

**THE EXPERIENCES OF FEMALE EDUCATORS WITH REGARD  
TO PROMOTION POSTS IN EDUCATIONAL INSTITUTIONS**

**BY**

**MOROTOLA REBECCA MASOGA**

**SUBMITTED AS PART OF THE REQUIREMENTS FOR THE**

**DEGREE OF MASTER EDUCATION**

**IN**

**THE FACULTY OF EDUCATIONAL MANAGEMENT**

**UNIVERSITY OF LIMPOPO**

**SUPERVISOR : PROF L. E. MATSAUNG**

**: APRIL 2011**

## DECLARATION

I Morotola Rebeccah Masoga hereby declare that the dissertation of Masters degree at the University of Limpopo is my own work in design and all sources have been duly acknowledged.

Signature : M.R. Masoga

Date : April 2011



## **DEDICATION**

This dissertation is dedicated in loving memory of my grandmother, the late Mashao Mmaselaelo Phala after whom I was named. She made me who I am today.

## ACKNOWLEDGEMENTS

I thank Almighty God for giving me strength to do this study. I would also like to pass my sincere millions of thanks and appreciations to the following people:

1. Prof L. E. Matsaung, my supervisor for his professional supervision, support and advices throughout the study.
2. Prof S. Maile who encouraged me to register.
3. All educators, principals, inspectors and members of school governing body who participated in the study.
4. My friend, Mosoere Rose Theka who took her time to wake up during the night to accommodate me when I came from the university.
5. My parents Martina and Frans Masoga who brought me to this world and raised me.
6. All my sisters, brothers, nieces and nephews who gave me emotional support.
7. Mr C. Moremi, T. kgatla and I. Morena for managing grammatical errors.
8. My typists Esther Masihle and Phuti Legodi, I say you are my stars. How can I forget my technician Mr Mashilo?
9. My two lovely sons Tiego and Ofentje for their confidence in me and accompanying me to the university.

## ABSTRACT

The purpose of the study was to investigate the experiences of female educators with regard to promotion posts in educational institutions such as schools. The problem which led to the investigation was that female educators allege that they are discriminated against with regard to promotion posts. Hence teaching is predominantly occupied by women but they are under-represented in the management positions.

The study was ethnographic and qualitative because the researcher tried to understand the complex settings through the eyes of the informants and assume that, to understand a social setting, one needs to connect the observed behaviour with the rationales for that behaviour. Human life was studied as it was related to education.

The literature review highlighted why women do not occupy high positions in management. The study also focused on the perception held by most stakeholders with regard to promotion posts. The study indicated what causes female educators not to occupy higher management posts and strategies that can be employed in addition to the experience of female educators with regard to promotion posts in educational institutions.

Data was collected through interviews in order to provide in depth understanding of what is studied. Sample selected was purposeful and non random. Data was analyzed inductively by organizing data into categories and identifying relationships among the categories. Data was selected, categorized, compared, synthesized and interpreted. Data was also analyzed by using descriptive statistical tables. The study discovered some aspects that support what female educators experienced in schools such as discrimination, harassment, negative attitudes, unfair-treatment, inferiority complex and gender-bias which lead to small number of female educators to be in the managerial positions and further research was recommended.

## **10 KEY WORDS**

1. Female Educators
2. Promotion Posts
3. Educational Institutions
4. Employment Equity Act
5. Affirmative action
6. Equality
7. Human Rights
8. Prejudice
9. Education
10. Empowerment

## TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
TEN KEY WORDS	v
<b>CHAPTER 1 : GENERAL ORIENTATION</b>	
1.1. BACKGROUND	1
1.2.1. CONCEPTUAL AND THEORETICAL FRAME WORK	3
1.2.2. Female Educators	3
1.2.3. Promotion Posts	4
1.2.4. Sexual Harassment	6
1.3. PROBLEM STATEMENT	7
1.4. AIM AND OBJECTIVES OF THE STUDY	7
1.5. SIGNIFICANCE OF THE STUDY	8
1.6. RESEARCH DESIGN AND METHODOLOGY	8
1.6.1. Research Design	8
1.6.2. Research Method	8
1.6.3. Sample Design	9
1.7. DELIMITATIONS	9
1.8. CONCLUSION	9

## **CHAPTER 2 : LITERATURE REVIEW ON THE EXPERIENCES OF FEMALE EDUCATORS WITH REGARD TO PROMOTION POSTS IN SCHOOLS.**

2.1. INTRODUCTION	10
2.2. THE POSITION OF FEMALE EDUCATORS IN EDUCATIONAL INSTITUTIONS PRIO TO 1994	11
2.3. THE CRITERIA USED FOR PROMOTION POSTS	13
2.3.1. Interviews	15
2.3.2. School Committees	17
2.3.3.The Role of School Committees	18
2.4. THE NECESSITY OF CHANGING SOME OF SCHOOL MANAGEMENT POLICIES TO GO ALONG WITH THE NEW POLICIES	19
2.4.1. The Bill of Rights	21
2.4.2. Implementation of Employment Policies	22
2.5. Effect of the Policies on Promotion posts	23
2.5.2. Employment Equity Act	23
2.5.2. Affirmative Action Measure	25
2.5.3. Equality	26
2.5.4. Equity	27
2.5.5. Equal Opportunities	28
2.5.6.Human Rights	30

2.6.THE CURRENT POSITION OF FEMALE EDUCATORS IN SCHOOLS	33
2.7. CONCLUSION	43
<b>CHAPTER 3 : RESEARCH DESIGN AND METHODOLOGY</b>	
3.1. INTRODUCTION	44
3.2. RESEARCH DESIGN	44
3.3. RESEARCH METHODS	44
3.4. SAMPLE DESIGN	45
3.5. SITE SELECTED	46
3.6. SIZE OF THE SAMPLE	47
3.7. DATA COLLECTION TECHNIQUES	48
3.7.1. Interviews	48
3.8. PROCEDURE	49
3.9. DELIMITATIONS	49
3.10. CONCLUSION	50
<b>CHAPTER 4 : DATA ANALYSIS AND INTERPRETATION OF FINDINGS</b>	
4.1. INTRODUCTION	51
4.2. DATA ANALYSIS	51
4.3. DATA PRESATATION	52
4.4.CONCLUSION	60

## **CHAPTER 5 : SYNTHESIS, DISCUSSION OF FINDINGS, FINDINGS RECOMMENDATIONS AND CONCLUSION**

5.1. INTRODUCTION	62
5.1.2. DISCUSSION OF FINDINGS	63
5.1.3. Findings from the literature review	63
5.1.4. Findings from this research and critique	63
5.3. GENERAL RECOMMENDATIONS	65
5.3.1. Recommendations with regard to the educators	66
5.3.2. Recommendations with regard to the principals	66
5.3.3. Recommendations with regard to the SGB members	66
5.3.4. Recommendations with regard to the inspectors	67
5.4. LIMITATIONS	68
5.5. RECOMMENDATION FOR FURTHER STUDY	68
5.6. CONCLUSION	69
BIBLIOGRAPHY	70
APPENDICES	76

## **CHAPTER 1 : GENERAL ORIENTATION**

### **1.1. BACKGROUND**

The Constitution of the Republic of South Africa is esteemed the best in the country, ensuring a non-sexist society but many years into democracy there are still practices of unfair discrimination and inequalities among people. The above statement is supported by Moran (1996 : 4) indicating that the Constitution of the Republic of South Africa Act (NO.108, 1996) is the best compared to the 3 Constitutions in South Africa. The first 3 were not democratic and did not protect the right of most South African and they only allowed a small number of South African to vote. The vision of the constitution is to transform South Africa into a non-racial, non-sexist society. Prior 1994 most of the educational policies and practices within institutions appeared to be discriminatory. Croft (2000 : 10) indicates that the promotion policies and processes within many organizations remain rife with indirect discrimination. The implementation of such an important constitution depends much on the institution of government and the legislation put in place.

Galliono (2003 : 87) says that in teaching there is a shortage of women in career position, in higher status of managerial post and in particular sector. Despite the seemingly strong democratic institutions and theoretically positive legislation, a non-sexist, non discriminatory South Africa nation seems to be pie on the sky meaning that the South African nation has unrealistic hopes with regard to the position of female educators in educational institutions hence most women especially female educators are experiencing problems with regard to the promotion posts in educational institutions. Although the history of South Africa has changed dramatically as from 1994 but it looks as if practically, the implementation is crawling.

Smawfield and Poulsen (2000: 84) say that the most prestigious posts in (higher) education tend to be occupied by men. For most women employed in educational institutions very little seems to have changed. For this reason it is of vital importance to undertake this type of study in order to reveal the causes, to show strategies, perceptions and also the influences with regard to promotion posts in educational institutions. Educators are working in institutions characterized by substantial inequalities in status and power. Drake (1998 : 33) indicates that while more women are entering educational institutions both at students and staff level, there is a glaring imbalance between men and women and especially black women employed to teaching.

Literature forms the nucleus of the research. McMillan and Schumacher (1993 : 101) say that literature review is a critique of the status of knowledge on a carefully defined educational topic. The topic of this study is namely: The experiences of female educators with regard to promotion posts in educational institutions. Therefore, literature such as books, newspapers, government documents were reviewed.

The current body of literature (i.e. Chala, 2003 : 98; Nandipha, 2002 :76; Foster, 1999 :105; Employment Equity Act NO.55, 1998; Tess, 1996 : 121; Grossman,1995 : 217; Harrison, 1993 : 81; Crompton, 1990 : 14; & Hansard,1990 : 114) reveal that only few women hold managerial posts both in private and public sectors of employment. They reveal that in most organizations such as educational institutions, getting into higher posts or to be promoted is very hard for female educators because in many schools males predominate top positions.

Nandipha (2002 : 76) says that women are being deliberately marginalized and given no opportunities to realize their leadership abilities. It has been shown in various institutions that men are scared to be under women's leadership. They view this as a defeat. In agreement with the above, the two scholars have the same idea of women's leadership.

Foster (1999 : 105) stresses that getting into a higher management is hard for women not only of lack of opportunities, skills and education but because it is considered men's territory. Shortly, the above mentioned and the underlying authors confirm one another mutually with what is happening in most of educational institutions with regard to promotion posts.

Employment Equity Act (NO.55, 1998) stresses that all educators, especially women, should be treated “fairly”, which means equitably, honesty and justly, when applying for posts and after they have been appointed. The promotion of equal employment opportunities is, in essence, an attempt to rectify discriminatory measures that were directed at women in the past such as unfair employment practices, barriers to promotion, sexual harassment simply because they were women.

Tess (1996 : 123) says that although women are beginning to make an impact in the managerial posts in both public and private sectors, in educational institutions caring, domestic jobs like cooking, cleaning and teaching young children are carried out by women. The author sees things differently from the above mentioned authors. The author sees the impact of women in managerial posts but not in educational institutions. He partially agrees.

Grossman (1995 : 217) stresses that although females comprise of majority of classroom teachers, they are grossly under represented in the administrative positions. Harrison (1993 : 81) stresses that evidence shows that women are over-represented in lower grade occupations across a relatively narrow band. Crompton (1990 : 142) says that men predominate at the higher levels of organizational hierarchies and are not sympathetic to women. In agreement with the above scholars it seems that female educators are in lower positions in most schools.

Bista (2004 : 63) was concerned with the lack of women in top positions in public services, in corporation management and in the key areas of influence such as the media and universities. All of the above mentioned authors have something in common which is the position of women in top managerial levels. This study stresses or focuses on the experiences of female educators with regard to the promotion posts in educational institutions. It is more concerned with what are the experiences of female educators with regard to promotion posts in educational institutions.

It is of much greater significance to conduct the research on the experiences of female educators with regard to promotion posts in educational institutions in order to reveal the causes underlying the experiences of female educators. The study is also of much importance because it will show the perception held by stakeholders with regard to promotion posts. It will also show which strategies which will be used in educational institutions with regard to promotion posts. Lastly, the study is of much significance because it will indicate the influence of all stakeholders on promotion posts in educational institutions.

### **1.2.1. CONCEPTUAL AND THEORETICAL FRAMEWORK**

It is very important that the concepts used in this study be defined and explained.

#### **1.2.2. Female Educators**

Allen (2000 : 120) refers female as an adjective of sex that can bear offspring or produce eggs or fruits. The National Education Policy Act (No. 27,1996) regard an educator as any person who teaches, educates or trains other persons or who provides professional therapy and education psychological services, at any public school, further education centre institution, departmental office or adult education centre and who is appointed in a post on any education establishment.

Allen (2000 : 103) refers educator as a person who trains someone and gives him or her knowledge and skills. In this study “female educators” refers to women who are

employed in educational institutions such as schools and perform the work of teaching learners and experiencing problems with regard to promotion posts in educational institutions.

Fraser, Loubser and Van Rooy (1990 : 15) regard educators as people who are professionally and didactically trained and who are qualified as far as their respective subjects and their occupations are concerned.

### **1.2.3. Promotion Posts**

Shackleton (1999 : 97) regards promotion as getting into higher office or rank. Partridge (1958 : 101) refers promotion as an advancement in position.

Allen (2000 :255) says, to promote is to give a higher position or rank. Allen (2000 : 24) states that post is a situation paid by employment. In this study promotion posts refers to the higher positions in the educational institutions which female educators need to occupy in large number.

The researcher believes that feminism theory is of significance in this study and has several implications to the top of this research because it deals with women and on other hand the above two concepts explained the advancement of female educators to higher ranks and on other hand the feminism theory deals with the advancement of women, their rights and their experience of being human.

Stratten (1990 : 142) says that feminism is a theory, which has played a valuable role in improving the position of women.

Higgs and Smith (2000 : 164) say feminism is a theory based on the principle that women have innate worth, inalienable rights and valuable ideas and talents to contribute to society.

Evans (1995 : 20) says that feminism is a theory that seeks for women the same opportunities and privileges the society gives to men. Feminism insists not only that women be given equal rights to men but that they be respected as well. Because in this study the researcher is dealing with the experiences of female educators, it is of vital importance to describe the feminist first. Feminist is a women who is interested in helping to improve the position of all women. Unconditional support for women is feminist aim. Feminist is above the advancement of women, the politics of gender that is the power relations between men and women, which are structured around opposing nations of masculinity and femininity.

Sylvester (1994 : 177) says feminist defines itself as a political instance, not merely sexual politics but a politics of experiences of every day life, which later enters the public sphere of expression and creative practice displacing aesthetic hierarchies and generic categories, and which does establish the semiotic ground for different production of references and meaning. It claims the following:

- >That women are people in their own rights,
- >That women have been and are denied basic human rights, and
- >That the entire experience of being human has been seriously damaged and distorted by masculine domination and marginalization of women.

Higgs and Smith (2000 : 165) say that the feminism theory has given women enormous psychological and moral power, particularly women who have been led down by men. In this study it is of vital importance to investigate the experiences of female educators with regard to promotion posts from a feminism perspective because female educators as women are experiencing problems with regard to promotion posts. This theory insists that women be given equal rights to men. It also encourages women and gives them enormous moral power. Therefore, female educators have basic human rights to be fairly treated and non-discriminated against with regard to promotion posts.

Female educators as women need to be encouraged and treated fairly like men. They should be given equal rights to men as already stipulated in Employment Equity Act (No. 55, 1998). Feminist theory is more relevant to this study because it focuses in detail on some specific aspects of women's oppression experienced by female educators and see themselves as oppressed and discriminated against. Therefore their lives and factors which affect them need to be understood from the feminist perspective.

Abert (2003 : 183) says that by 1994, 64% of all practicing teachers would be female. 76% of African teachers at primary level would be female, while at the secondary level only 44% would be female. Arnott and Chabane (1995 :199) state that while men make up 36% of all teachers in South Africa they held 58% of principal posts, 69% of Deputy Principal posts and 50% of head of dept posts. Edu-Source Data News (1995 b: 18). Although there have been attempts to redress discriminatory practices but it seems they are still continuing.

