 respondents who answered this section did not consider this aspect to be a cause of women teachers' under-representation at senior levels.

The barriers to promotion ranked second and third related to the perception that many women are not interested in vertical career development, but prefer to remain in the classroom rather than seek a position which would distance them from teaching.

External social pressures had differing levels of influence. The opposition by colleagues was not considered to be an important factor; only ranking ninth, while opposition by senior staff was ranked sixth. The husbands' influence was considered to be of greater consequence; ranking fourth in importance. It is of interest to note that whereas many respondents averred that they had received encouragement in their aspirations towards promotion from their husbands, they perceived husbands as a group as disliking the idea of their wives working. It would appear that these women's perceptions of their personal situation differed markedly from their perceptions of the general state of affairs.

Few respondents indicated that the reason for the lack of progress by women teachers lay either in their emotional or physical characteristics, nor were the disciplinary capabilities of the women considered to be an important factor.

As all composite values lay on the negative side of the continuum, there is some evidence that many of the women heads of department did not perceive any of the possible causes given, as forming substantial barriers to the promotion of women teachers.

7.2.5 Section Five - Role Models

It has sometimes been argued (Schmuck, 1980; Shakeshaft, 1987) that one cause of women not aspiring to promotion positions is that as there is a lack of same-sex role models in posts senior to themselves, they consider any upward progress to be aberrant. Shakeshaft (1987; p.115) emphasizes:

The importance of role models in helping both the women themselves and others in the system to view women administrators as a normal occurrence, rather than an exceptional one, cannot be overstated.

The women in the sample were therefore asked; first, to state the most senior position in education which they were aware was held by a woman, and, secondly, to state the most senior

position in education held by a woman whom they know personally (refer to questionnaire items 5.1 and 5.2).

Respondents frequently failed to specify the position held by the person they cited, for example merely stating 'Subject Adviser' and not clarifying if she was a Principal Subject Adviser or Senior Subject Adviser (see Table 2:4 for the flowchart of the posts). In addition, certain respondents stated that they knew of a woman Inspector, yet there is no woman Inspector employed by the Natal Education Department, therefore either respondents knew of someone in another Education Department or they were referring to a Subject Adviser. The latter situation is likely, as the respondents would be accustomed to the previous system, where these incumbents would have carried the title 'Subject Inspector' (refer to Chapter 2, section 2.6). For these reasons all references to Advisers, Inspectors and Planners were considered jointly as role models at head office level.

Of the respondents, 84,9 percent knew of a woman who was or had been in a head office post. Of this percentage, 28,3 percent had cited a Planner as the role model, which probably indicates that they were aware that Miss L Hogg had held a position in the planning department. Two respondents knew of women holding senior posts in tertiary institutions, while 13,2 percent knew of no women holding positions above the level of principal.

Mumford (1985) suggests that not only can the development of women managers be blocked by the absence of a suitable role model, but another significant aspect is the presence or absence of a mentor. Schmuck (1980; p.248) observes:

Whereas the number of women professors of educational administration will probably not increase dramatically in a short time, it is critically important for the few women who hold such positions to be visible and available to other women.

While role models were often visible to the respondents, their availability to the women heads of department (as tested in item 5.2) was of a lesser degree. Half of the respondents knew a woman member of head office staff personally; 13,2 percent a Planner. Three respondents knew women holding positions in tertiary institutions, while 44,3 percent knew women in senior school management (deputy principal or principal), personally. Two respondents knew no-one personally in a position more senior than their own.

It would appear that while role models are visible to women heads of department, they are few in number at head office level, and physically distanced from many women, and therefore their ability to function as mentors and career counselors to other women is limited.

7.2.6 Section Six - Future Career Plans

In an attempt to elucidate the aspirations of the women in the sample, they were asked to state the highest post in education they thought they were capable of holding (item 6.1), and what their expectations were as to the actual post level they would attain (item 6.2).

The relative proportion of respondents selecting positions on each level was tabulated (see Table 7.7). Positions are listed in promotional sequence.

Table 7:7 Perceived capabilities and expectations of women heads of department, for promotion

Rank	% respondents	
	Capability	Expectation
Director	4,8	0,9
Planner/Inspector/Adviser	18,3	2,9
Principal	33,7	18,3
Deputy Principal*	29,7	32,7
Head of Department	13,5	45,2

* Includes one respondent who perceived herself as capable of becoming a school psychologist, and expected to achieve this position. (This position is on the same post level as a Deputy Principal.)

While over one-third of the respondents thought they were capable of becoming Principals, over three-quarters did not expect to be promoted beyond the position of Deputy

Principal, and almost one-half of the women in the sample did not expect to be promoted beyond the position they already held.

When the replies to items 6.1 and 6.2 were compared, it was observed that 43,9 percent of the women heads of departments' perceptions of their capabilities were equal to their expectations. The 60 respondents who did not fall into this group were asked, in item 6.3 of the questionnaire, to suggest what major hindrances they perceived as preventing them from reaching their full potential. Of these 60 respondents (hereafter known as the 'aspirants'), 33 did not foresee themselves progressing beyond their present position.

As this item was an 'open' question it was necessary to formulate categories into which responses were placed. The replies were scanned and groupings based on the barriers discussed in Chapter 4 were formulated. In the screening of replies similar considerations to those discussed earlier, for the formulation of Table 7:4, were taken into account.

