GENDER, POWER AND IDEOLOGY IN SCHOOLS: A GENDERED EDUCATIONAL MANAGEMENT PERSPECTIVE

By

KIM MCGREGOR

MINI-DISSERTATION
Submitted in fulfillment of the requirements for the degree

MAGISTER EDUCATIONIS

In

EDUCATIONAL MANAGEMENT AND LEADERSHIP

In the

FACULTY OF EDUCATION

At the

UNIVERSITY OF JOHANNESBURG

SUPERVISOR: Prof K.C. Moloi
DECLARATION

I declare that this mini-dissertation which I hereby submit for the degree

MAGISTER EDUCATIONIS

In

EDUCATIONAL MANAGEMENT AND LEADERSHIP

at the University of Johannesburg, is my own work
and has not previously been submitted by me for a degree
at this or any tertiary institution

..................................................

Kim McGregor

Signed on the ……. day of …......................... 2009,

at Johannesburg, South Africa
DEDICATION

I dedicate this mini-dissertation to:

South African Women educators
ACKNOWLEDGEMENTS

I am deeply indebted to all those who have assisted and cooperated towards the completion of this mini-dissertation. The following deserve special mention:

Professor K.C. Moloi for her continuous help and dedication to my success;

Mr Welsh and the educators of St Martin’s School for their support and motivation;

The educators from the three schools visited in Lenasia, Eldorado Park and Orange Farm for their co-operation;

And finally my parents, Linda and Russell McGregor and brother, Warren McGregor.

THANK YOU ALL.
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CHAPTER 1

BACKGROUND AND ORIENTATION TO THE RESEARCH PROBLEM

1.1 INTRODUCTION

The central goal of this study was to investigate gender, power and ideology in schools from a gendered educational management perspective. Central to my research is the notion of gender experience of difference, inequality and oppression in accordance with their social location within capitalism, patriarchy, ideology and racism. In this study gender is the classification corresponding to the two sexes – male and female and includes the notion that it is a social construction. Power is the ability to determine behaviour of others with operations that act generally across a society where some individuals or groups in a superior position and others in an inferior position. This power relation can be described in this study as ‘capitalist’ or ‘patriarchal’. The term ‘patriarchy’ (which literally means ‘rule of the father’ where all households were headed by the male in traditional societies) has been used in this respect both to describe and explain gender stratification in which men ruled societies through their position as heads of household. But this can be seen as a broader form of social organisation in which men dominate, oppress and exploit women in a range of social settings. The original exclusion of women from positions of power and from the production of knowledge has meant that patriarchal ideologies (which are male-dominated ideas) have been able to present itself as universal knowledge. Feminists have challenged these patriarchal ideologies arguing that they are partial and distorting; but because men were in positions of relative power, they are able to marginalize feminist ideologies.

This study focuses on how leadership, ideology and power by men (and their traditional patriarchal ideologies which still exists within society) undermines the position of women’s progression in education. In education, this is apparent as the educators in the classroom are predominantly women while their male counterparts are either heading the schools, or are in other management positions. Therefore feminist epistemologies are crucial as they speak to the failures of traditional patriarchal and liberal educational scholarship. Gender inequalities are sustained through a range of social structures that subordinate women. In this study these
dominating structures are males who are mostly in the positions of power in school and therefore their patriarchal ideologies persists.

In order to provide a theoretical framework for the study the researcher draws from feminist theories which emphasize women’s difference from men, as well as their similarities to each other based on their shared experiences and identities. Consequently, gender is seen as a social construction, something not emanating from nature, but is created by the people as part of the processes of group or community living. There are disparities between male and female educators where females lack the access to positions of authority, remuneration benefits, are exposed to marginalization, invisibility and inferiorisation. The effect that feminist studies have on education has been to expand the knowledge and understanding of the nature of educator identities and their social location. Educators are “gendered” subjects of, and impacted upon by sexism and patriarchy prevalent in societies. I also draw from the feminist sociology theory which is a theory that is not necessarily just about women but one that challenges and confronts the male supremacy that institutionalizes women’s inequality.

Many earlier studies on gender and management assumed a norm “heterosexual, privileged, white women for all women. It is therefore necessary that this research intersect ethnicity, class and gender. Earlier studies might have included discussions on black women in educational management, but these were mere additions. There has not been a conscious attempt that to theorise how power is exercised and differentiated in gender and raced-based ways. Also, most feminists of colour recognize that gender, race, ideology, class and sexual orientation determine the allocation of power and the nature of any individual’s identity, status and circumstance. Therefore, “endarkened” feminist epistemologies are crucial as they speak to the failures of traditional patriarchal and liberal educational scholarship and examine the intersection of race, class, gender, ideology, power and sexuality.

Current changes in organisational work are altering class and gender relations that influence the way researchers theorize them. Sociology is no longer so exclusively preoccupied with class, and it has now turned its attention to other forms of inequality especially those of gender and race or ethnicity, age, disability, sexual orientation, region and religion. Organizational culture and structural conditions that occur simultaneously with the global processes of restructuring education, in which asymmetrical and unequal nature of social relations of gender are reconstructed through ‘discourses of masculinity, rationality and leadership’ which inform such restructuring. Given the nature of these changes, the stage is
set for conflict and contradiction between policy goals and outcomes. In South Africa, a powerful agenda for social justice has emerged and it is shaping the re-composition of the state and bureaucracy while simultaneously new discourses of leadership undermining the position of women have emerged. Feminist theory deconstructs the systems of knowledge by bringing forth their masculinist bias and knowledge. Knowledge is deconstructed to find the hidden behind what is presented to us by the rulers.

This chapter outlines the study in terms of what the research problem/s is/are, the objectives to the research, how the objectives were achieved and the methodology used to achieve the objectives. In order for a systematic arrangement, this mini dissertation is organized as follows, firstly the background and rationale to the study are presented; secondly, statement to the problem; thirdly, the aims and objectives of the study; fourthly, the conceptual framework that undergirds the study; fifthly, the delimitation to the study; sixthly, the research design and research methodology are discussed; seventhly, important concepts are clarified; eighthly, the significance of the study and limitation to the study are discussed; followed by the division of chapters and the conclusion. In the next section the background to the study is discussed.

1.2 BACKGROUND

The democratic government of the Republic of South Africa (RSA) elected in 1994, has made the publication of the constitution of the RSA in 1996 a milestone. The equality clause, Section 9(3) in the RSA Constitution (1996) which outlaws all forms of discrimination, was kept in mind when I researched views of gender, power and ideology in schools from a gendered educational management perspective. It is important to study the dynamics of gender, power and ideology in schools as organisations (such as schools) are constantly changing managers and other leaders within the organisation thereby altering the relations between these aspects. It is possible to point out the significant strides that have been made socially, economically and politically in terms of gender equality in South Africa. “Women constitute almost half the members of parliament; an entire so called ‘gender machinery’ exists in government to promote gender equity; trade unions and civil society organizations place gender high on the agenda, social policies promote gender equity; and discourse of rights which joins gender to racial and other forms of discrimination and injustice suffuses the new ideologies and practices of both the government and civil society organizations” (Chrisholm and September, 2005:1). A similar movement in gender equity too exists within
the education sector. However, many challenges still exist as gender studies within the educational organisation experienced less development. These challenges include balancing the number of female and male managers at school level as well as making sure that all races have the equal opportunity to become a principal at any school. We have only seen a systematisation in the analysis of the relationship between gender and power since 1990’s. Therefore there is a need for this analysis to continue to provide sufficient evidence and recommendations to the public for continual development. The effect that this study will have on education will be to expand the knowledge and understanding of the nature of educator identities and their social location as well as to identify the effect of patriarchal ideologies and power in school by gaining the perceptions and experiences of female educators on these aspects.

Recent research according to Chisholm (2001: 387) has linked the seeming intractability of leadership as a male domination in educational management to both gendered character of organisational culture and the way in which women negotiate these conditions. To this view, Bernal (1999: 301) makes the point that epistemological concerns in schools are inseparable from cultural hegemonic domination in educational research. Arguably, the way educational research is conducted contributes significantly to what happens or does not happen in schools. For example, Bernal (1999) asserts that in education what is taught, how it is taught, and whose fault it is when what is taught is not learned are often manifestations of what is considered to be the legitimate body of knowledge, an epistemological issue of power, ideology, ethics, politics and survival.

The problems that I foresee and wish to identify and address is the disparities between male and female educators, where females lack the access to positions of authority, remuneration benefits, are exposed to marginalization, invisibility and inferiorisation (Carrim, 2003:310). This study focuses on the female’s ability to access positions of authority and if power and male ideology hinders this access.

1.3 RATIONALE

The reason for this study is to bring light to how power and ideology influences the progression of gender within the school workplace. In terms of the equality clause, Section 9(3) in the RSA constitution, the intention is to outlaw any form of discrimination throughout society which includes the working environment. It is agreed internationally that no-one can be discriminated against when applying for, or doing a specific job no matter your gender,
race, sexuality or creed. Many earlier studies on gender and management assumed the norm heterosexual, privileged, white woman for all women and therefore I found it necessary that this study intersects ethnicity, class and gender as well as attempting to theorize how power is exercised and differentiated in gender and race. Thus, this study focuses on a Black South African perspective of gender difference, inequality and oppression that reflects the situatedness of black women in education management. It is assumed that the situatedness of women is in the classroom rather than in management positions. Black feminists have argued that white feminists have ignored the existence of specific experiences of black women and have homogenized ‘women’s experiences’ derived from the white perspectives and priorities. Therefore, as stated before, the “endarkened” feminist epistemologies are crucial, as they speak to the failures of the traditional patriarchal and liberal education with an intersection of race, class, gender and sexual orientation. The researcher is driven to find out if this is true and if so, why it is so, and does the perpetuating patriarchal ideologies and power relations enforce this structure as I have observed this in the schools in which I have taught (that the educators are mainly women, while the males exhumed management positions). Considering the number of secondary schools located in the southern district of Johannesburg, many of them are managed by a male or males. I have also observed, however, that if there is a woman in a management position that she is often a white female. Women aspiring to be in management positions could also feel threatened by the male superiority that is being emphasized. They feel their attempts won’t be recognized because the emphasis, as the voice of Sadty (2004:18) puts it in its topic ‘Women and Leadership’ that gender policies and quota systems are not focused on gender struggle in relation to women leadership. Another challenge facing the labour movement in relation to gender is the lack of workplace-focused programmes.

I undertook this study to clarify if the patriarchal ideologies within education which dominated our societies for decades still exists thereby hindering the opportunities for all women to progress professionally. I too found out the experiences of black, coloured and Indian women in climbing the professional ladder within the education management sector. The results to this study are important as it reveals the perceptions of these women in accordance to the hindrances they are experiencing to becoming school managers. These hindrances should then be dealt with by policy makers and the employer to make the working environment pleasant and provide equal opportunity for all races and gender. The results, if used, would in turn improve practice. This study is important for the field of educational management as it would reveal important issues that must be dealt with providing a wider
base for this field of study and therefore adding to the scholarly research and literature of this field. Women’s experiences and perspectives are seen as more important now than in the past therefore this study will create and add new intellectual spaces and definitions of knowledge which were previously dominated by their male counterparts. I feel that this study is necessary as sociology failed to speak to the experiences of women and therefore can not theorise them comprehensively. Dorothy Smith (1987) argued that women’s concerns and experiences were not seen as authentic, but subjective, while men’s were seen as the basis for the production of true knowledge (Abbot, et al, 2005). Sociological knowledge therefore portrayed women as men saw them and not as themselves. It also played a role in maintaining women’s subordinate and exploited position. Therefore Sociology articulated a view from the perspective of men, so that women became the objects rather than the subjects of sociological imagination.

1.4 STATEMENT OF THE PROBLEM

In the past women were deliberately denied the opportunity to explore themselves in the leadership role in managing schools. The role of managing was attached to men, as they were unfairly given the high status of leadership. The recognition by the international community and South African education system of the concept of non-discrimination and equality to all has given rise to great debate. Situations related to the equal progression of women in the workplace become conflictive because interests of individuals and dominant groups are at stake. Balancing the gender equality right does not involve solely right issues, but also moral values, justice and relationships. Women have the right to progress timeously into management positions as the male counterparts, but this is sometimes neglected. The problem is that women are still largely seen as incapable or not suitable for a man’s job, not because she does not possess the technical skills or professional qualification for that job, but because she does not carry the symbols, and does not correspond with the hero images associated with the jobs “suitable” for males (Ivancevich et al, 2005: 66).

Dealing with the challenges that women face, the problem that needs to be addressed is how to make sure that no one is prejudiced because of their gender as it is a violation of human rights as stipulated in the Constitution of the Republic of South Africa. It was the researchers’ goal to seek whether these traditional ideas are still relevant in our transforming society, and therefore school, and to gain the experiences males and females have in accordance with the ultimate goals.
This brought light to the following questions or problems that this study sought to understand:

- What is the meaning of gender, power and ideology in schools?
- How do power relations affect gender in schools?
- How does ideology affect gender in schools?
- What are the implications for leadership in education management?

With these problems in mind, the aim of this study was developed and are stipulated below.

1.5 AIM OF THE STUDY

The purpose of this study is to investigate gender, power and ideology in the workplace from an educational management perspective. The objective is to understand the gender’s experiences of difference, inequality and oppression in accordance with their social location within capitalism, patriarchy and racism. Based on the problems stated above, the aim of the study is structured as follows:

- Examine the meanings of gender, power and ideology in schools;
- Explore how power relations affects gender in schools;
- Explore how ideology affects gender in schools; and
- Investigate the implications for education management.

1.6 THEORETICAL FRAMEWORK

In examining the meaning of these concepts, gender difference, inequality and oppression, and how they are played out in organisations such as schools, to validate which knowledge claim becomes legitimate or not legitimate, the objective was to reveal how these factors could influence leadership within the school system. For these reasons, this section investigates the feminist sociology theory which encompasses two theories on which this study is based; structural oppression and intersectionality theories.

Butler (2003:342) postulates that feminist theorists emphasize women’s difference from men, as well as their similarities to each other based on their shared experiences and identities. Thus, gender is seen as a social construction, something not emanating from nature, but is created by the people as part of the processes of group or community living. While, feminist
theory is not just about women but is said to parallel Marx’s epistemological accomplishments (Ritzer, 2008:452), caution should be taken to avoid reclining towards Marx’s epistemology because as Bradley (1999: 20) postulates, Marx’s theorizing on class has fallen into abeyance since the collapse of the Soviet bloc, and that postmodern and post-structuralist approaches, are now very influential in sociology and they pose questions about the analysis of class. Thus, in this research I describe a Black South African perspective of gender difference, inequality and oppression that reflect the situatedness of women in education management.

I further draw from the contemporary feminist theories that underlie the construction and development of the feminist sociology theory. This research is thus informed by the general feminist sociology theory developed from various feminist theoretical traditions – which are presented in terms of basic questions, And what about the women?, Why is all this as it is? and, How can we change and improve the social world as to make it a more just place for all people? In line with this thought, Bradley (1999: 20) argues that postmodernist reject ‘grand narratives’, throwing in question the viability of general theorizing about social structure: preference is given to the study of specific events and interactions in particular contexts and settings.

In examining the gender experience of difference, inequality and oppression, the structural oppression theories are useful in explaining the interaction between the experience and the location of the genders within the education management spectrum. The structural oppression theory, for example, is quite comprehensive as it includes elements of the society (people and groups of people) and structures within the society (capitalism, racism and patriarchy). This theory recognizes that “oppression results from the fact that groups of people derive direct benefits from controlling, using and subjugating other groups of people” (Ritzer, 2008: 471). In other words, structural oppression theory tries to analyse how domination, and therefore essentially power, are enacted through social structure. These so-called power arrangements of social relations arise out of history and are always arrangements of power (Ritzer, 2008:471). Because this theory focuses on the structure of patriarchy, capitalism and heterosexism and locates enactment of domination, power, and experiences; it provides a useful theoretical framework for my study. It is important to note that the researcher does not deny the agency of individual dominants; however, these agencies will be examined as a product of structural arrangements. Giddens (1976) states that “social structures are both constituted by human agency, and yet at the same time are the very medium of this constitution”. Furthermore;
structures are constituted through action which is constituted structurally (Giddens, 1976:161).

The intersectionality theory espouses the view that women experience oppression differently, according to the configurations and degrees of intensity (Ritzer, 2008:478). At the core of this theory, is the understanding of the arrangements of inequality as hierarchical structures are based on unjust power relations (Ritzer, 2008:478; Chisholm, 2001: 388). This theory recognises the link between ideology and power that allows dominants to control subordinates. Assessing the intersectionality theory and research, Ritzer (2008: 480) states that there is a need to bear witness, to protest and to recognize for change within the context of the oppressed community. In my study this oppressed community will be women at schools that are selected for this study with the view of understanding how they experience work and the opportunity, or lack thereof, to progress towards leadership within their work contexts. Additionally, the intersectionality theory enlightens my path as it is said to “turn to the knowledge of oppressed people and their long-held evaluative principles of faith and justice” (Ritzer, 2008:480).

Thus, my study is guided by a meta-theoretical approach as the two types of structural oppression theories, namely the socialist feminism and the intersectionality theories, forms the basis of my rationale for the study and they assists to problematise gender. In problematising gender, various authors adopt different views. Where the socialist humanism, for example, stresses the importance of lived experiences and the capacity of people to create their own meanings and values (Sarup, 1983: 33), socialist feminism theory seeks to critique the interrelated oppressions of patriarchy and capitalism from the women’s experience standpoint as they seem to be oppressed by patriarchy and historical dominance by the male and capitalism, among other goals (Chisholm, 2001: 3888). This theory also explores how some women, who themselves are oppressed by historical manifestations, may actively participate in the oppression of other women (Steyn, de Klerk and du Plessis, 2003: 47). The socialist feminism theory’s hallmark is historical materialism with a focus on domination (Ritzer, 2008: 475-476).
1.7 DELIMINATION OR SCOPE OF THE STUDY AND LIMITATIONS

This study was not conducted in all of the provinces of South Africa. Instead, the researcher concentrated on the southern district of Johannesburg, district eleven, in the Gauteng Province.