**Post establishment 2003 Limpopo Province Department of Education,  
Wednesday April 16 2003, 2 : 48 : 10 p.m.**

**Region : Central**

**District : Senwabarwana**

**Circuit: Maleboho West**

**Table 1.1. : Educators according to Rank and Gender**

	<b>FEMALE</b>	<b>MALE</b>	<b>TOTAL</b>
PRICIPALS	6	27	33
DEPUTY PRINCIPAL	1	3	4
HEAD OF DEPARTMENT	14	9	23
TEACHER	140	119	329
TOTALS	161	158	319

This table shows that there are many female educators in teaching profession but they are few in higher positions. The gap between female and male principals is too big. This indicates that most men are in top positions starting from the HOD to the principal.

#### **1.2.4. Sexual Harassment**

De-Villiers (2002)(1) : 81) indicates that in 1994, in his opening speech to Parliament, the then President Nelson Mandela said: “Freedom cannot be achieved unless women have been emancipated from all forms of oppression”. It is 16 years now, really freedom is not yet achieved in many instances. It is generally known that sexual harassment is a problem faced by most women in the workplace.

Sometimes there are some allegations saying that a woman will first be sexually harassed before she can be given any job or either be promoted. In many cases women are reluctant and afraid of applying for promotion posts because they know that their counter parts will be treating them badly because they are women.

There is an insulting opinion which says most of women in top positions got those posts after they have sexual intercourse with the managers of the organization. This really demoralizes most women because their dignity is no longer respected. Affirmative action measures have been introduced in order to rectify the under-representation of women at management level. Many female teachers have to be appointed to management positions.

De-Villiers (2002)(1) : 84) indicates that because only 20% of management posts in schools are held by women Dept of Education (2000 : 48) and this exclusion from management position is long standing, it comes as no surprise that most management training programmes are directed primarily at the needs of men.

### **1.3. PROBLEM STATEMENT**

Getting into higher posts in educational institutions in Senwabarwana area has become a problem to educators. The problem is due to the fact that even some of the school managers appear to be discriminatory in the implementation of educational policies. It is important to investigate the experiences of female educators with regard to promotion posts in educational institutions in order to understand what influences such allegations, what is the present status of female educators, how can this situation be prevented, why this happen and what is the solution.

What are the experiences of female educators with regard to promotion posts in educational institutions?

### **1.4. AIM AND OBJECTIVES OF THE STUDY**

The main purpose of this study is to investigate the experiences of female educators with regard to promotion posts in educational institutions. For this broad goal to be achieved these objectives must be achieved first. It is of vital importance to undertake this type of study in order to :

> identify what are the experiences of female educators with regard to promotion posts in educational institutions.

## **1.5. SIGNIFICANCE OF THE STUDY**

It is of much greater significance to conduct the research on the experiences of female educators with regard to promotion posts in educational institutions in order to:

- > indicate the experiences of female educators with regard to promotion posts in educational institutions.
- > show the strategies to be used in order to assist female educators with regard to promotion posts in educational institutions.
- > reflect the perception held by educators, principals, inspectors and SGB members with regard to promotional posts in educational institutions.

## **1.6. RESEARCH DESIGN AND METHODOLOGY**

### **1.6.1. Research Design**

Macmillan and Schumacher(1993 : 31) says research design refers to the plan and structure of the investigation used to obtain evidence to answer research question. It is the systematic scheduling of the observations, tests, measurements, treatment and interviews that are administered. The purpose of the research design is to provide the most valid, accurate answers possible to research question. In this study, the research design would be ethnographic because the researcher would rely on interviews in order to provide in-depth understanding of what is studied.

Macmillan and Schumacher (1993 : 405) say ethnography is a process, a way of studying human life as it relates to education. In this study the researcher would investigate the experiences of female educators with regard to promotion posts in educational institutions.

### **1.6.2. Research Methods**

Ndlovu (2001: 230) describes research method as the range of approaches used to gather data which are used as a basis for references and interpretation, and for explanation and prediction. This study is conducted by using a qualitative method. Mertens (1998 : 100) says qualitative methods are used in research that is designed to provide an in-depth descriptions of a specific program, or setting. The researcher would be working in exploratory, descriptive way, because qualitative method is a

multi method in focus of involving an interpretative, naturalistic approach to its subject matter.

### **1.6.3. Sample Design**

Frankel and Wallen (1996 : 111) quoted by Ndlovu (2001 : 231) say sampling is a process of selecting individuals who will participate in research study. The sample selected is purposeful and non-random because the researcher chose small groups of participants likely to be knowledgeable and informative about the experiences of female educators with regard to promotion posts in educational institutions. Lemmer and Pretorius (1993 : 105) says the importance of purposeful sampling is that researcher will search purposefully for research participants who will be likely to yield information regarding the issue being researched.

## **1.7. DELIMITATIONS**

This study is delimited within Senwabarwana area in Limpopo Province. Only ten primary schools at Maleboho West circuit and the two sub-circuits namely Bochum East and Maleboho West were chosen. The schools are not far from one another in that case the researcher had access to reach every school and circuit. The researcher first got permission letters from the principals of the selected schools where interviews would be conducted.

## **1.8. CONCLUSION**

To conclude this chapter, female educators as people, have their own understanding about themselves, their situations and their experiences with regard to promotion posts in educational institutions. These understandings are different from those of some of male and female educators. In the light of the above descriptions and explanations of the background, aims and significance of the study gave the clear understanding of what really female educators' concerns are. Discussions above highlighted the problem faced by female educators in educational institutions.

Female educators have realized that they have basic human rights and deserve these rights, therefore, they should not be discriminated against. Female educators voiced those allegations out with the hope that alternatives and solutions would be attained. Strategies are needed. Furthermore, discussions are required in the next chapters. If correct strategies, solutions and alternatives could be attained maybe their problems could be solved. The experiences of female educators with regard to promotion posts is a serious issue which needs an attention.

## CHAPTER 2

### LITERATURE REVIEW ON THE EXPERIENCES OF FEMALE EDUCATORS WITH REGARD TO PROMOTION POSTS IN SCHOOLS

#### 2.1. INTRODUCTION

The education system of South Africa has been marked by a history of enforced racial segregation which led to gross inequalities. In the world of rapid and unpredictable changes, every institution should go along with the changes that prevail in every sphere of life. It is of vital importance for every institution to decide, plan, lead and control in conjunction with the changes and policies of its country.

The position of female educators in educational institutions echoes a long history of unequal access to education and employment. Bista (2004 : 86) says that the absence of women, especially in high position in the organizations reflects the prejudiced attitude common in the African corporate organizations. The top managers (almost all of them men) saw traditional gender inequality not so much in its negative aspect, but as necessary evil that must be handled carefully. Historically, women have been awarded very few promotion posts compared to men. Female educators are portioned in middle rather than senior management positions. While there is a high proportion of women in the education system as a whole, women are situated in the lower ranks of the teaching profession.

Rajagcipal (2000 : 221) supports the above paragraph by sayings that women are more likely than men to have had years off work to rear children, seniority is less as a result, so they are eliminated from promotional consideration. In other words, their lower seniority rather than their ability to perform the job determined for eligibility for promotion. Promotion means that female educators should be promoted or advanced to higher positions or ranks.

The current low levels or positions of female educators in educational institutions show that measures need to be taken to find out the correct solutions and to make the changes necessary to ensure they have equal access to public life. Promotion posts means a lot to female educators. It means female educators as people should be advanced to higher positions in schools. Wazir (2000 : 94) says that even if women were well qualified, the self-perpetuating nature of the organizations, its ethos and structures still limit women's chances of promotion. It is against this educational management was explored. Hollard, Blair and Sheldon (1995 : 215) indicate that

policies makers said that equal treatment and equal access to equal opportunities are welfare policies that would lead in the long run to standards of living indifferently by gender. Evidence showed that the poor representation of women at higher levels of educational institutions is a great problem for women and especially female educators.

Drake and Owen (1998 : 108) say that promotion was automatically considered first for those with most experience at the previous run of the promotion ladder. Historically, women have been awarded very few promotion posts compared to men. Female educators are positioned in middle rather senior management positions. While there is a higher proportion of women in the education system as a whole, women are situated in the lower ranks of the teaching profession.

Thody and Kaabwe (2000: 108) indicate that women are more likely than men to have had years off work to rear children, seniority is less as a result, so they are eliminated from promotional consideration. In other words, their lower seniority rather than their ability to perform the job determined for eligibility for promotion. The current low position or level of female educators in educational institutions shows that measures need to be taken to find out better solutions and to make the changes necessary to ensure that female educators have equal to public life.

## **2.2. THE POSITION OF FEMALE EDUCATORS IN EDUCATIONAL INSTITUTIONS PRIOR 1994**

Leach (2002 : 339) says that women are in educationally disadvantaged position in Africa, starting from primary school and continuing through university to other post-secondary learning. Addou (1993: 301) states that in the 1950's women were encouraged to get an education in order to prepare for work after raising their children. Women still carried the main responsibility for children and family though the children have grown up. More (1999 : 92) states that for many decades, one of the most salient features of women's status in the labour market was their tendency to work in a fairly small number of relatively low paying, predominantly female jobs such as service sector jobs.

De-Villiers (2000 : 12) indicates that women form 67% of the teaching body while they are severely under-represented in the promotion posts, only 4% being school principals. Women have suffered the disadvantages in educational institutions hence they are women. Looking at work allocation for learners at school, most of the presidents of LRC (Learners Representative Council) are male learners. This fact lowers women's opportunity for professional participation in all spheres of life.

The position of female educators has been documented, particularly in the last ten years. Prior 1994 women's place was in the kitchen. Even at schools, female educators experience the feeling of discomfort and even unsatisfactory about their positions. Education has been given an important role in the struggle for equality between men and women as well as between different societies. Widespread believe that women were treated unfairly with respect to earnings and promotion in the workplace helped motivate the passage of the Civil Rights Act of South Africa (1964) indicating that many years after democracy, discrimination against women in the workplace continue to surface.

Bush (1995 : 66) indicates that women invariably form the majority in schools. Many studies showed that women are still in disadvantaged position in employment education system.

Eleanor and Lemmer (1996 : 213) say that more over, women are gravely under-represented at senior levels throughout the education system, that is in schools, institutions of higher education and education department. Progress in achieving equality has been slow and women still remain confined to traditional occupation with relatively low level jobs.

The purpose of Employment Equity Act (NO. 55, 1998) is to promote equal opportunity and fair treatment, this would mean that equal employment opportunity is, in essence an attempt to rectify discriminatory measures that were directed at women in the past such as unfair employment practices, barriers to promotion simply because they were women. Women are no longer in that era, they are educated, they have qualifications, then why don't they acquire higher positions?

It is the light of what has been stated above that the researcher is concern with the experience of female educators with regard to promotion posts in schools. Rose (1997 : 66) says that surveys in Ethiopia showed that there was only one female school director in any of the school in the two zones. No female official or member of the school official in management committee in the school visited. What made them not to fill those high echelons of management?

Hulton and Furlong (2001:118) say that the education system was generally structured like a traditional home, men ran the school and women nurtured the learners. Terrence (1999 : 121) says that prior the year 1994 the system was chaotic, autocratic and dictatorial. There were seventeen different education departments with seventeen separate curricula which were sexist and racist. No policies or plans to improve performance for girls or black children in schools.

The departments were isolated and patriarchal, with no women in executive positions that had a major effect on policies and the curricula. Women played no noticeable role. Franciss, Lees and Johnson (2002 : 219) indicate that in 1992 women held only 13% of all promotion posts according to the previous system of post level. That perpetuated the stereotype of women as care-takers. Women nurture learners, men run the schools. Female educators nurtured or looked after the little kids while male educators led the schools. For many years female educators had very few opportunities of being appointed to management position in the education sector or even been educated according to their specific needs. It is well known that women had been for a long time been subjected to discriminatory practices which need to be corrected.

Women previously occupied numerous disadvantaged positions, and this needs to be focused on now so that females should also occupy higher positions. The quotation by comrade Tambo (1981) when he addressed the ANC Women's Conference said :“The struggle to conquer oppression in our country is the weaker for the traditionalistic, conservative and primitive restraints imposed on women by the male dominated structures within our movement as surrender and submission on the part of women.” The quotation was relevant then and still more relevant today because women are still struggling for the achievement of equity and equal opportunities in the workplace. The struggle is not yet over, it is still existing and perpetuating.

### **2.3. THE CRITERIA USED FOR PROMOTION POSTS**

In the past, there were no formal or organized interviews in schools at all. Criteria used for promotion posts were really showing lack of knowledge, skills and understanding. This is supported by Van De-venter and Kruger (2003 : 216) saying that in the past, managers have been appointed to managerial positions of HOD, Deputy principal and Principal, without proper prior training.

Bush (1995 : 47) indicates that Heads and Principals possess authority by virtue of the positions as the appointed leaders of their institutions. This situation is neither productive nor conducive to a culture of teaching and learning. In fact there were no correct selection criteria, shortlisting and interviews.

Van Wyk (1983 : 17) indicates that law of education should always be studied against the background of the country's legal constitutional and educational system. What were called school committees together with the principal were only stakeholders responsible for choosing whom they want in the post. On the other hand, most of the school committees were unable to read and write.

Advertisements were very much discriminatory sometimes showing whom they wanted, for example the child of the soil, male or female of such age. Women were and are still experiencing the feeling of discomfort and even intolerance about the issue of gender equity.

This is supported by Nanda (2002 : 209) saying that when interviewing candidates in Bangladesh the organization reveals their partneristic attitude by asking women whether they are married, whether they have any children, or whether they plan to have children. The women interviewed having experienced discrimination in task allocation, career mobility and job related training. School leadership is no longer learned through experience or natural ability, there is training requirements. In the past the criteria were not fair they were discriminatory and not in line with the constitution of South Africa. It seems as if women face barriers in the selection criteria which controls who will be promoted.

Pigford and Johnsen (1993 : 94) quoted by the White Paper (1995) point out that, although more women are meeting formal specific requirements, fewer women are able to survive the informal screening process that assess the candidate's ability to fit into the position of education manager. Women were hidden by the history because of apartheid system. That era has collapsed, therefore advertisements, selection criteria, shortlisting and interviews should go along with the constitution of South Africa together with the Employment Equity Act (NO.55, 1998).

Bush (1995 : 216) states that in bureaucracies the recruitment and career progress of staff are determined on merit. Appointments are made on the basis of qualifications and experience, and promotion depends on expertise demonstrated in present and previous position. Internal promotions depends on the recommendation of the head or principal and there may be no formal process.

Hyde and Miske (2000 : 114) state that even when women have higher education, black women are still made to feel inferior and incompetent. It is clear from the above that female educators now are at even greater disadvantage, when it comes to getting top positions or being helped to perform effectively in the new roles. Female educators face challenges in every situation. Female educators suffer the consequences of the gender order in that they do not have equal access to power and opportunity.

Morrell (1998 : 218) says that throughout government officials attention was given to gender issue with women, especially targeted for senior posts and with gender desks being set up in many government departments. In addition, a gender commission conceptualized as promoting the interest of women was set up.

In some provinces in South Africa gender redress was enacted in areas such as promotion but changes were limited and ad-hoc. There is a notion saying that women teach and men manage. Drake and Owen (1998 : 213) state that at management level there is a disproportion ratio of men to women in our institutions. Gender imbalances in teaching and management in educational institutions create perceptions that are difficult to contest with.

Leach (2002 : 241) states that research evidence showed that there is gender equalities in management position, in organizations and even inequality of performance in some instances. For example, if the number of men and women were analyzed, it was found that majority were men. That showed that the opportunities for men and women are unequal. The performance of management is not dictated by the gender factor. Women were subjected to more subtle forms of discrimination in educational institutions.

Drake and Owen (1998 : 139) state that data showed that in Trinidad men were more than women because principals were usually selected from practicing vice principals or from a principal who desired a lateral move. It showed that the women interviewed experienced discrimination in task allocation, career mobility and job related training. Gender Equity Task Team ( Department of Education 1997) indicated that there is an urgent need for policies promoting gender equity and prohibiting all forms of discrimination or sexism in education and in particular in the school and the class.