The ten most common reasons stated by the 'aspirants', as to why they would not be promoted to their self-assessed level of capability, were (abbreviated labels given in parentheses):

1. They could not devote sufficient time to their careers as they needed time to fulfil family commitments (multiple roles - time).

2. The perception that the decision makers, through an internalization of social norms, would prefer men for the positions (socialization of decision makers).
3. They were leaving teaching; either to seek positions outside education, or on retirement (leaving teaching).
4. They considered that the method of staffing schools was discriminatory (institutional - staffing).
5. Their educational qualifications were not suitable for the position they sought (institutional - qualifications).
6. They were restricted to living in a particular geographical area due to their husbands' career (multiple roles - immobility).
7. A preference for classroom teaching and greater involvement with the immediate educational needs of pupils (organizational - horizontal fulfilment).
8. They had no desire to hold a more senior post (personal preference).
9. There are only a limited number of senior posts, therefore it is not possible for every applicant to achieve advancement (organizational - pyramid post structure).
10. Members of the community might oppose the appointment of women (socialization of community).

The data are summarized in Table 7:8. As respondents could indicate more than one hindrance, percentages total more than 100 percent. The reasons were ranked on the basis of how frequently they were cited.

Table 7:8 The ten most commonly cited reasons why 'aspirants' would not reach their promotion potential

Category	% response	Rank
Multiple roles - time	18,3	1
Socialization of decision makers	15,0	2,5
Leaving teaching	15,0	2,5
Institutional - staffing	13,3	4
Institutional - qualifications	11,7	5,5
Multiple roles - immobility	11,7	5,5
Organizational - horizontal fulfilment	8,3	7
Personal preference	6,7	8,5
Organizational - pyramid post structure	6,7	8,5
Socialization of community	3,3	10

The barrier caused by the multiple roles which many women experience was most frequently alluded to. There appeared to be two main reasons why family commitments might restrict the vertical career development of the aspirants; first, the women thought that in senior positions they would not have sufficient time to handle both their family and work roles adequately, and secondly, women restricted their geographic mobility to areas which would not entail translocation by their husbands. Many aspirants emphasised, however, that it was their choice to make the family role a priority, and were not resentful that they would therefore be unable to reach their perceived promotion potential.

The second most common set of barriers indicated were those related to factors categorized as 'Institutional'. While, as discussed previously (Chapter 6, sub-section 6.8.2), promotion opportunities are restricted in co-educational and boys' schools, it would appear that language medium also influences career progress. Eight of the respondents who replied in Afrikaans suggested that their opportunities were greatly limited as all the parallel medium and Afrikaans schools are co-educational. All girls' schools are English medium and the respondents considered that english-speaking candidates would be preferred for senior management posts in these schools.

The other institutional barrier mentioned was the lack of suitable qualifications. Seven respondents considered that this aspect would impede their career progress as their qualifications were primary school orientated, whereas their experience was at the secondary level. They therefore thought that their opportunities were limited in both the primary field, due to their lack of experience at that level; and the secondary field, due to the unsuitability of their qualifications.

Hindrances operating due to socialization processes acting on either the 'decision makers' or the community at large formed the third most common set of barriers. Some respondents indicated that they would not reach their potential because

they considered that the authorities tended to promote men applicants, rather than women, in order to retain their services.

While it would be difficult to determine whether the decision makers do apply covert discriminatory employment practices, the presence of women in senior management positions might correct some of the invalid perceptions which may exist. Though many school management positions are openly reserved for men, this is not the case for head office posts. The respondent who stated that she would not become a Planner as: 'Men occupy the position of Planner in the N.E.D.'; was obviously unaware that Miss L Hogg had held a post as Principal Education Planner for four years. Perhaps what is necessary is not a change in societal attitudes as much as a means of providing information to women about the changes which are occurring, and improving the visibility of the role models. In addition, as many of the respondents were aware of role models, it appears that some aspirants need to be encouraged to see these women not as exceptions, who were permitted into their posts by the all-powerful 'decision makers', but as holding a position open to all aspirants.

Only two respondents indicated that members of the community might impede their progress. They considered that many schools' parent bodies would veto the employment of women in senior posts.

In contrast, one respondent, who had taught between 16 and 20 years, considered that women who blamed men for their situation had a faulty perception of the situation. She wrote:

Ek het noonooit enige weerstand van mans ondervind nie.

The organizational structure of the Natal Education Department was noted as leading to two hindrances to vertical career development. Some aspirants observed that due to the hierarchical nature of the organization, there are few posts at the higher levels. This barrier would apply equally to men and women seeking advancement. Other aspirants indicated that their career fulfilment lay in teaching, not in administration. On the 'career cone' (Jans, 1985), their interests would lie in the horizontal, rather than the vertical dimension.

Although it would appear that the most significant barrier to the promotion of the aspirants was related to their multiple role conflict, some respondents perceived obstacles arising from the social milieu or from institutional and organizational aspects.

Having discussed the data which were gained from an analysis of the responses to the questionnaire, it is possible to examine the research questions, which were aimed at testing

aspects concerning the barriers the respondents might have experienced or might experience in the future.

7.3 DISCUSSION OF RESEARCH QUESTIONS

Each research question was formulated to obtain insight into an aspect which, it was considered, might form an obstacle to the promotion potential of women educators. Each of these possible barriers is discussed separately, under the same headings as were used in Chapter 4.

