4.1 INTRODUCTION

Gold (1998:17) claims that when teachers are asked about their feelings about management issues, they often begin with their negative feelings which are much nearer the surface, and then go on to the positive feelings which are deeper, more constructive, and often more numerous. The problem is that negative fears are nearer the surface and seem to block the good feelings, because fear is such a strong feeling. The interviews will show how teachers respond to issues that have effect on their careers and their future.

Men are still given preference when decisions are made about educational management posts and men prefer to appoint men because the homogeneity of a top management team is seen to them as positions suitable for men. This prejudice comes clearly to the fore when people are being recruited for top management positions.

In chapter 4 we will be dealing with the analysis and interpretation of the empirical data. After information has been gathered we need to analyze and interpret the findings. As Ely, Anzul, Friedman and Garner (1991:140) explains, to analyze is to find some to be essential meaning in the raw data to reduce and reorganize and combine so that the reader share the researcher’s findings in the most economical, interesting fashion. The product of analysis is a creation that speaks to the heart of what was learned.

This is when the researcher works to find a way to structure and communicate what was learned. For most of us, this effort illuminates and extends our understanding of the phenomena we are studying. It often reveals, as well, areas where further study is needed.
Babbie et al (2001:101) points out that, finally, we interpret the collected data for the purpose of drawing conclusions that reflect on interest, ideas, and theories that initiated the inquiry.

What complicates matters further is that women in educational management posts are seen as representative of the sex and that they are not being judged according to their actual abilities as individuals.

4.2 INTERVIEWS

Question: What are the challenges associated with the recruitment and selection of women into management positions in high schools?

Respondent A: “Ja, there is still that element of discrimination towards women and especially when it comes to high school management. Most of the time when you look at ah”, male administration is different from women. But women principals are many in primary schools than in high schools. If given a chance I think women are better administrators. But there is discrimination in the appointment of women management positions.

Again you find that if you compare male administrator schools with that of women you always see a women’s hand in the appearances of the school. The appearance will tell you if a manager is male or female. For instances I am sensitive. You can meet the boy learner; he knows that in this school, they are not allowed to put on earnings, because I want them to grow up and be groomed as better people”.

Respondent B: “I think that most of the time you find that men have a problem with women, moreover if you grown up in a setting were males have been
dominating. If you are led by a woman it creates this inferiority. Most men have a problem, but on the same note, I don’t have a problem. I think women have a challenge of dealing with stereotyped men who don’t accept the leadership of women”.

Respondent C: “I think way back in history, women were placed in the kitchen. So they were looked down upon. Men don’t want to change. They don’t realize the potential that women have. They are scared some of them to face challenges like women. So because of the history, most women are denied the chance to be in the management position in high schools. Very minimum the following can be cited:

1. Management crisis when on maternity leave. It takes time to find someone who will be effective in your position.
2. Males turn to undermine the women’s authority and management styles, even though this can be a cultural matter. As a result their operations are stuffed.
3. Inferiority complex is taking decisions.

Respondent D: “There is quite a number of them but I am going to dwell on women in particular. Dealing with the question of pregnancy, if I recruit a woman into management position, it means they might have to take leave and I am going to find it difficult to find a person to occupy that post, so there will be an inconvenience in doing paper work, whilst you are away, those are some of the things. I know it is your human right to have your maternity leave. I am not saying they are the key and as men and women are not the same, you find that other women are temperamental in dealing with issues, so we tend to chose men other than women sometimes. An advantage with males is that they discuss their problems with colleagues and seek advice”.
Respondent E: “The challenge I got personally when I assumed this position of head of department was resistance. Some males still thought they could not be led by a woman, maybe they still belong to the tribal or old school thought.

Respondent F: When expecting to be put in positions just because they are women, it creates a problem for men. They need to be trained for these positions. I have a problem if affirmative action is done randomly”.

Respondent G: “We live in a society that has gender stereotypes. Most of the time you notice these stereotypes, people say a woman is a woman. Like this thinking that a woman cannot lead them, says a lot to women who assume or want to assume management positions. They need to deal with the kind of mindset. These stereotypes affect them being selected in management positions. Society is biased towards, men. Society in general is responsible to add on this, even in union meetings, what is interesting is that women choose or elect men you can hardly see a woman electing a women.