This study intends to research how power and ideology influences gender and the gendered experience of difference, inequality and oppression of six educators and managers according to their social location. The study is based on the experiences of educators and school principals and deputy principals who herald from three distinctively different schools. Their differences include their location, learner demographic and structure and include the following: an Indian school, a township school and a coloured school.

This research focuses on the gendered experience of difference, inequality and oppression within their social location with an emphasis on how power, ideology, capitalism, patriarchy and racism can influence black, Indian or coloured women’s professional progression towards education management positions. A study of this nature could cover most educators in South Africa as there are a number of educators of this nature working in schools today. Since such an endeavour would be too expensive and time consuming for the purpose of this research, the researcher decided to focus on three different schools within the eleventh district of Johannesburg. One limitation of this study is the sample size. The respondents of this study were sampled based on certain criteria – black, Indian or coloured female and male educators, Heads of Department (HOD) and principal, as the researcher needed to understand, discover and gain insight to the problem. The educators and school managers in the sample were between the ages of thirty and fifty as this age period in one’s life is the period of professional progression desire. The sample included three phase educators, two Heads of Department (HOD) or deputy principal and one principal. I believe that this scope of sample, the participants chosen, were the best to achieve my objective as this enabled me to determine whether power (from the HOD’s and principal) and ideology practiced (from these power holders) influences the phase educators to achieve professional progression or are oppressed by their gendered difference by the questions asked and answered during the interview which was conducted. This choice of the criterion based strategy was guided by the research paradigm of qualitative research. A limitation to this sample included that the principal is not available or not determined to take part in this study; therefore in this case the deputy principal was the substitute.
The most obvious methodological limitation relates to the inability to construe global generalizations from the findings of this study. Since the focus was on the black, Indian and coloured female experience towards their progression towards managerial positions in only three schools, it follows that these specific findings are not representative of educators of other schools (private), cultural groups and socio-economic backgrounds in the South African schools. The pattern that evolved from this study may therefore not necessarily be typical of all educators.

1.8 RESEARCH DESIGN

This research employs the qualitative research paradigm. Qualitative research method is seen as an umbrella concept covering several forms of inquiry which includes basic or generic, ethnographic, phenomenology, grounded theory and case study, that helps us understand and explain the meaning of social phenomena with little disruption of the natural setting as possible (Merriam, 1998:5 and Patton, 2002:39). Qualitative researchers often attempt to study human actions. The primary goal of study using this approach is defined as describing and understanding rather than explaining human behaviour.

In the context of this research the social phenomena investigated are gender, power and ideology in schools. I use this research method, in order to understand and describe phenomena in the context-specific settings, such as the secondary schools selected for data collection.

Given that the study happened in a naturalistic setting, the researcher did not attempt to manipulate the phenomenon (gender, power and ideology) of interest. As I study gender’s experiences at the school, I had to intersect the reality or real world setting (lived experience of the research participants) to gain relevant and vital knowledge necessary to obtain the purpose of understanding, explaining and interpreting gender’s experience of difference, inequality and oppression in accordance with their social location. To accomplish these goals, it was therefore necessary to employ the qualitative research method.

This study employs the phenomenological research design which helps to describe the influence of power and ideology on gender in the school as a workplace thereby examining why there are more male principals than female. It is a naturalistic approach as it is based on
the telling of “their” stories the way they really are and not the way the researcher understands them (Babbie, 2004). A phenomenological study is used for this study as it enabled me to understand and describe the educator’s perceptions on how power, ideology, capitalism, patriarchy and racism can influence black, Indian or coloured women’s professional progression towards education management positions. It allows the researcher to uncover and describe beliefs, values and attitudes that structures behaviour of the group studied in relation whether these structures (of power) hinder the professional development of the sample studied (Merriam, 1998:12). This method has been extended to the ideologies - used by the principal, that shape the experiences of any oppressed subject - the educator (Babbie, 2004:293). The goal of this design is to uncover forms of oppression that are often overlooked by the more traditional types of research. It starts with the personal experiences of the individual but proceeds to uncover the institutional power relations that structure and govern those experiences. Therefore, the researcher was able to reveal aspects of the society that would have been missed by an inquiry that began with the official purposes of the institution, which in this case is the school.

The following sub-sections explain the methodology chosen for this study. This orientates the reader in terms of the basic premises, epistemological position, research approach, data collection strategies, as well as the data collection instruments.

1.8.1 Population and Sampling

The school respondents of this study were purposefully sampled based on certain criteria from a list of schools that has been obtained from the Gauteng Department of Education. There are sixteen school districts in Johannesburg. My sample of schools is located in the southern districts of Johannesburg, district eleven in which there are 65 schools. Three different secondary schools were chosen according to their location and statue. The sample chosen included three schools, one from a township, a school in a ‘coloured’ community and an Indian school. The respondents included educators and school managers between the ages of thirty and fifty as this age period in one’s life is the period of professional progression desire. The sample included three phase educators, two Heads of Department (HOD) or deputy principal and one principal. I believe that this scope of sample, the participants chosen, were the best to achieve my objective as this enabled the determination of whether power (from the HOD’s and principal) and ideology practiced (from these power holders) influences the phase educators to achieve professional progression or are oppressed by their
gendered difference by the questions asked and answered during the interview which I will conduct.

1.8.2 Data Collection Technique

The following data collection techniques are used:

A literature survey was conducted to provide a theoretical framework. It is important to conduct a literature survey as the researcher will benefit from it by creating a specific attitude and practice certain skills (Strauss and Myburgh, 2005: 30). The literature review forms chapter two of this study.

This study utilizes the qualitative interviews as this type of data gathering is aimed at gathering lived-experiences of the respondents. The interview schedule is semi-structured with open-ended questions. The researcher conducted interviews with post level one educators educating in secondary schools as well as females and males who have managerial positions in the school. Interviews were conducted until data was saturated. This means that further interviewing did not provide new information concerning the lived-experiences of the respondents.

Field notes concerning my experiences and observations were also taken and forms part of the data. This ensures triangulation of data. Triangulation of data is necessary as it perceives value in demonstrating rigor. Triangulation addresses the issue of internal validity by using more than one method of data collection to answer a research question. In principle, it sounds feasible to combine observational fieldwork and interviews or focus groups in order to get a broader view (Barbour, 2001: 1115).

1.8.3 Data Analysis

Collecting data is interpreted for the purpose of drawing conclusions that reflect the interest, ideas and theories that initiate the inquiry. The researcher analysed the data using approach of Merriam’s approach (1998:151). Data collection and analysis was done simultaneously. Analysis began with the first interview, observation, and document read. Emerging insights, hunches and tentative hypotheses directed the next phase of collection which lead to the refinement and reformation of the interview questions. This enabled me to produce believable
and trustworthy findings (Merriam, 1998:151). When saturation of data occurred while interviewing, the researcher began to refine the analysis of the interviews and field notes. Material collected from the same or similar themes were then categorised. A comparison of the categories was done and variations and nuances in meaning were established. Furthermore, I compared different categories to find connections between themes. During this process, I found additional themes and concepts which helped me build the final explanation and answers to my objective.

1.8.4 Trustworthiness

The aim of any research is to produce valid and reliable knowledge that can be used to help other researchers or the general population to understand certain phenomena which in this study is the social phenomena of gender, power and ideology in the workplace. It is essential therefore, that one is able to trust my research results (Merriam, 1998:198). Merriam (1998) explains that in order for research to be trustworthy, validity and reliability must be accounted for. Validity and Reliability are two concepts that provide assurance that my research instrument is capable of providing accurate and meaningful answers to my research questions.

1.8.4.1 Validity

Validity of an instrument is detected by the ability of that instrument to evaluate what it is supposed to evaluate. Conrad and Serlin (2006) write that results or findings of the research is internally valid when the researcher can draw meaningful inferences from instruments that measure what they intend to measure (2006: 412). He continues to state that findings are externally valid, or generalizable, when they extend to certain individuals and settings beyond those immediately studied (2006:412). I tend that the instruments used in my study be valid by measuring what is supposed to measure and that my findings be generalizable.

1.8.4.2 Reliability

Reliability can be described as the degree of consistency or stability of data. According to Conrad and Serlin (2006), findings are reliable when other researchers using the same approach come to the same result. I intend for other researchers to examine my data and I hope that my findings are reliable.
The research methodology used in this study was briefly explained in this section. For a more detailed clarification of these methods and designs employed in this study, the reader may find it in chapter three.

1.9 CLARIFICATION OF CONCEPTS

In order to develop a conceptual framework for my research it is significant that I clarify key concepts that underpin my study.

1.9.1 Gender and gender experience

Clough’s (2003:334) definition of gender as the prior norm of sexual difference in the matrix of heterosexual desire becomes significant for the research. In other words, my study will refer to gender as the classification corresponding to the two sexes – male and female. When defining the gender experience, diverse meanings are appreciated. The knowledge people had on society was assumed to be an absolute statement about reality from those who ruled. However, knowledge gained from the workers’ perspective expanded the ability to analyze social reality thereby obtaining their view on knowledge. The reality for this study is the fact that there are fewer female headed schools than males.

1.9.2 Power

Power, according to Bush (2003:97), for example, may be regarded as the ability to determine behaviour of others or to decide the outcome of conflict. Bradley (1999) defines power broadly as the capacity to control patterns of social interaction and may take forms of class power, racial power and state power. She highlights that gender power refers to the capacity of one sex to control the behaviour of the other whereas patriarchy refers to the capacity of men to control women. Therefore gender power is a broad concept allowing for variable relations between men and women but not ruling out the possibility that power relations may be patriarchal. Patriarchy, in this study, is seen as a broader form of social organisation in which men dominate, oppress and exploit women in a range of social settings. The original exclusion of women from positions of power and from the production of knowledge has meant that patriarchal ideologies (which are male-dominated ideas) have been able to present itself as universal knowledge.
1.9.3 Ideology

Ideology is said to be a “set of ideas, infused with passion” that seeks to transform the whole way of life. It can be noted as a pattern of ideas, knowledge which is regarded as the common sense (factual and evaluative) which purports to explain and legitimate the social structure and culture of a social group or society and which serves to justify social actions which are in accordance with the pattern of ideas. Ideology shapes our everyday feelings, thoughts and actions. It serves to construct certain aspects of the social world as natural and universal and therefore unquestionable and unchangeable (Abbot, Wallace and Tyler: 2005). Ideology performs on the important function of transforming ideas into social levers by that infusion of passion by individuals (Walters, 2003:159). Furthermore, he states that a distinction should be made between authority and influence, where authority is legitimate power which is vested in leaders, and influence represents the ability to affect outcomes. In this study partriarchal ideologies (male-dominated ideas) which are still evident in our ‘modern’ society is important to finding solutions to my research problem as it may determine the reason why there are so few female principals. These partriarchal ideas includes the view that women are still largely seen as incapable or not suitable for a man’s job, not because she does not possess the technical skills or professional qualification for that job, but because she does not carry the symbols, and does not correspond with the hero images associated with the jobs “suitable” for males (Ivancevich et al, 2005: 66). It is my goal to seek whether these traditional ideas are still relevant in our transforming society, and therefore school, and to gain the experiences males and females have in accordance with my ultimate goals.

1.9.4 Gendered Educational management perspective

Glatter’s (1977) definition of educational management is useful as it identifies the scope of the subject. He argues that it is “the internal operation of educational institutions” (1976:16) and their relationships with their external environment (communities in which they are set). Bolam (1999:194) furthermore defines it as an executive function for carrying out agreed policy. A perspective is the certain way things are viewed. Therefore an educational management perspective can be defined as the way the internal operations of educational institutions are viewed. I will use a gendered educational management perspective.

In my study I looked at these concepts within the executive functioning of the educational institution – the secondary school. I used the term gender to describe the perspective on
educational management and took into account the social construction of man and woman’s roles and their impact on management and executive functions and practice.

These concepts will be further clarified in chapter two, the literature review.

1.10 Division of Chapters

Chapter one: Background and orientation to the problem
This chapter gives light to the reader of the research study. It explains the topic of gender, power and ideology in the workplace through an educational management perspective and why it is necessary to research this topic. Here I explained that the main reason for conducting this study is to determine and explain why there is a discrepancy between the amount of female and male principals where males dominate this sector. I also explain that power exhumed by the patriarchal forces and ideologies oppress and hinder the female progression into managerial positions within the school. The research design, methodology and data collection is also discussed with a brief explanation of the important concepts used throughout this study – gender, power and ideology in the workplace.

Chapter two: Theoretical Framework on gender, power and ideology in schools
A literature survey was conducted to help my conceptualization of the research study. This chapter holds the literature which supports my objective and investigates what other researchers have found about the challenges associated with how power and patriarchal ideologies influences gender into management positions.

Chapter three: Research design and methodology
This chapter focuses on the empirical design and methodology used to achieve the objective of this study. An in-depth discussion is made about why the design and methodology was chosen and includes how data will be collected and used.

Chapter four: Data analysis
This chapter presents the analysis and interpretation of the data collected.

Chapter five: Research findings conclusions and recommendations
Here the conclusions of the findings of the study and recommendations are provided for further research and, especially, how improvements can be made.
1.11 CONCLUSION

In the years prior to 1994, the South African government was characterized by its apartheid policies and the rights of the majority were not recognized. There was gross violation of human rights, which included many women’s (black) ability to become school managers timeously. The education system of South Africa was characterized by inequalities and discrimination (Dlamini, 1997:39). The type of political environment in which people found themselves tends to influence the way of understanding these rights. In this regard, the South African government inculcated into its society the tendency of disrespect of diversity, basic freedoms, equality and human dignity. Combined with this, is the is the notion that gender is a social construction which is created by the processes of group and community living and that oppression results from the fact that groups of people derive benefits from controlling, using and subjugating other groups of people. Therefore an in-depth study of how gender, specifically women, experience power and ideology within the school is necessary. The conclusion of this study presents the findings and recommendations.

For the simple reason that I am a woman with contention on becoming a school manager, I found it necessary to conduct this study. When looking at schools in Johannesburg and talking to fellow educators, it became apparent that females are still mostly phase educators and the school management positions are still occupied by males. I wanted to find out the perceptions of other educators on whether power and ideology (from the man) influences their ability to become school managers. In this chapter I briefly explained the important concepts of gender, power and ideology which are used throughout this study.

To be able to conduct a study of this nature, I chose to undertake the qualitative research method using phenomenological design. A brief discussion of the design and methodology can be found in this chapter.

The following chapter focuses on the theoretical framework which is an in-depth explanation of the literature used to support my study on gender, power and ideology in schools.
CHAPTER TWO
THEORETICAL FRAMEWORK ON GENDER, POWER AND IDEOLOGY IN SCHOOLS

2.1 INTRODUCTION

This chapter presents the theoretical framework that undergirds this study, followed by an in-depth discussion of gender, power and ideology. Thus, I problematise gender, power and ideology, with this chapter being concluded by a discussion of the implications for educational management in schools.

2.2 FEMINIST THEORY

Feminist theory is said to be a generalized, wide-ranging system of ideas about social life and human experience developed from a women centered perspective. It investigates the situation and experiences of women in society and also tries to describe the social world from the points given from women. This theory tries to explain women’s experiences. For this reason it provided a lens to guide me on what issues are important to examine about gender, power and ideology and who I should select as informants in the empirical investigation. These theories also enabled me to indicate how I position myself in terms of my world-view (ontologically) and my knowledge-base (epistemologically) in my study and how I will write the final accounts of the investigation. This theory tries to explain women’s experiences. Feminist theory presents a typology that is organized around the answers to feminism’s basic question, And what about the women?. Ritzer (2008:455-456) continues that there are four answers to this question and are framed in terms of:

- gender difference - women’s location in and experience of most situations are different to that of men,
- gender inequality - women’s location in most situations are not only different from but also is less-privileged than and unequal to that of men,
- gender oppression - there is a direct power relationship between males and females through which females are restrained, subordinated, molded, used and abused by males, and
• structural oppression - women’s experience of difference, inequality and oppression varies according to their location within societies’ arrangements of structural oppression which includes class, race, age, ethnicity, marital status and global location.

Ritzer (2008) organizes the typology presented by the Feminist theory to answer the basic question and is useful in this study as it allows me to grapple and better understand this typology and how women’s situation is seen within the society.

My research is guided by a meta-theoretical approach as the two types of structural oppression theories, namely the socialist feminist and intersectionality theories; the sociology theory, feminist and feminist sociology theories guide my study in order for me to be able to raise questions on gender, power and ideology and how these are played out in schools. This forms the basis of my rationale for the study and assists to problematise the units of analysis – gender, power and ideology.

All of these varieties of the feminist theory explain gender’s experiences in different ways and tries to explain why women’s situation is as it is. The nature of my study on gender’s experiences determines therefore the theories which I use to help define and explain these experiences of structural oppression. In the next section, I discuss the feminist sociology theory. This theory provides the reader with the understanding that the views, experiences and perceptions of women were not previously considered and that most of the sociological research done, were based on the perceptions of males. This theory also provides criticism of this male streamed sociology and it guides me to raise questions associated with my study thereby providing necessary documentation needed in feminist studies.