Mayne (1999 : 195) indicates that even when women have a very higher education , black women still made to feel inferior and incompetent. They experience workplace oppression. Radical steps need to be taken to remedy the situation, including possible constitutional amendments. Therefore, the challenge is how to device strategies that would enable female educators to occupy those positions without creating conflicts between sexes. The criteria used for promotion posts should be fair, non-discriminatory and in keeping with the Constitution of the Republic of South Africa, when selecting candidates. The member of panel should look deep into abilities, qualifications and knowledge of the candidates. In the light of above authors the criteria used for interviews were bias and discriminatory.

### **2.3.1 Interviews**

Education Labour Relations Council Resolution (NO.1, 2000) shows shortlisting procedure and interview guidelines. The purpose of this resolution is to ensure that interviewees are accorded a fair, just and equitable treatment. Another purposes are to:

>reveal the interviewee's knowledge, expertise and skills necessary for the past.

>To affirm both the transparency and democratization of the interview process.

There is a need for standardized questions and selection procedures to be used during interviews and appointment of suitable candidates. Many studies showed that women are still in disadvantaged positions in employment education system. This is supported by Lemmer and Pretorius (1993 : 213) saying that more over, are gravely under-represented at senior levels throughout the education system, that is in schools, institutions of higher education and education department. The concentration of women in junior levels of public service has perpetuated the stereotypes that women are not situated to holding positions in the education system. Women are leaders, they can lead but on other hand they are among the most oppressed and discriminated people with regard to high positions.

There is no situation in which women have obtained equality with men. During interviews there should be selection, shortlisting and interview criteria. Interviews should not be bias and discriminatory. The panel should be knowledgeable without prejudice attitude. Goetz (1997: 205) states that organizations face problems of recruiting, retaining and developing women as managers because they say women are not as career-minded as men, they tend to take more leave, they do not like to be transferred and are not as efficient as men. This simply shows negative attitude towards women. Women face barriers right at the beginning of the recruitment process. The common assumption that women teach and men manage schools is still true, despite multitude of strategies of rectifying the gender imbalance in educational institutions.

Glazer (1991 : 91) quoted by Drake and Owen (1998 : 140) states that it generally acknowledged that teaching is a feminized profession, educational administration is not. It is vital to implement Employment Equity Act (NO.55, 1995) effectively in educational institutions such as schools because it focuses on equity, affirmative action procedures, equity analysis, examination of the conditions of employment and also evaluate the procedure. This act also stresses employment policies or practices which include recruitment procedure, advertisement and selection criteria, promotion and appointments. It seems as if even though managers know and hear about this act, they do not implement it effectively.

Tess (1996 : 216) says the organizations that are strongly male dominated in their cultural orientation may also have undesirable characteristics including racism. Employment Equity Act should be interpreted in compliance with the Constitution of the Republic of South Africa which addresses the elimination of unfair discrimination and promotion of equal opportunity in the work-place.

The poor representation of women at senior level in the system of education and training has been addressed by several recent policy documents. Interviews go hand in hand with advertisement, selection criteria and also shortlisting. Advertisement should be non-discriminatory and in keeping with the constitution of Republic of South Africa. All stakeholders or the panel for interviews must focus on relevant issues and they must not be biased.

The panel must have employment equity plan, because school leadership is no longer learned through experience or natural ability, there is a training requirements. Department of Education (1996(b):16) shows that in 1992 women held only 13%.

### **2.3.2 School committees**

In the past, only statutory body, school committees, were responsible for maintenance of school buildings in the school. Management councils and School Governing Bodies were not present. Their duties were not really what we know today as School Governing Bodies. South African Human Rights Commission (1997-1998) states that it has become evident that many of the school governing structures are ignorant of the correct application of the laws relating to the process and hence often become defensive in application or apply the rules literally as opposed purposeful.

Most members of school committees were unable to read and write, they only knew how to append their signatures only. Members of school committees would do what they were told by the principal because they were unable to understand other languages such as English and Afrikaans. Members of school committees would be told who to appoint on such and such a post. If the screening committees were critical of a woman's ability in general, a woman would find it difficult to overcome the stereotype of a man in the principals' office.

Clark (2007 : 336) says the governance of the school is invested in the governing body, and the authority to sign legally binding contracts with includes the conditions of employment of teachers employed by the school. The school committees were not functioning in terms of the Constitution of the Republic of South Africa. Those committees were ordinary people without their own constitution. How were they running their schools because some of them were unable to read and write? It is well known that the South African Schools Act (NO.84, 1996) stresses that the governance of every school is vested in its governing body and it may perform only such functions and obligations and exercise only such rights as prescribed by this Act.

The Governing Body of every school must have a constitution which complies with the Constitution of the Republic of South Africa. School Committees must know their powers and duties as statutory bodies in schools. The researcher is also of the opinion that school committee as it was called in the past should have knowledge and experience in process of interviews.

### **2.3.3 The role of school committees**

The South African Schools Act (NO.84, 1996) stresses that the governance of every school is invested in its governing body and it may perform only such functions and obligations and exercise only such rights as prescribed by this Act. This Act also states that the mutual interests of the community and the school are promoted mostly by the statutory bodies such as school committees, school management councils and school governing bodies in public schools. These bodies consist of representatives of both parents and teachers. These bodies perform different duties according to their positions. In the past community schools were governed by school committees. Their duties and powers were same as those of school governing bodies.

There are many functions of the governing bodies as stipulated in the South African Schools Act (NO.84, 1996 ). If female educators experience problems with regard to promotion posts that means their interests are not promoted and protected, therefore school committees must see to it that they exercise their power. This implies that knowledge, skill and understanding is required. No form of discrimination may be practiced in the implementing the policies. During the time of writing this thesis, the governing body could not work in isolation. It works together with the school management team.

Employment of Educators Act (NO.76, 1998) states that in the making of any appointment or filling of any post on any educator establishment under this Act due regard shall be had to equality, equity and the other democratic values and principles which are contemplated in section 195(1) of the Constitution of the Republic of South Africa Act (NO.108, 1996) and which include the following factors namely-

- > the ability to the candidate and
- > the need to redress the imbalances of the past in order to achieve broad representation.

The governing body must have a constitution and function in terms of the Constitution of the Republic of South Africa and this should guide them.

Employment policies or practices must include recruitment procedures, selection criteria, appointment process, job assignment and also promotion as indicated in Collective Agreement (NO.1, 2008). The researcher's view is that through the powers and responsibilities of governing body the problems experienced by female educators with regard to promotion posts in schools could be resolved.

#### **2.4 THE NECESSITY OF CHANGING SOME OF SCHOOL POLICIES TO GO ALONG WITH THE NEW EDUCATIONAL POLICIES**

Clark (2007 : 334) indicates that in South Africa, the overarching legal framework is the Constitution Act, which contains the Bill of Rights promoting fairness, equality, and parity. All other legislations must conform to the Constitution. Morrell (1999 pp 218-224 ) states that new policies are needed to reverse the trends which dominated the troubled history of South African education and training and to build a just equitable system which provides good quality education and training and to all learners through the country.

An attempt to promote gender equity is a struggle which cannot take place within a minute. Institutional barriers include those practices and procedures from some other policies, the structures and the programs which take place in school. This is supported by Clark (2007 : 352) indicating that schools need to ensure that they have the necessary policies and procedures in place to meet the statutory requirements of all the acts applying to schools. It is necessary to change school manage to go along with the new educational policies in order to bring changes in schools when coming to promotion posts.

Mayne (1999 : 184) says that policies and programmes must be developed to empower women, and advance gender equality in the workplace. The new educational policies are tools to be used in order to assist all stakeholders in schools to go along with the new ways of interviewing and also of running schools affectively without practicing any form of discrimination. Policies are necessary and are needed in order to go along with changes so that management in educational institution could be effective. The promotion policies and process within many organizations remain rife with indirect discrimination. Policies need to be implemented effectively so that management in school could go along with changes that affect teaching and learning. The same thing applies to educational institutions.

De-Villiers (2000 : 96) indicates that for the establishment of gender equity in South African education the following recommendations are made :

>A gender policy must be drafted for every school and put into effect.

>All women in education must become involved in the promotion of sound gender relations.

>A plan of action must be formulated to redress the under-representation of women in the management positions by appointing competent women to fill vacancies.

It is evident that some researchers have already carried out a number of studies on the experiences of female educators with regard to promotion posts in the educational institutions. If employment policies and other policies are not implemented correctly or not implemented at all, such institutions together with stakeholders in that institution are useless, valueless, biased and discriminatory. Policies are guidelines for every stakeholder in every institution. Every school must adopt a policy which is in line with the Constitution of South Africa and ensure that it adheres to it.

It is of vital importance to change some of the school management policies to go along with new education policies because if not, there will still be discrimination in terms of gender, culture, colour and so on. Policies are available, they need to be followed and implemented effectively. This is supported by Van Wyk (1983 : 17) indicating that laws of education should always be studied against the background of the country's legal, constitutional and educational system. Policies usually deal with general and specific procedures of what is to be done and how the various operations of the school will be carried out. The following policies must be implemented in school :

> the South African National Gender Policy Framework on Women and Gender Equality, which guides the South African government in its efforts to attain gender equity. Its aim is to strive to eradicate all forms of gender discrimination in workplaces and also to maximize and quantify management in favour of gender balance.

>The Promotion of Equality and Prevention of Unfair Discrimination Act (NO.4, RSA 2000b)(PEPUDA) which specifies in subsection 8 that unfair discrimination includes gender-based violence, any practice which impairs the dignity of women and any policy that limits women's access to resources, limiting women's access to education, denial of access to opportunities.

>The Employment Equity Act (NO.55, RSA 1996) which aimed at ensuring equity and non-discrimination in the workplace through anti-discrimination measures and affirmative action.

>The Education Labour Relations Act ( NO.66, 1995) which shows the shortlisting procedures and interview guidelines.

These policies are very important with regard to promotion posts because they are tools and guidelines for everybody to be used in schools. Gender Equity Task Team Dept of Education (1997 : 150) quoted by De-Villiers (2002 : 96) states that it has been indicated that there is a need for policies for promoting gender equity and prohibiting all forms of discrimination or sexism in education and in particular in the school and the classroom and also affirmative action in order to promote equal representation at the various levels of education in particular management. In every school there must be a gender policy which must be drafted for every school and put into effect. Clark ( 2007 : 46) indicates that in terms of South African Schools Act, the governing body of a public school is responsible for the policies of school.

#### **2.4.1. The Bill of Rights**

It is found in chapter two the Constitution of the Republic of South Africa Act (NO. 108, 1996). The Bill of Rights is a cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of human. Mayne (1999 : 133) indicates that the Bill guarantees the right to equality, freedom and the right to fair labour practice. The Bill of Right spells out the fundamental rights of all people in South Africa. Policies and plans to improve and promote equality, equity and equal opportunities are there but it seems as if people who should be accountable for the implementation of those policies are negligible. Chapter 2 of the Constitution has the Human Rights which should be protected.

The Bill of Rights emphasizes equality. Which means every person is equal before the law and again no one may unfairly discriminate directly or in-directly against anyone. Female educators as women and people like anyone on this world, deserve equal treatment and they must enjoy all rights and freedom like other people such as men. They should not be discriminated against when coming to promotion posts. The government should see to it that policies are implemented effectively in schools because they are there black printed.

The Commission for Gender Equity (1999) has been set up by the Constitution of Republic of South Africa to promote respect for gender equality and for the protection, development and attainment of gender equality. It works as an ombuds-person to promote and enforce equality in the workplace. The Constitution of Republic of South Africa Act (NO.108, 1996) under the Bill of Rights states that no person may unfairly

discriminate directly or indirectly against anyone on one or more grounds in terms of subsection 3 which states that the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, includes race, sex, gender, pregnancy, marital status, ethnic, or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth. This act simply focuses on equality, equity and equal opportunities because everyone is equal before the law and God. Policies and programs must be developed to empower women and advance gender equality in workplace.

#### **2.4.2. Implementation of employment policies**

Policies are plans for action, statements of aims and ideals, especially one made by the government, political party, business company et cetera. Bengu (2001 : 4) indicates that school policies and guidelines for managing gender-based violence are an important first step in the case of violence prevention process. In this study the researcher is looking at policies made by the government so that educational institutions could follow and implement without violating them.

Labour Relation Act (NO.66, 1995) stresses that no person may discriminate against employee for exercise any right confirmed by this Act. Because female educators are employees, they should exercise their right without any fear of discrimination. Bengu (2001 : 160) says the roles and responsibilities for developing, implementing and monitoring policies should be in line with provincial and national education legislations.

Employment Equity Act (NO.55, 1998) is one of the policies need to be addressed because the purpose of this act is to achieve equity in the work place by promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination. Another purpose of this act is the implementation of affirmative action measure to redress the disadvantages in employment experienced by designated group refers to women, therefore female educators as women need to be respected in the same number as men in promotional posts. These policies are very important because they guide and have purposes or aims to redress discriminatory measures that were directed at women in the past.

Fiona (2002 : 213) says that organizations which are strongly male dominated in their cultural orientation may also have undesirable characteristics including racism, an undue emphasis on heterosexuality hierarchical power structures failure to implement equal opportunities, policies, experiences and interest. The same thing will happen if the organization is female dominated.

There should be a proportion representation in the same number as men in promotional posts. It means that equity should be attained in the workplace. It is within the institutions of work that inequalities between men and women are at their most visible.

## **2.5. Effects of these policies on promotion posts**

Policies as plans and statements of aims have implication on promotion posts. Policies lay foundation of every educational institution or any organization. Clark (2007 : 47) says that schools must be therefore aware of and have access to all relevant provincial acts and regulations which govern the functioning of public schools. The education structures, management, policies, content, methods and objectives which are useless for implementation, which are no longer important and which are of no value, must be abolished so that they cannot be detrimental to educators.

Policies and programs should be developed to empower female, male educators and all stakeholders in schools and advance gender equality in workplace. Apartheid policies of racial discrimination have hampered women's access to education and led to the lack of basic employment opportunities. The correct and relevant policies improve the quality of life and build a strong relationship among stakeholders. If policies are implemented effectively and correctly there will be no problems experienced by female educators with regard to promotion posts in educational institutions. Policies show how management teams should manage the schools. The researcher's opinion is that policies such as Employment Equity Act should be implemented in order to show selection criteria, short listing and interviews. The criteria must be fair, non discriminatory and in keeping with the constitution of the country.

Bengu (2001 : 158) indicates that The Gender Equality Task Team recommends that legislation to discrimination and harassment should emphasize the the responsibility of education managers to create a positive human rights environment. Policies have impact on the promotion posts because they guide all stakeholders on how to plan, and even how to interview candidates so that they should not be biased.

### **2.5.1. Employment Equity Act**

The purpose of the Employment Equity Act (NO.55, 1998) is to achieve equity in the workplace by promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination and also implementing affirmative action measures to redress the disadvantages in employment experienced by designated

groups, in order to ensure their equitable representation in all occupational categories and levels in the workplace. Employment Equity Act together with Promotion Equality and Prevention of Unfair Discrimination Act ( NO.4, 2001 ) work in synergy. Mayne (1999 : 141) indicates that Employment Equity Act says employer must take affirmative actions ( positive steps) to correct wrongs and imbalances in the workplace to ensure that these inequalities do not continue. Providing equal opportunity for all women will produce the necessary changes and equity can be achieved. This act must be interpreted in compliance with the constitution of South Africa. Female educators like male educators should be given an opportunity not only opportunity but equal opportunity to occupy higher positions in schools like male educators in order to achieve equity in educational institutions.

Employment Equity Act is more important for women because they have been denied so many opportunities in the past. Even today these opportunities are still rarely. Mayne ( 1999 : 133) indicates that Employment Equity Act is an attempt to redress the imbalances of the past. Employment Equity Act ensures that affirmative action and elimination of discrimination in the workplace in order to establish equal opportunities for all and job applications. It requires women as designated groups to be developed and the implementation of measures to achieve equitable representation in the workplace. The first clause of this act is to promote equal opportunities applied to education, this will mean that equal opportunities for female educators with regard to appointments, task distributions responsibilities, and promotion, must be actively advanced or assisted.