Respondent H: “To answer on that, let us start with the advertisement of a post. Then the SGB interviews the people and send in their recommendations to the department, and it is the department that hires the people based on the recommendations made by the School Governing Body (SGB).

When advertising the posts, gender preferences are not specified. The school just makes an indication that they need an educator. Gauteng Department of Education (GDE) gives the schools the power to decide who to hire.

In advertisement gender is not put forward, the school just say they need an educator in such and such a position. After all this the school governing body and interviewing panel come together to discuss the issue of gender, because the
school governing body might not be aware of gender as an issue in the selection of educators. In the selection then we decide on gender when short listing is done, then there is that element of being biased on who to select.

The problem lies in short listing of females only, because we are seen as being biased by males, the “go bane le motswakonyana” of few males. But only the top five will be interviewed. Female educators have the problem because they are not strong enough to stand out and apply for such promotional posts. The very females who are earmarked, they might not know that they are earmarked because the criteria is not publicized.

Women aren’t confident enough, and stand out and take such opportunities even when they realize its only women who are short-listed, they don’t take an opportunity to shine. They are shy and have low self-esteem. I don’t see them being proud of that. If they have commitment to the development of the institution I don’t see a problem in selecting them for management positions”.

Respondent I: “The problem is that women tend to undermine themselves, they are afraid of the demand of being in control. Asserting themselves in such a position poses a problem for them. The other problem is prejudice leveled against women. Some males don’t want to take instructions from women, but in terms of service delivery they are good these are just prejudice.

Special leave for maternity purpose is not calculated as leave credit of the educator. When one reads this policy, it is clear that women are not treated fair based on something that is made law and where one had to adhere to.

Van der Westhuizen, Erasmus, Janson, Mentz, Theron (1996:175) states that in view of the structured nature of the school as an organization, action and
reaction, the maintenance of the status quo, or renewal, change and resistance are always expected. These elements of force must be present in organization, for it is part of the inherent nature of an organization. They continue to say that teachers have a reputation for finding change difficult to accept. The intensity of their resistance to change usually depends on what is being changed and whether the stability of the school is being threatened.

That is why resistance to change is usually a reaction of an individual who wishes to protect himself against the effects or results of change. From an educational point of view, change can only be received and experienced if it contributes to the improvement of existing educational practices.

From the responses of the interviewee it is evident that change is necessary, and teachers have to adapt to it. Women can also be, and should be part of the management of the school. They are seen as contributors in the organization.

Question: **Does the employer organize in-service training for women who occupy management positions?**

Respondent A: “They never have special in-service training for women. Training is done for both males and females. Everyone attends the same training, which is not often as is needed. We need to be vigilant and on top of our game as managers. That is why some managers fail in their duties and we see their schools not performing as they should. I think the employer should do something about this”.

Respondent B: “Ja, they do but it is not always. It is not something done regularly, these trainings are organized for all school managers, and there is not
specification of gender. As a manager you are obliged to attend these in service training”.

Respondent C: “No, there are not such training. You just go in there as a manager and see for your self. There is no program where induction is carried out. Let us say you have just been appointed as a school principal, you are expected to go do the job without any form of proper training”.

Respondent D: “Ja, usually at school level we are hold developmental workshops for the staff including the management of the school”.

Respondent E: “No, there is no training from the employers, but at school we coach each other about the expectation of the post”.

Respondent F: “Normally, when posts are advertised the requirement will be highlighted, so we take for granted that a person will manage, but there is no specific training offered by the department”.

Respondent G: “Not for women in particular. If there are new appointed managers, a course will be organized for them, and not specifically for women”.

Respondent H: “Yes, the department has these once off sessions to all deputy principals, head of department and principals. It is however not exclusive”.

Respondent I: “There’s what we call introduction: e etswang ke district”, and the school. I think this helps new appointees to know the “modus operandi” of the school”.

Question: Are there laws in place to protect women in these management positions?

Respondent A: “Oh ja, we have gender equity. But these things are just said but not implemented. Especially in high schools, you find that males who are under the leadership of woman undermine that woman. Males don’t want to be led by a woman. Males sometimes feel resentment towards women managers. There is resistance toward woman leadership. They don’t want to take instructions from women, thus they become hostile in situations where they are reprimanded”.