2.3 CONSTRUCTION OF FEMINIST SOCIOLOGY

Sociology is about understanding the relationship between our own personal experiences and the social structures that we find ourselves in (Abbot, Wallace and Tyler, 2005). However, women began to express the feeling that sociology did not relate to them and their experiences because the world primarily examined the experiences and views of men. Jackson and Scott (2002) adds that women were absent not only from sociological research but also from the contexts in which such research was undertaken. This lead to my realization that sociology failed to speak to the experiences of women and therefore can not theorise
them comprehensively. Smith (1987) argued that women’s concerns and experiences were not seen as authentic, but subjective, while men’s were seen as the basis for the production of true knowledge (Abbot, et al, 2005: 5). It can then be said that sociological knowledge portrayed women as men saw them and not as themselves. This also played a role in maintaining women’s subordinate and exploited position. Therefore Sociology articulated a view from the perspective of men, so that women became the objects rather than the subjects of sociological imagination.

It was this that brought light to my decision to provide documentation of how women experience the society, the school, in relation to the power relations visible at schools today. It is important that women are given the opportunity to voice their understanding of the relationship between their personal experiences and the social structures (which in this study is the school and school management structures) that they find ourselves in. Traditionally and somewhat universally, women’s “natural” role in the society is seen as the main nurturers of the young. This “natural” role is extended to their involvement in education. Therefore one can say that this nurturing role is exhibited by women being the educators and not managers of the school. Drake and Owen (1998) consider it important to educate women which would bring about the advances which would improve the economic development and living conditions in developing countries – which includes South Africa. It is also through women that values and traditions are taught and transmitted (Drake and Owen, 1998:1). Therefore the education of women and their role within the society and family lie uneasily together.

Feminists have made a number of criticisms of male stream sociology. These are primarily on the view that (Abbott, et al, 2005:9-10) sociology has been mainly concerned with the research on men; research findings based on all-male samples are generalized to the whole population; areas and issues concerning women are frequently overlooked or seen as unimportant; when women are included in research they are presented in a distorted and stereotypical way; when sex and gender are included in research they have tended to be just added on, ignoring the extent to which the explanatory theories used are ones which have justified the subordination and exploitation of women.

This has all changed as the feminist challenge has meant that women’s experiences and perspectives are seen as more important now than in the past. This is true in South Africa as women and men are seen as equals, however, when viewing the school management
structures at schools, women are still the teachers and not in the top management positions. As Govinden (1998) puts it in her article *Transgressions into educational management* within the South African schools and universities, “At management level there is a disproportionate ratio between men to women in our institutions”. Weber (1981) correlates with this statement by saying that the education system is a lot like the traditional home where the men run the schools and the women nurture and teach the learners. Therefore I felt it necessary to contribute to the feminist challenge on providing women’s perspectives and experiences in this regard by providing new definitions of knowledge from their point of view. Delamont (2003) points out that the opening of new topics as well as creating new intellectual spaces and definitions of knowledge, has been one of the main achievements of feminist sociology.

The contemporary feminist theories that underlie the construction and development of the feminist sociology theory are useful in further assisting me to understand gender, power and ideology in schools because they challenge and confront the male supremacy that institutionalizes women’s inequality (Abbott et al, 2005:16). It is said that the defining characteristic of feminism is the view that women’s relative subordination must be questioned and challenged. This can be done by feminist research, theory and politics. I intend to contribute to this challenge by attempting to document and describe the main social differences and inequalities between males and females in relation to the school management structure as well as try to explain these differences and inequalities,

Feminist sociology theory proceeds from the view that women are oppressed. For many women this oppression is seen as primary, but for some it is seen as part of a multiplicity of oppression which includes the limitation of women to freedom of action and expression by the relative power of men because men tend to possess more economic, cultural and social resources than women. Hooks (1982) recognizes that even though the differences of men and women are apparent and involve subordination and exploitation, one can not ignore race and gender which produces a unique subjectivity for Black women rather than simple ‘layers’ of oppression.

When looking at the school management structure, it is clear that there exist discrepancies not only between the ratio of female to male principals, but there is also a discrepancy between the amount of black, coloured and Indian women in these positions. In the early 1990’s, just prior to the first democratic election, a study was conducted by De la Rey (1993) at the University of Durban-Westville where women were concentrated at the lower levels of the
academic hierarchy. It was also found that when analyzing race and gender, it was interlocking. Some of the results included that there was no Black women professors or senior lecturers, and no Black women at the senior management level. Another study conducted at the same university a few years later, after the democratic elections, showed very little difference; there was still no Black females at the professor or associate-professor level, or at senior management and Dean-ship levels (Govinden, 1998:117).

Feminist sociology theory examine the relationship between individuals and the social structure, women’s everyday experiences and the structure of society in which they live, between men’s relative power in interpersonal relationships and the ways in which that power is institutionalized in a range of societies. This study aims to incorporate the knowledge gained from the feminist sociology theory to uncover the gender, power and ideological relations that exist in schools today. Literature on sociology was discriminating and subjected women to inferior positions in society, all of which has slowly transformed by feminist sociology which primarily dedicates itself to documenting women’s experiences. This research is thus informed by the general feminist sociology theory developed from various feminist theoretical traditions.

2.3.1 Feminist theoretical traditions

The general feminist sociology theory, which guides this research, is developed from various feminist theoretical traditions which are presented in terms of basic questions which are clarified as follows:

2.3.1.1 And what about the women?

This question tries to answer where the women are in a situation being investigated, how they experience the situation, what they contribute to it and what it means to them. It is noted that women are present in most social situations and where they are not, is not because they lack interest or ability but because they were most likely excluded. Moreover, the role women play in most social situations, though essential, have been different from, less privileged than and subordinate to the roles of men (Ritzer, 2008:451). In this research, the subordinate role that women fill in schools is most likely that of the teacher. There are very few women principals, and where there are, they are mostly white females. Therefore the black, coloured and Indian females were, and to some respect still are less privileged than their male and white female
counterparts. Therefore the male plays a dominating role; exerting their authoritative power over the female teachers by keeping them in that teaching role while the male progresses professionally. Women’s invisibility is only one indicator of inequality.

2.3.1.2 Why is all this as it is?

One of the major contributions the feminist sociology theory has made to answer this question has been the development of the concept of gender. They made it possible to see the distinctions between the biologically determined attributes associated with being a male or a female and the socially learned behaviours associated with masculinity and femininity. The most essential quality of gender is that it is a social construction which is created by people as part of the living processes and group life. The role of the teacher was seen, amongst other ‘nurturing’ work, as a female’s job, while the male can and should manage them as males are seen as more capable of doing this job.

2.3.1.3 How can we change and improve the social world so as to make it a more just place for all people?

The commitment to social transformation in the interest of justice is a shared characteristic between the feminist sociology theory and the critical theory. This commitment to the critical theory requires that the feminist theorists’ work will improve the daily lives of the people that they study. I intend on doing this by providing the relevant documentation and recommendations to improve the situation studied – by providing ways to allow both genders to progress simultaneously and not for the male to exert their socially constructed power against the women.

Because these questions are general and inclusive to people from diverse backgrounds, a fourth question has been formed:

2.3.1.4 And what about the differences among women?

The general conclusion that the invisibility, inequality and role differences of women in relation to their male counterparts are affected by the social location of those women. This includes her class, ethnicity, age, race, marital status, religion and global location. There exists differences between women in South African schools due to our apartheid past which
allowed white women to have more power over black, coloured and Indian women. They too had more privileges in the work force, however, miniscule in comparison with the male. This study will delve into the different social locations to try and understand these women’s experiences within the school and whether these situations are still being perpetuated.

These simple questions form the basis of this theory and therefore they are presented as the theoretical traditions of feminism.

In line with this thought, Bradley (1999: 20) argues that postmodernist reject ‘grand narratives’, questioning the viability of general theorizing about social structure: preference is given to the study of specific events and interactions in particular contexts and settings.

The feminist theory was not only about women but parallels Marx’s epistemological accomplishments where the knowledge people had on society was assumed to be an absolute statement about reality from those who ruled. The ruler was the male as the male was seen as the head of the family while the female tended to the needs of her family. It can then be said that whatever knowledge the male presented was seen as absolute.

However, knowledge gained from the workers’ perspective expanded the ability to analyze social reality. The questions produced by these theorists switched our way of understanding the world. What we thought was the universal and absolute knowledge of the world is actually, knowledge derived from the experiences of the powerful section of society, or as Ritzer (2008) puts it men as “masters”. Even in schools today, the head of the school is known as the ‘headmaster’ which perpetuates the thought of Ritzer’s men as masters. Therefore it is necessary to rediscover the worldly experiences from the point of the invisible, unacknowledged women which this study attempts to accomplish. Even though women were subordinate, they are indispensable and have worked to sustain and re-create the society we live in.

This discovery raises important questions about the way we view and understand society and its implications constitutes the essence of the contemporary feminist sociology theory. Feminist theory deconstructs the already established systems of knowledge by demonstrating their masculinist bias and the gender politics framing and informing them.
Ritzer (2008:450) points out and presents a typology of contemporary feminist theories that underlies the construction and development of the feminist sociology theory.

### 2.4 STRUCTURAL OPPRESSION THEORIES

To conceptualise the gender experience of difference, inequality and oppression, the structural oppression theories are useful in explaining the interaction between the experience and the location of the genders within the education management spectrum. Feminist sociologists have argued that gender inequalities are sustained through a range of social structures that subordinate women. The term ‘patriarchy’ (which literally means ‘rule of the father’ where all households were headed by the male in traditional societies) has been used in this respect both to describe and explain gender stratification in which men ruled societies through their position as heads of household. But this can be seen as a broader form of social organisation in which men dominate, oppress and exploit women in a range of social settings.

The structural oppression theory, for example, is quite comprehensive as it includes elements of the society (people and groups of people) and structures within the society (capitalism, racism and patriarchy). This theory recognizes that “oppression results from the fact that groups of people derive direct benefits from controlling, using and subjugating other groups of people” (Ritzer, 2008: 471). In other words, structural oppression theory tries to analyse how domination, and therefore essentially power, are enacted though social structure. These so-called power arrangements of social relations arise out of history and are always arrangements of power (Ritzer, 2008:471). Because this theory focuses on the structure of patriarchy, capitalism and heterosexism and locates enactment of domination, power, and experiences of oppression in the interplay of these structures, it provides a useful theoretical framework for my study. All these structures and their enactments mutually reinforce each other.

It is important to note that I do not deny the agency of individual dominants; however, these agencies were examined as a product of structural arrangements. Giddens (1976) states that “social structures are both constituted by human agency, and yet at the same time are the very medium of this constitution” (1976:161). Furthermore, structures are constituted through action which is constituted structurally (Giddens, 1976:161). Structures should not be seen as constraints upon human agency but as enabling it. In addition, Giddens (1984) urges that it is important to recognize that the less powerful manage resources in such a way as to exert
power and control over the more powerful in established power relationships (1984:374). It is argued that if women expect to be treated equally, they should accept the demands and conditions related to the work and service that has been established and in place- and which works! This, however, often means that male-dominated structures and values are in existence and that the woman needs to comply and cope with this patriarchal structure and value system. They in turn have to work harder for merit awards and promotions (Govinden, 1998:118). Therefore, women still have to contend with the patriarchal culture that transcends the family, community and work boundries.

Two types of structural oppression theory exist and form the basis of my rationale and theoretical framework of this research project. These theories also allow me to problematise gender.

2.4.1 Socialist Feminist

This theory was developed around three goals (Ritzer, 2008:471) which includes the following; to critique the interrelated oppressions of patriarchy and capitalism from a women’s perspective and experience, develop explicit and adequate methods for analysis out of the understanding of historical materialism, and to incorporate an understanding of the significance of ideas into materialist analysis of the determination of human affairs.

Ritzer (2008) continues that socialist feminists have gone beyond other feminist theories, specifically Marxian and radical feminists, by achieving synthesis and theoretical stand points where, radical feminism is a critique of patriarchy, and Marxian feminism produced a muted statement of gender inequality where women’s concerns were grafted onto, rather than made equal partners in, the critique of class oppression. It is said that women’s subordination results from social relations and not her biology. As stated earlier in this chapter, women’s societal role is that of the nurturer of the young, whilst the male is the head of the household and economic provider. Marxian theory, however, gives a good introduction to the method of historical materialism which is the hallmark of the socialist feminism theory, but there is a focus on domination (Ritzer, 2008: 472, 475-476). Historical materialism is a basic principle in the Marxian social theory. It claims that material conditions of human life are the key factors that determine human experience, personality, ideas and social arrangements. Social theorists links this historical materialism with their focus of dominance to realize their goal – a theory that probes the broadest of human social arrangements, domination, but remaining
committed to historical analysis of the material and social arrangements that frame situations of dominance (Ritzer, 2008: 475).

Even though Socialist feminists are “indebted” to the Marxian thought, they have moved beyond them by redefining material conditions (human beings are creators and sustainers of life and not simply producers of goods), reevaluating the significance of ideology (many factors influences human personality, action and the structures of domination which includes, consciousness, motivation, ideas, knowledge an ideology) and the focus on domination (object of analysis is not primarily class inequality but a complex intertwining of a range of social inequalities.

Socialist feminism theory explores also explores how some women, who themselves are oppressed by historical manifestations, may actively participate in the oppression of other women (Steyn, de Klerk and du Plessis, 2003: 47).

When problematising gender, various authors adopt different views. Where the socialist humanism, for example, stresses the importance of lived experiences and the capacity of people to create their own meanings and values (Sarup, 1983: 33), socialist feminism theory seeks to critique the interrelated oppressions of patriarchy and capitalism from the women’s experience standpoint.

2.4.2 Intersectionality Theory

The intersectionality theory espouses the view that women experience oppression differently, according to the configurations and degrees of intensity (Ritzer, 2008:478). Women are potentially not only experiencing oppression on the basis of gender, but also by the varied intersections of other social arrangements which includes class, race, global location, sexual preference and age. These intersections could alter the experience of being a woman and therefore this diversity must be taken into account when theorizing woman’s experience.

At the core of this theory, is the understanding of the arrangements of inequality as hierarchical structures are based on unjust power relations (Ritzer, 2008:478; Chisholm, 2001: 388). This theory recognizes the link between ideology and power that allows dominants to control subordinates. Assessing the intersectionality theory and research, Ritzer
(2008: 480) states that there is a need to bear witness, to protest and to recognize for change within the context of the oppressed community. In my study this oppressed community will be women at school and how they experience work and the opportunity to progress towards leadership within their work contexts.

Intersectionality theory recognizes that there exists a link between ideology and power which allows dominants to control subordinates by creating politics. Difference is the tool for politics to justify these arrangements of oppression. Ritzer (2008) continues to assert that in social practice, dominants use the differences among people to justify oppressive practices by translating differences into models of inferiority and, or, superiority. Therefore, people are said to be socialized according to difference not as a source of diversity, interest, and cultural wealth but in terms of better or worse. It is necessary to note that this has become part of individual subjectivity – an internalized rejection of difference that can operate making people devalue themselves, reject people of different groups and create a criteria within their group for excluding, punishing or marginalizing other group members. Anzaldua (1990) describes this last practice as “othering” which is an act of definition done within a subordinate group to establish that another group member is unacceptable, an “other”.

The intersectionality theory enlightens my path as it is said to “turn to the knowledge of oppressed people and their long-held evaluative principles of faith and justice” (Ritzer, 2008:480). A justice understood not in narrowing legal rationality but as the working out within social institutions and social relations of the principles of fairness to and concern for others and oneself. This theory argues the need to bear witness, to protest and to organize for change within the context of the oppressed community

2.5 PROBLEMATISING GENDER, POWER AND IDEOLOGY

When problematising gender, various authors adopt different views. Where the socialist humanism, for example, stresses the importance of lived experiences and the capacity of the people to create their own meanings and values (Sarup, 1983: 33), socialist feminism theory seeks to critique the interrelated oppressions of patriarchy and capitalism from the women’s experience standpoint.

Arguments have also placed race as an important factor in which the educational system perpetuates and often reproducing racist patterns of behaviour and normative assumptions.
These arguments recognize that educators are not just classed according to their status within the community, or gendered subjects, but they are raced too. “The racism of educational systems have affected seriously the kinds of experiences teachers have, the nature of their actual working conditions, their positions within schools and society, and the impact of all these on their identities” (Carrim, 2003: 311).

Thus, in this research I describe a Black South African perspective of gender difference, inequality and oppression that reflect the situatedness of women in education management. Most feminists of colour recognize that gender, race, class and sexual orientation determines the allocation of power and the nature of educators’ identity, status and circumstance (Bernal, 1999: 301). As Beasley (1999:104) put it:

The only assertion that is consistently reinterated within the field is the critique of feminism as, at minimum, inattentive to race and ethnicity.
More often feminism is seen as being exclusionary and (either implicitly or explicitly) racist / ethnocentrist.

Black feminists have argued that white feminists have ignored the existence of specific experiences of black women and have homogenized ‘women’s experiences’ derived from the white perspectives and priorities. Therefore, as stated before, the “endarkened” feminist epistemologies are crucial, as they speak to the failures of the traditional patriarchal and liberal education with an intersection of race, class, gender and sexual orientation. I felt it therefore necessary to look at sociology as it is about subjects that concerns me in my everyday life – media culture, crime, families, work, education, race relations, class, gender, political behavior, and so on. Sociologists want to explore these issues and try to provide answers to questions like, Why do more women than men develop eating disorders?, Why are most secretaries women, most men engineers?, and in line with my research, Why are most teachers women, most men principals and educational managers?.

2.5.1 Gender and gender biases in schools

Clough’s (2003:334) definition of gender as the prior norm of sexual difference in the matrix of heterosexual desire becomes significant for the research. In other words, my study will refer to gender as the classification corresponding to the two sexes – male and female.
Within my study it is also important to realize that gender, according to the feminist theory (on which my research study uses to conceptualise theory), made it possible to see the distinctions between the attributes associated with males and females and the socially learned behaviours associated with masculinity and femininity and therefore designated these as “gender”. The qualities of gender remains a debate, however, an agreed starting point among all varieties is the understanding that gender is a social construction (Ritzer, 2008: 451). When something is constructed by society or has social roots, it is therefore something that does not have their roots in nature but is created by people as part of the processes of group life.