Bengu (2001 : 70) indicates that the Employment Equity Bill prohibits discrimination. All educators, especially women, should be treated fairly which means equitably, honestly and justly when they apply for post and after they have been appointed. Policies stress the promotion of equal employment opportunities in essence an attempt to rectify discriminatory measures that were directed at women in the past such as unfair employment practices, barriers to promotion simply because they were women.

The second clause of Employment Equity Act (NO.55, 1998) deals with the establishment of Affirmative Action Measures. This entails rectifying, so that the position of disadvantaged groups in this case women both in schools and in broader sphere of education can be made equal to that of groups who were advantaged in the past. The implementation of such act stresses equity, affirmative action measure, equity analysis, examination, the condition of employment and even the evaluating the appointment procedures.

### **2.5.3. Affirmative Action Measure**

Moran (1996 : 12) indicates that Chapter 3 of Employment Equity Act (NO.55, 1998) says that affirmative action measure promotes equal rights and treatment in the workplace and affirmative actions for disadvantaged groups such as women and disabled people. Affirmative action measures can be used to protect and advance previously disadvantaged people because the aim of the affirmative action is to promote equal opportunity and fair treatment by eliminating discrimination and also to put in place positive measures to redress the disadvantages experienced by black people, women and the disabled and ensure that they are represented in all occupations.

Wingrove (1995 :303) says affirmative action is defined as a pro-active, conscious effort to redress disadvantaged of the past and to increase the presentation of marginalized groups of the population in leadership position in society. It requires employers to set numerical goals. It is anti-discrimination measure that is reinforced by legislation and juridical intervention. Affirmative action concentrates solely on the employment development and promotion of the disadvantaged group. It redresses imbalances. It identifies position that have previous been in accessible to the disadvantaged group and launches special recruitment.

Affirmative action measure locates resources to the advantaged and prescribes corrective action to be adopted by, it is a means of restoring dis-equilibrium through a period of compensatory inequality. Affirmative action is about eliminating the disparity and then giving everyone an equal opportunity. Affirmative action is a generator for equalization action and to achieve equality and equality of every one. When implementing an affirmative action process, everyone should take account the composition of the employees and the type of leadership. The right to equality before the law does not mean that all must be treated identically.

Affirmative action says that people who have been discriminated against in the past should receive special treatment or opportunities to right previous wrongs. Affirmative action should strive towards ensuring upward mobility of both blacks and females, as historically disadvantaged groups, into managerial positions. Affirmative action is a means towards equality in education. To promote the advancement of women, there must be a consideration towards women for jobs that were previously reserved for men because many workplaces are well known by inequalities.

#### 2.5.4. Equality

Glancey ( 1994 : 203) says that equality means people should not be discriminated against unfairly includes the full and equal enjoyment of all rights and freedom. Female educators have rights and their rights should be respected so that they could enjoy the freedom of their rights. Equality include the full and equal enjoyment to improve the achievement of equality, legislative and other measures signed to promote.

Snauwfield and Poulsen (2000 : 117) say that equality in morals means those things that are alike should be treated unlike in proportion to their unlikeness. There are two kinds of equalities namely formal and substantive equalities. Formal equality means sameness of treatment, the law must treat individual in the same manner regards of their circumstances. Formal equality does not take actual social and economic disparities between groups and individual into account. Formal equality simply requires that all persons are equal bearers of rights.

Substantive equality takes these circumstances into account and requires the law to ensure equality of outcome. Substantive equality requires an examination of the actual social and economic conditions of groups in order to determine whether the constitution commitment to equality is being upheld. Being equal before the law means that the law must treat everyone the same, meaning that men and women must be treated equally and in the same way. While equal protection means people have the right to be protected from any inequalities.

Equality has been a central normative concept for the modern womens movement all over the world. It goes hand in glove with equal rights and equal opportunities. In the past women were denied equality and freedom. Policies and programs must be developed to empower women and advance gender equality in workplace. Women need equal opportunity to lead their full lives. Equality is a difficult and deeply controversial social ideal. At its most basic and abstract, the idea of equality is a moral idea that people who are similarly situated in relevant ways should be treated similarly. Its logical correlative is the idea that people who are not similarly situated should not be treated a like. The right to equality means that people should not be discriminated against unfairly.

Moran (1996 : 11) says equality means everyone is equal and has the right to equal protection and benefit of the law. In most cases works that are done by women are undertakes. If a woman can do it,the idea seems to be. It just cannot be as valuable as the work men do.

As long as such ideas or stereotypes are still existing in people's minds, equality between men and women cannot be attained. Equality needs to be promoted so that people should not be discriminated as already pointed out that female educators allege that they are discriminated against when coming to promotion posts. Women need this action to improve their lives in various schools. The process of education transformation according to gender equality is slow to show some observable outcomes. The role of affirmative action and management development in demise of apartheid. They are still denied a freedom of choice as to how to lead their lives. The Constitution of the Republic of South Africa Act (NO.108, 1996) recognizes the rights of women as being of equal importance to the rights of men, because women face double discrimination.

Women were and are still denied equality and freedom because of power. Women are used mainly as assistants workers while men find work easy, occupy higher positions like managerial and professional posts. Women hold lower posts than men even if they have the same educational qualification and most of women are more educated than men but they occupy lower positions. Equality in the sense is a fundamental condition as a result men and woman should be equal before the law, because they are equal in the eyes of God. But it seems as if there is inequality of formal rights with regard to promotion posts.

Women have put in place the commission of Gender Equity. In education and schools affirmative action measures must lead to a situation where women are respected in the same number as men in promotional posts. This is called proportionate representation. Education management therefore promotion opportunities in education have traditionally been and still remain male dominate with men managing and women teaching. Therefore every school must have an affirm action policy and concentrate on the specific problems of women as previously disadvantaged group. A good affirmative action policy should increase promotion opportunities for females. The process of affirmative action is successful only when it results in a culture of equality. It is a means of restoring disequilibrium through a period of compensatory inequality. Redress is requirement of affirmative action measures. It redresses in-balances which were existing in the past.

#### **2.5.5. Equity**

De Villiers (2002 : 104) states that in spite of these major government attempts to promote gender equity, it is a long journey because since 1994 it seems gender inequality is still perpetuating. Since 1994 the government has made a real attempt to

promote Gender Equity Act (NO.84, 1996), The White Paper on Education and Training of South Republic of South Africa (1995) and the Act on the Promotion of Equality and Prevention of Unfair Discrimination (NO.4, 2000).The Civil Rights Law protests women against harassment and discrimination on the basic of sex generally. There is ample evidence that the work place in America is characterized by multifaceted discrimination against women.

Low pay, barriers to promotion, intimidation, discriminatory job assignment and sexual harassment. There is considerable casual evidence tossed around to the effect that women earn less than men in the same occupation and that men are more likely to be promoted than similarly qualified. Equity requires equal treatment. It has to do with fairness and justice, therefore female educators as human being with equal dignity should be treated equally to male educators. Equity requires each gender to be treated in accordance with its biological make up and cultural preferences. Equity is the principle of justice used to correct or supplement the law. Educational equity should be achieved so that males and females teachers could be treated equally. Gender equity can be achieved when males and females participate in academic and non-academic courses and extracurricular activities to the same degree, their achievement is the same.

The Bill of rights is the corner stone of democracy. It promotes the protection development of human rights. Widespread belief that women are treated unfairly with respect to earnings and promotion in the workplace helped motivate passage of the Civil Rights Act of (1964). Harrison (1993 : 55) indicates that historically, women have been awarded very few promotion posts compared to men. Women need to be raised up in higher echelons because in the past they were regarded as disadvantaged groups who were occupying lower positions in every sphere of life. Men and women are born equal therefore equity in this sense is a fundamental condition as a result female and male educators should be equal and treated equally in educational institutions so that equity could be achieved. There are still inequalities between males and females with regard to work allocation, treatment and also when coming to promotion posts in educational institutions.

#### **2.5.6. Equal Opportunities**

Female educators need equal opportunities to lead and live full lives like male educators. Women should have opportunities equal to those of men but unfortunately the closing gender gap is not reflected in all areas of education. Good equal opportunity is about the way we manage our most precious resources, these are women and men in our work places.

It is the way we interview and assess, the way we recognize performance. The organization may have to run training programs to ensure that particular groups such as women are not disadvantaged especially where promotion prospects are concerned. In this country after all women have gained the right to vote and look for equal opportunities with men, women still have to fight for their rights. Women suffer the triple oppression.

Mayne (1999 : 184) indicates that the current low levels of women in education show that measure need to be taken to find out why this so, and to make changes necessary to ensure they have equal access to public life, helped not obstructed in the performance of their work. To promote the advancement of women, women must be considered for jobs that were previously reserved for men. Equal opportunities should be increased for women because in the past they were unable to have those opportunities.

The promotion of equal employment opportunities should be emphasized so that equality, equity could be achieved. The promotion of equal opportunities aims at prohibiting discrimination on ground of sex, marital status and pregnancy. It also provides for an equal opportunities commission to promote equality and equal opportunity between the sexes. The equal opportunities commission its aim is to investigate discriminatory practices and remedy them. Girls are motivated to achieve in situation where there is less competition or social comparison. Men and women are equal. Women are intimidated where ever they are. The position of women still shows some problem experienced in work places. All human being are born free and equal in dignity and rights.

Women in South Africa are formally barred from certain jobs or activities. It should be seen as the point reached where affirmative action processes that eliminated all the disparities between diverse employees have been successful and all employees have been brought to a level where they can compete equally and are given equal opportunity to do so. It is a fundamental rights in the Constitution of the Republic of South Africa Act (NO.108, 1996). Organization must develop action plan to establish equal achievement opportunities for all. All men are born equal in the sight of God.

All men are not born with equal intellect, talent and abilities which will result in inequality in spite of equal opportunities. Women, disabled all the other marginalized groups have been fighting for many years for equal opportunities but every little interest or effort has been coming from decision makes in the business world. It is not giving everyone equality, but giving everyone equal chance to succeed.

An authoritarian person will be prejudiced in a society in which norms of prejudice form part of the culture, than in a society where these norms are absent.

### **2.5.7. Human Rights**

Glancey (1994 : 177) says that all human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of sister-hood. Feminism stressed that women have been striving for equal rights and opportunities for men and women. Equal formal rights are based on the philosophical supposition that men and women are born equal.

Blackburn and Taylor (1991 : 213) say that the study of human rights is the study of human nature. All men are created equal and are endowed by their creator with certain unalienable rights. Men is free by nature, this freedom however implies that he wants to be in-considerable and insignificant in the eyes of God. Human rights tried to prevent past human rights abuses from happening again. Through human rights there is hope that the Constitution of Republic of South Africa would make possible a human rights culture for future.

Everyone has inherent dignity and the right to have their dignity respected and protected. Therefore female educators as people with unalienable rights, they should be treated fairly which means equitably, honesty and justly when applying for promotional posts and after they have been appointed. The right to life and dignity are most the important of all human rights. Human dignity is considered to be what gives a persons their intrinsic worth. Recognizing a right to dignity is an acknowledge of the intrinsic worth of human beings. Human beings are entitled to be treated as worthy of respect and concern. Human rights therefore is the foundation of many of the other rights that are specifically entrenched in the bill of rights.

The right to equality is premised on the idea that every person possesses equal human dignity. Unfair discrimination against persons on grounds of personal attributes that is common and equal to all namely human dignity. As they are stated in the Constitution of Republic of South Africa these rights must be respected. Women's rights are human rights so, they should be recognized and taken into consideration. Those who violating these rights are against the law, because if such had happened, redress is requirement so that those that were discriminated against should now be affirmed. Hence affirmative is part and parcel of empowerment hence empowerment can be defined as helping people to know their rights and again the necessary education, skills and confidence to improve their personal and work lives.

Women are people in their own rights. Women have been, and are denied basic human rights. The entire experience of being human has been seriously damaged and distorted by masculine domination and marginalization of women. Women must be given equal rights to men. It also encourages women and gives them enormous moral power.

Snyman, Van Den-venter and De Bram (2002 : 212) say that South Africa is by means unique in violating the human right and fundamental freedom of large number of its inhabitants, but what distinguishes it from its fellow culprits in the international communities is that, it is so far the only sovereign state in which racial discrimination is openly institutionalized by its own democratic legal system. Therefore female educators have basic human rights to be fairly treated and non discriminated against when coming to promotion posts. Female educators as women need to be encouraged and treated fairly like men. They should be give equal rights to men. Every person has the right to equality. The right to equality is recognized as one of the most important and basic rights of Constitution of Republic of South Africa. It is against the inequalities practiced in the past. Because women have been prevented from taking a full and equal part in society, this action also discriminates against women on the basis of race, gender and religion, since they are prejudiced and have inferior ranks.

Abert (2003 : 102) says that by 1994, 64 % of all practicing teachers were female 76 % of African teachers at primary level were female. Through Affirmative Action measures discrimination can be alleviated or eliminated. Affirmative Action should strive towards ensuring up ward mobility of both blacks and females, as historically disadvantaged groups, into managerial positions. Affirmative Action is a means towards equality in education. A Because in the past prejudice prevented many more women from getting jobs and even to be promoted or have no access to opportunities.

Where-ever we go all over the world women have not been afforded their rights and they are treated as assistants of men. Female educators like other people, they must be protected when they are discriminated against in the employment and training opportunities in the educational institutions. They have freedom of occupation and profession. Affirmative action measures have been introduced by law in order to rectify the under representation of women at management level. Numerous female teachers have to be appointed to management positions which will result in many women being empowered to perform their management tasks effectively.

Shindler (1996 : 164) quoted by Lee and Woolard (1994 : 104) said that in (1994), statistics for teachers of all race groups showed only four percent of female teachers

held the position of principal compared to all percent of male teachers. Discrimination that kept black and women out of certain positions was institutionalized through apartheid. Challenges facing South Africa with regard to women are combating violence, poverty, lack of skills and lack of education. The importance of raising the status position of women in society is vital to national development in order to achieve sustainable development and also to tap experiences and knowledge of women. Women work against a background of strong cultural bias that prevent them from being involved in innovation.

The problems impeding the progress of women are legion, they range from financial constrains which deprive them of formal education and better employment opportunities, to social exploitation, abuse and outmoded cultural practices which give low priority to girls education, perpetuate gender stereotyping, force under age girls into marriages and prostitution. Occupational segregation men tend to be shown in positions of power, positions requiring special knowledge, or decision making while a woman is shown teaching rudiments of the alphabet in a nursery school. In the division of labour there is often strong disparity in the way female and male characters are represented.

Men are normally portrayed taking part in outdoor labour, away from home. They are shown as builders, using equipment and tools. Women or girls are always shown as doing domestic charge like washing dishes, sweeping laundry, shopping, fetching water and cooking. Women make up half the worlds population yet they account for only 5 to 10% of formal leadership positions worldwide. Institutions are gendered in their active male preference, they exclude women as members or clients /recipients or alternatively they actively feminine women participation to entrench their secondary, nurturing, supportive role, or dependence on men in institutions outside the household.

Doyle and Paludi (1998 : 118) say that there is a need of equal opportunities in every organization so that the organization may have to run training programs to ensure that particular groups such as women are not disadvantaged especially where promotion prospects are concerned. Female educators need equal opportunities to lead and live full lives like men. The human condition should be shared equally by both men and women but women are treated as unequal in most of social setting and their activities are restricted. The problems impeding the progress of women are legion, they range from financial constrains which deprive them of formal education and better employment opportunities, to social exploitation, abuse and out dated cultural practices which give low priority to girls education, perpetuate gender stereotyping, force under age girls into marriages and prostitution.

In occupation segregation men tend to be shown in positions of power, positions requiring special knowledge, or decision making while a man is shown teaching rudiments of the alphabet in a nursery school. In the division of labour there is often strong disparity in the way female and male characters are represented. Men are normally portrayed taking part in outdoor labour, away from home. They are shown as builders, using equipment and tools.

Although there have been attempts to redress discriminatory practices but it seems those practices are still continuing. Education management and therefore promotion in education have traditionally been and still remain male dominated with men managing and women teach. There must be a shift in the way female educators perceiving intrinsic barriers to promotion. It is of vital importance that there should be redress for gender inequality and paradigm shift from male domination to gender equality in educational institution. In addition female educators access to promotion posts has been hampered by the apartheid policies of discrimination.

