CHAPTER 5
FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

Chapter 5 will focus on the findings of the study that has been done. As participants of the study have given their views, conclusions will be drawn about this study. The researcher’s recommendations will be given, and based on this study, these recommendations are taken from the views given by the participants in this study.

5.2 FINDINGS

The findings of this study clearly show how women are underrepresented in the management positions of high schools. There is a tendency for women to refrain from applying for promotional posts. Women are hesitant to venture into the area of school management. The structure and staffing of the schools provide women with few roles and modes of feminine leadership. Management posts reinforce the stereotypes among qualified teachers that “woman nurture learners, but men run the school”.

Sometimes women heads are particularly keen to encourage other women to seek promotional posts but are met with the reluctant from school governors and lack of confidence from women colleagues.

Although more women are meeting formal specific requirements, fewer women are able to survive the informal screening process that assesses a candidate’s ability to fit into the position of education management. The numbers of male and female educators in management positions are not clearly what they should, or ought to be. It is stated that we have more female educators than males, it brings up the point that the males enjoy the benefits of being in top positions.
Gender is brought in as the deterrent in the selection and appointment of these women.
It has become obvious to women scholars that educational administration has traditionally been a male bastion that has generally resisted women who seek admission, because of this, given stereotype that are so prominent in our culture, doubt still lingers as to whether women are as able as men to be effective in school administration.

5.3 FINDINGS FROM THE LITERATURE SURVEY

According to what the literature exposes, there are several major documents, which were documented to deal with the problem of poor representation of women at senior levels in the system of education and training namely:

- The White Paper No. 1: Education and training
- The National Teacher Education Audit
- The National Policy on Teacher supply, utilization and development

These documents call for capacity building programmes aimed at the advancement of women into management positions in the education system. The implication of the under-representation of women is that the education system has not benefited from joint input of men and women at all levels.

In the literature review, many authors still conclude that women are not fairly treated when it comes to their recruitment and selection into management position.
Policies are designed and documented, but these do not begin to eradicate the problem of the under representation of women into senior management position in schools. It seems that women are regarded as simple, lesser beings.

Although white women do not suffer as much as black women, they too are the victims of discrimination. One thing is clear is that women do not have a supporting system and do not know how to help each other. As Davies (1990:60) puts it, whenever the above series of apparently gloomy statistics are trotted out, they are immediately counted by the production of favourite explanations; women do not apply for senior positions. Women are socialized into passive and supporting roles. Woman lack confidence- it is the so-called-would-love-to-have-appointed-a-woman-but-they-didn’t-come-forward-syndrome Davies (1990:61).

5.4 IMPORTANT EMPIRICAL FINDINGS

Finding 1
From the information above, women are in minority in the management of high schools. This causes a problem when they have to deal with their male colleagues because as they stated, they are treated unfairly. The discrimination that is so evident causes the female to feel less equipped to manage a school. Thus their recruitment and selection is very difficult.

Finding 2
Dekker and Lemmer (1993:22) mentioned that about 70% of all black and white educators are women. However, women are under-represented in position of educational management, such as principals, senior teachers and inspectors. Parity in salaries for women in teaching has still not yet been fully realized and women teachers have been subjected to a wide range of discriminatory practices.
lower salaries, temporary jobs, poor promotion possibilities and unequal access to housing subsidies and pension funds.

Finding 3

• Affirmative action

Another challenge facing the labour movement in relation to the gender struggle is lack of workplace-focused programmes. One general problem women are facing is that few women understand the concept of gender as a struggle. The legacy of oppression weighs heavily on women. One other problem is the fact that the laws that are put forward are not been as effective as should be. Affirmative action takes time in this sector. Women don’t take up the chance because they view it as being affirmed not on the basis of their hard work, but on the basis of males putting them in those positions as a cover up for their own benefit. Mostly the selection team in school promotion screen women differently than men.