Gender relations also affect aspects of social and cultural life. Studies have shown that even gender-neutral antecedents are more likely to produce masculine images than feminine ones (Gastil, 1990). Hamilton (1998) asked students to complete sentences that require them to fill in pronouns that agreed with gender-neutral antecedents such as “writer”, “pedestrian” and “persons”. The students were asked to describe any image they had when writing the sentence. Hamilton found that 3.3 men to each woman in the “masculine” generic condition and 1.5 men per woman in the unbiased condition. Thus while, while ambient sexism accounted for some of the masculine bias, sexist language amplified the effect. Bradley (1999: 28-30) determines a few tendencies in the gender dynamic which relates to employment and therefore this study. These include segmentation, fragmentation, feminization of employment, polarization and gender homogenization.

2.5.1.1 Segmentation

The attribution of different characteristics to men and women could lead to segmentation of social roles and tasks and their assignment to either women or men. Historically men have been granted the superior positions and whatever functions are defined as masculine, would receive higher social evaluation.

2.5.1.2 Fragmentation

This occurs because of interaction of gender with other dynamics, ethnicity and age. It is said that women and men of different ethnic groups and or age groups, are subjected to different rules of femininity and masculinity.
2.5.1.3 Feminization of employment

This arises as there is an interaction of gender with class dynamics. Because of the structure of segregation which puts a lower value on women’s work, employers have often draw in female labour to reduce costs.

2.5.1.4 Polarisation

This arises due to an interaction with class dynamics where women from the upper and middle classes have an advantage in terms of economic and cultural capital, which would help them overcome the effects of gender segregation.

2.5.1.5 Gender homogenisation

There too exists a breakdown of gender divisions. Signs of convergence between male and female patterns of employment now exist as there is a greater involvement of women in the labour market.

Pressures of segmentation persist, but they are shaken by the processes of feminization and homogenization. At home and at work gender roles are contested and the balance of power is shifting (Bradley, 1999: 31).

Gender differences are not usually described in terms of culture but it is revealing to do so. Ivancevich, Konopaske and Matteson (2005) contends that if we recognize that within each society there exists a male and female culture both of which are different. This therefore would help to explain why it is so difficult to change this tradition of gendered roles but it is important that these ideas of having gendered roles in the society needs to transform. Where women are still largely seen as incapable or not suitable for a man’s job, not because she does not possess the technical skills or professional qualification for that job, but because she does not carry the symbols, and does not correspond with the hero images associated with the jobs “suitable” for males (Ivancevich et al, 2005: 66). It is my goal to seek whether these traditional ideas are still relevant in our transforming society, and therefore school, and to gain the experiences males and females have in accordance with my ultimate goals.
2.5.2 Power and oppression in schools

Power, according to Bush (2003:97), may be regarded as the ability to determine behaviour of others or to decide the outcome of conflict. Bradley (1999) proffers that power operations that act generally across a society where some individuals or groups in a superior position and others in a inferior position. She continues to describe this power relation as ‘capitalist’ or ‘patriarchal’.

The Foucaultian approach has many appeals in its account of how we are all involved in relations of power as we engage in our everyday life and practice. This approach highlights the way in which the experience of power can encompass enablement and pleasure as well as repression. Foucault’s account of power is helpful as he refuses to accept that power has a subject, instead it is carried out by discourses, or that it operates to further the interests of particular individuals or groups as we are equally implicated in power relations. However, Foucault’s account of power does not explain the disparities of power between men and women, capital and labour. Feminists on the other hand, look at power which can deal with agency. Giddens and Bourdieu have been explored where Giddens conceives power in terms of differential access to and control of rules and resources. “Power involves the skills and resources which members bring to and mobilize in the production of interaction, thereby directing or influencing its course” (Davis, 1991:72). Bradley (1999) defines power broadly as the capacity to control patterns of social interaction and may take forms of class power, racial power and state power. She highlights that gender power refers to the capacity of one sex to control the behaviour of the other whereas patriarchy refers to the capacity of men to control women. Therefore gender power is a broad concept allowing for variable relations between men and women but not ruling out the possibility that power relations may be patriarchal.

2.5.3 Ideology in schools

Ideology is said to be a “set of ideas, infused with passion” that seeks to transform the whole way of life. Ideology performs on the important function of transforming ideas into social levers by that infusion of passion by individuals (Walters, 2003:159). Furthermore, he states that a distinction should be made between authority and influence, where authority is legitimate power which is vested in leaders, and influence represents the ability to affect outcomes. Abbott et al (2005) concur that it is a pattern of ideas and knowledge that is
regarded as common sense which purports to explain and legitimate social structure and culture of a social group or society. Ideology serves to justify social actions which are in accordance with that pattern of ideas. It also then shapes our everyday feelings, thoughts and actions.

However, the knowledge that is provided by an ideology is partial and somewhat selective and can provide contradictory descriptions and explanations of the social world. Feminists argue that male stream theories fail to meet the criteria for being accepted as adequate and valid knowledge as they do not take into account both man and woman’s experiences of the social world. They in fact serve as an ideological justification for the subordinate position of women, rather than a critique or explanation of it.

Abbot et al (2005) points out that there are a number of ideologies of sexual difference that forms a ‘dominant ideology’ which is more easily able to present its ideas as natural and universal because it is produced and reproduced by those in positions of relative power (which in his case is men). The original exclusion of women from positions of power and from the production of knowledge has meant that patriarchal ideologies (which are male-dominated ideas) have been able to present itself as universal knowledge. Feminists have challenged these patriarchal ideologies arguing that they are partial and distorting; but because men were in positions of relative power, they are able to marginalize feminist ideologies.

2.5.4 Implications for Educational Management in schools

Glatter’s (1977) definition of educational management is useful as it identifies the scope of the subject. He argues that it is “the internal operation of educational institutions” (1976:16) and their relationships with their external environment (communities in which they are set). Bolam (1999:194) furthermore defines it as an executive function for carrying out agreed policy. A perspective is the certain way things are viewed. Therefore, in my study I looked at these concepts (gender, power and ideology) within the executive functioning of the educational institution – the secondary school.

The researcher used the terms gender, power and ideology to describe the perspective on educational management and the influences these concepts have on the experiences of
educators and managers and take into account the social construction of man and woman’s roles and experiences and their impact on management and executive functions and practice.

2.6 CONCLUSION

This chapter was used to assist the reader to better understand the concepts used in the title and to inform the reader of the literature gathered and used to create depth and understanding to my conceptualization of the research problem.

Briefly, gender was clarified according to a few theorists’ ideas which included the definition of gender as the classification corresponding to the two sexes – male and female. The most important contribution to my research study that given by the feminist theory (on which my research study uses to conceptualise theory), which made it possible to see the distinctions between the attributes associated with males and females and the socially learned behaviours associated with masculinity and femininity and therefore designated these as “gender”.

Power was defined as the ability to determine behaviour of others or to decide the outcome of conflict. Power operations act generally across a society where some individuals or groups in a superior position and others in an inferior position. This power relation is seen as ‘capitalist’ or ‘patriarchal’. It was made clear that power plays an important role in understanding the research problem and why gendered roles exist within our school and society.

Ideology is said to be a “set of ideas, infused with passion” that seeks to transform the whole way of life. Ideology performs on the important function of transforming ideas into social levers by that infusion of passion by individuals. Furthermore, he states that a distinction should be made between authority and influence, where authority is legitimate power which is vested in leaders, and influence represents the ability to affect outcomes.

Educational management is useful as it identifies the scope of the subject. It is the internal operation of educational institutions and their relationships with their external environment (communities in which they are set). Furthermore it is an executive function for carrying out agreed policy.
A perspective is the certain way things are viewed. Therefore, this study looks at these concepts (gender, power and ideology) within the executive functioning of the educational institution – the secondary school.

The theoretical review followed where I identified certain theorists and theories which collaborates with my study. It is important to note that the feminist theory helped to conceptualise my study and in particular, the structural oppression theory which was reviewed in detail as it explains the interaction between the experience and the location of the genders within the education management spectrum.

My research is guided by a meta-theoretical approach as the two types of structural oppression theories, namely the socialist feminism and the intersectionality theories, forms the basis of my rationale for the study and assists to problematise gender.

A Black South African perspective of gender difference, inequality and oppression that reflect the situatedness of women in education management was determined to be utilized to achieve my goals. Most feminists of colour recognize that gender, race, class and sexual orientation determine the allocation of power and the nature of educators’ identity, status and circumstance. Therefore, as stated before, the “endarkened” feminist epistemologies are crucial, as they speak to the failures of the traditional patriarchal and liberal education with an intersection of race, class, gender and sexual orientation.

The research design, methodology used and a discussion of the data analysis will follow in chapter three. It will be made clear that the research gathered in chapter two is relevant and guides the methodology chosen to conduct this research.
CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

In chapter two a focus was made on the theoretical clarification of concepts within my topic and scope of the study. This study seeks to explore and analyse the educator’s experience of gender discrimination and power and ideological relations within the school. This chapter presents my knowledge claim, followed by the research methodology, research design, instruments and data collection strategies and finally the analysis procedures.

3.2 KNOWLEDGE CLAIM

It is in this section that I try to justify the theoretical foundation for this study. The theoretical basis of this study stems from the research methodology used - qualitative research method. It is from this lens that I view the world of reality (educators within the school as reality) in this study. I will first discuss the ontological position, thereafter the epistemological position of the feminist and sociological approaches on which this study hinges.

The ontological position of the feminist theory generalized, wide-ranging system of ideas about social life and human experience developed from a women centered perspective. This theory tries to explain women’s experiences. The sociological theory provides the understanding that the views, experiences and perceptions of women were not previously considered and that most of the sociological research done, were based on the perceptions of males. This theory also provides criticism of this male streamed sociology and it guides me to raise questions associated with my study thereby providing necessary documentation needed in feminist studies. Feminist sociology theory proceeds from the view that women are oppressed. For many women this oppression is seen as primary, but for some it is seen as part of a multiplicity of oppression which includes the limitation of women to freedom of action and expression by the relative power of men because men tend to possess more economic, cultural and social resources than women. The structural oppression theory tries to analyse how domination, and therefore essentially power, are enacted though social structure. These so-called power arrangements of social relations arise out of history and are always arrangements of power. Because this theory focuses on the structure of patriarchy, capitalism
and heterosexism and locates enactment of domination, power, and experiences of oppression in the interplay of these structures, it provides a useful theoretical framework for my study. All these structures and their enactments mutually reinforce each other.

The epistemological position of these theories within my study is beneficial as it enables me to conceptualise how gender, power and ideology can influence the professional development of female educators and therefore influence their experience within school.

3.3 RESEARCH METHODOLOGY

Research is a systematic enquiry or investigation of phenomena to discover or revise facts, theories or applications. It is a process using guidelines enabling the researcher to make broad and accurate generalizations or contextualized exploration and description of the phenomenon. There are two known research methods that are by researchers, namely, quantitative and qualitative research. This research employs the qualitative research method and design.

Qualitative research method is seen as an umbrella concept covering several forms of inquiry which includes basic or generic, ethnography, phenomenology, grounded theory and case study, that helps us understand and explain the meaning of social phenomena with little disruption of the natural setting as possible (Merriam, 1998:5). Patton (2002) concurs that it is a naturalistic approach that seeks to understand phenomena in the context-specific settings, such as “real world setting (where) the researcher does not attempt to manipulate the phenomenon of interest” (Patton, 2002:39). Strauss and Corbin (1990:17) define qualitative research broadly as “any kind of research that produces findings not arrived at by means of statistical procedures or other means of qualification” and instead, the kind of research that produces findings arrived from real-world settings where the “phenomenon of interest unfold naturally” (Patton, 2002:39). The primary goal of this study using this approach is defined as describing and understanding rather than explaining human behaviour.

The researcher uses this inductive process as observations were made on particular events or on a phenomena in a situation; then on the basis of these observed events, inferences were made about the whole process. It can then be said that “reality is constructed by individuals interacting within their social worlds” (Merriam, 1998:6). Taylor (2005) writes that qualitative research is “multi method in focus, involving an interpretive, naturalistic approach
to its subject matter” (2005:101). In other words, I use the qualitative method to study educators and school managers and collect data in their natural settings (the school at which they teach or manage) and then I attempt to make sense of, or interpret the meanings the educators and managers make of their setting and how power, ideology and gender influences their professional progression.

Merriam (1998) explains that qualitative research methodology has a number of characteristics, namely; researchers are interested in understanding the meaning people have constructed in their world, how they make sense of their world in a specific setting (embedded experiences are not the investigators perceptions); researchers are the primary instrument of data collection and analysis where data is mediated through the human instrument rather than a questionnaire or computer; it involves fieldwork as the researcher physically goes to the people in their setting or field to observe their behaviour in their natural setting; it employs an inductive strategy and builds on abstractions, concepts, hypotheses or theories rather than existing theory; and, the product of a qualitative study is richly descriptive; words and pictures rather than numbers convey what the researcher has learnt from the phenomenon.

In the context of this research the social phenomena investigated are gender, power and ideology in the workplace. I use this research method, in order to understand and describe phenomena in the context-specific settings, such as the secondary schools that will be selected for data collection. Given that the study happened in a naturalistic setting, the researcher did not attempt to manipulate the phenomenon (gender, power and ideology) of interest. As I studied gender’s experiences at the school, I intersected the reality or real world setting (lived experience of the research participants) to gain relevant and vital knowledge necessary to obtain the purpose of understanding, explaining and interpreting gender’s experience of difference, inequality and oppression in accordance with their social location. To accomplish these goals, it was necessary to employ the qualitative research method.

The focus of my research is thus an insider-perspective rather than an outsider-perspective. By using the qualitative approach, the researcher attempts to understand gender’s experiences at school from the subjective perspectives and meanings of the individuals involved. I believe that the richness and the diversity of life experiences can only be captured by them describing what really goes on in their everyday working life. This allowed the incorporation of the context in which these genders operate thereby giving them a frame of reference.
Furthermore, the inductive process was used to observe particular events or on the phenomena in a work situation; then on the basis of these observed events, inferences were made about the whole process of gendered experiences, power relations and ideology as enacted on women in their workplace. This is for me important and in tandem with Merriam (1998:6) where reality is constructed by individuals interacting within their social worlds. Taylor (2005) observes that qualitative research is “multi method in focus, involving an interpretive, naturalistic approach to its subject manner” (2005:101). In relation to this notion, I used the qualitative research method to study the women in their natural settings and then I attempted to make sense of, or interpret the meanings the women make of their setting and situatedness.

Furthermore, the qualitative research method allows me to obtain the women’s own definition of the world, and embedded within that, how they identify and negotiate the gendered relationships, as well as the relationships of power and ideology within their work settings. Strauss and Corbin (1990:17) epitomize the significance of the qualitative research method in producing findings from real-world settings where the phenomenon of interest unfold naturally and not arrived at by means of statistical procedures or other means of qualification arrived (Patton, 2002:39).

3.4 RESEARCH DESIGN

This study employs the phenomenological research design as it enables me to understand and describe self representations the educator assumes and refuses in its relations with others (Parker, 2005:36). A phenomenological study is a form of qualitative research employed by researchers to study human society and culture. According to Welman and Kruger (1999) “phenomenologists are concerned with understanding social and psychological phenomena from the perspectives of people involved” (1999: 189).

One needs to distinguish the phenomenological approach from other qualitative approaches, such as ethnographic and participatory approaches, by focusing on its unique features. These include that the researcher does not focus on the phenomena nor the participants, but rather on their “dialogue” within their contexts. McConville (1978) states that the “dialectical organisation of experiencing-behaving subject and physical social world which essentially defines the phenomenon in question” (1978: 103). Other features include that there is a focus on the “lived experience” of the participant and that this approach is more descriptive than
interpretive. Phenomenologists believe that the researcher cannot detach themselves from their presuppositions and that the researcher should not pretend otherwise (Hammersley, 2000). With this in mind, Mouton and Marais (1990) state that individual researchers “hold explicit beliefs” (1990: 12). In this study the emphasis is placed on accessing the lived-experience of the participants (the educators and educational managers) and to gather data regarding the perceptions of the participants about gender, power and ideology and how they are experiencing these units of analysis in their reality. The researcher uses this design as it allows access to the participants and their lived-experiences and to understand their lived worlds (Saukko, 2003).

3.4.1 Units of analysis

My units of analysis (and social phenomena to be investigated) are gender, power and ideology within the school as a working place. Therefore, the focus is an insider-perspective to understand gender’s experiences and relationships with power and ideology at the school. Usually in social research studies, the unit of analysis is an individual person (Bailey, 1987). However, when a social science study deals with social research, groups of people and individuals, like this study, the unit of analysis can vary in terms of subject matter (Bailey, 1987). I used the qualitative research method to understand the subject matter of gender, power and ideology in the context-specific settings, such as the secondary schools that were selected for data collection. Because the study occurred in a naturalistic setting, I did not attempt to manipulate the phenomenon (gender, power and ideology) of interest. As I studied gender’s experiences at the school, I had to intersect the reality or real world setting (lived experience of the research participants) to gain relevant and vital knowledge necessary to obtain the purpose of understanding, explaining and interpreting gender’s experience of difference, inequality and oppression in accordance with their social location.

3.4.2 Population and sampling

Qualitative data was drawn from in-depth interviews and focus group sessions. The schools were purposefully sampled based on certain criteria from a list of schools obtained from the Gauteng Department of Education. There are sixteen school districts in Johannesburg. My sample of schools is located in the southern districts of Johannesburg, district eleven, in which there are 65 schools. Three different secondary schools were chosen according to their location and statue. The sample included three schools: a township, a school in a ‘coloured’
community and an Indian school. The participants included educators and school managers between the ages of thirty and fifty as this period is characterised by professional aspirations. The sample included three phase educators, two Heads of Department (HOD) or deputy principal and one principal. I believe that this sample was well suited to achieve my objective; to determine whether power (from the HOD’s and principal) and ideology practised (by them) influences the phase educators’ achievement of professional progression or if they are oppressed by their gendered difference. The researcher did this by conducting interviews.