## **2.6. THE CURRENT POSITION OF FEMALE EDUCATORS IN SCHOOLS**

Presently, South Africa is in the state of transition and democracy. Bista (2005 : 35) says that women are often marginalized to low status positions within the school, usually teaching the lower grade classes and subjects considered soft. Men still dominate higher status position, teaching higher grade classes and subjects with a higher prestige, such as maths and science.

Hulton and Furlog (2001 : 216) indicate that the legal position of black women as minor means that their relationship between those who own capital and means of production and those who own nothing but their labour power. The year 1994 marked the historic first national democratic election in the country's history.

The struggle against institutionalized apartheid is apparently over but the struggle against inequalities and division has only just begun. In this country after all women have gained the right to vote and looked for fight for their rights, although in theoretical way it was said the struggle is over but practically it is living and continuing.

Hulton and Furlog (2001 : 216) state that the legal position of black women as minor means that their relationship between those who own capital and means of production and those who own nothing but their labour power. Hulton and Furlog (2001 : 219) say that women are often given a low status in the labour power.

Hollard, Blair and Sheldon (1995 : 220) state that women are often given a low status in society in particular because their work in household and informal sector goes unrecognized. In developing countries like South Africa, after women have gained the right to vote, to enter all forms of paid employment and seek educational qualifications still have to fight for these rights. Although female educators spend all their times and energy in employment, their contributions is negligent. In spite of the governmental attempts to promote gender equity, South Africa with its long history of male domination, still exhibits the highest level of gender inequality.

The South African women intellectuals are in labour force in the results of the neglect of women power in development. Most of them are found in professions such as teaching and nursing. The position of female educators in most developing countries, literacy, educational enrolment and educational achievement for women has continued to be lower than those of men. These low status positions means that women women teachers' voice may be either excluded from policy and decision making process or they may not be taken seriously. Women invariably form the majority in primary schools and some have all female staff. There is also a much higher proportion of women leaders in primary than in secondary or colleges. Women are rarely found in positions authority and leadership in schools, and career development for women teachers is rarely prioritized.

Bista (2005 : 42) says that even in countries where the percentage of women teachers is high, there are rarely many women head teachers, education officer sand managers at the district, region and national levels. There are systematic constrains for women wishing to develop their career within the educational sector such as negative attitudes towards women's ability to manage and lead schools, lack of female role models, long hours and commitments that are difficult to reconcile with family and child care responsibility.

In developed countries like Europe, women became increasingly engaged in paid employment because of the shortage of men during and in immediate past World War II year. A small study was conducted in Shrilanga highlighted the fact that compared to the male teachers in schools. Women teachers usually do the menial and low status tasks not only during the regular school day, but also at special events such as school concerts and prize giving events. In central Asia, North America and the Caribbean, some primary schools especially are so dominated by women that is thought that this can have a negative effect. A pool of women with appropriate qualifications to become managers or principals do exists, but there are barriers and discouragement.

These include the belief that is men who should teach an run the school. In terms of education, giving female educators equal access to education, is not only their rights but it is also a law which need to be obeyed and implemented. Most of women are found in profession such as teaching and nursing the so called female areas. Women are mostly found in professions such teaching and nursing, but they are least or under-represented in high managerial positions. Women are least represented in politics, high technical and managerial positions. It seems as if the current position of female educators in schools is still very low.

Hyde and Miske (2000 : 28) state that looking at the debate about the promotion prospects for women teachers, one explanation of why so few women hold senior posts goes something like this : Women themselves are under-confident. They have been handicapped by not being brought up to behave like men. What they need is assertive training. Women self-confidence may be further destroyed by other materials that portray women as inferior. Inequalities is still existing between girls and boys, women and men.

It is well-known that there is a lot of sexual violence directed towards girls and women in this country. Teenage pregnancy often has a negative effect on girls schooling and on the opportunities that are available to them. Girls are often encouraged to study learning areas like home economics and biology rather than mathematics and science. This limits their career opportunities. Even girls who do well at school often have few study opportunities once they have completed their schooling. The jobs that are available to women are often jobs that have low status and are not paid much. Girls and women are usually expected to carry the burden of running homes and looking after children without help from boys and men. There are more men in position of power than women. There is a need for women to have the same opportunities and privileges the society gave to men.

Drake and Owen (1998 : 102) say that at both primary and secondary level male teachers despite proportionately fewer in number, are more likely to be promoted. Equality or sameness for both men and women is needed so that they could be treated alike or the same. Unconditional support for women and the advancement of women to top position is vital to female educators. Women have tolerated the years of men now it should be their chance. Education has been given an important role in the struggle for equality between men and women as well as between different social groups. The present education system is perceived as legitimate because of its non-discriminatory policies on the provision of education in a country which advocates equal opportunities for all. The abilities and values of females are passed over in

educational institutions, because school administrations and management are more driven by males as they over rule the females. Women still carried the main responsibilities for children and family though they could work and lead everywhere. They are mostly found in lower grades such as creches, preschools and primary schools. Women are in powerless positions hence their abilities and dignity are not recognized. Celebrating National Women's Day every year on the 9 August people came with this idea hoping that by celebrating this day will reduce these inequalities. Women are in lower positions at every corner of life. And the advancement of women into top positions in government and parliament has certainly not been matched in other sectors, especially business.

De-Villiers (2000 : 98) says that the recent annual report of the commission for employment equity revealed that in 2002 only 14% of positions at top management level were held by women, a tiny improvement of 1,3% over 2000. In the slightly lower category of senior management positions, 21% are held by women, a rise of just 0,6%. 31% of professionally qualified employees are women, but this is actually a drop since 2000 of over 12%. The above evidence proves that black women remain by far the worst off in terms of the number and quality of senior or skilled jobs. The high level of the rand has caused the loss of thousands of jobs in industries such as clothing and textiles, which employ a high proportion of women. Even for those fortunate to have jobs, many employers still get away with paying scandalously low wages, which on average are still lower than men's.

There is a need of measures to rectify purposive actions of redress and empowerment to uplift women from their positions. Although women spend all their time and energy in employment, their contribution is neglected because negative attitude results in negligent. It is long that women had very few opportunities of being appointed to managerial position in the education sector even of being educated according to their needs. Therefore women are still behind men and are in disadvantaged positions and a number of females in educational institutions are still subject to sexism and unfair discrimination. Turshen and Holcomb (1993 : 253) say that various studies show that women remain in a disadvantaged position in employment, education, health and government. There is no field of activity and no country in which women have obtained equality with men.

From the Biblical point of view it seems a woman was oppressed since then. Jesus of Nazareth was the one of the first human beings who radically criticizes oppressive social and economic structure. He insisted that we should forgive and love one another but on other hand God himself said in (Genesis 3: 6). God said to the woman "I will make you increase your trouble in pregnancy and your pain in giving birth.

In spite of this, you will still have desire for your husband yet you will be subject to him. This passage has an influence on men's attitudes towards women. Women are undermined disrespected and even treated unfairly because of their sex. Although people differ in perceptions most men take this passage as a corner stone of life and as a good example where force or power is used.

The teaching profession in South Africa has long been characterized by the unequal treatment of female educators. However, no-sexism is one of the principles embodied in constitution of our country which should guide the development of a new educational dispensation. Nandipha (2002 : 11) said that women are being deliberately marginalized and given no opportunities to realize the leadership abilities.

It has been shown in various institutions that men are scared to be under women's leadership. They view this as a defeat. It seems as if women are taken as assistants human beings but not as human beings with rights and abilities. All women have been and are still exposed to gender inequalities and discrimination. But as we speak today men largely dominate the leadership positions.

Eleanor and Lemmer (1996 :218) say that male teachers are often regarded as better “long term investors” and are appointed above women with comparable qualifications. Provincial and national statistics point a more vivid picture of the situation. South African history changed dramatically and significantly since 1994 when people were freed from apartheid system and rules. Putting gender in public life means that we are moving from the old focus on men to include women equally.

Women are now at greater disadvantage when it comes to getting top positions or being helped to perform effectively in their new roles. Women need improvement in their positions. There is a need to increase the number of females in positions of authority at the different levels of educational administrations. At present, the proportion of females in these positions it seems is still negligible. White-Paper (NO.1, 1996) argues that the assumption that women are not suitable for leadership in organizations has been traditionally associated with characteristics which are more frequently depicted as masculine. Viewing the status of women in terms of empowerment, the Mill (1971 : 487) quoted by De Villers and Human (2003 : 173) stated that any system in which the skills of woman are wasteful. A woman could be in powerful position as a parent, but not at work where is employed as worker and been oppressed by her counterparts. Women and men use and understand power differently because of the attitudes of those around them as they grow up. Men have more power than women. Even in schools men exercise their power by controlling everything in schools.

Nxesi (2004 : 10) when he gave SADTU secretariat report said that the overwhelming majority of membership are women at 61%, only 3% of which are in leadership. Lentz and Laband (1995 : 219) state that reports evidence of discrimination against female lawyers with respect to the probability of being promoted to partner in private practice law firm showed that female lawyers are among the most highly educated women in the world and it well-known that female educators are most than males in education but their leadership positions is very low. In South Africa teaching is dominated numerically by women but what surprises, women are under-represented in high positions of educational management such as principals, heads of departments and inspectors positions.

Mertens (1998 : 96) says that it is only in the last 20 years or so that black women have trained to be teachers in large numbers. In 1970, there were only 6650 black women training to be teachers. By 1990, there were 25318 black women training to be teachers. Women continued to be underrepresented in leadership and in high profile positions in education system. Every woman who sets the responsibility, faces a handful of challenges and tasks. If she really wants to move ahead in her career, the challenges multiplied. It is where sexual harassment is emerging as an area of great concern in schools.

Generally, female educators are expected to respond to sexual advances from male teachers, and when they do not, they are made to feel more uncomfortable and their positions are more in difficult situation. Institutions sometimes can be considered as sites for production and reproduction of gender and other form of inequalities. Various sources have shown that gender inequalities in schools is a reflection of gender inequalities in society, hence schools are places where learners, educators and parents met and learned many things. In education and schools, affirmative action measures must lead to the situation where women should be respected. This entails rectifying so that the position of disadvantaged groups, in this case women both in schools and broader sphere of education can be made equal to that groups who were advantaged in the past.

Todd and Fisher (1998 : 183) say that although there have been clear increase in the number of women in male dominated professions over the past decade, the increases still reflect that, except, in academy, women are for the most part, statistical rarities in the elite professions. When women work in traditionally masculine roles such as management, they are numerically under-represented, they violate norms regarding the gender appropriateness of the occupation, and they lower status of women.

Viewing status of women in terms of empowerment, purposive action of redress and empowerment is required to uplift women from their position of subservience. They were denied a free and national choice as to how to lead their lives. They were denied equality to live and have their freedom of choice. Women are exposed to double discrimination because they are women. Women have their power and potential to accomplish whatever they set their hearts on. Women should not be used as the objects of men, they should not teach while men control. There must be equality in both levels. One must not dominate another. Women are able and they have leadership qualities like men. Where are female educators at this juncture, because most of women are victims of discrimination, harassment, abuse and domestic violence?

Where are their status with regard to promotion posts in educational institutions? Education Management and therefore education have traditionally been and still remain male dominated with men managing and women teaching. In the country after women have gained the right to vote, to enter all forms of paid employment and to seek educational qualifications on equal terms with men and black women still have to fight for these rights. Women and girls are the people who have been denied full and equal educational opportunities. The division of labour in society teaches children from early age that there are certain jobs reserved for men or women only.

Here is an example of a table in Limpopo Province among male and female educators by Edu-Source Data News. (NO.10 October 1995) to show rank and gender. It shows statistics for teachers of all race groups showing only four percent of female educators held the position of principal compared to eleven percent of male educators in South Africa.

**Table 30: Educators according to Rank and Gender in South Africa in 1994. Edu-Source Data News ( No. 10 October 1995)**

	<i>FEMALE</i>	<i>%</i>	<i>MALE</i>	<i>%</i>	<i>TOTAL</i>	<i>%</i>
<b>PRINCIPALS</b>	<b>9790</b>	<b>42</b>	<b>13798</b>	<b>58</b>	<b>23588</b>	<b>100</b>
<b>DEPUTY PRINCIPALS</b>	<b>2045</b>	<b>31</b>	<b>4480</b>	<b>69</b>	<b>6525</b>	<b>100</b>
<b>HEAD OF DEPARTMENT</b>	<b>13452</b>	<b>50</b>	<b>13676</b>	<b>50</b>	<b>27128</b>	<b>100</b>
<b>TEACHERS</b>	<b>194125</b>	<b>68</b>	<b>90537</b>	<b>32</b>	<b>284662</b>	<b>100</b>
<b>TOTAL</b>	<b>219412</b>	<b>64</b>	<b>122491</b>	<b>36.00</b>	<b>41903</b>	<b>100</b>

Table 30: shows that there are many female educators in schools but few hold top positions. The position of women is still showing what we are calling disproportionate representation where women are still in small number than men in promotional posts.

Harrison (1993 : 216) states that women's current status in labour force echoes a long history of unequal access to education and employment. In the above table, numerically women are more compared to men but they are under-represented in higher positions.

Only few hold top positions. Although men can be least or few in organization but most of them hold higher positions. Women should be given equal opportunities with men to live their full lives. To site an another example there is an evidence to show that women are under-represented in higher positions. The figures from Mpumalanga provide one example of the disproportionate representation of women in the senior administrative position of many provinces.

**Table 31 : Department of Education by Gender, Nov 29 1994. Edu-Source Data News ( No. 10 October 1995)**

	<i>MALE</i>	<i>FEMALE</i>	<i>MALE%</i>	<i>FEMALE%</i>
HEAD OF DEPARTMENTS	-	1	0	100
CHIEF DIRECTOR	3	0	100	0
DIRECTOR	7	0	100	0
DEPUTY DIRECTOR	5	2	71	29
CHIEF EDUCATOR SPECIALIST	9	1	90	10
TOTALS	24	4	85	14

**Table 32: Mpumalanga District Education Officials by Gender Nov,29,1996.Edu-Source Data News ( No 10 October 1995 )**

	<i>MALE</i>	<i>FEMALE</i>	<i>MALE%</i>	<i>FEMALE %</i>
DISTRICT HEAD	9	2	82	18
CIRCUIT	48	2	96	4
TOTALS	57	4	93	7

These two tables show that there is a high number of women in the education system but they are situated in the lower ranks of teaching profession in Mpumalanga Province. Females are there in large number but they are under represented in high levels of management. Women remain employed in a narrower range of occupation and industries compared to men.

Galliano (2003 : 121) says that only 15% of all elementary school teachers are men, but they make up about 96% of all top level teachers of public schools as well as superintendents and assistant superintendents. It looks as if the most common occupations for men are managers, administrator, truck drivers, supervisor, managerial, professional and technical jobs categories. When women and men have equivalent nature and talents, they are segregated into different occupational pathways. In South African history, women were given very few promotion posts compared to men. Women were not treated less favourable and this can be called discrimination and it can be directly or indirectly.

The above paragraph is supported by Harrison (1993 : 116) indicating that historically, women have been awarded very few promotion posts compared to men. This is against the Constitution of Republic of South Africa which says no one shall be discriminated against and this means every person has the right to work without been discriminated. It is necessary to view the status of women in terms of empowerment, because empowerment is a purposive action of redress and it requires to raise women from their position of subservience.

Women were denied a free and national choice as to how they lead their lives. They were denied a life for freedom and equality. Doyle and Paludi (1998 : 216) say that the classroom climate is chilly one for women. The data noted that women on college composes were being ignored in the classroom. Training programmes, seating arrangements and assignments of written work were very much gender segregated. Job segregation still exists to a large extent for women. Some jobs are de-facto segregated simply because women make up nearly the entire work force occupations such as secretary, stenographer, household worker, waitress, elementary school-teacher, and book-keeper are nearly totally female populated occupations. When women are kept out of occupations for reasons of their biology, it is usually because of discrimination.