7.3.1 Personality (Refer to research question 1, Chapter 5)

Women heads of department indicated neither physical nor emotional characteristics of women as forming important barriers to promotion. The respondents did perceive, however, that lack of self-confidence and perseverance could have a negative effect on promotion potential. It is this personality trait evident in certain women which has led to the development of assertiveness training courses for women aspiring to management positions, discussed by certain overseas writers (Di Nitto, Martin & Harrison, 1982; Marshall, 1984; Schmuck, 1980). In the experience of the women heads of department, over two-thirds of the respondents had received promotion on their first application, indicating that up to that stage they had not needed to show persistence and persevere in order to gain promotion. The data relating to their reason for seeking promotion (Table 7:4), did

suggest, however, that certain respondents gained self-assurance through positive reinforcement; either by senior management's encouragement or by realising, after holding the position in an acting capacity, that they could fulfil the duties competently.

7.3.2 Multiple roles (Refer to research question 2, Chapter 5)

Of the women heads of department, 85 percent indicated a desire to work, even if the choice to cease working was available. This proportion compares favourably with a recent survey of women clerical staff in London (Natal Mercury, 12 January 1989), which found that 63 percent of the women stated that they would continue to work even if they did not need the money. This interest by the respondents in working does indicate that they sought not just a job, but a career.

Of the respondents, the majority had social commitments of some type, and in many cases these also entailed a financial commitment. Moreover, certain respondents explained that although the members of their family did not reside with them, they still had to fulfil certain obligations to them. Further to this, 61 percent of the respondents checked a career pattern which included clear social and financial commitments. In addition the women heads of department rated the reason: 'Women consider the additional load would encroach on their time for family and friends' as the most likely cause for women teachers not applying for promotion.

Finally, those women heads of department who considered that they would not be promoted to their full potential, rated the lack of time due to role overload as the primary barrier. Social commitments were also perceived to hinder the aspirations of the women due to the fact that they could limit the respondents' geographic mobility.

It would therefore appear that, in a like manner to the countries cited in Chapter 4, role overload caused by conflicting role requirements is perceived as resulting in the greatest obstacle to career advancement.

7.3.3 Education (Refer to research question 3, Chapter 5)

While some women heads of department noted that the field in which their qualifications were held, would create a barrier to their advancement; the respondents considered that in general women teachers possessed sufficient qualifications to progress without impedance.

7.3.4 Legal (Refer to research question 4, Chapter 5)

Of the aspirants, 13,3 percent considered that the present staffing system discriminated against women and would prevent them reaching their full potential. Not only was it noted that few women heads of department are employed in boys' and co-educational schools, but all principals in these types of school are male. The situation of women teachers in Afrikaans medium schools is particularly attenuated as these schools are all co-educational establishments.

7.3.5 Societal (Refer to research question 5, Chapter 5)

Although 80,4 percent of the respondents had received encouragement from at least one source when they had applied for promotion to the post of Head of Department, it was their opinion that societal pressures could create obstacles to the promotion of women educators. Of these, opposition by husbands was ranked highest, followed by the lack of support by senior members of staff. The negative influence of colleagues was not rated as an important hindrance. On a more personal level, 15,0 percent of the aspirants expected to meet with covert opposition by the 'decision makers', who had been socialized to rate men higher than women.

7.3.6 Organizational (Refer to research question 6, Chapter 5)

The women heads of department indicated that many women chose to limit their career horizons as they enjoyed personal contact more than the administrative tasks inherent in senior posts. This aspect was considered to be second only to 'multiple roles' in halting the vertical career development of women teachers. In addition, 8.3 percent of the aspirants indicated that they would not reach their full vertical career potential as, for them, fulfilment lay in the development of relationships and assisting others, rather than 'power, profit, independence and prestige' (Bould & Hopson, 1983).

7.4 CONCLUSION

This chapter was concerned with an analysis of the responses to the questionnaire. Details relating to the general backgrounds of the respondents, their career patterns and future aspirations were extracted. In addition the presence of role models was discussed.

Some general conclusions as to the aspirations of women heads of department and their perceptions regarding hindrances to promotion were elucidated and examined by means of a discussion of the research questions previously identified.

The final chapter is concerned with an overview of the study and the research findings. Certain recommendations regarding the continuation of research in this field are also suggested.

CHAPTER 8

SUMMARY OF THE STUDY

8.1 INTRODUCTION

The decision to explore aspects relating to the promotion of women educators was based not only on an academic interest in the position of women and the promotional hierarchies which exist in educational organizations, but also on the personal concern of the writer, as a woman teacher.

Although interest in the advancement opportunities available to working women appears to be steadily increasing, both locally and internationally, investigations into the situation of women educators in South Africa are still relatively scarce. The study therefore might be classified as exploratory, aiming at educing some of the considerations which might be examined, to determine some of the constraints which operate on women educators; rather than attempting to offer solutions prematurely.

8.2 OVERVIEW OF THE STUDY

While it is a frequently documented fact that women have seldom been given the same opportunities as men to progress in the workforce, the situation of women is progressively changing. Evidence of some of the changes which have occurred in the position of White women educators in South Africa have been reviewed in Chapter 2. Changing attitudes towards women teachers were indicated by the recommendations

of various Education Commissions, for the inclusion of women in senior positions in education. Yet in spite of this, a study of the data relating to employees of the Natal Education Department indicated that only one-quarter of the principals in primary and infant schools are women, while less than one-fifth of the principal posts in high schools are held by women. In a similar manner, few women fill posts in the inspectorate.