3.5 DATA COLLECTION TECHNIQUES

The following data collection techniques were used in this study:

A literature survey was conducted to provide a theoretical framework. It is important to conduct a literature survey as the researcher will benefit from it by creating a specific attitude and practice certain skills (Strauss and Myburgh, 2005: 30). The literature review forms chapter two of this research study.

This study utilized qualitative interviews as this type of data gathering is aimed at gathering lived-experiences of the respondents. Seidman (1998) mentions that the purpose of interviewing is the interest in understanding the experiences of other people and the meaning they make of that experience (1998:3). I find interviewing in this study necessary as it will provide me access to the context of educator’s behaviour and experience and thereby provides me with a way to understand the meaning of that behaviour and experience. The interview schedule is semi-structured with open-ended questions. Interviews with post level one educators educating in the above mentioned schools were conducted as well as females who have managerial positions in the school. I conducted these interviews in the context of their school life as this enabled me to gain meaningful and understandable aspects of the educator’s and manager’s behaviour and experience. Without context, Patton (1989) states that there is little possibility of exploring the meaning of an experience. Interviews were conducted until data saturation occurred. This means that further interviewing will not provide new information concerning the lived-experiences of the respondents.

Field notes concerning my experiences and observations were also taken and forms part of the data. This ensures triangulation of data. Triangulation of data is necessary as it perceives value in demonstrating rigor. Triangulation addresses the issue of internal validity by using
more than one method of data collection to answer a research question. In principle, it sounds feasible to combine observational fieldwork and interviews or focus groups in order to get a broader view (Barbour, 2001: 1115).

3.6 DATA ANALYSIS

Collected data is interpreted for the purpose of drawing conclusions that reflect the interest, ideas and theories that initiate the inquiry. The researcher analysed the data using the constant comparative method (Merriam, 1998:151). Data collection and analysis was done simultaneously. Analysis began at the first interview, observation; and after documents relevant to the study have been read. Emerging insights, hunches and tentative hypotheses directed the next phase of collection which lead to the refinement and reformation of the interview questions where applicable. This enabled the researcher to produce believable and trustworthy findings (Merriam, 1998:151). When saturation of data occurred while interviewing, refinement of analysis of the interviews and field notes began. Material collected from the same or similar themes were categorised. A comparison of the categories were made and the researcher then looked for variations and nuances in meaning. Furthermore, comparisons between the different categories were made to find connections between themes. This process allowed the researcher to find additional themes and concepts which helped build the final explanation and answers to the objectives.

3.7 TRUSTWORTHINESS

3.7.1 Validity and Reliability

The aim of any research is to produce valid and reliable knowledge that can be used to help other researchers or the general population to understand certain phenomena. It is essential therefore, that one is able to trust my research results (Merriam, 1998:198). Merriam (1998) explains that in order for research to be trustworthy, validity and reliability must be accounted for. Validity and Reliability are two concepts that provide assurance that my research instrument is capable of providing accurate and meaningful answers to my research questions.

Validity of an instrument is detected by the ability of that instrument to evaluate what it is supposed to evaluate. Conrad and Serlin (2006) write that results or findings of the research is internally valid when the researcher can draw meaningful inferences from instruments that
measure what they intend to measure (2006: 412). He continues to state that findings are externally valid, or generalizable, when they extend to certain individuals and settings beyond those immediately studied (2006:412). The researcher tends that the instruments used in this study are valid, measuring what is suppose to measure and that the findings of this study are generalizable.

Reliability can be described as the degree of consistency or stability of data. According to Conrad and Serlin (2006), findings are reliable when other researchers using the same approach come to the same result. Other researchers are welcomed to examine my data and I hope that my findings are deemed reliable to this study’s context.

3.7.2 Alternative methods of trustworthiness to qualitative studies

Stenbacka (2001) asserts that although reliability and validity are concepts generally used for testing or evaluating quantitative research, the idea is often employed in qualitative research. If one considers the idea of testing as a form of information elicitation, then an important of any qualitative study lies in its quality. Qualitative research aids the researcher to “understand a situation that would otherwise be enigmatic or confusing” (Eisner, 1991:58). Four alternatives are introduced for the qualitative research study to allow for quality to prevail. These alternatives follow:

3.7.2.1 Credibility

This refers to the accountability for the entire research process. Strauss and Myburgh (2005) asserts that credibility includes the “actions in preparation of the field research, authority of the researcher, keeping a reflexive journal, participants’ control of the data and peer group evaluation” (2005: ).

This qualitative research study is credible as the researcher interpreted the experiences of the respondents in their natural setting accurately. Krefting (1991) correlates this statement by asserting that credibility is obtained from the findings of the research as authentic experiences, as lived and perceived by the respondents (1991:215). Therefore credibility demonstrates that this study of the subject / s were accurately identified and described.
3.7.2.2 Transferability / Applicability

This refers to the extent to which the results can be applied to similar contexts. However, it is not the researcher’s responsibility to initiate transfer, but they should present the data and describe the research process carefully so that these steps can be used by other researchers. Further studies using my results are welcomed but should be used within similar educational and cultural contexts.

3.7.2.3 Dependability

This means that the findings remain consistent when a different researcher goes through the raw data collected and will come to the same findings that the initial or primary researcher came to. Also, if the study was to be repeated in similar settings with similar subjects, the findings should be consistent and therefore the research will be deemed dependable.

3.7.2.4 Confirmability / Neutrality

These are measures that are applied to prevent research bias. Poggenpoel (2006) confirms that confirmability or neutrality ensures the freedom from bias in the research procedures and results. Auditing of data in this study was essential as it ensured trustworthiness of the study. This process assisted in checking that the data included all the raw data, theoretical notes and process notes. The researchers ensured that all the data is available allowing an external auditor to determine whether the findings are in accordance with the data of the research.

3.8 RESEARCH ETHICS AND ETHICAL STANDARDS

It is important that my research is based on ethical aspects. Whenever human beings are the focal area to any type of investigation, there are several ethical issues that require careful consideration. These are guidelines “that alerts researchers to the ethical dimensions of their work” (Merriam, 1998:212). The researcher was wary of publishing information which could cause personal anguish. It was made sure that the researcher respected the respondent’s right to privacy and if they declared information in confidence, this information was deemed confidential.
Qualitative researchers are “guests in a private space of world, where manners should be good and their code of ethics strict” (Merriam, 1998:214). This translates to the fact that the researcher needed to respect the rights, needs, values, and desires of the participants. It was ensured that participants were not embarrassed by certain questions and could reveal information that “was never intended to be revealed” (Merriam, 1998:214).

The ethical issues in this research takes cognizance of the following categories, namely, protection from harm, informed consent, right to privacy and honesty with the participants (Leedy and Ormrod, 2005:101). Although my research has a core commitment of establishing the truth at all times, it placed the welfare of the participants first and foremost. This ensured that the participants were willingly and knowingly participating in this study. Informed consent was obtained from all voluntary participants chosen to be interviewed. (Cohen & Manion, 1994:354; and Anderson, 1998:18). A comprehensive description was provided, in writing, of the envisaged purpose and scope of the study.

In the encounter with the participants, the researcher conducted a sensitisation session in which a clear explanation of the research study was given. The participants were first verbal briefed on the study and the interviewing process then followed by the completion of the written consent form which was submitted by the participants before the interview process started. Individuals are seldom forthcoming with information if they perceive a risk in disclosing the level of information required; therefore, I ensured that participants’ identities were protected during the course of the research. Confidentiality was maintained at all times with the data encoded to protect the participants’ right to privacy at publication and during any reviews with supervisors and colleagues. To do this, pseudonyms were used.

The researcher therefore adheres to the following ethical principles in accordance with the standards set by the University of Johannesburg:

- Purpose of the research will be clearly stated to the respondent as well as how the information deemed will be used;
- Right to privacy, confidentiality and anonymity;
- Right to equality, justice, human dignity and protection against harm;
- Right to freedom of choice, expression and access of information;
- Informed consent obtained in writing;
- Informed that the respondent can, at any stage, terminate the interview; and
• Not coerced to participate.

These ethical aspects are also in accordance with the 1996 Constitution of the Republic of South Africa.

3.7 CONCLUSION

In this chapter the qualitative research method and design was presented on gender, power and ideology in schools and ultimately gender’s experience in schools. I then discussed the design implemented, the data collection techniques which included a literature survey, interviews and field notes, and the analysis techniques used in this study in accordance with the ethical standards of the Republic of South Africa and the University of Johannesburg. It was important that my results found are reliable and the techniques used are valid. Trustworthiness of my study was also discussed in this chapter. In the following chapter the data is presented, analysed and interpreted.
CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 INTRODUCTION

In the literature review in chapter two an attempt was made to learn and understand the importance of gaining the theoretical knowledge that undergirds this study. The literature review enabled the researcher to locate the study within the feminist theories; namely the socialist and intersectionality theories and the feminist sociology theory; and allowed to raise questions on gender, power and ideology in schools with specific reference to the female at school. The theories that have been selected provide a lens to guide what issues are important to examine gender, power and ideology and who was selected as informants in the empirical investigation. These theories also enabled the researcher to indicate how they position themselves in terms of the world-view (ontologically) and the knowledge-base (epistemologically) in this study and how the researcher writes the final accounts of the investigation. It also allowed the researcher to define and limit the research problem, and to select appropriate methods for conducting this study.

In the previous chapter, the research design and methodology used in this study was discussed and explained. It was made clear that in order to gain the data needed for this study, a qualitative research method is vital as I attempt to describe and understand the educator’s experience of gender, power and ideology in schools rather than explaining human behaviour in this context. Further reasons for adopting this approach were explained in chapter three. Here to the researcher justified the research design and methodology in terms of the research problem and literature review.

In this chapter a discussion of the method of data analysis used, presentation and recording of the raw data and finally, the presentation the findings of this study is made.

4.2 METHOD OF DATA ANALYSIS

Qualitative data analysis is the process of bringing order, structure and meaning to the mass of data collected (Bloomberg and Volpe, 2008:96). According to Miles and Huberman (1994), it is a link between sub-processes of data reduction, data display and verification.
Therefore it is a process attempted by the researcher to summarize the data collected in a dependable and accurate manner and it is said to be a process based on induction which was discussed in 3.3 of the previous chapter.

4.2.1 Inductive analysis

An inductive process of analysis was applied in this study as observations were made on the setting and the educators in the research situation; then on the basis of these observed events, inferences were made about the whole process. Simply, this process involves the organization of data into categories and identity relationships within these categories or themes (McMillan and Schumacher, 2000:519). The purpose of the inductive analysis process is to allow the research findings to develop from themes derived from the mass of raw data collected. Main themes are sometimes hidden because of the preconceptions the researcher may have when collecting and analyzing the raw data and therefore it is important for the researcher to read and re-read the collected data so as not to loss valuable information.

The following inductive process was used in this study to collect, identify and clarify the raw data. As stated previously in chapter three data was collected through semi-structured interviews of male and female educators and field notes were used to supplement the researcher’s findings and observations. The interview schedule (questions posed during the interview) is included as Appendix C. The researcher drew from the experiences of 17 high school educators, which included Post Level one (PL1) educators, Post Level three educators (PL3 or Head of Department), two deputy principals and two principals, all within the District eleven sector of schools located in the Southern parts of Johannesburg. I transcribed the interviews immediately and assigned identification codes to each transcript. I chose to transcribe the interviews myself as I could immerse myself into and become more familiar with my data.

4.2.2 Analysis and design

This involves the reduction of the raw data as mentioned in paragraph 4.2.1. An analytical approach was chosen for this research which involves a detailed description of the settings and or individuals, followed by analysis of the data for themes, patterns and issues that emerges (Stake, 1995). The first step of the analytical process, according to Bloomberg and Volpe (2008), is to consider the themes or “big ideas” and then to dissect and
classify the data into categories. This grouping of data Creswell (1998) and Seidman (1998) calls the “winnowing process”. To reduce my data to manageable work load, I developed a coding system in which information is distilled into smaller sets. The following coding system was used in this study.

Table 4.1: Coding system

<table>
<thead>
<tr>
<th>CATEGORY / THEME</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratio of male to female educators per school</td>
<td>m vs f</td>
</tr>
<tr>
<td>Ratio of male to female managers per school</td>
<td>mm vs fm</td>
</tr>
<tr>
<td>Relationships</td>
<td>rel</td>
</tr>
<tr>
<td>Staff turnover</td>
<td>tov</td>
</tr>
<tr>
<td>SGB</td>
<td>sgb</td>
</tr>
<tr>
<td>Staff meetings</td>
<td>sm</td>
</tr>
<tr>
<td>Promotion</td>
<td>promo</td>
</tr>
<tr>
<td>Attitude</td>
<td>att</td>
</tr>
<tr>
<td>Power</td>
<td>P</td>
</tr>
<tr>
<td>Culture/ ideology</td>
<td>C/I</td>
</tr>
</tbody>
</table>

This coding system notes the interest and significance contained in the data that are now organized.

4.2.3 Data verification and validation

Verification involves the researcher’s interpretation, drawing meanings and conclusions from the data collected. According to Miles and Huberman (1994), this process involves the comparing data, noting the patterns and themes, noting the contrasts visible, clustering of themes, following up on surprises and checking the results with the respondents (1994:24). This ensures triangulation.

Validation in this study included the checking of, questioning and interpretation of the research findings. It is a way of verifying the reliability and the precision of the research process. It entails the checking for any bias that can steal into the process of drawing
conclusions (Miles and Huberman, 1994:438). All the procedures and decisions applied in the research process was evaluated, reviewed and referred to the aims of the research study.

4.3 PRESENTATION AND ANALYSIS OF THE DATA / RECORDING

As mentioned previously and can be seen in table 4.1, the data was classified into categories using codes to group similar themes together. The following themes were identified and used in this research.

a. Ratio of male to female educators per school
b. Ratio of male to female managers per school
c. Relationships
d. Staff turnover
e. SGB
f. Staff meetings
g. Promotion
h. Attitude
i. Power
j. Culture/ ideology

Similar responses given to the questions and the categories above are reflected in the following pages.

4.3.1 Ratio of male to female educators per school (m vs f)

The first question from the interview was for all the respondents to indicate how many educators there are in their school with specific reference to identifying the ratio between the males and females. The table below shows their responses. Each school is given a number to ensure anonymity.

Table 4.2

<table>
<thead>
<tr>
<th>School</th>
<th>Total number of educators</th>
<th>Male educators</th>
<th>Female educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>41</td>
<td>1/3 (14)</td>
<td>2/3 (27)</td>
</tr>
<tr>
<td>2</td>
<td>38</td>
<td>12</td>
<td>26</td>
</tr>
</tbody>
</table>
It can be seen by these numbers that in all 3 schools there are a majority of female educators. The total percentage of the female educator complement of the schools studied is 63% whereas the total percentage of the male educator complement is 37%. Therefore one can conclude, for this study, that there are more females than male educators in the high schools.

### 4.3.2 Ratio of male to female managers per school (mm vs fm)

In this question, the respondents had to indicate how many managers there are in their school. The managers included the Heads of Departments (HOD), deputy principals and principal. The table below shows their responses.

<table>
<thead>
<tr>
<th>School</th>
<th>Total number of managers</th>
<th>Male managers</th>
<th>Female managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>PERCENTAGE</td>
<td>100</td>
<td>62.5</td>
<td>37.5</td>
</tr>
</tbody>
</table>

The numbers above shows a clear domination of males in the management positions in the high schools studied as the male manager component of the schools equals 62.5% whereas the female managers equals 37.5%.

### 4.3.3 Relationships between the educators and management, and the management team

From the responses it can be noted that all of the respondents from schools 1, 2 and 3 thought that they had a good relationship with their HOD or HOD’s, principal or other managers in their schools. A few responses are as follows.
“I think we have a very healthy relationship.”

“They are very approachable especially when I started here…”

“Cordial, cooperative, openhanded, transparent and yes we have what I would simply describe as a team.”

However, one respondent did respond that,

“I would rather go straight to the principal, straight to the principal.”

Most of the responses were very pro management, that the Post Level 1 (PL1) educators could easily talk to their managers and that they were very approachable and understanding. However, one of the respondents commented that she would rather go “straight to the principal” which could suggest her relationship with her deputy principals and HOD are not approachable. She did add that the one deputy, “the female, she’s always busy with something else”, which suggests that the deputy probably does not have time to discuss things with this respondent or it can be assumed that the respondent and the deputy do not get along as the respondent does not speak fondly of this manager.

4.3.4 Staff turnover

A question regarding the staff turnover at the schools was posed to determine whether males or females leave the school setting to the district and beyond. The following were responses from the educators and managers.

“From my experience I found that males are the major staff turnover at this school and it has always been into promotion positions. Females are around more and for a minimum of 6 years before they actually move.”

“Females seem to move within the school environment into HOD positions.”

“Well I’ve seen that happening” (females tend to stay within the school setting and males seek promotion elsewhere) “and I would equate that to status, where males seek more status…”
“...I think that if it wasn’t for the fact that I like this school, I’ve been here a lot of years and I like this school, I think that I would have taken a post somewhere else... In another school yes.”

Other responses included,

“In the past it did happen but I don’t think anymore.”

“I’ve seen a lot of females that left here and gone elsewhere and they’ve been successful... Yes at other schools”.

From these responses it can be assumed that females tend to stay or move within the school setting and remain teaching, longer than males who tend to seek promotion elsewhere.

4.3.5 School Governing Body

This category was added by the researcher as it was relayed by the respondents freely and added an interesting view to the research study. The respondents said the following about the SGB.