Women are denied access to equal opportunities, equality, equity and freedom of their choices. And this makes women to remain in lower position in various educational institutions like schools. Women are human beings therefore they need to enjoy their full lives like anyone in this world. The current position of female educators in schools show that there is a high proportion of women in the educational system as a whole, and women are situated in the lower ranks of the teaching profession. Furthermore, the larger number of women in education profession have a history of domination and explanation on essentials notions of womanhood rather than of encouraging the career path of women. Female educators are still holding lower ranks compared to male educators.

## 2.7. CONCLUSION

In nutshell the position of female educators still echoes the long history of apartheid system where people were segregated because of their colour, sex, or gender. Policies are there why is there still discrimination? Women who allege that they are discriminated with regard to promotion posts require recognition of their allegations. The status position of female educators still indicates the marks of apartheid system even though the era has collapsed. School governing bodies must work with School Management Teams on policies and educational programmes regarding promotion posts in schools and also to promote the best interest of the school and to ensure its development.

Promotion posts mean that female educators as people with dignity also need to be promoted and occupied high managerial posts in schools. It means female educators like male educators should be treated equally and represented women in higher levels of education. The Constitution of Republic of South Africa and educational policies promote gender equality among educators. Discrimination, inequality, negative attitudes, against female educators are obstacles to the achievement of equality, development and peace in educational institutions. In 1994 the Constitution of Republic of South Africa introduced a Bill of Rights, signed into law in May 1996 which protects everyone from discrimination on their rights to protect them. Many of the deeply entrenched beliefs about and attitudes towards female educators need to change in order to keep up the law if such change goes against one's own moral and religious convictions.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. INTRODUCTION**

The two previous chapters gave the foundation of the study. The main aim of this chapter is to describe the research methods followed to carry out the research and how research was designed. Furthermore, it discusses in detail sampling techniques used and also the sample size. It also outlines and describes the manner in which data was gathered, that is the instruments used in this study such as interviews. Lastly, it explains the procedure followed in order to gather information or data, findings, data analysis and interpretation of data which were made with the help of tables and figures that support the argument. The following discussions bears in mind that the purpose of this study is to investigate the experiences of female educators with regard to promotion posts in educational institutions.

#### **3.2. RESEARCH DESIGN**

Bobbie and Mouton ( 2001 : 72 ) define research design as a plan or blue print of how the researcher intends conducting the research. In addition to the above definition, the researcher has used the qualitative research design because she wishes to to obtain insights into the experiences and opinions of educators, principals, school governing bodies, inspectors and especially female educators. The researcher has chosen qualitative research design in order to achieve the aim of the study.

The researcher went to schools, circuits to collect information by using interviews. In this study, the research design is ethnographic because the researcher is relying on interviews in order to provide an in-depth understanding of what is studied. The researcher spent more time at selected sites in order to understand fully the subject being studied. The researcher collected data by interacting with the selected participants in their different institutions.

#### **3.3. RESEARCH METHODS**

Macmillan and Schumacher (1993 : 370) say qualitative method is a method in which the researcher uses observations, interviews, content analysis, it is often conducted in naturally occurring social situation and gives consideration attention to describing the context of the social environment. The research methods are ways one collects. and analyzes data. The study is qualitative. Macmillan and Schumacher (1993 : 372)

indicate that qualitative research is based on a naturalistic phenomenological philosophy that views reality as multi-layered, interactive and shared social experience. The researcher studied and investigated the experiences of female educators with regard to promotion posts in educational institutions. The researcher studied people in their natural settings attempting to make sense of or interpreting phenomenon in terms of the meanings people bring to them. Qualitative method was selected because the researcher would be more concern with understanding the social phenomenon from the informants' perspective. It would also help the researcher to obtain in-depth data both within and outside schools.

### **3.4. SAMPLE DESIGN**

Bailey (1987: 36) quoted by More (1999 : 99) explains that in purposive sampling the researcher uses her or his own judgement on which participants to use and pick only those who meet the requirements or purposes of the study. Non-random is appropriate because the present researcher does not wish to general beyond a specific sample of respect. The researcher selected the participants with the aim of identifying information rich cases that would allow the researcher to study a case in-depth.

Cohen and Manion (1997 : 127) state that in purposive sampling, researcher handpicks the cases to be included in the sample on the basis of his /her judgement of his or her typicality. In this way of handpicking the researcher built up a sample table that is satisfactory to specific needs, because the main criterion for sampling in qualitative research is the selection of information rich informants, the researcher searched purposefully for research informants who yielded information regarding the issue being researched and also new participants can be added in the research if the need arises during the research.

Participants who have enough information about the experiences of female educators with regard to promotion posts in educational institutions would be of most importance. This simply means that instead of choosing the sample from the whole population in Senwabarwana area at large, the researcher ensured that an appropriate number of participants is drawn from the entire population of Senwabarwana area. The selection of participants, settings or other sampling units is criterion based or purposive and members of the sample with a purpose to present a location to key criterion. The focus would be on these participants because they would be information rich and be able to give the required data.

### 3.5. SITES SELECTED

Macmillan and Schumacher (1993 : 379) say that site selection is the way in which a site is selected to locate people involved in a particular event, and it is preferred when the research focus is on complex micro-process. In this study ten primary schools from Maleboho-West Circuit plus two circuits in Senwabarwana area were chosen. These schools and circuits are in Limpopo Province and they form part of Capricorn District. Below are the names of participated schools:

1. BORWALATHOTO H.P. SCHOOL,
2. BOTSHWA H.P. SCHOOL,
3. KAWENE H.P.SCHOOL,
4. MAKALANG H.P. SCHOOL,
5. MOKIADIANEMORUKHU H.P. SCHOOL,
6. POTOKELA H.P. SCHOOL,
7. SEFOTO H.P. SCHOOL,
8. SEFOTWANE H.P. SCHOOL,
9. SETHUNYA H.P. SCHOOL, and
10. THLAKAUMA H.P. SCHOOL

The ten participated schools were selected from forty-seven primaries in Senwabarwana area. The selected schools were those that are located in Maleboho West Circuit because Senwabarwana area is divided into six sub-circuits namely:

Bahananwa sub-circuit, Bochum East sub-circuit, Bochum West sub-circuit, Maleboho Central sub-circuit, Maleboho East sub-circuit and Maleboho West sub-circuit. Two circuits were also selected namely : Maleboho West and Senwabarwana circuits where circuits managers could be found. These schools are located in far west of Senwabarwana Area and they are nearer to one another. The schools selected represent all schools in Senwabarwana Area and also the two circuits

namely, Maleboho sub-Circuit and the Senwabarwana Circuit which is the main area in Senwabarwana area where the area manager is stationed. These selected schools and circuits are conducive situations for the research because in these schools are where interviews and shortlisting took place.

### **3.6. SIZE OF THE SAMPLE**

Mertens (1998 : 117) says the sample is the group the researcher has chosen from the population from which to collect data. In this study the participants were from various and linguistic groups, active male and female educators, school managers, members of school governing bodies and circuit managers who are stakeholders in the ten selected schools and circuits. In each and every school, two educators, two members of school governing and one school manager were selected, bearing in mind the aim of Employment Equity Act and also the purpose of this study.

They were fifty two (52) in number. Their ages, ranks, gender and qualifications were taken into consideration because they have been stationed and worked in those institutions for many years and they would have enough information about the experiences of female educators with regard to promotion posts in educational institutions. In each site the following participants were selected:

- > One School Manager x 10 schools =10
- > Two Educators x 10 schools =20
- > Two Members of School Governing Body x 10 schools and =20
- > Two Circuit Managers x 1 circuit =2
- > Total =52

The participants were selected purposively because the researcher thought that they would have enough information about the promotion posts in schools. The researcher thought that they form panels of interviews and they also short-listed and interviewed many candidate's in their schools. They would have more knowledge about what is taking place during interviews. In each site one male and female were selected for the purpose of getting different views from different gender bearing in mind the purpose of Employment Equity Act in workplace, that is to achieve equity and the proportionate representation. The focus was on the research participants because they

would be information rich and be able to give the required data. The main aim of this study is to investigate the experiences of female educators with regard to promotion posts in educational institutions. In view of the aim of this study, purposeful sampling which is a non-random was used to select the sample of this study.

### **3.7 DATA COLLECTION TECHNIQUES**

In order to collect data, certain data collection techniques must be used. In this study interviews were used to gather information on the experiences of female educators with regard to promotion posts in educational institutions. The relevant instruments were used to achieve the main aim of the study.

#### **3.7.1 Interviews**

Mwamwenda (1996 : 101) says interview is designed to enable informants to supply information to the researcher. The advantage of interview is that it is flexible and adaptable. Questions that are unclear can be explained and rectified on the spot. Both verbal and non-verbal behaviour can be observed. Unstructured or in-depth interviews were used because the informants would have considerable freedom to voice their views concerning promotional posts.

Lemmer and Pretorius (1993 :111)say interview is really only a conversation which has the express purpose of obtaining certain information from open ended questions that will be asked so that any response could be allowed in interviews. The researcher played only a facilitating role and the participants as the main source of information. Sidman (1998 : 214) says that interviewing is a basic mode of enquiring and the main purpose of interview is to understand the experiences of other people and the meaning they make of their experiences.

Kvale (1996 : 215) says that interview is used to capture the experiences and lived meaning of the informants everyday world. The reason why the researcher does investigations is because female educators are experiencing problems with regard to the promotion posts so, the researcher wants to get in-depth information from educators, principals, members of school governing bodies and inspectors because they are there in this situation. The open-ended questions were used.( See Appendix C ). Respondents were free to give their own opinions and answers. Interviews were valid and reliable because the researcher investigated the experiences of female educators with regard to promotion posts in schools.

### **3.8 PROCEDURE**

Macmillan and Schumacher (1993 : 140 ) says procedure describes the way in which the study will be conducted so that the relationship between the variables can be investigated. The researcher first got permission from the participants, principals of selected schools, and the principal of where the researcher works in order to arrange the dates of interviews. Dates and times were arranged with the participants. ( See Appendices A & B ). The interviews were conducted in classrooms and some in the principals' offices. The environments were conducive to the informants hence they were familiar to those surroundings.

Before the interviews were conducted, the researcher first introduced herself and the research topic which is the experiences of female educators with regard to promotion posts in educational institutions. The researcher revealed the main aim of the study as to investigate the experiences of female educators with regard to promotion posts in educational institutions. The researcher also explained the aim of the interviews and data collection is to establish whether the values and beliefs that defend the school's culture and direct people's actions are captured. In this study ethical issue also feature predominantly. This would include problems of confidentiality. Information from informants would not be disclosed so that they would have trust in the researcher.

The researcher explained to the respondents that data collected will be used in this study only and encouraged the participants to talk in detail and to be free. Informants permission to record their responses was granted. The exact words of the informants later transcribed and transcription were coded and analyzed according to the themes that arose from the data. The researcher showed transparency as possible. Entering into schools and circuits premises, researcher interacted with educators, school managers, members of SGB and circuits inspectors in order to collect information through interviews.

### **3.9. DELIMITATIONS**

The study is delimited to ten primary schools in Maleboho West Circuit in Senwabarwana area. Senwabarwana area is in Limpopo Province. The Employment of Educators Act (No. 76, of 1998) says education institution is a public school, further education centre as defined in the Employment of Educators Act or it is any other institution that provides specialized situation and where learning and activities are discontinued. These schools are near to one another. The researcher had an access to reach every school and circuit without traveling long distances.

### **3.10. CONCLUSION**

To conclude this chapter, it is of vital importance to undertake this type of study in order to investigate the experiences of female educators with regard to promotion posts in schools. Hoping that by interviewing educators, school managers, members of SGB and circuits inspectors, there will be some solution to be reached female educators are encountering problems with regard to promotion posts in educational institutions. May be equality and equity can be achieved. The implementation of policies in practical not in theoretical way only may also slow down this alarming fire that is burning in schools. It must be borne in mind that for many years female educators had very few opportunities of being promoted according to their specific needs. This is a situation in which the opportunities for developing their natural talents was neglected. It is of the utmost importance that educational policies should be relevant to the needs of female educators and in South Africa particularly, which has been characterized by male dominance for so long time. The Bill of Rights acknowledges the existence of gender inequality in the country.

## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.1. INTRODUCTION

In chapter three, the methods used and procedure to collect data were outlined and discussed. In this chapter, findings or the results were categorized, synthesized and interpreted to give explanations of the experiences of female educators with regard to promotion posts in schools. The researcher gave report on interviews that took place in schools and circuits. Data were analyzed inductively and organized into categories in order to identify relationship among the categories. Important ideas about the data were written down. Aspects were established from the data.

The data were analyzed by using statistical tables in order to compare and see the differences and similarities. Four population groups were used to obtain data. Those are educators, principals, inspectors and members of governing bodies. Tables have been used to illustrate the findings. The description to illustrate the findings is clear and the researcher has identified the deferences, relationship and other existing in the data. The findings from the interviews will be illustrated below.

#### 4.2. DATA ANALYSIS

Macmillan and Schumacher (1993 : 479) indicates that qualitative data analysis is an inductive process of organizing the data into categories and identifying patterns among the categories. The researcher is interested in the investigating the experiences of female educators with regard to promotion posts in educational institutions. This section of this study, analysis the information that were gathered during the interviews. Responses from informants were coded and analyzed using simple narrative statistical tables. The purpose of data analysis is to discover categories and underlying themes and to develop grounded theories.

Lemmer and Pretorius (1993 : 121) says qualitative data analysis is mainly on inductive process for organizing all the data that have been gathered into different categories to enable the researcher to identify certain patterns with the main aim of seeing the relationship among the categories. In this study, the researcher applied inductive approach to analyze data, which builds abstractive from particular social construction (data) that have been gathered. Inductively, the researcher divided the data that have been collected through interviews into understandable units or topics

by classification system that would reflect the holistic nature. Macmillan and Schumacher (1993 : 140) says coding is the transfer of unstructured data into a format that can be numerically tabulated or summarized. Then, the researcher developed an organizing system from the data. The researcher organized and developed the aspects to be used in categorizing the data that have been selected, because category represents meaning of similar topics. The researcher compared and identified the similarities and differences. Data were categorized according to their meanings which means topics of similar meanings were grouped together and those that differ would be compared. All relevant ideas about the data collected were written down and divided into topics by classification. Then, the researcher developed an organizing system from data. The followings are tables and aspects from the data : Then, the researcher compared and distinguished contents that are the same and differ. The researcher coded information into parts by classification system and gave summary. Tables were drawn to show statistical information. The statistical data were used to identify patterns and make comparison.

### 4.3. DATA PRESENTATION

The underlying tables show the number of informants, their age, rank, gender and qualifications.

**Table : 4.1: Number of Participants**

NAME OF CIRCUIT	NUMBER OF AREA MANAGERS	NUMBER OF SCHOOL MANAGERS	NUMBER OF EDUCATORS	NUMBER OF SGB MEMBERS	TOTAL
MALEBOHO WEST	1	10	20	20	51
SENWABARWANA	1	-	-	-	1
TOTAL	2	10	20	20	52

The above table shows the number of participants who took part in this study. The participants were all the residents of Limpopo Province. The researcher selected males and females from the age of thirty to sixty and the ranks from CS1 Teachers, Inspectors, School Managers and also Members of School Governing Bodies. The participants worked in those schools for long time and they gained experience and have knowledge of everything that took place in those selected schools.

**Table 4.2. : Gender and Age**

<i><b>PARTICIPANTS</b></i>	<i><b>MALE</b></i>	<i><b>FEMALE</b></i>	<i><b>AGE</b></i>
EDUCATORS	8	10	30 – 45
PRINCIPALS	7	3	40 – 55
SGB	8	7	40 – 58
INSPECTORS	2	-	40 – 59
<b>TOTALS</b>	<b>25</b>	<b>20</b>	

This table shows that there are 45 (forty-five) informants who participated in the interviews. The informants were supposed to be 52 (fifty- two) in number. Those who did not participate had their personal reasons. Males participated in large number compared to females. There were 20 females and 25 males and the reason is that most men are principals and most of members of school governing bodies are males. Their ages range from 30 – 59 and all inspectors are males, there is no female inspector.