Respondent B: “Not really. These are law that are laid down and are general laws that apply to everybody.

Respondent C: “A woman should be employed because we are all equal. Gender equity and affirmative should be used to protect women. All women, all women should be seen as equal to males and their promotion should be protected as such. As the Constitution of the Republic of South Africa stipulates: Employment equity does not specify gender positions. Occupation is therefore directed to everybody irrespective of colour, creed or sex and the law protects everyone. Sometimes women are intimidated and fell threatened by other male counterparts.

Respondent D: “Ja, the laws are there some schools have policies to this respect”.

Respondent E: “We only use the labour law from the department everybody uses it. It does not stipulate whether you are male or female”.

Respondent F: “When it comes to law, its generally the labour law. We can’t say it protects women or otherwise”.
Respondent G: “Equity Act is suppose to ensure that the employment is equitable in the institution. People don’t follow it to the latter because of the stereotypes I mentioned earlier. And the employer does not go out and check if the positions are been equitably distributed. Laws are there, but not as effective as we would like them to be.

If the employer can go to school and confront the selection committee and the school governing body and say “look, five years ago your organogram was like this and five years later is still like that the problem will be solved”.

Respondent H: “We have the general labour relations, gender laws and equity laws. We don’t have the specifics, we are equally promoted like the males”.

Respondent I: “In terms of labour laws they are used in institutions”.

**Certo (2003:46)** records that in response to equal opportunity legislation, many organizations have established affirmative action programs. Affirmative action programs, which basic purpose it is to eliminate barriers against and increase employment opportunities for underutilized or disadvantaged individuals.

Though this process is moving at a slow pace, the education system is trying to bring in as many women in the management of high schools as possible. **Beckmann, Klopper, Maree Prinsloo and Roos (1995)** state that the equality clause outlaws unfair discrimination, and we have noted the position in Canada with regards to the interpretation of that particular phase. Within the school context, it boils down to matters such as admission criteria for pupils and appointments and promotion criteria for teaching staff.
Brooksbank and Anderson (1989:277) reiterates that when people are involved in educational system, there is the potential for discrimination against particular group, or conversely there is the opportunity for promoting sound and fair attitudes to such group.

Question: What is your opinion about women who hold management positions?

Respondent A: “I have great respect for women in these positions. They are always on top of things. I think, things will be changed if more women are recruited in these positions. Women are hard workers and if given a chance they would do a much better job. As women we are not looking “nje” at the “you know” education of a child. We are looking at a child in totality.

Women are also sensitive about and in dealing with situations. Some schools that are led by males are not performing up to standard and these things are not taken into consideration. If there is a project to be undertaken you find out that females will do it better than males.

If women work as hard as this, I think it is only fair if they are selected and recruited into management positions. As a woman principal, I will feel very happy if and when I leave my post a woman can succeed me, I know the school will be in good hands. Women know how to take care of human relations. They nurture learners and behave, as the profession requires.

Respondent B: “I don’t have a problem, except that sometimes women become too emotional, but really I don’t have a problem. When you look at schools managed by women are very successful in terms of the end of the year results.
Respondent C: “I feel proud of them because most the time they know their stuff. They face challenges and they deal with them effectively, they don’t want to be dominated by male. They do research and equip themselves in order to manage other people. Comparing the schools that are managed by males and females you can actually see the difference.

As I said very minimal challenges encountered. Otherwise they are reliable in terms of quality service delivery. They mostly adhere to policies and are not problematic to the system.

Respondent D: “Women are good principals I have seen most of them doing a good job. They have a system in place to make sure their schools run smoothly. But there is this thing of discrimination, men discriminate against women but a woman in position will never discriminate against men. If given an opportunity women are good principals.

Even in any position women are good. While women are not strangers to some situations they get easily frustrated and women are discouraged by any difference of opinion. But one thing is that women are always organized. But most women don’t have self-confidence they are discouraged easily. Even when posts are advertised they don’t apply. It seems like they are comfortable where they are.