“They have a tendency of believing male to be stronger and would be able to deal with issues far better than females.”

“...when you applying for posts you’ve got to go through a process and then you are selected by the SGB so we just fall into the post that was created by the department.”

“...in most cases SGB’s are controlled by managers, the principals and all of this is because of the superiority complex of the principal being the head of the institution. Many SGB’s that I worked with and worked in simply surcomes to whatever the head of the institution has to say.”

From the responses the SGB seems to play a vital role in selecting educators to fill certain posts. It was said that the school the management team with the SGB of the school selects their “top 5 and then the department decides.” It is also very interesting to note that the SGB
in the schools visited are comprised by mostly females with males being the principal and deputy or HOD (heads of the school).

### 4.3.6 Staff meetings

Most of the respondents had a similar view of their staff meetings chaired by their principal and or deputy or deputies.

“In fact I think that some teachers shy away, they are too accepting and they don’t challenge enough err the management when they give instructions.”

“Do they listen to me? I don’t think they do.”

“Yes sometimes they’ve already made up their minds on certain things and sometimes they do listen. There are certain issues that they just feel it should stay like that.”

“I would say that there are a majority of the people that are reluctant to open up about things, they keep quiet, maybe cause they’re in a comfort zone so they scared to erode those kinds of situations...”

“...maybe here the majority of people who are speaking in meetings are men. Women don’t normally speak.”

“I think that they still have this inferiority complex in women. You see that we still need to deal with. Where they really don’t respect their own opinions so much that they not in liberty to share with others.”

Staff meetings are held to discuss grievances, progress and other issues that affect the school and its educators. It was noted that many people do not speak up at these meetings, especially women. However, at school 2 where the majority of educators were women, the response was:

“...because we are in the majority we always know that somewhere you will get support. When you raise something you will get support from another female.”
In response to the males at school 2, the respondent said,

“I think they are not really concerned unless it’s an issue that really touches them then they would raise that issue.”

4.3.7 Promotion

Some of the respondents responded that promotion is important to them and it is seen as a “stepping stone” or “yard stick” to measure one’s development and progression. Most of the female responded that they either did not want to leave the school as there are no promotion posts available at the school at that moment or that they are at a certain age where a promotion was not pliable for them. The younger respondents mentioned that they would like to be promoted, but due to their HODs being as young, the respondents did not have a chance in the near future. Other female respondents were not interested in being promoted because they were mothers and “have other things to do”, or they are disgruntled by the work load and salary. Almost all of the male respondents said that promotion is necessary with only 2 men, one retired principal who was asked to return to the teaching profession and one principal did not have a desire to be promoted beyond the school setting.

The responses included the following.

“I am where I am out of choice. I had no ambitions of ever, at this stage of my life going further.”
“I wouldn’t leave this school.”
“I’m not that administrative, I’m not an administrative person.”
“I think I should leave teaching now. I just feel I had enough. I’ve been at this level for all these years now and our salary that we are getting and all that and I mean now all the effort that I’ve put in, sacrifices and studying and all that so I feel that I should just what’s its name, go out now.”
“I wouldn’t like to be an HOD right now. Because it’s not worth it, the money’s not actually worth it and all that.”
“I have a moral responsibility to build a repore at this school.”

“For me promotion is not a huge criteria or factor...males are more demanding to require the high positions.”

“Males look for promotion much quicker than females. Well I think it’s the whole ego thing to go a little higher every time. There’s a little bit more ambition in them an loyalty.”

“For males it means a little bit more to them because we’ve had a lot of disgruntled males at this school because they’ve never received promotion and they’ve left to another school because of promotion.”

“Promotion is slow, you have to wait for somebody to die before you can actually fit in.”

4.3.8 Attitude

A few of the respondents responded that some educators are reluctant to participate in school activities and therefore are only teaching in the classroom. Most of the respondents agreed that female educators and managers are more loyal to the school and therefore remain within the school setting for many years without being promoted, of which some of them are happy with. Most of the respondents, male and female, were consistent in reporting that females are very sensitive and emotional and therefore the male educators and managers have to change the way they ascertain their authority to their female colleagues. It was also mentioned that it is easier for a male to talk to a male HOD than a female one. Males also tend to stick to themselves and doubt the capabilities of females. One respondent mentioned that as a HOD, her PL1 female colleagues worked better, harder and asked for assistance when necessary; while her male PL1 colleagues were lazy, too proud and seldom get their work done on time. Another respondent suggested that he taught because he has to while his female colleague said that she enjoyed teaching but was dissatisfied because of the large number of learners in her classroom of which only a few would be able to be taught to a satisfactory level.

However, some respondents added that when a female becomes HOD or any other management position, they become very bossy and dominant to her female colleagues.
Responses included:

“Err, because sometimes you females how they conduct themselves they become emotional at times when we (male) maybe want to do something.”

“...male can come and man to man we can talk, and maybe man to female can not at times.”

“The way you talk to a male and female HOD I think they quite different. Cause females are sensitive you know, they give attention to detail, they are formal. You see I can talk to my male HOD informally you see, but to the female HOD she may think that I’m undermining her.”

“But the males at this school you know are more casual to their approach to issues. Females are more passionate about what they are doing. And I think the reason why males are more casual is because this place is really dominated by females and they feel that the females will always do it, we are always the talkers in meetings and things like that and they are the quieter ones.”

“Males are more docile.”

“The ladies are very bossy.”

4.3.9 Power

There is an interaction between this category and the others mentioned previously. The respondents from school 3 spoke candidly about the power relations at school and how it is translated from the society. A more subtle form of communicating power between the genders and gender with management was given by the other two schools’ respondents. A few respondents made it clear that they believed that power is not held by the individual, but by the position that the person holds. It was also made clear that by having this positional power, you are in turn respected by your colleagues. However, as mentioned in 4.3.8, some respondents felt that when a female exhumes her position of authority by being a HOD, deputy or principal, she becomes very bossy to not only the male colleagues, but more so to her female colleagues.
It was mentioned that some people abuse the power that they have by “overpowering their subordinates” and “treating them unfairly”. Many respondents also believed that at the high school level of education, males are more capable in managing the learners especially when it came to disciplining them as the learners tended not to respect the female educators as they would the male educators.

“I don’t think that power is invested in the person, the power is in the position.”

“When females get into power they want to show these men that we are key people... Overpowering their subordinates and treating them unfairly so that whatever is said that the other opinion never flows. What they say is from their ways.”

“In a high school level, males are more capable in managing these learners.”

Because school 2 had a majority of female educators, they assumed that they had the power to speak at meetings and voice their opinions because they would have the support from the female colleagues. Female educators at the same school acted as role models to their female learners. It was said that at their academic awards, the majority of those learner achievers were females.

4.3.10 Culture/ ideology

Culture and the society with certain ideologies became apparent in the interviews. Once again, school 3’s respondents were explicit in how their culture, the black culture, influences they way educators and managers respond to each other. The other two school’s respondents were a bit uncomfortable when I asked and probed about this topic. It was seen in the group interviews that the females were not open to discuss certain things and therefore approached me after the interview was completed.

“It is true that we come from different cultural backgrounds. SO our culture dictates sometimes to us in a sense that... that you always have to be subordinate as a woman.”
“...And there is always that respect, although the male you are speaking to is PL1 or PL4, you still need to respect them. That is what I have been taught.”

“Like I said, our society has not yet changed. Men are still heads at work, at home, everywhere.”

“Yes men always like to be respected and give them that respect.”

“I personally don’t think that men always want to be respected but I think that is that gender stratification where the women are told by the society.”

“Societal norms maybe, that men are the head and now apparently men would take that to their workplaces and because I am the head of the house even if my wife is a manager somewhere but I will still remain the head of that house.”

“I think the problem that is there is that as much as the society is trying to adjust, and you think of affirmative action where we are trying to put women into power, I think there’s a problem there because the conflict still remains before getting into position...”

“So I think we carry that and we take it to the workplace where I suppose, I’m being led by a woman now and there would still be that conflict because in my mind there is this thing that says that I am the head.”

“But maybe she conduct herself in the manner in which she was brought up obviously, as a male even if you are inferior to her in terms of positions you are going to not take it well.”

4.4 PRESENTATION OF FINDINGS

In this section the researcher attempts to make findings from the data analyzed with relation the conceptual framework gathered in chapter two. This section will be divided and discussed according to this research study’s units of analysis – gender, power and ideology. The findings of this study will therefore be presented in three sections. The reader must be reminded that the data collected, categorized and analyzed are amalgamated into these three units.
4.4.1 Gender in the three high schools

It is important to realize that in this study gender, according to the feminist theory (on which this research study uses to conceptualise theory), made it possible to see the distinctions between the attributes associated with males and females and the socially learned behaviours associated with masculinity and femininity and therefore designated these as “gender”. The first obvious revelation found in tables 4.1 and 4.2 is on how gender is represented at schools. It shows that females dominate the teaching posts but males dominate the managing posts even in the school where there are more than double female educators to male educators. Each school was headed by a male principal with one or two deputies. If the school only had one deputy, the deputy would usually be a male, and if there are two deputies, the junior deputy would be a female.

With regard to the gender relations at school, it was found that most of the educators and managers have a good relationship. Most of the educators are able to talk openly to their superiors. However, it was felt that the male educators are more able to voice their opinions more regularly than the females. Most of the male respondents felt it easier to communicate with a male superior than a female one. During the staff meetings, respondents felt that the males spoke up more, except in the school who had a majority of female educators as they tended to speak up more and the male educators seemed less concerned with the issues addressed.

It was interesting to note that most of the principals experienced a stronger staff turnover from their male educators, who more regularly sought promotion. Females tended to move within the school setting as they felt more comfortable and “content” in the school. Most of the respondents communicated that promotion is important and it means the same to males and females. However, it was found from the responses that males regarded promotion as very important and “look for promotion quicker” than females. Some respondents felt that this was due to the male ego and they tend to be more ambitious and less loyal than females. It was also found that males found it easier to “break away” from the school and seek promotion elsewhere and this could be why there are more female educators within the school than males.

With regards to the SGB, some respondents communicated that their SGBs felt that males are able to deal with issues of the school better than females, even though most of the members of
the SGB are women. It was also mentioned that the SGB is chaired by the principal of the school and that the rest of the members usually accept the principal’s opinions – who, in this study’s case, is always a male’s opinion. I found this aspect quite interesting as males seem to dominate not only management within the school, but also the management of the SGB. This could mean that the female members of the SGB are either too afraid to communicate their opinions, not really interested or they could be in agreement with their male chairperson. It was also found that the SGB decides on who fills the posts at the school and that some people may be earmarked therefore the interview system is somewhat flawed. It could be said then that because the SGB is governed by the male principal and male deputy or HOD, the SGB members might accept who they recommend. This could probably be the reason why some males get the promotions more than females.

The attitude towards teaching and managing within the school was found to be different for males and females. The HOD female respondents found that their female educators were more dedicated, loyal, paid close attention to detail and passionate about their work, whereas their male educators were lazy, tardy and somewhat disgruntled because they want to be promoted. In the school 2, where the majority staff complement is female, they felt the males to be very docile and waited for the females to complete or do things. The male HODs also found that their female educators are more passionate, but they had to change the way they communicated to them as they had to become more sensitive as they experienced females to “easily flare up” and become emotional. Therefore the male school managers had to change their tone of voice and use a softer approach on their female educators.

4.4.2 Power and oppression in schools

Power, according to Bush (2003:97), may be regarded as the ability to determine behaviour of others or to decide the outcome of conflict. Bradley (1999) proffers that power operations that act generally across a society where some individuals or groups in a superior position and others in an inferior position. She continues to describe this power relation as ‘capitalist’ or ‘patriarchal’.

It is clear now, that in the schools studied and from the interviews with various educators, that males dominate the management positions in schools even though there are more female educators than male educators at the school. It was also found that many respondents felt that power is invested in the position and not the person. This could then mean that males have
more power than the females as they occupy the power positions of management. It was also felt that when females are promoted they tend to become very bossy towards their female educators by overpowering them and sometimes treat them unfairly.

Gender power (the capacity of one sex to control the behaviour of the other) is a broad concept allowing for variable relations between men and women but not ruling out the possibility that power relations may be patriarchal (the capacity of men to control women). This was found true as many female respondents responded that they felt inferior as many of their male managers don’t listen to their ideas at times and they felt it unfair that males are being promoted sooner than them. This was found true as males sought promotion sooner than females, and not because (to a certain extent) the authorities were choosing males over females.

4.4.3 Ideology in schools

The qualities of gender remains a debate, however, an agreed starting point among all varieties is the understanding that gender is a social construction (Ritzer, 2008: 451). When something is constructed by society or has social roots, it is therefore something that does not have their roots in nature but is created by people as part of the processes of group life. The original exclusion of women from positions of power and from the production of knowledge has meant that patriarchal ideologies (which are male-dominated ideas) have been able to present itself as universal knowledge. Feminists have challenged these patriarchal ideologies arguing that they are partial and distorting; but because men were in positions of relative power, they are able to marginalize feminist ideologies.

This was found to be true in this study. Many respondents felt that their culture, especially the black culture, dictated the subordination of women. They also communicated that the society has not yet changed; men still are seen as superior to women as they head the homes and the workplace. The male respondents said they found it difficult to change this mind set even though they have female HODs or their wife is a manager at her workplace. The male still feels that they must be respected and if they have a female superior, they too need to be respected but only if they conduct in the manner in which she was brought up. In this instance this “manner” is male superiority over the female (male are the heads of the house). Therefore these patriarchal ideologies prevail in our society and the school.
4.5 CONCLUSION

In this chapter, the researcher explained how data was collected and analysed. Because a qualitative research design was chosen to be used to conduct this study, an inductive process of analysis was applied. Observations were made on the setting and the educators in the research situation; then on the basis of these observed events, inferences were to be made.

From the data that was analyzed, the major findings of this study included that the majority of educators were women, while the majority of the school managers were male. Therefore there is still an unequal ratio of female and male school educators and managers. Also it was found that gender power relations and patriarchal ideologies still exist within the school setting, where men are in the power positions (as it was found that power is vested in the position and not the person) - the school management positions – and their culturally or socially learnt superiority role as the “head” prevailed at school even though they may not be in the position of manager at the school. This suggests that power could be invested in the individual because it was socially learnt and accepted. Therefore the society plays a vital role in how males and females experience school and their relationships with their managers.

The following chapter addresses the implications to management, recommendations to the school managers and policy makers as well as recommendations to the future research within this field of knowledge.
CHAPTER FIVE

RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The purpose of this study was to investigate gender, power and ideology in the workplace from a gendered educational management perspective. This study sought to understand genders’, male and female, experience of how power relations and ideology could affect gender in schools as the workplace.

In chapter four, the researcher analyzed the data collected and discussed the way in which data was analyzed. The chapter also consisted of a discussion of the findings which presented itself through and after the process of analysis.

One of the aims of this study is to present the implications for educational management. This will be unpacked in this chapter as well as presenting recommendations on ways to assist school managers and policy makers address the issues of gender, power and ideology in schools.

5.2 IMPLICATIONS FOR EDUCATIONAL MANAGEMENT

It is imperative that educational managers be aware of how gender can be affected by the way they lead and manage their followers. They should realize that they are the ones who are implementing and entrenching unequal power relations and patriarchal ideologies in the school. Even though unintentional, this affects progression and professionalism of males and females.
5.3 RECOMMENDATIONS

In the view of the findings of this study, the following recommendations are made.

5.3.1 Recommendations for gender equity

The government of South Africa, through the Constitution (1996), stresses gender equity and equality in all spheres of life, which includes the workplace, which in this study is the school. In this instance, there are few female managers in the school even though there are more female educators in the school. This means that there is not equal gender equity within the high schools. The national and provincial education departments should encourage the promotion and employment of females into management positions in the school or beyond (within the districts or department itself). Because the SGB plays a vital role in the recommendation of educator candidates, they should be educated and equipped to make these important decisions. It is important for the department to have workshops and development meetings to ensure the professional development of the members of the SGB thereby empowering them to have the knowledge to voice their opinions in the SGB meetings. When appointments are made, the employer should find out if proper policies were followed ensuring that no one was discriminated against, based on gender, creed, colour or religious affiliation. It is important that employers appoint people based on their performance and not their gender.

5.3.2 Recommendations for power relations

It is very difficult to change the mind set of individuals. When people are in power positions of management, they tend to disempower their followers. This is a difficult aspect to address, but it is recommended that before one can apply for a promotional post, a course on power relations, communication and workload should be completed. This would equip the applicant, male or female, to be successful in that position. Also, a support and mentorship system needs to be put in place for women thereby allowing women the opportunity to identify with other women in the same position and positions within management.
5.3.3 Recommendations for ideology in schools

When something is created by people within the society, it is very difficult to change these traditions and the way people relate to each other. People need to become aware that the oppression of women and the superiority of men over women can not continue in our modern society. The researcher recommends that equality between the genders be addressed through the curriculum to the learners as they are the future and can change the patriarchal ideologies that continue to prevail in our schools and society. Positive attitudes towards women within the school should be emphasized. The employer needs to acknowledge the contributions made by women in the education sector. This should in principle be coupled with the kinds of promotions they ought to receive as a result of their contribution. Women need to be given a chance to prove how good they are in management positions. Teachers must accept change and make it easier for women to be in management positions. The intensity for their resistance to change usually depends on what is being changed and whether the stability of the school is being threatened. That is why resistance to change is usually a reaction of an individual who wishes to protect himself against the effects or result of change. From an education point of view, change can only be received and experienced positively if it contributes to the improvement of existing educational practice.