The placement of women within the education hierarchy formed the focus of Chapter 3. The decrease in the proportion of posts occupied by women, as one moves to the higher levels, was observed in both international and local examples. Attention was drawn to the evidence supplied by the Natal Education Department, indicating that while 78 percent of the incumbents in post level one posts were women, only 16,3 percent of post level six posts were filled by women.

An analysis of the barriers which might create obstacles to the promotion of women educators, and the aspirations of selected women teachers, were undertaken in Chapter 4. While it was perceived that barriers could overlap, for ease of analysis the obstacles were separated into internal and external barriers. Hindrances classified as internal barriers related to the psychological factors which could impinge on the situation, whereas the latter group of barriers were categorized as those relating to the environment of the individual - the institution in which she is employed, societal, organizational and political factors.

Although certain of the barriers discussed appear at present to have little relevance to the situation of women in the employ of the Natal Education Department, others were considered to be contributing factors. One legal barrier was removed when married women were included on the permanent staff and, in addition, with the equalization of remuneration for men and women educators in promotion posts, one economic barrier to the advancement of women teachers was removed.

The study of the literature generated certain questions regarding the aspirations of women educators and their perceptions of the barriers to advancement which they had experienced. These questions formed the directions for the research (see Chapter 5). The methodology and procedures employed in this connection were discussed in Chapter 6.

An analysis and discussion of the research findings were conducted in Chapter 7. In addition certain tentative answers to the research questions were suggested.

It would appear, from an overall examination of the research findings, that the most significant obstacle to the promotional progress of women educators; as perceived by women heads of department; is their concern to prevent role overload, which could be caused by attempting to fulfil simultaneously the demands of their families and their careers. As many of the respondents had social commitments and many cited a career pattern which was influenced by their family

responsibilities, there are indications that an awareness of the possibility of role stress, at an unacceptably high level, occurring in senior posts, has affected the career orientations of the respondents and might continue to do so in the future.

In addition, many respondents perceived women teachers as not aspiring to positions which decreased their contact with the pupils. Within the Natal Education Department a definite hierarchy exists, with the purely administrative positions being placed at the top of the post structure. There are few opportunities in the post hierarchy for those individuals who wish to maintain links with the teaching of their subject while still progressing to higher positions in the Department.

Certain respondents suggested that an external barrier to the advancement of women educators lay in the discriminatory practices in the staffing of schools. However, when their responses were analysed it became clear that certain respondents were referring to the overt discriminatory practice of opening certain posts to men applicants only; whereas other respondents were suggesting that certain decision makers viewed applications from men in a more favourable light than those from women aspirants.

Lack of suitable educational qualifications, or personality traits were not considered to be important hindrances to vertical career development. In relation to the former

aspect, it was noted that as all except one respondent held a D category salary classification or higher, it would appear that many women educators have made progress in gaining educational qualifications suitable for advancement up the promotional hierarchy.

An analysis of the research therefore led to the realization that lack of upward progress of women educators may be ascribed substantially to internal factors relating either directly or indirectly to the internalization of social norms. This has resulted in the formulation of various recommendations regarding further research into those social aspects which could benefit from a deeper analysis.

Prior to outlining some suggestions for further research, certain limitations of the present research will be reviewed.

8.3 LIMITATIONS OF THE STUDY

Bearing in mind the nature and purpose of this study, it was necessary to limit the scope of the research; and due to the exigencies of time and distance it was decided to select as the research instrument, the mailed questionnaire, some of the limitations of which were outlined in Chapter 6.

As regards the scope of the study; while it was considered that a wider population group would give a more complete picture of the attitudes and aspirations of women educators

towards promotional hierarchies and opportunities, some circumscription of the population was unavoidable. However, it is realised that this restriction narrows the applicability of the research findings to selected White women educators in the employ of the Natal Education Department.

An added complication arose due to the alterations in the post structure and the creation of additional Head of Department posts concurrent with the formulation of the research instrument. It was thought that as the newly-appointed heads of department had little or no experience in the position (see Chapter 6 for discussion), their responses might have little congruence with those of the group in general. In an attempt, therefore, to minimize the effect this might have had on the responses, an additional clause regarding the minimum length of service as a Head of Department was inserted in the covering letter.

While limitations in both the scope and methodology of the research are acknowledged, it may be suggested that the findings of the investigation might have some wider applicability than initially foreseen. The research could therefore benefit from an analysis of the situation in a wider field.

8.4 RECOMMENDATIONS FOR FURTHER RESEARCH

Recommendations were suggested by the limitations of the present investigation and from considerations raised by the study.

It may be suggested that it would be beneficial to broaden the scope of the enquiry to further education departments in South Africa. From a superficial study of various education departments, it would appear that certain differences in the organization and staffing procedures do exist. The study would inform an understanding of the influence of the cultural environment on the advancement of women educators.

In addition, the aspirations and attitudes of male teachers towards promotional hierarchies could be investigated, to elicit information regarding the similarities and differences between their perceptions and those of women teachers.

As internal barriers were perceived to be a primary cause of promotional inequalities, it might be considered valuable to conduct psychological investigations into the personality attributes of women educators. Furthermore, as multiple roles appeared to have a major influence on limiting the promotional aspirations of women educators, the impact of role stress and anxiety caused by role overload could be explored further. Research into certain socio-psychological aspects has been initiated. An H.S.R.C. computer search of relevant current and completed research elicited, among other items, three references to current research for Masters in Education; one focusing on the motivation of women teachers, another on managerial leadership of women in secondary schools and the third a study of the changing role of women and the implications of this on her task as educator.