Finding 4

• Gender struggle

External factors such as society views are used up against women seeking promotions. The society has always and still view males as better managers and this kills the spirit of equal opportunities, which is much, talked about in the laws that govern this country. Another cited issue was the fact that women may have to take maternity leave when they are pregnant. A male respondent saw this as a problem. Despite of this being a human right, complains were given that too much is involved when this happen, finding a suitable replacement for her, and not disturbing the management plan of the school.
Considering the response of women respondents, they have confidence in women in general when it comes to high school management. Even males, admitted that women, if taken in majority could have an impact to the educator system. Their success is viewed in terms of the high matric pass rate.

In one high school, it was discovered that the composition of the School Management Team (SMT) is problematic. The principal admittedly stated that there is a problem in that composition. The school management team consist of ten educators, of ten, the principal is a male and his two deputies are males and from the seven, three is women and four are male head of departments, so this say seven members of the SMT are males and only three are females.

In one school the head is female, but then two of her deputies are males, and then from the five Heads of Department (HOD’s), two are females and three are males. The finding of this study clearly shows how women are underrepresented in the management positions in Ekurhuleni East high schools. If it should be stated categorically, the following issues forms the highlight in the literature review concerning the promotion of women into management positions:

- Discrimination
- Prejudice
- Socialisation of women
- Cultural stereotypes

5.5 RECOMMENDATIONS

Recommendations are made based on the findings of this study.

Recommendation 1

- Sufficient Training
The employer (GDE) should manage their human resources, and provide sufficient training for management teams. This will give women insight on how to operate in the so-called man’s world.

**Recommendation 2**

- Appointments

When appointments are been made, the employer should make the follow up to find out if policies were properly followed, and nobody was discriminated against, based on gender, colour, creed or religious convictions. People should be appointed based on their performance.

**Recommendation 3**

- Support system

Support systems and mentorship programs should be organized for women. This will help them to identify with other women in the same position as them.

**Recommendation 4**

- Positive affirmation

Positive affirmation of women should be emphasized. I think positive attitude towards women will bring good organization health to many schools; males should not be talked about as if they know it all. The employer needs to acknowledge the contributions made by women in the education sector. This should in principle be coupled with the kinds of promotions; they ought to receive as a result of their contribution. Women need to be given a chance to prove how good they are in management positions. Te assumption of their low esteem should be put aside and they should be embraced as the best educators.
Cambridge and Pilbeam (1998:75) said that recruitment is a process which aims to attract appropriately qualified candidates for a particular position from which it is possible and practical to select and appoint competent person or persons. Selection is a process, which involves the application of appropriate techniques and methods with the aim of selecting, appointing and inducting a competent person or persons.

Recommendation 5
- Affirmative action
Affirmative action programs must be in place in all schools.
In response to equal opportunities legislation, many organizations have established affirmative action programs. Affirmative action programs are organizational programs whose basic purpose is to eliminate barriers against and increase employment opportunities underutilized or disadvantage individuals. 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 element or forces must be present in organizations, for it is part of the inherent nature of an organization Van der Westhuizen (1996:175).

Recommendation 6
- Resistance to change. Teachers must accept change and make it easier for women to be in management positions. Teachers have reputation for finding change difficult to accept. The intensity for 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 result of change. Resistance to change is
more complex that lack of acceptance. From an education point of view, change can only be received and experienced positively if it contributes to the improvement of existing educational practice.

**Recommendation 7**
- The pursuit of management excellence. A proper mentor process must be in place to help women who strive for management positions.

Excellence in education is an important profession focus for women. They make it their business to be continuously informed about effective educational methods and techniques. Women in management posts do everything possible to orientate new comers to the educational profession. Research has also revealed that staff members who work under the leadership of a female principal have greater work satisfaction and that they are more intensely involved in their work. The pursuit of management excellence dominates the profession life of a female educational leader.

It has also been found that most women who aspire to management positions are not always aware of the value of the mentor process. When they identify their own needs, they are wary to approach a suitable mentor for help, particularly if it is a man.

**5.6 CONCLUSION**

A fair and equitable distribution of resources is very important. A women form the majority of the human resource in education, they should be given equal chances to occupy managerial position like male educators. Those who hire people must be considerate of the nature of the struggle women are faced with when trying to climb the ladder for promotion. Affirmative action as explained in this study and those who apply it, have to make sure that the most suitable people are occupying the positions. Gender should not be the measure of hiring people.