**Table 4.3. : Principals' Qualifications**

<i>PRINCIPALS</i>	<i>DIPLOMA</i>	<i>BA DEGREE</i>	<i>BA HONOURS</i>
MALE	6	1	-
FEMALE	3	3	3

The above table indicates clearly that all female principals interviewed have higher qualifications but they are very few in management positions. None of the male principals has BA degree. This also indicates that women are educated compared to men but they are under-represented in position of management. Female educators have higher qualifications compared to male educators.

**Table 4.4. :Teachers' Qualifications**

<i>EDUCATORS</i>	<i>DIPOLMA</i>	<i>BA DEGREE</i>	<i>BA HONOURS</i>
Male	7	1	-
FEMALE	8	2	-

This table indicates that many female educators have diplomas and degrees compared to male educators. It also shows that many female educators tried to improve their qualifications.

**Table 4.5. : SGB Members' Qualifications**

<b>SGB MEMBERS</b>	<b>STD 5</b>	<b>STD 10</b>	<b>DIPLOMA</b>
MALE	8	-	-
FEMALE	5	2	-

The above table indicates that all members of SGB do not have diplomas. Most of them have standard 5. All men have standard 5 and only 2 women have standard 10. This shows that most of members of SGB are not educated. If they are not educated it would be difficult for them to understand some of policies because these policies are written in English. SGB members would also encounter some problems in the interviews process in the promotion posts.

**Table 4.6. : Inspectors' Qualifications**

<b>INSPECTORS</b>	<b>DIPLOMA</b>	<b>BA DEGREE</b>	<b>HONOURS DEGREE</b>
MALE	-	-	2
FEMALE	-	-	-

This table shows that there is no female inspector at Senwabarwana area and this indicates that most high positions are occupied by men in education institutions. Women are under-represented in many institutions.

**Table 4.7. : Race and Rank**

<i><b>PARTICIPANTS</b></i>	<b>RACE</b>	<b>RANK</b>
EDUCATORS	PEDI	CS1, TEACHER
PRINCIPALS	PEDI	9 PRINCIPALS AND 1 ACTING PRINCIPAL
SGB	PEDI	8 CHAIRPERSONS
INSPECTORS	1 VENDA AND 1 PEDI	2 CIRCUIT AND AREA MANAGERS

This table shows race and rank. Forty -four of informants were Pedis and only one informant is a Venda speaking person who is an inspector. Their ranks differ from members of school governing body to inspector. All educators are CS1 teachers under level(1). There were nine (9) principals and one acting principal. There were eight (8) chairpersons of school governing bodies who are males and seven (7) females who are co-opted members. There were two (2) inspectors who are both males. One is circuit inspector at the Bahananwa Circuit which is divided into sub- circuits, one example is the Maleboho West Circuit and another one is area manager (inspector) at Senwabarwana area. The above table shows that most men are in top position in every institution. Research questions concerning with the experiences of female educators with regard to promotion posts were asked ( See Appendix C ). The following were responses:

**ASPECTS**

- >Unfair discrimination
- >Gender-bias
- >Prejudice or negative attitude

>Oppression

>African culture and religion

The above aspects indicate what female educators are experiencing in the educational institutions with regard to promotion posts. In the light of the above, it is the researcher's view that :

### **Unfair-discrimination**

Discrimination against female educators is based on gender and perpetuates the educational gap between men and women. Discrimination is another factor that causes female educators not to be promoted. Women are discriminated on ground of their gender. They are not given equal opportunities like men. Unfair discrimination is practice in many schools. This is supported by Bengu (2001 : 4) when he says that no one should unfairly discriminate directly against one or more grounds, including, race, gender, sex, marital status, ethnic or social origin, colours, sexual, orientation,age, disability,religion,conscience, belief, culture,and language.

Large number of women in education is still subjected to sexism and unfair discrimination. Women's dignity is not respected. Labour Relations Act (NO 66, 1996), outlawed discrimination in the work place. Women are viewed as inferior and weak by men, that is why their opportunities are limited. Everywhere people are crying of the number of females in top positions. There is no an organization where women are in fewer number but what surprises, they are found in every organization but they are not found at higher echelons of schools management.

### **Prejudice or negative attitude**

Prejudice or negative attitudes are another factor that contributes to discrimination. Prejudiced attitudes have therefore been the norm. It is an obstinate reality because most men under-mine and disrespect females because they are women and these lead females not to be promoted. The attitudes of men towards women in the version of democracy, human rights, equity and freedom is still heart breaking.

### **Gender-bias**

Gender-bias has impact on women's lives because of this bias most women had not enough education or are even illiterate hence this resulted from traditional customs and practices that relegate them. Female educators are discriminated because they are

women. Their sex makes them to be undermined. Gender-bias has impact on women's lives because of gender-bias, most women in past, did not attend schools. And to be illiterate, have a direct influence on women's capacity to sustain and protect themselves. The quotation by Mpho Thekiso during SADTU Gender Conference held in Limpopo (2002) said “ Gender-bias keeps many girls from schools . In many countries girls do not have access to education because of traditional customs and practices relegate them to subordinate standards.” In support to the above statement gender-bias keeps many female educators away from applying for promotion posts because men have negative attitudes towards women.

### **Oppression**

Oppression is another factor that contributes a lot to women's lives. Women experience double oppression. What is called men-folk, exists in many institutions, whereby men oppress women because of the education they got from traditional institutions ( koma), because in these schools men are taught superiority only. So, those stereotypes are rooted in their minds and when they come in the educational institutions they want to apply that education in schools. Hoping that they are superior than women, so, women can not lead them.

Bengu (2001 : 27) says in South Africa there are report about increase in women harassment, and women need to realize that equality is about sharing power not abusing it. On other hand women oppress other women. They have what we call PHD syndrome which stands for Pull Her Down. Other women do not want another women to be promoted. They oppress them, so that they are always in lower levels.

### **African culture and religion**

Culture and Beliefs are factors that cause female educators not to be promoted. People have different beliefs and their culture also plays a role in their lives. Culture is about how we live our lives, how we speak and think. This is supported by Moran (1996 : 100) when he says that traditionally, in the past a woman had no right to lead and this notion is still living in other peoples' minds. That's why there are still some males who do not believe that a woman can lead a man, because in the past if a king dies his wife would never been crowned to be a queen.

Moran (1996 : 103) indicates that culture is made up of many different elements, including clothes, colour, songs, rituals, dwelling, dances, history and language. Cultures affect each other. Culture really discriminated people in the past, and it is

still discriminating people. Cultural practices may insist to educate a man rather than a woman. Commission on Gender Equality (1999 : 7) indicates that the most obvious way in which stereotypes are perpetuated is in the overt presentation of men and women in their supposedly traditional roles irrespective of what is being marketed.

From the Biblical point of view (1Corinthians 11: 3 and 10) says : “but I want you to understand that Christ is supreme over every man, the husband is supreme over his wife, and God is supreme over Christ. On the account of the angels, then a woman should have a covering over her head to show that she is under her husband's authority.”

(1Corinthians 14: 34-35) also stresses that as in all the Churches of God's people. The women should keep quiet in the meetings. They are not allowed to speak ; as the Jewish law says, they must not be in charge. If they want to find out about something, they should ask their husbands at home. It is a disgraceful thing for a woman to speak in church. These verses make men to take control over women and use their power and show their superiority by discriminating and oppressing women in every institutions not in church only.

Mayne (1999 : 77) says that many faith will not allow women to take position of leadership in their religion, reserving these for men. Even if women see things in different ways, they are afraid of men who demoralize them, so, most people especially men take this as a defend. These verses give men power. They discriminate women to perform other duties or works which they can be able to do. Bengu (2001 : 26) says that South African women found their cultures shared similar gender related beliefs and roles. Most common way is the devaluing of women.

**Table 4.8. : Statistical Comparison**

<i><b>GENDER</b></i>	<i><b>NUMBER</b></i>	<i><b>%</b></i>
MALE	22	55%
FEMALE	19	38%
TOTAL	41	93%

The above table shows males and females who agreed that female educators are unfairly-discriminated against with regard to promotion posts in educational institutions. They agreed that female educators are oppressed, disrespected and discriminated because they are women. Twenty-two males say that female educator are discriminated against with regard to promotion posts in schools. While nine -teen females say that yes, female educators are unfairly-discriminated in schools. Therefore, 93% of informants agreed that female educators are discriminated against with regard to promotion posts in educational institutions.

**Table 4.9. Statistical comparison**

<i><b>GENDER</b></i>	<i><b>NUMBER</b></i>	<i><b>%</b></i>
MALE	3	0,8%
FEMALE	1	0,4%
TOTAL	4	1,2%

The above given table shows males and females who denied that female educators are discriminated against with regard to promotion posts. There is only one woman out of twenty and three men out of twenty-five who said that female educators are not discriminated but the percent indicates clearly that only 1,2% which is half, denied that female educators are not discriminated, oppressed, prejudiced and harassed in the educational institutions.

#### **4.4. CONCLUSION**

From the conversations or interviews the researcher held and conducted with the educators, principals, members of school governing bodies and the inspectors showed that all stakeholders were unhappy about the allegations and the situation in which female educators found themselves because it was shown that there are inequalities between female and male educators in schools. It is imperative that the interpretation and finding should be taken and stood as well understood findings. It has shown that female educators as people, should be given equal opportunities to their male

counterparts. There are findings that could be learned from the interviews that could teach everyone to respect one another. Female educators who allege that they are unfairly discriminated with regard to promotion posts have their own understanding about themselves, their situation and their experiences, therefore, they should be treated equally as human beings.

## **CHAPTER 5**

### **SYNTHESIS, DISCUSSION OF FINDINGS, RECOMMENDATION AND CONCLUSION**

#### **5.1. INTRODUCTION**

The conclusion is derived from the findings of this study. Chapter one is the introduction and inclusion of the background information, definition of basic concepts, the main aim of the study and lastly, the importance of the study.

In Chapter two, literature review was conducted in order to elucidate the experience of female educators with regard to promotion posts in educational institutions and also the roles of the various stakeholders such as educators, principals, inspectors and the members of school governing bodies in educational institutions such as schools.

In Chapter three, research methods and design, specific procedure, research population, sample and instruments used in this study were outlined and described.

In Chapter four, the responses of the respondents were presented and elucidated by means of tables. In the same chapter the researcher has attempted to answer the research question, which states that what are the experiences of female educators with regard to promotion posts in educational institutions. The situation of both males and females show that there is a great gap between males and females in schools. There are differences between females and males with regard to promotion posts in educational institutions. Most participants agreed that discrimination exists between females and males in schools.

Chapter five contains the conclusion, summary, findings and recommendation, further research and limitations of the study.

To conclude this chapter, the South African Constitution determines that no person shall be discriminated against. This includes a person's right to work without discrimination. It is therefore necessary for all female and male educators, SGB members, and also inspectors to ensure a safe, non-discriminatory environment for all female educators.

All stakeholders in educational institutions must adopt a policy on discrimination and communicate it to all educators and ensure that it is adhered to. If discrimination does take place, the procedure and disciplinary process must be enforced.

## **5.2. DISCUSSION OF FINDINGS**

### **5.2.1. Findings from literature review**

In the light of the literature reviewed, women educators form 69% of the teaching body while they are severely under-represented in promotion posts. Only 4% of them being school principals. Researches were conducted in South Africa for women principals, deputy principals, departmental heads and educators in schools in eight of the nine provinces ( Kwa-Zulu-Natal ) was not included.

The data revealed that a large number of women in education are still subjected to sexism and unfair discrimination. Literature reviewed revealed that female educators tend to be locked into the least resourced, least develop areas of life. They are mostly confined to occupations and careers that are gender specific and have few alternatives outlets. This is seen particularly in teaching, nursing secretarial and service sectors.

Females' hard work remains hidden, mostly to their reproductive and domestic duties with direct link to public life. Their activities are not recognized in any statistical data which feed into national record on production. At the primary and secondary levels, women teachers make up more than half the teaching body. In certain countries, particularly at primary level, the ratio of women to men is even higher. The status of women teachers is also key to understanding the status of female students.

Literature reviewed revealed that only few women hold managerial posts both in private and public sector of employment. That is why South Africa, has a strategic approach aimed at strengthening women's participation in leadership and enhancing women's decision making power, because it realized that women are under represented in higher levels of life. In the light of literature reviewed, many institutions face problems of recruiting, and developing women as managers. This is what female educators experienced with regard to promotion posts in educational institutions. Many female educators held lower posts in educational institutions.

### **5.2.2. Findings from this research and critique**

This section reveals the most important findings of this research. And these results of this study lead to findings that need to be interpreted. Here under are what the researcher has discovered :

> Most females educators were complaining about unfair discrimination with regard to promotion posts in schools.

> Many members of SGB were not aware of some of educational policies .

> Most of the policies were not implemented correctly.

> 90% of informants agreed that women are prejudiced and undermined because of their sexes.

> There is inequality between men and women in schools.

> Most leadership positions are held by males, females are very few.

> Female educators are unfairly discriminated, oppressed, prejudiced with regard to promotion posts.

> Gender-bias is existing in educational institutions with regard to promotion posts.

> Female educators have inferiority complex because of negative attitudes imposed to them.

Possible strategies need to be employed in order to overcome the problems experienced by female educators with regard to promotion posts in educational institutions. Women must have opportunities equal to those of men in educational institutions, unfortunately the closing gap of gender is not reflected in all areas of education. Female educators are under-represented in management positions. This under-representation in management implies that much still needs to be done to have more women appointed in top positions, as well as in preparing them to take up such positions.

These findings revealed that the degree of equity in South African education is relatively unexamined, although there has been an increasing recognition among educational researchers of the importance of gender. In the light of the data from the interviews revealed that a large number of female educators in educational institutions are still subjected to discrimination, sexual harassment, negative attitudes, prejudice, gender-bias, emotional harassment, oppression, gender-based violence, sexist language, remarks impaired dignity, intimidation, victimization and nepotism.

The above obstacles kept female educators out of certain positions. Female educators are positioned in lower rather than senior management positions. From the interviews' findings conducted on the experience of female educators with regard to promotion posts in educational institutions, revealed that female educators are discriminated against with regard to promotional posts. Female educators also experience obstacles in performing their managerial tasks because of the perception male educators hold on female educators. In the light of data collected from the interviews, it is vivid that an urgent for education and empowerment programmes to equip educators with knowledge and skills are needed to establish gender equity in schools.

In the light from the findings from this research, culture is another obstacle that prevent female educators to occupy higher positions in schools. The responses that the researcher got really shows that there is a great gap between female educators and male educators with regard to leadership positions. Although male educators are still denying that female educators are not discriminated against with regard to promotional posts, data revealed that in almost every school the high positions in management are held by males.

### **5.3. GENERAL RECOMMENDATIONS**

In the light of the findings or results of this study, there are recommendations arising from the interviews that serve as guidelines for improvement. So, there is an immediate need for this situation to change. The researcher is suggesting the following recommendation :

- >Education is the single most vital element in, empowering women and protecting them from discrimination, harassment and also promoting human rights and democracy. Education is a key solution to the social ill plaguing many nation and a means to gender equality. Education presents a unique opportunity to instill tolerance and respect for human rights including gender equality.
- >Empowerment can help women to know their rights and gain the necessary education, skills and confidence to improve their personal and work lives. Empowerment is women's wellness programme aiming to empower women through holistic approach to women's health, through focusing on specific aspects of their physical, psychological and social being.
- >Gender policies should be drafted in order to promote gender equity in schools and to alleviate all forms of discrimination.

- >Capacity building programme should be conducted in order to capacitate people especially females and where skills and knowledge are required.
- >Gender- bias should be eradicated in schools through the program mentioned above.
- >All stakeholders in schools should have enough knowledge about gender policies.
- >There should be workshops to educate people about gender relations.

### **5.3.1. RECOMMENDATIONS WITH REGARD TO EDUCATORS**

- > All female educators should participate in promotion of gender equity.
- > All female educators should be equal to male educators with regard to promotional posts.
- > Female educators should be treated fairly during the interviews process.
- > Women who are in top positions should come to the ground and encourage women who are in lower positions.
- > Female educators should be given equal opportunities to those of male educators.