As one of the greatest impacts on the attitudes of the respondents appeared to arise from those individuals closely related to their work environment, it might be worthwhile to investigate the attitudes of the decision makers, colleagues and clients, to determine the level of congruence which exists between the women educators perceptions of these individuals' attitudes and the stated attitudes of the individuals. While a systematic search of the literature revealed no such investigations to have been undertaken in South Africa, research in this aspect has occurred internationally. Parallel studies on male promoters' attitudes (O'Leary, 1974), the attitudes of selection committees (Schmuck, 1986) or pupils' attitudes towards male and female principals (Bottomley & Sampson, 1977) could be undertaken to inform an understanding of the attitudes of these individuals towards women educators aspiring to managerial positions.

Although the primary purpose of the research was to analyse the situation academically, implications of both a theoretically and practical nature arose from the investigation. While recommendations for further research have been discussed, it might be considered worthwhile to highlight a few areas for possible action.

There were indications in the research that some respondents could not visualize women filling certain promotion posts. In addition, it would appear that women who did fill senior

posts often lacked visibility to other women educators. There might therefore be some merit in raising the consciousness of women educators by means of studies such as this and, in a far broader sphere, through conferences such as the 'Women in Education' seminar held by the Teachers' Federal Council in Pretoria in October 1988. In addition women who could act as role models could be enlightened on means of increasing their visibility and methods of counselling women aspiring to senior educational posts. Schmuck (1980; p.246) states:

Providing information to develop awareness is a powerful strategy for changing individual perspectives.

Another aspect, closely allied to this, is that as few women hold senior posts in education and few women are aware of them it could be worthwhile to develop 'networks' similar to the 'old boy's network' (Schmuck, 1980), because by this means the awareness of other members in the organization might be increased, with a concomitant alteration in attitudes towards women educators.

8.5 CONCLUDING OBSERVATION

It would appear, from the investigation conducted, that many of the women heads of department either foresee no obstacles to them reaching their promotional potential, or have internalized the societal norms concerning the position and role of women to the extent where they perceive the only

obstacle to be one of personal choice to restrict their advancement. It may be suggested that the women in the sample, as part of a 'state apparatus' (Apple, 1983), are continually exposed to the prevalent ideology regarding women, causing them to accept the status quo. In addition, many of the respondents who did perceive obstacles to exist, saw these hindrances as relating to women educators in general, while not exercising any influence on their personal progress. Crosby (1982) theorizes that while working women express group deprivation they do not express personal deprivation, as they compare their situation to that of other women, not to that of men. If this has occurred in the present investigation, it becomes clear why these women, who have made some progress on the promotion ladder, perceive fewer obstacles to their advancement than might be expected. It might also be suggested that those women who teach in co-educational schools would be more likely to compare themselves to men and therefore perceive themselves as receiving a higher degree of personal deprivation than women teachers in girls' schools.

While the primary purpose of the investigation was to gain some insight into the attitudes of women educators towards promotional hierarchies, it is hoped that through the research, interest in and awareness of the situation may be increased. By raising consciousness of the attitudes of women educators towards career progress, advances may be made in allowing each woman to reach her full career potential.



DEPARTEMENT VAN ONDERWYS EN KULTUUR
DEPARTMENT OF EDUCATION AND CULTURE

ADMINISTRASIE: VOLKSRAAD
ADMINISTRATION: HOUSE OF ASSEMBLY

NATALSE ONDERWYSDEPARTEMENT
NATAL EDUCATION DEPARTMENT

Navrae: Mr J.A. Beukes
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Privaatsak X9044
Private Bag X9044
Pietermaritzburg 3200

→ Miss B.L. Blampied
28 Crestedge
45 Silver Oak Avenue
DURBAN
4001

Dear Miss Blampied

RESEARCH FOR M. Ed

Your letter dated 7 June 1988 and your interview with Principal Education Planner, Mr J.A. Beukes on 28 June 1988, refer.

The following points are hereby confirmed:

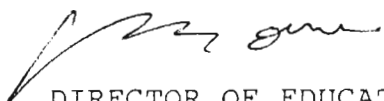
1. Permission has been granted for you to distribute your questionnaire to high schools under control of the Natal Education Department. Please submit copies of both the English and Afrikaans versions of the questionnaire as soon as the few editorial changes as discussed have been incorporated.
2. It would be in order for you to use the information as contained in annexures A and C to circular minutes advertising promotion posts in your dissertation.
3. The details regarding full time equivalent numbers of teachers at the different post levels in ordinary school education, as supplied to you, may also be used.
4. The number of women Heads of Department at each secondary school as at present will be supplied to you as soon as these have been extracted from the records.

Please forward a copy of your final dissertation to this Department upon completion.



You are wished every success with the research project.

Yours faithfully

A handwritten signature in black ink, appearing to read 'JAB/shc', written in a cursive style.

DIRECTOR OF EDUCATION

JAB/shc

VRAELYS

LET ASSEBLIEF OP DAT HIERDIE VRAELYS NET DEUR VROUE, WAT DIE POS VAN DEPARTEMENTSHOOF IN SEKONDÊRE SKOLE BEKLEE, INGEVUL MOET WORD.