5.3.4 Recommendations to future researchers

The researcher observed possible hindrances during the research process; thereby this could be seen as valuable to future research projects. It is very difficult to get educators to participate in this study. They admitted that they do not have the time and they had better things to do other than being in a study. Therefore the researcher needs to make arrangements with the educators themselves and not their principals. Also, it is necessary that if the research is studying a topic that is as sensitive as this study or when the participants have to give their opinions and experiences, the researcher needs to be sensitive to the fact that more information will be divulged if the interview is one-on-one and not in a group. Often after the interviews that were conducted, females approached the researcher to give more information on the experiences as they did not feel comfortable to mention these in the presence of their male colleagues.
5.5 CONCLUSION

The purpose of this study was to investigate gender, power and ideology in the workplace from a gendered educational management perspective. This study sought to understand genders’, male and female, experience of how power relations and ideology could affect gender in schools as the workplace.

This study focused on how leadership, ideology and power by men (and their traditional patriarchal ideologies which still exists within society) undermines the position of women’s progression in education. In this study, this is apparent as it was assumed that the educators in the classroom are predominantly women while their male counterparts are either heading the schools, or are in other management positions. This was found to be true for this study of the three high schools in the Southern District of Johannesburg.

This study was deemed necessary as feminist epistemologies speak to the failures of traditional patriarchal and liberal educational scholarship. Gender inequalities are sustained through a range of social structures that subordinate women. In this study these dominating structures are males who are mostly in the positions of power in school and therefore their patriarchal ideologies persists. Women form the majority of the human resource in education. They should be given equal chance to occupy managerial positions similarly to that of the male educators.

Further research in this regard is highly recommended.
REFERENCES


Dear Sir / Madam

RE: Application for permission to conduct qualitative field research in your school

I am currently a registered student at the University of Johannesburg enrolled for the completion of the Magister Educationis (M.Ed) in Educational Leadership and Management. The research topic that I have proposed to the Higher Council of Learning, which has been accepted, is Gender, Power and Ideology in schools: a Gendered Educational Management Perspective.

The central goal of my study is to investigate gender, power and ideology in schools from an educational management perspective. The objective is to gain insight into how women experience gender difference, inequality and oppression in accordance with their social location within capitalism, patriarchy, ideology and racism. In simple terms, my main objective is to determine whether both genders experience the equal opportunity to and promotion towards educational management positions.

This research uses the qualitative research method and an ethnographic design to investigate gender, power and ideology in schools. For this study the qualitative method of interviews is most appropriate because it will enable me to understand and explain the meaning of gender, power and ideology and their implication for education management in the selected schools. They will further enable me to observe and analyse how these social phenomena (gender, power and ideology) are played out in their natural setting so that I can gain relevant and vital knowledge to understand, explain and interpret gender’s experience of difference, inequality and oppression in accordance with their social location and be able to make inferences. My qualitative data will be drawn from in-depth interviews and focus group sessions.

I hereby would like to ask permission to interview six educators in your school, both male and female. It would be beneficial for me if I could interview you, as the principal, as well as one or two of your Heads of Department and, or deputy principal.

Please find a copy of my proposal, a letter from my supervisor, Professor K.C. Moloi and my interview schedule attached.

I look forward to your favourable response.

Yours in education,
Kim McGregor
(cell number: 072 2 393928)
Participant Consent Form

Dear Participant

Thank you for deciding to participate in this research study entitled Gender, power and ideology in schools: a Gendered Educational Management perspective.

As stated in my introduction letter to the head of school dated 9 June 2009, the purpose of this study is to investigate gender, power and ideology in schools from an educational management perspective thereby gaining insight into how women experience gender difference, inequality and oppression in accordance with their social location within capitalism, patriarchy, ideology and racism. In simple terms, my main objective is to determine whether both genders experience the equal opportunity to and promotion towards educational management positions.

I will be adhering to the following ethical principles in accordance with the standards set by the University of Johannesburg which are; the purpose of the research will be clearly stated to the you as a participant as well as how the information deemed will be used; right to privacy, confidentiality and anonymity; right to equality, justice, human dignity and protection against harm; right to freedom of choice, expression and access of information; informed consent obtained in writing; informed that you as a participant can, at any stage, terminate the interview; and you will not be coerced to participate. The information collected from you as a participant will be treated as confidential and your identity and your school’s identity will never be disclosed.

Your participation in this study is therefore voluntary and the information will be used for this research study only. You may choose to withdraw participation at any time without penalty.

Thank you for your voluntary participation.

Yours in educational research,

Kim McGregor
DECLARATION:

I, ............................................. declare that I understand the details given by the researcher about the research study and I willingly agree to participate in this study.

Signature: ....................................
Date: ..............................................
Venue: .............................................
Gender, power and ideology in schools: a Gendered Educational Management perspective

INTERVIEW SCHEDULE

1. What is your position at school?
   a. How long have you been in this position?
   b. Describe your experience in this position.

2. How is gender presented in your school?
   a. Are both genders (male and female) represented within school management?
   b. How many males are in school management?
   c. How many females are in school management?
   d. What is the total number of female and male educators at your school?

3. Describe your relationship with the management in your school.
   a. How do you experience your work?
   b. If you were a male/female what would be different in your experience?

4. Describe your opinions of the management of the school when voicing your opinions on a subject.
   a. How is your opinion treated in the staff meetings?
   b. Do you think that your opinion is implemented where possible?
   c. Is it necessary to change the way you express yourself in order for your suggestion to be heard?
   d. Do you feel like you are only in the school to teach?

5. Do you feel that you are given the same treatment as other male or female colleagues?
   a. If so, why?

6. Express your feelings on you being part of (black, Indian, coloured) race within the school context.
   a. Would you like to teach at a previously White only school / Black school or Coloured school?

7. Describe the extent to which promotion means to you as a female or male.
   a. Do you think that promotion is different for males and females?

8. Would you like to discuss anything more?
Transcript of Interviews

School 1:

I: Ok hmm, the first question that I will pose and then would you each answer. What is your position at the school and for how long have you been in this position?

R1: I am now 7 years here at this school and I am a PL1 Afrikaans educator.

R2: I've just been back for 13 years.

(R3 prompted R2)

R2: Oh ja, I think I’ve been teaching for 40 years. I had a few breaks in between and I, taught in different countries in Africa, Zambia, Zimbabwe and Transkei. I’m a level 1 teacher. I’m what they call a senior teacher (she giggles as she says this), you do know that ha?

I: Apparently so.

R2: I teach tourism and used to teach Home Economics which then became Consumer Studies. (There’s whispering with R3).

R3: I can’t even call it a post I work on a governing body post but I’ve been associated with the school since it opened. I left and retired early but returned by request of management. I teach, err, Maths and senior maths science and some Physical Science for grades 10 and 11, but I’ve been here at this school for very long. The call is err, the male dominance in the senior posts. I climbed right up to the ladder at the school as I’ve been here for some time and I know I was bordered for medical reasons and I came back just to teach ordinarily. I taught 3 years in a PL1 teaching post recently 2005-2007 for the government again but last year and this year I am on governing post.

I: But a PL1 educator basically.

R3: Yes, yes,

I: But you’ve been through..

R3: I’ve been right up. I came here as an HOD in 1983 and I’ve been teaching since until I became principal in 1994. And the I did a bit of teaching but I left at the end of 1998. Yes, I’ve been out of service since then until I came back in 2003.

I: OK. Could you maybe just describe your position? I know you are all PL1 educators, but how do you feel about this post, are you happy, or…

R3: You know the people with the age on their side they probably want to go err higher up. That’s everyone’s ambition. I’m just helping out. I’m passionate about the work that I do and I’m passionate about this school and it’s achievements over the years, so I’m doing a job here purely, simply because I don’t think as everybody else at this school, so I’m doing it…I have to work, I would’t want to teach at any other school.
R2: I’m due to retire actually (laughs again). I enjoy teaching but I just find the big class disturbing because I leave feeling dissatisfied because I haven’t reached every learner and err, I don’t even know their names yet because there’s so many of them and this year I have grade 10’s which I haven’t had in a while (laughs again). I’ve been teaching grade 11 and 12 which is actually quite different but enjoyable having grade 10’s because this is where the phase begins. Umm unfortunately I can’t take them any further but umm I serve on the SMT which is the senior management team which I enjoy.

I: Do you represent all the educators…

R2: Yes, it’s the principal and heads of departments and errr

R3: Responsible for management.

R2: Ja.

I: So are you an HOD?

R2: No I’m not an HOD. I’m just a senior teacher and part of the SMT. There’s no HOD for Tourism at the moment.

I: are you’re the only educator or is there others?

R2: I’m the only one this year.

R1: Now for me, I’d say err, it’s not satisfying because I’m a very ambitious person so I don’t think I would be stuck in one position and because our staff is very young which means the HOD’s is very young. They’re just 2-3 years older than me so I won’t be able to really grow. I will remain, while I’m at this school, I will remain a PL1 teacher for another couple of years and I don’t think that that is what is written in the stars for me so for me if I can get a gap outside I will take it. (sounding very despondent about her situation).

I: Ok err, thank you. Umm, how is gender represented at your school. Are both genders… do you have an equal number of … not equal but are both males and females teaching at your school.

R2: Yes

R3: Ok. Let’s let’s take it from this perspective. At least every 10 people that are here are female. We have a very small male component. We have, mostly females. The bulk of our teaching core here is female. There are very few males actually; we don’t seem to carry males.

I: You say the staff complement is about 35?

R3: Counting all the others out of 40 I would say that almost ¾ of them are females.

I: So the n out of 40 you have 10 males and the rest are female?

R2: Yes the rest are females.

I: How many males are in management? Including HOD’s
R3: OK, let’s be honest. If you take HOD’s included we have a lot of female management. A lot of female HOD’s. It’s the principal, the deputies, one of the deputies, are males, one deputy is female, the 2 HODs’ are male all the other HOD’s are female.

I: So you have 4 males in management?

R3: The others are female and very confident I think.

I: And then… if you can tell me how many females there are?

R3: (to R2) Count.

R2 and R3: There’s Muriel, HOD, the acting deputy…

I: Is she acting deputy?

R2: Yes, acting

I: So she’s not the actually deputy?

R3: The males are also acting (very defensively said). The principal has recently taking this post. And all those post have to be permanently filled.

I: So you have an acting principal,,,

R3: Acting senior deputy, acting junior deputy

I: So everyone’s acting?

R3: Yes

R2: Yes ? is a acting senior deputy and ? is the acting junior deputy.

R3: So counting the females now, we have a senior deputy who is an acting deputy then we have a junior deputy who is a female, the science HOD is a female who is an appointed HOD, ? is the maths, is an appointed female, the English is an appointed HOD and she is a female, the Afrikaans is an appointed female, acting HOD for history. For the rest they’re all females.

R2 and R1: There’s 8.

R3: Really speaking the males in management is the acting principal, acting senior deputy, the geography HOD, and the Accounting HOD, those are the only one’s in management.

I: But then looking at, you were saying senior deputy and junior deputy, what is the difference?

R3: You see, err, when err, we have two deputies, not all schools have 2 deputies, depending on the size of the school, the numbers, and if the numbers warrant an appointment of a second post, then one is more senior than the other in terms of salary

I: So then your senior is a male and the junior is a female?
R3: The current senior acting deputy is actually the appointed junior deputy so he’s moved up.

I: Ok so he’s moved up.

R3: And the current senior deputy has moved up to acting principal.

I: Oh I hear you, all right.

R3: So they’re acting only until the appointments are made. The have been where the posts are advertised.

I: Is it internal or external?

R3: they went through the process and err… So there are other people also in contention for the posts.

I: Just again, you said the basic number of educators id about, say 40? Of which 10 is male and the rest is female?

R2: Yes

I: Now, umm being a PL1 educator or a senior educator, your relationship with management? Umm how do you describe your relationship with management at your school?

R3: (not clear on question)

I: Communication – are you able to communicate and easily?

R3: Communication is good I feel. Communication is very deep and easy. You can simply just walk up to them and I don’t think that there are any barriers. They are very approachable.

R2: In fact for me it has been a, …. Having taught in Zimbabwe for instance in a what we would call a model C school, it was a culture shock to get back here and you know the experience and familiarity err so there’s principals that have always been approachable. You can actually \, if you want to go and sit and look for information and stuff you can actually go to the office and deputies office and hangout there. The atmosphere is actually err…

R3: (interrupts) It’s not err, “lets keep it”. None of that. Very easy.

I: And you how do you feel?

R1: They are very approachable especially when I started here cause when I started I had to teach Maths, and then they needed somebody in the Sciences, and then I said ok I’ll go over and the science HOD was very approachable, so, and ..

I: So where are you now? In Afrikaans?

R1: Yes. And it’s fine with the Afrikaans HOD.
I: So then you say that management is very approachable, and open and looks after everyone. Umm, do you feel that umm (someone walks in during the interview). Do you feel that females and males are treated differently at this school? In any way?

R3: I think the females must talk.

I: Do you feel that males rule and females just..

R3: Are they domineering? (posing to the other females)

R2 and R1: No

R2: We don’t experience that; in fact some of our males are… (everyone laughs)

R1: I think it’s more the ladies (all laugh again).

R3: The ladies are very bossy.

R2: Yes it’s more the ladies. The men, ay shame.

R3: No for me, for my part I say the school has come a long way. I came here in 1983. there were certain measures of ??? but I think the school has come a long way and it is a model for progressiveness I think despite our little things people get along quite well here.

R2: Everybody’s too busy to actually…

R3: (Interrupts) Yes everybody is doing their thing and busy and delivering actually, most people are delivering you know.

Other respondents agree.

R3: The school functions well because people are committed to their work. But when it gets to dealing with one another it’s very easy and I don’t think that management does that you are looking for in study what you looking at in your study I don’t think that management has any barriers. I must also give a lot to the staff cause staff allows management to get on with their work, to manage their school. You know what I mean, without err hiccups and things, but by and large we have a community of teachers who simply just get on with one another and do their work. There are very, I can’t even say that there are a few. There’s one or two actually that give a little problems to management in terms of doing their work. I can’t really say there’s a few, maybe one or two. For the rest we function very smoothly I think and you can see that in our results.

R2: We are now errr integrated in that we have quite a few teachers that err from black schools. Err for them I think it was a little difficult in the beginning, but err when they come they tend to stick together. But we, I think we over that now, we mix very freely. You will find that during break, of cause you choose to spend your break with whoever you have most in common with but it’s not err, that they feel rejected or anything like that. When we have to do things together then we will.

R3: (Interrupts) Initially in the 90’s I must say, and into this new millennium that we are in right now, you could see the problem with integration. But I think we’ve come to the stage now that we so integrated that you don’t even know the difference. Like er Mrs Harold says
here that they sit together in clicks when they have their teas and lunches and things but
everybody does, everybody does and err, for the rest of the…I think people just get along
with one another here. They don’t look at differences any more.

I: Management as well?

R2: Oh yes. I think they try very hard to look after everyone.

R3: Our school believes there are problems, but not here, I don’t think so.

I: Umm, then. Can you describe your opinions of management when voicing your
opinions? Is your opinion treated, or how is your opinion treated in staff meetings?

R3: It’s a pity you couldn’t sit one of our meetings, we just had a long one last week. Look
I think that everybody who wants to say something can say something, can say whatever you
want to, with your opinions.

R2: In a situation like that it depends on the individual that gets to speak. Err some would
be more intolerant than others but right now where we at, we don’t have that. In fact I think
sometimes the teachers themselves shy away, they are too accepting and they don’t challenge
enough err the management when they give instructions.

I: Then, if you were to give your opinion, be it male or female, how would that opinion
be treated? Could it be implemented if it was a good idea? Umm, or does management say
rather not? Long silence. Are your opinions treated as if they are valuable?

R1: I would say yes, because umm, like err a couple of years back there was a suggestion
to upgrade the fields at the back. The principal then, listened to it, things didn’t materialize
then but err this year, when we sat with the same problem during sports, I came up with the
suggestion again and actually now we are putting the ball on the roll, and so I think that they
do listen to you as a PL1 when giving your opinions.

I: How your views on males versus females? Are they treated any differently?

R3: No, I don’t think we see it like that. There was a time in South Africa’s history you
know, I know you come from a different time but, there was a time in South Africa’s history
when that did exist but we’ve come a long way down the road now at this school that that
doesn’t exist and I’m not saying that everything is sweet talk and hunky dory and everything
is fine, but I think the school has matured as far as the people are concerned and a person can
get up there and talk you don’t see the maleness or femaleness in the person. That’s what I
think.

R2: You know actually there are just far too many females in relation to males.

R3: (Interrupts) But you see them as people you don’t see them as male or female
anymore. For all I could care there could’ve been four females in the office and its fine. They
do their work and the school is functioning. Err to me it’s nothing I’m long enough, at his
school I’m long enough to me it’s just fine. The important thing is that the ship must be on
course and it must be even keel at the end. As long as that is going on boy that’s what’s
important. And I don’t think the others feel that way either. And putting it in another way I
think the females at this school are in a comfort zone and that they are quite happy that it’s
mostly females and that things are going well in the end and this contributes lots to the
success and our achievements at the end of the day. There are the little things but generally it’s not to say oh this school of ours or that school of ours and there is that in our history when people were unhappy, we know (looking at the other older respondent).

R2: Honestly we haven’t encountered any

R3: Unpleasantness hey

I: Do you feel like you are only here, as PL1 teachers, as only here to teach? And not necessarily to step up to management positions?

R3: My situation is quite different remember. I got out of service.

R2: I am where I am out of choice. I had no ambitions of ever, at this stage of my life going any further. For me it’s err, I don’t even live in the area, so I wouldn’t; you must be here if you want a senior post and you can participate in activities outside of school.

I: And if you were younger?

R2: If I was younger I probably would have wanted, but at this stage, no. I wouldn’t leave this school as he said but I could teach just a street away from my home but to me there’s something very special about this school and the children here. We don’t have the social problems here like for instance drugs; we have children that will smoke a bit of dagga but they are in the minority. They will do it outside but we don’t have that type of problem to the same extent that school that are better off err also the children are friendly. To me that are things that are important and are contributing to the society.