### **5.3.2. RECOMMENDATIONS WITH REGARD TO THE PRINCIPALS**

- > Principals as managers of schools should make sure that female educators are fairly treated in schools.
- > Principals should monitor whether policies are implemented correctly in schools.
- > Principals as managers of schools should monitor the interviews process starting from shortlisting to the last day of interviews.
- > Principals should encourage all stakeholders in schools to honour educational policies.

### **5.3.3. RECOMMENDATIONS WITH REGARD TO SGB MEMBERS**

- > SGB members should be encouraged to attend seminars and workshops so that they could be capacitated.

- > SGB members should familiarize themselves with and have knowledge of policy framework.
- > SGB members as the one who recommend during the process of of the interviews should ensure that the principles of equity, redress and representatively are complied and adhered to.
- > SGB members should ensure that female educators are not unfairly-discriminated with regard to promotion posts.

#### **5.3.4. RECOMMENDATIONS WITH REGARD TO THE INSPECTORS**

- > The inspectors as department representatives should visit schools to monitor whether educational policies are implemented at schools.
- > The inspectors should engage with department during the process of sifting so that women are fairly sifted.

In the support of the above recommendations De-Villiers Human (2003 : 214) states the following recommendation regarding actions to be taken for redress and empowerment:

- > A gender policy must be drafted for every school and put into effect.
- > A gender – sensitive culture must be established in schools raising girls and women from their positions of subordination.
- > Sexism and sexual harassment must be eradicated in schools through empowerment programmes.
- > Gender imbalances must be corrected.
- > An awareness of gender- bias must be promoted.
- > A plan of action must be formulated to address the under – representation of women in management positions by appointing competent women to fill vacancies.

## **5.4 LIMITATIONS**

There are things that delayed the present researcher's study. Time was a factor that delayed her studies because the researcher was conducting the interviews after hours starting from 14 hours, when educators were tired and not interested in anything. In each and every school where the researcher was supposed to conduct interviews, educators were busy with the Inter-graded Quality Management System (IQMS) and also they were attending Revised National Curriculum Statement (RNCS) workshops.

During that time many schools were conducting interviews but the researcher was not allowed to conduct the interviews at the same time with them. Some principals and educators were not happy about being interviewed in groups. They needed sessions interviews which was not what the present researcher needed. In all sampled school, the researcher did not find all informants because most educators were traveling from home to school on a daily basis so, after hours' work was difficult to them. For the first time, no educator was willing to volunteer. In view of the above limitations, the researcher continued with her research together with the participants who were willing, no negative consequences for the participants were observed.

The interpretation of the concepts have mutual meanings between the participants and the researcher. No changes were made, hence the researcher has already explained the purpose, the nature of instrument, confidentiality and the role of the researcher. The interviews were handled the way they supposed to be conducted without alternations, because participants were treated alike and 99% participated in the interviews therefore the instruments suited the purpose for which it suppose to be used.

## **5.5 RECOMMENDATIONS FOR FURTHER RESEARCH**

Further research is recommended in order to enable other researchers to continue with this study in order to see if the selection of the conceptual framework will enable other researchers to proceed with this research. Hence the theory conceptual perspective to the study of the experiences of female educators with regard to promotion posts in educational institutions and the concepts were clearly explained, therefore further research is recommended. The description of data collection techniques ( interviews ) and how data were recorded, these enable the study for future research. Because the primary interest was to interview male and female educators, principals, deputy principals, heads of department, circuit managers and members of school governing bodies, data collection strategies such as ethnographic interviews, tape recorder and interview notes, tabulation to help identify patterns were used, so, those could serve as a path for future study.

Hence mechanically recorded data were used, if other researchers further this study in the same procedure, using the same tape recorder and interview notes, identical data will be obtained. The attribution of the participants, time frame and settings were reported then other researchers may further this research because the present researcher has addressed the threats and other researchers will regard this research as credible. Data recording, consistency interactive style, data analysis and interpretation of participants' meaning from the data are outlined, therefore further research is recommended.

## **5.6. CONCLUSION**

This research will form a foundation on which improvement of the position of female educators could be given. The South African Constitution determines that no person shall be discriminated against. This includes a person's right to work without discrimination. It is therefore necessary for all female and male educators, SGB members, inspectors and also the employers to ensure a safe, non discriminatory environment for all female educators. All stakeholders in educational institutions should adopt a policy on discrimination, communicate it to all educators and ensure that it is adhered to. If discrimination does take place, the procedure and disciplinary process should be enforced. This study investigated the experiences of female educators with regard to promotion posts in educational institutions in all chapters. Proposed strategies and recommendations are given therefore suggestions for further research is recommended if it is possible or necessary.

## BIBLIOGRAPHY

- Abert. F . 2003. **New Agenda. Cape Town** : Institution for African Alter-active.
- Addou. H. 1993. **Building technical Capacity of Gender Advocacy of young Professional African. Kenya** : Regal Press LTD.
- Allen. R. 2000. **The Oxford Dictionary. New-York** : Oxford University Press.
- Ashburner. L. 1988. **Just Inside the Counting House. London** : Ballingstoke Mc-Millan.
- Babbie. E. R. and Mouton. J . 2001. **The Practice of Social Research. Califonia** : Wadsworth Publishers.
- Bengu. B. 2001. **Opening our Eyes. Pretoria** : The Canada-South Africa Education Management Programme.
- Bista. M.B. 2005. **A Survey on the Status of Female Teachers in Nepal . Bangkok** : UNESCO.
- Blackburn. R. & Taylor. J. 1991. **Human Right for the 1990s. London** : Mansell.
- Bush. T. 1995. **The Theories of Educational management. London** : Paul Chapman LTD.
- Chala. M. Volume 7. NO. 4, April 2002. **The Teacher : Africa. M & G Media.**
- Clarke. A. 2007. **The Handbook of School Management. Cape Town** : Kate Maccallum.
- Cohen. L. & Manion. L. 1997. **Research Methods in Education. London** : Routledge.
- I Corinthians. 8<sup>th</sup>-1983.**Good News Bible. South Africa** : Bible Society of South Africa.
- Croft. A. 2000. **Gender Gaps in Schools and Colleges Can Educational Policies Improve Gender Equality? University of Sussex** : Brighton.

- Crompton. R. 1990. **Gendered Jobs and Social Change. London** : Unwin Hyman.
- Davis. D, Chaedle. H. & Haysam. N. 1997. **Fundamental Rights in the Constitution. Kenwyn** : Juta and CO. LTD.
- De -Villiers Human. S. 2000. **Acta Academica Supplementum, Gender, Society and Theory. Bloemfontein** : UFS-SASOL Library.
- De- Waal. J. Currie. L. & Erasmus. G. 1997. **The Bill of Rights Handbook. Kenwyn: JUTA & CO, LTD.**
- Doyle. J.A. & Paludi M. A. 1998. **Sex and Gender. USA** : Mac-Graw Hill.
- Drake. P. & Owen. P. 1998. **Gender and Management Issues in Education. Oakhill** : Trentham Book LTD.
- Eleanor. F. P. & Lemmer. M. 1996. **South African Education and Training. Transition in Democratic Era. Johannesburg** : Hodder and Straughton.
- Employment Equity Act No.55, 1996. Pretoria** : Government Printer.
- Employment of Educators Act. 1998. Pretoria** : Government Printer.
- Evans. J. 1995. **Feminist Theory Today. London** : Sage London.
- Evetts. J. 1994. **Women and Career. New-York** : Long-man.
- Fiona. L. 2002. **Gender Implications of Development Agency Policies on Education and Training (pp337-476). London** : Sage.
- Francess. J. Lee. R. & Johnson. W. 2002. **Women, Jobs and Career. New-York** : Cabridge University.
- Galliano. G. 2003. **Gender Crossing Boundaries. Canada** : Kennesal State University.
- Genesis. 8<sup>th</sup>- 1983. **Good News Bible. South Africa** : Bible Society of South Africa.
- Glancey. J. 1994. **Texts and Contexts. Halfway House** : Southern Book Publishers.

Goetz. A. N. 1997. **Getting Institutions Right for women in Development.** London : Zedbooks LTD.

Grossman. H. 1995. **Teaching In Diverse Society.** Needham Heights : Allyn & Bacon.

**Hansard Social Commission. 1990.** Pretoria : Gender Manual Consortium.

Harrison. R. 1993. **Human Resource Management Issues and Strategies.** Cabridge : Addison Wesley.

Higgs. P. & Smith. J. 2000. **Rethinking Our World.** Lansdowne: TUTTA & CO. LTD.

Hollard. J. Blair. M. & Sheldon. S. 1995. **Debates and Issue in Feminist Research and Pedagogy.** Open University : Multilingual Matter.

Hulton. L. \$ Furlong. D. 2001. **Gender Equality in Education. Making a Difference : NGO's Strategies Revisited.** New York : UNIFEM.

Hyde. K. A.L. \$ Miske. S. **Education for All.** 2000. New Delhi : Sage.

Keeves. J.P.1997. **Education Research, Methodology and Measurement.** UK : Cambridge University Press.

Kvale. S. 1996. **Interviews. An Introduction to Qualitative Research Interviews.** London : Sage Publication.

**Labour Relations Act** No. 66, 1995. Pretoria : Government Printer.

Lee. D. \$ Woolard. I. 1995. **Women and Empowerment.** London : Sage London.

Lemmer. E. M. & Pretorius. A. 1993. **Research in Education.** Pretoria : Muekleneuk.

Lentz. R. F & Laband. D.D. 1995. **Sex and Discrimination in the legal profession.** London : West Port Connecticut.

Lynch. J. 1987. **Prejudice Reduction and the Schools.** New-york : Nicholus Publishing Company.

McMillan. I. H. & Schumacher, S. 1993. **Research In Education.** New-york : Harper Collin College.

Mertens. D. M.1998. **Research Methods in education and psychology.** London : Sage publication.

More. R. E. 1999. **The Attitude of Academic Librarians towards Affirmative Action in the Workplace.** Pretoria: University of Pretoria.

Moran. G. 1996. **You and The Constitution.** Pretoria : The Constitutional Assembly.

Morrell. R. 1998. **Gender and The place of masculinity in South African Journal of Education.**(pp218-224).

Nandipha. N. 2002. **Educators Voice.** Excom : STE Publishers.

Nanda. S. 2002.**Gender and Anthropology : Study of Mankind, its Society and Customs.** Baston : USA.

**National Education Policy Act No 27 of 1996.** Pretoria : Government Printer.

Ndlovu. M. M. 2001. **Towards an Effective Teamwork Model For Secondary School Management in the Phalaborwa Area of the Northern Province.** Northern Province : University of the North.

Nieman R. 2002. **Redress and Empowerment for Gender Equality in South African Education.** Oxford : Oxford University Press.

Nxesi. T. 2004. **Educators Voice: Excom:** STE Publishers.

Patridge. E. 1958. **An Etymological Dictionary Of Modern English:** Oxford University : Padstone.

Rose. P. Yoseph. G. Berihum. A. & Maseru. T. 1997. **Gender and Primary Schooling in Ethiopia.** Brington : Institution of Development Student.

Rajagcipal. S. 2000. **Closing the Gender Gap in Education.** London : Zed Books.

Shackleton, S. 1999. **Making Women's Rights Real.** Pretoria : The Gender Consortium.

Sidman. L. 1998. **Interviewing as qualitative Research.** New-york : Teachers College Press.

**South African Human Right Commission** 1997-1998. Pretoria : Government Printer.

**South African Schools Act** No. 84, 1996. Pretoria: Government Printer.

Sylvester. C. 1994. **Feminist Theory And International Relations In A Post Modern Era.** New-York : Cambridge University.

Terrence .C.1999. **Indaba 99 Women's Voice.** Harare : Zimbabwe International Book Fair Trust.

Tess. C. Easton. A. & Summerfield. P. 1996. **Gendered Jobs and Social Changes** London : University Human.

**The Constitution of Republic of South Africa.** Pretoria: Formerset Printer.

**The White Paper No 1: Education and Training.** 1995. Hofmeyrd & Hall : The National Teacher Eduation Audit.

Thody. A, Stella. E & Kaabwe. M. 2000. **Educating Tomorrow.** Kenwyn : JUTA & CO.

Tlhagale. B. & Mosala. I. 1996. **Hammering Swords into Ploughshares.** Johannesburg : Skota-ville.

Todd. D.M. & Fisher. S. 1998. **Gender and Discourse.The Power of Talk.** London : New Jersey.

Tuntufye. S. & Mwamwenda. 1996. **Educational Psychology an African Perspective.** Natal : Interpark.

Turshen. M. & Holcomb. B. 1993. **Women's Lives and Public Policy.** London : Greenwood Press.

Van De-venter. I. & Kruger, A.G. 2003. **An Educator's Guide to School Management Skills.** Pretoria : Van Schalkwyk Publishers.

Van Schalkwyk. O.J. 1986. **The Education System. Theory and Practice** **Alkantrand** : Alkanto Publishers.

Van Wyk. J.G. 1983. **The Law of Education for Teachers. Pretoria** : Academica.

Vockel. E. D. & Asher.J. W. 1996. **Educational Research. New Jersey** : Prentice Hall.

Watson. K. 1985. **The Education System. Theory and Practice. Backenham** : Alkanto Publishers.

Wazir. R. 2000. **The Gender Gap in Basic Education. New Delhi** : Sage.

Wingrove. T. 1995. **Affirmative Action. A “ How to” Guide for Management.** **Randburg** : Knowledge Resource (PTY) (LTD).

Wringley. J. 1992. **Education and Gender Equality. London** : The Falmer Press.

## APPENDIX A

### APPLICATION LETTER TO THE PRINCIPALS TO CONDUCT INTERVIEWS

POTOKELA H.P. SCHOOL

P.O. BOX 690

BOCHUM

0790

12 APRIL 2005

Sir/Madam

#### A REQUEST TO CONDUCT INTERVIEWS

I hereby ask a permission to conduct interviews at your school. I am presently doing Masters of Education from the University of Limpopo.

My topic is:- THE EXPERIENCES OF FEMALE EDUCATORS WITH REGARD TO PROMOTION POSTS IN EDUCATIONAL INSTITUTIONS

I am an educator at Potokela Higher Primary school in Maleboho West Circuit in Senwabarwana Area.

I shall be grateful if you will grant me a permission.

Thanking you in anticipation

Yours Faithfully

Morotola Rebeccah Masoga (Miss)

## **APPENDIX B**

### **SAMPLE OF INTERVIEW QUESTIONS**

**INTRODUCTION** : Thank you ladies and gentlemen. I am a student from University of Limpopo. I am doing research in Faculty of Educational Management.

I am doing research about THE EXPERIENCES OF FEMALE EDUCATORS WITH REGARD TO PROMOTION POSTS IN EDUCATIONAL INSTITUTIONS. Your opinions is highly valuable and appreciated.

### **QUESTIONS**

1. What are the experiences of female educators with regard to promotion posts in educational institutions for example in schools?
2. What are the perception held by most of the stakeholders concerning the experiences female educators with regard to promotion posts?
3. What causes female educators not to be promoted?
4. Who should be accountable for this situation?
5. Which strategies can be used to over come these problem of promotion posts in schools?
6. Are female educators really discriminated when coming to promotion posts?

**THANK YOU VERY MUCH FOR YOUR CO-OPERATION AND CONTRIBUTIONS.**

**APPENDIX D**

**ACCEPTANCE LETTER TO CONDUCT INTERVIEWS**

## **APPENDIX E**

### **LIST OF TABLES**

#### **TABLE NUMBER**

Table 1.1 Educators according to rank and gender

Table 30 Educators according to rank and gender in South Africa 1994

Table 31 Department of Education by Gender, Nov, 29, 1994

Table 32 Mpumalanga District Education Officials by Gender, 29, Nov, 1996

Table 4.1 Number of Participants

Table 4.2 Gender and Age

Table 4.3 Principals' Qualifications

Table 4.4 Teachers' Qualifications

Table 4.5 SGB Members' Qualifications

Table 4.6 Inspectors' Qualifications

Table 4.7 Race and rank

Table 4.8 Statistical comparison

Table 4.9 Statistical comparison