I. PERSOONLIKE BESONDERHEDE :

Sal u asseblief die volgende inligting verskaf :

1.1 Aantal jare onderwysondervinding :

Minder as 6

6 tot 10

11 tot 15

16 tot 20

21 of meer

1.2 Ouderdom in volledige jare :

Jonger as 26 jaar oud

26 tot 30 jaar oud

31 tot 35 jaar oud

36 tot 40 jaar oud

41 jaar of ouer

1.3 Kwalifikasies ingevolge kategorie :

G (M + 7)

F (M + 6)

E (M + 5)

D (M + 4)

C (M + 3)

1.4 Sal u asseblief die volgende vrae beantwoord, om sommige van u gemeenskapverpligtinge te bepaal :

1.4.1. Woon u deurentyd by 'n ander volwassene soos u eggenoot, 'n vriend of 'n familielid ?

Nee

Ja

1.4.2. Het u enige afhanklikes ?

Nee

Ja

Indien u JA op vraag 1.4.2 geantwoord het, woon die afhanklike(s) permanent by u ?

Nee

Ja

2. BESONDERHEDE TEN OPSIGTE VAN DIE SKOOL WAAR U TANS ONDERRIG GEE :

2.1 Wat is die onderrigmedium ?

Engels

Afrikaans

Parallel

2.2 Wat is die samestelling ?

Seuns

Dogters

Beide

3. LOOPBAANPATROON :

Met behulp van die volgende vrae sal 'n poging aangewend word om 'n profiel van die vroue Departementshoof op te stel, om vas te stel of daar 'n algemene loopbaanpatroon bestaan. Verskaf asseblief die volgende inligting :

3.1 Hoe oud was u toe u 'n Departementshoof geword het ?

Jonger as 26 jaar oud

26 tot 30 jaar

31 tot 35 jaar

36 tot 40 jaar

41 jaar of ouer

3.7 As u die keuse gehad het om te werk of nie te werk nie, sou u :

Werk

Nie werk nie

3.8 Watter van die volgende loopbaanpatrone is die naaste aan u geval ?

Net werk, nie ook huisvrou nie (b.v. ongetroud, kinderloos weduwee, geskei)

Werkende huisvrou. Werk mag vir kort rukkies deur siekte of bevalling onderbreek word.

Huisvrou en werkende vrou. Huisvrou vir 'n lang tyd, toe het u teruggekeer werk toe.

--

--

--

3.9 As u uself in die kategorie 'Huisvrou en werkende vrou' geplaas het, in vraag 3.8, sou u dan sê dat u terugkeer werk toe die gevolg was van :

Geldelike druk / ekstra inkomste begeert

Verveeldheid tuis

Kinders wat onafhanklik geword het

Andere (Dui asseblief aan :

_____)

_____)

3.10 As u loopbaan nie binne enige van die bogenoemde kategorieë val nie, of as u enige verdere kommentaar wil lewer, gebruik asseblief die aangeduide ruimte hieronder om daarop uit te brei.

4. BEVORDERINGSPOTENSIAAL

Alhoewel die meeste van die onderwyspersoneel vroue is, is daar 'n lae verteenwoordiging van vroue op alle vlakke van die bevorderingstruktuur.

Dui asseblief langs elk van die bewerings hieronder aan, tot watter mate u dink die rede wat aangegee word, waar is.

	Nooit waar	Soms waar	Dikwels waar	Altyd waar	Kan nie besluit nie
1. Vroue het nie die verlangde akademiese bevoegdheid vir bevordering nie.					
2. Vroue is liggaamlik nie geskik vir die strafheid van die taak nie.					
3. Vroue is minder geskik om dissiplinêre probleme te hanteer.					
4. Vroue is te emosioneel om hoë poste te beklee.					
5. Vroue vertoon nie dieselfde verbondenheid nie, hulle werk net totdat hulle trou.					
6. Vroue het nie die selfvertroue om vir senior poste aansoek te doen nie.					
7. Vroue dink dat hulle kollegas eerder vir 'n man sal wil werk.					
8. Vroue volhard nie wanneer hulle eerste pogings vir bevordering nie slaag nie.					
9. Vroue dink dat die werk inbreuk sal maak op hulle tyd vir familie en vriende.					
10. Vroue wil onderwyseresse wees om te onderrig en nie om administrateurs te word nie.					
11. Vroue hou nie van die groot hoeveelheid administratiewe werk verbonde aan senior poste nie.					
12. Vroue wil eerder in die klaskamer bly, om hulle kontak met die leerlinge te behou.					
13. Eggenote van getroude vroue hou nie van die idee dat hulle vrouens werk nie.					
14. Vroue kry nie die steun van hulle hoofde wanneer hulle aansoek om bevordering doen nie.					
15. Vroue doen nie aansoek vir poste wat tradisioneel deur mans beklee word nie.					

5. ROLVOORBEELD :

Een moontlike struikelblok tot vroue se vooruitgang is dat min vroue seniorposte beklee en dus is daar niemand om ander vroue te lei in hulle poging tot bevordering nie.

5.1 Wat is die mees seniorpos in die onderwys, beklee deur 'n vrou, waarvan u weet ?

5.2 Wat is die mees seniorpos in die onderwys beklee deur 'n vrou wat u persoonlik ken ?

6. TOEKOMSTIGE LOOPBAANPLANNE :

6.1 Wat is die hoogste pos in die onderwys wat u dink u die vermoë het om te beklee ?

6.2 Wat is die hoogste pos in die onderwys wat u dink u sal bereik in u loopbaan as onderwyseres ?

6.3 As u verwagtings (vraag 6.2 bo) laer is as u waarneembare vermoë (vraag 6.1 bo), skryf neer wat u beskou as die grootste hindernisten opsigte van die bereiking van u potensiaal.