Respondent E: “According to me “eh” you know they can manage the school and in my opinion three of my friends are school principals and their schools are producing good matric results. Most of them are mothers and you know how mothers can nurture and take care of children. I feel good about their achievements”.
Respondent F: “In terms of qualifications, they qualify. It is necessary to have qualified people for the job”.

Respondent G: “Fortunately, I said it before, my boss currently is a woman and we get along fine. I don’t have issues. As long as they are good I don’t have a problem”.

Respondent H: “Ag, I think they are in a very good and favourable positions, in view of the move in that they are in times when we say let us have more females in management positions. Unfortunately because of cultural-stereotypes they get disturbed in their deliverance of service”.

Respondent I: “Most of them whom I have come in contact with in terms of work relations are wonderful. Female school principals succeed in maintaining a particular high standard of morale among pupils and these women see to it that they are truly involved in all the varied pupils’ activities. This lead to parents not only positive towards a school headed by a woman, but they are much more directly involved in all school activities.

When teachers are asked about their feelings about management issues, they often begin with their negative feeling which are much nearer the surface, and then go on the positive feelings which are deeper, more constructive, and often more numerous. The problem is that negative fears are nearer the surface, and seem to black the good feelings, because fear is such a strong feeling. Whenever people are involved in the educational system there is the potential for discrimination against particular groups, or conversely there is the opportunity for promoting sound and fair attitudes to such group, resulting from the historical reluctance to accept that schools need managers and management development within the profession. It is only in recent years that training for managers has been available
to those in managerial positions or those who aspire to them. Even where such training has been available, it has been typified by an hoc, unstructured approach rarely designed to meet the specific needs or demands of teachers desirous of it.

4.3 THE EMPIRICAL INVESTIGATION

The audio recordings of interviews were transcribed. Transcriptions will be provided as annexure A: When studying the transcript, it is evident that women today still have the problem of penetrating the hierarchy of school management. School management is still entrusted on male educators. Data was organized and the following points were seen as the contributing factors. The following table shows the factors, which are seen as the causes of under representation of women in management positions in high schools.

Table 1

<table>
<thead>
<tr>
<th>THEMES</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discrimination</td>
<td>Discrimination was seen as the major factor that causes women not to be recruited and selected for management positions. Most participants in this research say women are not selected because there is still a lot of discrimination against them.</td>
</tr>
<tr>
<td>Inferiority</td>
<td>The way women see themselves also poses a problem because the issue of their inferiority was highlighted in the study. They are seen as not being able to stand their ground even when given a chance to shine.</td>
</tr>
</tbody>
</table>
Resistance

Men were said to have resistance towards women who are their managers. They resist their authority. This was brought in light of how culture has an upper hand in this issue. Traditionally men were not brought up to take commands from a woman, so this brings much resistance to those women who have to manage them.

Low self-esteem

Women were seen also as having low self-esteem. This affects them when they have to take opportunities of applying for management positions.

Training

Lack of training when they assume a management position was also seen as a problem. The employer was seen as not providing enough training for any person who assumes management position.

### 4.4 CONCLUSION

**Van der Westhuizen (1991:553)** concludes that excellence in education is an important professional focus for women. They make it their business to be continuously informed about effective educational methods and techniques.

Research has also revealed that staff members who work under the leadership of a female principal have greater work satisfaction and that they are also more intensely involved in their work. Women in management posts do everything possible to orientate newcomers to the educational profession. **Stevens (1991:77)** adds that resulting from the historical reluctance to accept that schools need
managers, there has been an under-emphasis on management development within the profession. It is only in recent years that training for managers has been available to those in managerial positions or those who aspire to them. The research was dealing with the challenges associated with the selection and recruitment of women into management position in High Schools.

I think promotion take a number of different forms and have a variety of accompanying rewards. Individuals who are promoted on the basis of seniority often experience job satisfaction, but not as much as those who are promoted on the basis of performance. Satisfaction with promotion can be viewed, like pay, as a function of the frequency of promotion in relation to what is desired and the importance of promotions to the individual. As has been noted by some participants, women who are in management experience job-satisfaction. They carry out their day-to-day task amid the challenges presented to them by their male counter parts. As they stated, they remain adamant that women managed schools are better than male managed schools. They feel they were able to penetrate the hierarchy, which has been, and still is male dominated.