QUESTIONNAIRE

PLEASE NOTE THAT THIS QUESTIONNAIRE IS TO BE COMPLETED ONLY BY WOMEN HOLDING THE POST OF HEAD OF DEPARTMENT IN SECONDARY SCHOOL.

1. GENERAL :

Please would you supply the following information :

1.1 Total years of teaching experience ?

- Less than 6
- 6 to 10
- 11 to 15
- 16 to 20
- 21 or more

1.2 Your age in completed years ?

- Under 26 years of age
- 26 to 30 years
- 31 to 35 years
- 36 to 40 years
- 41 years and over

1.3 Qualifications in terms of category classification ?

- G (M + 7)
- F (M + 6)
- E (M + 5)
- D (M + 4)
- C (M + 3)

1.4 Please would you answer the following questions to determine some of the social commitments you have :

1.4.1 Do you reside permanently with another adult such as a husband, a friend or a family member ?

No

Yes

1.4.2. Do you have any dependants ?

No

Yes

If your answer in 1.4.2 above was YES, then state if the dependant(s) live with you permanently :

No

Yes

2. DETAILS OF THE SCHOOL WHERE YOU ARE PRESENTLY EMPLOYED

2.1 What is the medium of instruction ?

English

Afrikaans

Parallel-medium

2.2 What is the sex of the pupils ?

Male

Female

Male and Female

3. CAREER PATTERN

Through the following questions an attempt will be made to obtain a profile of the woman H.O.D. to ascertain if there is a general career pattern. Please could you provide the following information :

3.1 What was your age at the time of your promotion to your present post ?

Under 26 years of age

26 to 30 years

31 to 35 years

36 to 40 years

41 years and over

4. PROMOTIONAL POTENTIAL :

While teaching is a predominantly female occupation there is an under-representation of women at all levels in the promotional structure.

Please indicate next to each of the statements below to what extent you consider the reason given to be true.

	Never True	Sometimes True	Frequently True	Always True	Unable to Judge
1. Women do not have the academic qualifications required for promotion.					
2. Women are physically unsuited for the rigours of the task.					
3. Women are less capable of dealing with disciplinary problems.					
4. Women are too emotional to hold senior positions.					
5. Women lack commitment, working only until they marry.					
6. Women lack the self-confidence to apply for the senior posts.					
7. Women consider that their colleagues prefer to work for a man.					
8. Women do not persevere when their initial attempts to secure promotion are turned down.					
9. Women consider the additional load would encroach on their time for family and friends.					
10. Women become teachers to teach, and not to become administrators.					
11. Women dislike the large amount of paperwork required in senior posts.					
12. Women prefer to maintain the classroom contact with their pupils.					
13. Husbands of married women do not like the idea of their working.					
14. Women do not receive the support of their seniors when applying for promotion.					
15. Women do not apply for positions traditionally held by men.					

5. ROLE MODELS :

One possible barrier to women's advancement is that so few women hold senior posts that others have no-one to guide them in their attempts at progress.

5.1 What is the most senior position in education held by a woman known to you ?

5.2 What is the most senior position in education held by a woman whom you know personally ?

6. FUTURE CAREER PLANS :

6.1 What is the highest post in education you think you are capable of holding ?

6.2 What is the highest post in education you would really expect to be promoted to in your career ?

6.3 If your expectations (Question 6.2 above) are lower than your perceived capabilities (Question 6.1 above), then state what you see as the major hindrances to your reaching your potential.

Crestedge 28,
Silver Oak Laan 45
DURBAN.

4001

Geagte Kollega,

Ek skryf aan u met die goedkeuring van die Direkteur van Onderwys, om u hulp te vra om 'n profiel op te stel oor die vroulike Departementshoof, om te bepaal wat haar houding is teenoor bevorderingsgeleenthede en haar strewe teenoor toekomstige bevordering.

Dit is 'n interessante verskynsel dat hoewel die groter meerderheid onderwyspersoneel uit vrouens bestaan, min vrouens seniorposte in die onderwys beklee. Hierdie ontdekking het daartoe gelei dat ek besluit het om ondersoek in te stel na die vrou en bevorderingsposte in die onderwys. Ek is tans besig met 'n M. Ed. - graad en dié ondersoek vorm 'n deel van die vereistes in verband hiermee.

Die eeste dele van die vraelys omvat 'n evaluering van die karaktertrekke van die vroulike Departementshoof, terwyl die dele wat daarop volg te doen het met u persoonlike mening oor die aangeleentheid. Aangesien sommige van die vrae sensitief van aard is, wil ek die versekering gee dat al die inligting wat u verskaf streng vertroulik sal wees en dat alle vraelyste vernietig sal word sodra die navorsing voltooi is.

U word vriendelik versoek om die ingeslote vraelys so noukeurig moontlik te voltooi. Dit sal waardeer word as u die voltooide vraelys in die ingeslote koevert teen 15 Augustus 1988 aan my sal terugbesorg.

My opregte dank vir u vriendelike samewerking. As u daarin geïnteresseerd is om 'n kort samevatting van die uitslae van die ondersoek te ontvang, sal ek dit met graagte aan u verskaf wanneer die navorsing voltooi is.

By voorbaat dank.

Die uwe

BRENDA BLAMPIED

(Departementshoof, Mitchell Hoërskool)

28 Crestedge,
45 Silver Oak Avenue,
DURBAN.

4001

Dear Colleague,

I am writing, with the approval of the Director of Education, to request your assistance in determining a profile of the woman H.O.D., her attitude towards promotional opportunities and her aspirations towards further promotion.

It is an interesting phenomenon that while the great proportion of teachers are women, few women fill senior posts in education. This interest led me to investigate women in promotion posts in education. The study forms part of the requirements for the M. Ed. degree in which I am presently engaged.

The initial sections of the questionnaire involve an assessment of the characteristics of the women H.O.D., while the latter sections deal with your opinions on the situation. As certain of the questions may be considered to be of a sensitive nature I wish to guarantee that the information you supply will be treated confidentially and all questionnaires will be destroyed once the research has been completed.

I should be most obliged if you would complete the attached questionnaire and return it to me in the enclosed envelope by the 15th August 1988.

Your assistance is greatly appreciated. Should you be interested in receiving a summary of the results of the investigation I would be pleased to send them to you when the study has been completed.

Yours sincerely,

BRENDA BLAMPIED

H.O.D. (Mitchell High School)

Crestedge 28,
Silver Oak Laan 45,
DURBAN.
4001

Die Hoof,

Ek rig hierdie skrywe aan u met die goedkeuring van die Direkteur van Onderwys. Ek is tans besig met navorsing vir die voltooiing van 'n M.Ed - graad en sal u hulp ten opsigte hiervan besonder waardeer.

Sal u asseblief die vroulike Departementshoofde, wat ten minste ses maande in die pos staan, vra om die ingeslote vraelys te voltooi.

Dit sal waardeer word as hulle die voltooide vraelyste ten 15 Augustus 1988 aan my sal terugstuur.

Baie dankie by voorbaat vir u hulp.

Die uwe

BRENDA BLAMPIED

28 Crestedge,
45 Silver Oak Avenue,
DURBAN.
4001

The Principal,

I am writing, with the approval of the Director of Education, to request your assistance in an investigation which forms part of the requirements for the M.Ed degree in which I am presently engaged.

Please would you distribute the enclosed questionnaire to all women on your staff presently holding the post of Head of Department and who have held this position for at least six months.

I would be grateful if they returned the completed questionnaires to me by the 15th August 1988.

Your assistance is greatly appreciated.

Yours sincerely,

BRENDA BLAMPIED

Crestedge 28,
Silver Oak Laan 45,
DURBAN.
4001.

8 Augustus 1988

Geagte Kollegas,

Ek rig hierdie skrywe aan u om u te laat weet van my vordering in verband met die ondersoek op die vroulike Departementshoof. Ek het 60% van die vraelyste ontvang.

As u alreeds die vraelys terruggestuur het wil ek u hartlik dank vir die hulp en aanmoediging wat u my gegee het. Ek is alhoewel bewus dat hierdie tyd van die jaar baie besig is en dat u miskien nie die geleentheid gehad het nie om dit te voltooi. Dit is belangrik dat ek die grootste hoeveelheid antwoorde kry, om die nutheid en die geldigheid van die navorsing te verbeter. Ek vra asseblief daarvoor dat al die uitstaande vraelyste so gou as moontlik terugbesorg word.

Die uwe

BRENDA BLAMPIED

28 Crestedge,
45 Silver Oak Avenue,
DURBAN.
4001

8 August 1988.

Dear Colleagues,

To date over 60% of the questionnaires on the profile of the woman Head of Department have been returned to me. The replies have been very encouraging and of great value to the research in which I am engaged.

If you have returned the questionnaire please accept my thanks. I do, however, realise that this is a busy time of the year and that you may not have had the opportunity to complete it as yet. In order to enhance the worth and validity of the research the best possible response is desirable. May I therefore request that the remaining questionnaires please be sent to me as soon as possible.

Yours sincerely,

BRENDA BLAMPIED

THE NUMERICAL SALARY GROUPING OF POSTS ON PROMOTION

<u>POST LEVEL</u>	<u>POST</u>
1.	Teacher Senior Teacher
2.	Principal PIV Head of Department (P) Head of Department (S) Lecturer Assistant School Psychologist Head : Educational Field Study Centre
3.	Principal PIII Deputy Principal (P) Deputy Principal (S) Senior Lecturer Senior Education Planner (Educational Field Studies) Senior Media Specialist School Psychologist Senior Education Planner (Cadet Liaison)
4.	Principal HII Principal PII Head of Department (T.C.) Senior School Psychologist Senior Adviser (Hostels) Senior Subject Adviser (Academic) Assistant-Head : Media Service Senior Researcher Deputy Head : Language and Publication Service
5.	Principal HI Principal PI Vice Rector Inspector of Education Principal Subject Adviser Principal Education Planner Senior Subject Adviser (Academic) Head : Educational Field Studies Deputy Head : Psychological and Counselling Service Chief Researcher Head : Language and Publication Service Head : Media Service Head : Personnel Liaison
6.	Rector Principal : Large Complicated School Head : Psychological and Counselling Service Inspector of Education Principal Subject Adviser Principal Education Planner
7.	Rector Chief Inspector of Education Chief Education Planner

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