R3: Another thing a comment many people would like to socio-economic surrounding we have and where the school is situated in contrary to what many people believe we don’t really have a disciplinary problem at the school. Our discipline is strict. Even females. Very strict on putting the discipline down on the kids that’s in all of our classes. There’s teaching in our classes. And yet schools in the same areas in the more affluent areas of Eldorado Park where the schools have great facilities, this is the oldest school in Eldorado Park, was built way back in the 70’s. 38 years ago, or something like that. But, err somehow or the other we just have a better measurement of discipline in the school.

R1 and R2: excuse themselves as their lift club was leaving.

R3: And lots of people won’t believe that.

I: One last question (posed to the people that had to leave). The context into which promotion means to you, I know that your age now, but if you were younger, what would promotion have meant to you as a female?

R2: It would’ve meant a better salary (laughs as she says this). And also err personally. You want to ….improve yourself as a person and to …. Be exposed to a little more and to get to know a little more about the law and your environment you know, your teaching environment. As a principal you interact more with the people from the department, and you ok with whatever is gazetted and what have you and I think that just in it’s own is growth.

I: Thank you very much.
R2: Sorry

R3: Personally for me madam like I said I’ve been principal before but I had to get out of it. I’m not that administrative, I’m not an administrative person. It wasn’t 6 very nice years when I was the principal. Err I had a convenient way of getting out because I had some very serious spinal surgery and then I needed to get away from it. But I am a teacher. But what I wanted to say is that I’ve come right up the reigns; PL1 to HOD to senior HOD in those days, to deputy principal, to senior deputy and then to principal and it was good being up there but it was also not very pleasant for me as a teacher. I want to be in class with the kids. The position didn’t mean much to me in terms of principalship. Even as a senior deputy I was in the class most of the time teaching so really that is want it meant to me. Right now, PL1 is fine at my age you know I’m 66 years of age so, it’s fine.

I: Thank you very much.

INTERVIEW WITH PRINCIPAL OF SCHOOL 1

I: Your position at this school and how long have you been in this position?

R: Acting principal, since September 2008

I: Describe your experience in this position.

R: I wouldn’t say difficult I would say extremely challenging, because at the moment I am busy teaching as well as administering the school. I find that it can be very stressful, because you got to run two separate entities and it makes it very difficult. So much of your time you have to grow the grade 12’s because the school is judged by their performance and then the administration and I work 3 periods a day teaching and 3 periods administrating and I find it, it can be very stressful. If I didn’t have what I do have, in terms of home, my running and my cycling and my swimming, I think I would’ve been a mess.

I: How is gender presented in your school? Meaning, are both genders represented?

R: Ja both genders are represented but if you look at the dynamics of the school, 80% of our staff is female and 20% male.

I: Can you say how many in total? How many educators do you have?

R: We have 35.

I: Including SGB’s?

R: No. We only have 2 SGB including (he now mentions 2 names). No 3. (all males)

I: And then in total staff?

R: Including them, 38.

I: Of which how many are females?

R: Females?... I’m now talking at the top of my head, we got about 12 males.
I: How many male in your school management?

R: (he starts counting by mentioning their names) 4

I: And out of how many?

R: Out of 7.

I: Describe your relationship with the management in your school.

R: I would consider it to be a very healthy relationship. Err cause I mean I’ve been at this school since 1994 and I’ve never really been in a situation where friction, looking at the dynamics in terms of people. I think we got a very healthy relationship. I must commend myself you see err my wife works for the social department of welfare and the area that she works in youth and the rights of youth so she coaches me on a regular basis how to treat them, you know, how to be observant with certain things, this that or the other. So I think that this has helped tremendous, because one has got to be so sensitive when it comes to females as they could be single parents; and we do have single parent educators, female educators. Umm and you’ve got to be extremely sensitive in terms of, but not over sensitive, but sensitive to their needs.

I: Do you think males and females experience management differently? Or do you view them in the same light?

R: I will treat them as equal and I will even go as far as saying that at our school the females are doing an excellent work if you compare them to other schools and seeing what the females are doing there. Just to give you an example, we are the best disciplined school in Eldorado Park so it speaks for itself.

I: When your educators or HOD’s express their opinions, how do you and your SMT treat them?

R: Are you talking about the females?

I: Either, males or females.

R: We pride ourselves, err look sometimes democracy doesn’t cut it, but in our case democracy does work to a great extent, most of the time. When people express their opinions we have an open door policy. We would listen to especially the SMT, to listen to what they have to say and we always trying to involve all our educators in terms of management etcetera. So what we do is we always try to empower people by giving them…. Err how can I put it err, the responsibilities that would previously been just for HOD’s and SMT. So we want to empower people.

I: Do you feel that the same treatment is given to males and females?

R: umm, I would say it’s more towards females because what’s happening in society is translating itself here at school where we find that the males are becoming very docile in a lot of ways.

I: Do you think it’s because you have an inundation of females at this school?
It’s in general as I was speaking about this in church the other day and if you look at the amount of females in church and if you look at the amount of responsibilities they have in church and I was connecting this to, err I don’t know if you have seen how many of your females are taking charge and becoming breadwinners and our bustops and taxi ranks and you come look at our school and the amount of educators and you see females are dominating. We are going to have an awards evening for our learners of 2008 and the majority of those learner achievers are females so I don’t know what is it?

I: Role models?

R: (laughs)

I: Teaching in a coloured community and being coloured yourself can you express your feelings on, would have been different or have you ever had the opportunity to teach at a previously white school, or black school or Indian school?

R: I would say I had an opportunity to teach in a black school. There was an ABET centre and myself and a number of my colleagues had to go teach there so ja, I did have an opportunity to teach at a black school. I was at a black school for an entire year. If one has to call it a black school but it is ABET.

I: Describe the extent to which promotion means to you as a male.

R: umm, well promotion to me would mean responsibility, and growth. I would think of it in that sphere, responsibility.

I: Would seek promotion elsewhere? Another school or district?

R: No, I think that I have a moral responsibility to build up a repore at this school, to note the needs of the school, and the community. You can see where there are areas of need and those areas of needs will never be able to be realized within 5 or 6 years it takes a lifetime of building and lying foundations. So I wouldn’t even go to the district because I will see myself as a messenger and not really doing something worthwhile. There were times when I was approached to apply for a post at the district but I said I would never. Because I can serve the community better at school.

I: I was told recently that it seems like males seem to be applying for posts elsewhere other than schooling and females tend to still apply within school. How do you feel about that?

R: Well I’ve seen that happening. And I would probably equate that to status, where males seek more status where females have this err, passion for learning and loyalty for children and probably because of the motherhood, nurture of what they have. They feel that this belongs to us.

I: Thank you.

DEPUTY PRINCIPAL INTERVIEW:

I: Please state your position at this school and how long you have been in that position.
R: Acting deputy principal, I’ve been acting since September 2008. But prior to that I am the HOD for Life Orientation for almost, could be 10 years.

I: And previously, how long have you been teaching for?

R: I’ve been teaching 30 some odd years since 1975.

I: Thereafter 10 years as HOD and now deputy?

R: Ja

I: Describe your experience in now HOD position and now acting deputy position.

R: There isn’t much difference but I think it’s the type of personality that I have in a sense that I am the type of person that just does my thing. I work irrespective if I’ve got the position or not. Prior to being HOD I used to do the very same things that I started doing I mean doing as HOD I used to do all that. And now its actually almost the same I’m doing almost the very same things. Umm occasionally when one of the other acting deputies are not here then it’s my responsibility to see to the school and so on but that happens very rarely.

I: Ok. So are you seen as the junior deputy?

R: Yes I am seen as the junior deputy.

I: Are both genders represented at your school? In that, are there both male and female educators at your school?

R: yes we do have both.

I: Ok, how many males are there in the school management?

R: err there are let me see 2 deputies, there are about 4. 4 males.

I: And females?

R: umm, (mentions names). It could be about 8, no 10.

I: Then how many educators are there in your school?

R: 35

I: Of which how many are male?

R: ooo I’m not sure, but we are a majority females.

I: Describe your relationship with management at your school which includes the HOD’s and SMT.

R: It ’s a very casual relationship because everybody does their thing in their departments. We all do our own thing in our departments. And then when it comes to decisions we have to make then we sought of sit together and make decisions. Truly speaking we haven’t had like major disputes and things like that we always try to reach consensus or
reach a compromise in terms of decisions that we want to take and the people that are above us in management have always been sympathetic towards the senior management of the school and have considered them in what ever they do. I for example if my grade has to be here at night either the principal or the other deputy would come and open up the doors and make sure that I am all right.

I: And these are male?

R: Ja.

I: Do you think that males and females have a different type of experience at school? You just touch on a male comes and makes sure that you are protected. Do females experience work differently?

R: I don’t know, I don’t know, I mean I haven’t spoken to a male to define that. But the males at this school you know are more casual to their approach to issues. Females are more passionate about what they are doing. And I think the reason why males are more casual is because this place is really dominated by females and they feel that the females will always do it, we are always the talkers in the meetings and things like that and they are the quieter ones.

I: So do the males tend to be more quiet?

R: Yes they are more docile.

I: When voicing opinions, as managers, do you treat educators differently when voicing their opinions at all?

R: Not at all. They are treated exactly the same.

I: In your meetings do males or females speak up more?

R: Females speak up more

I: Why do you think?

R: UMM as I say we are more passionate about the school and I think it’s the majority factor plays a role, so because we are in the majority we always know that somewhere you will get support. When you raise something you will get support from another female.

I: Do you think the males feel scared maybe to raise your opinions and that the females might put them down?

R: I think that they are not really concerned unless it’s an issue that really touches them then they would raise that issue.

I: Is it necessary for you as a manager to change the way you express yourself or even females in general to express themselves for males to listen? Or males have to change their ways for females to listen?

R: I think males have to change their way I see with the top management now, the 2 top guys, the males sought of have to change their way when it comes to…
I: How change?

R: They have to have a certain amount of sensitivity. Because you know, women flare up all of a sudden. So you have to that certain amount of sensitivity towards them and also I think they sometimes have to be a bit more … down approach, not in terms of looking down at us but in terms of the tone of voice and so on.

I: So they have to be more soft?

R: Ja a more softer approach.

I: Do you feel as a female that you have been nurtured just to teach or has there been opportunities for you to become a manager, which you are already, and then to move on from there?

R: There has been opportunities for you to move on from there, I think here, if it wasn’t for the fact that I like this school, I’ve been here a lot of years and I like this school, I think that I would have taken a post somewhere else.

I: In a school?

R: In another school yes.

I: Just touching on that, do you feel that males tend to get promotions or apply for promotions outside in the district or department and females tend to stick in school settings?

R: I thought about applying to district but …

I: What holds you back?

R: The level of improper structures, I can’t work like that. But there a lot of females in the district.

I: I’m sure. I just wanted, I heard that females stay in the school setting and males tend to move. How do you feel about that?

R: I think males look for promotion much quicker than females do. I think that is the difference.

I: Why do you think that?

R: well I think it’s this whole ego thing to go a little higher every time. There’s a little bit more ambition in them then loyalty. I think females are more loyal to the schools where they and it’s easier for men to break off and just go to another school and I think this is why at this school we have a lot of females because we lost a lot of males.

I: Can you express your feelings on being a coloured female, would you have wanted to or still want to work at previously white, Indian or black school, had you ever had the opportunity to move in that direction or you feel that you are happy in this setting?
R: No, I’m happy in this setting in a sense that not as much this school but happy in a sense that I’m close to home that is what motivates me to stay. I’m close to home only 5 minutes away and I don’t go through the trouble of travelling somewhere.

I: Describe what promotion means to you. Is it important?

R: I think it is important, especially when you get a little bit older because now you thinking of, you would like to retire, like I’m very close to retirement and you want to retire at a certain level because you are thinking of your retirement, so you want to retire at a certain level financial wise you want to retire at that level. Whereas…. Nothing else for me. I don’t know, all people are different

I: So promotion does mean a lot to you?

R: It does mean something, not a lot. Not in terms of ego

I: What about males? Do you think it means a bit more to them

R: For males it means a little bit more to them because we’ve had a lot of disgruntled males at this school because they’ve never received promotion and they’ve left to another school because of promotion. And as you know promotion is slow, you have to wait for somebody to die before you can actually fit in

POST LEVEL ONE EDUCATOR:

I: First question, could you please tell me your position at this school and how long you have been in that position.

R: I’m a PL1 teacher and I’m 17 years in this position.

I: At the same school?

R: No, I was at another school, I was there for 9 years 9 months and then I left and then I came here. I’m here four years 3 months and then I was HOD. I was at other schools for just a year each.

I: Describe your experience in this position.

R: I teach economics and business economics

I: And how has it been? You enjoying it or…

R: I do enjoy it but I think I’ve reached my peak in my subject that I need to move.

I: Move where?

R: Another post or even out of teaching cause I just feel that I’ve reached my peak now.

I: Would you like to be promoted or leave teaching?
R: umm, I think I should leave teaching now. I just feel I had enough. I’ve been at this level for all these years now and our salary that we are getting and all that and I mean now all the effort that I’ve put in, sacrifices and studying and all that so I feel that I should just what’s its name go out now.

I: Do you have any desire to be promoted at all?

R: The only reason why I think I can be promoted is for a stepping stone you know to move to a high what’s its name. I wouldn’t like to be an HOD right now

I: Why?

R: Because it’s not actually worth it, the money’s not actually worth it and all that. So the only reason I would want to reach that level is to move onto another level. But I wouldn’t want to there for long.

I: How do you feel about the representation of male and female at your school?

R: I think all over there is more females than males.

I: And how do you feel about that?

R: There’s more females than males, but there’s more males in management positions.

I: And how do you feel about that?

R: I think it’s unfair

I: Why?

R: Because we work just as hard as what they do and I think we deliver what they can deliver.

I: Do you feel that females are unfairly treated?

R: No I don’t think that we are unfairly treated as such but also when it comes to promotion and so on when you are applying for posts at most schools teachers are, like I’m 17 years in one post, I have to wait for my HOD to resign or whatever to get his post and it’s gonna happen the same in management positions. A post doesn’t have a number it has a name already they know who they want to give it to.

I: Is it usually a male or has it changed

R: It depends. It is not usually males things have changed depends on how long you are at this school

I: And subject? Or learning area?

R: No it doesn’t it depends on your what’s its name, your specialization. Oh do you mean getting the post?

I: Yes getting the post.
R: That’s a tough question. Some people are in posts and they don’t even specialize in those post jobs so, and that is because like I say a post there’s a name and not a number. In reality it should be a number and you don’t look at the name you look at the scores and all that and that is how people should be appointed. But it doesn’t happen that way. But I think in all the jobs you maybe have this.

I: Do you think that males tend to get it more than females or females now getting it more than males?

R: Females are not getting it more they not actually getting it more. I think it also depends on the requirements of the school and what we need and if there’s a female then we will appoint that female. So it depends on the requirements.

I: How do you experience management at your school? Can you relate to them, can you go with your problems?

R: Yes. Our management has changed. We have a new manager, he’s acting. He is approachable and I do think he’s got good people skills.

I: And with your deputies? How is it different because you have one male and one female? Do you think it’s different at all?

R: The one is acting, the female, she’s always busy with something else. So she’s not actually acting in her capacity so as a manager she’s got more other duties maybe.

I: And your other deputy?

R: That other deputy, I don’t know. I would rather just go to the principal, straight to the principal.

I: Do you think that males and females experience management and teaching differently?

R: I don’t think so. I think we experience things the same.

I: Do you feel that they are equally passionate about teaching and about staying in school and about making sure that…?

R: Yes. The teachers at our school are passionate about the school and passionate about their profession. And even though we have our lows and all that I feel that we passionate about what we do. We do realize that we are here for the child and that is what counts first and we do our duties.

I: So you think both males and females feel that way?

R: Yes

I: When voicing your opinions do you think that management listens to you?

R: A tough question.
I: Do you think that maybe because you have males on management, the males tend to listen to the males more.

R: No they don’t listen tom the males more. What I was trying to say for example I’m one of the people that’s very upfront, I speak and say my say and the thing is, do they really listen to me? I don’t think they do, or sometimes they do it depends on what you as.

I: So they just allow you to talk?

R: Yes and sometimes they’ve already made their minds up on certain things ans sometimes they do listen. There are certain issues that they just feel it should stay like that

I: Is it different for males and females?

R: I DON’T KNOW, OR MAYBE IT’S DIFFERENT FOR DIFFERENT PEOPLE.

I: What do you mean different people?

R: It depends. If someone e else comes with the same argument would they listen to that person.

I: How do you feel about the treatment of females and males at your school?

R: I think it’s the same.

I: Would you as a coloured woman, would you leave this school to go to another township or ex model C school other than being at another coloured school?

R: I don’t think there’s any difference. Because basically it’s about teaching and not about the race or colour. At the moment we do have other races in our school and we all treat them the same. So we don’t, it doesn’t make a difference to me.

I: Please describe the extent to which promotion means to you. Is it important at all?

R: I think promotion is important because at the end of the day, any person wants to grow and I think you measure your growth by whether you have been promoted out and it does give you some personal satisfaction too. So it is important.

I: For coloured women, do you think there is opportunity there for us?

R: I think there is. We are not doomed. Things are changing and the department has now implemented some changes where if there’s promotions the IDSO must be there so it depends entirely on their qualifications and what you can bring to the school. So if you are qualified you might get a post.

I: Did you think that females tend to be a little bit less ambitions than males

R: No they not. We are on the same level.
INTERVIEW WITH SCHOOL 2
PRINCIPAL:

I: What is your position at the school and how long have you been in this position?

R: Manager, principal. 12 years

I: Describe your experience in this position. Have you only been at this school or have you been elsewhere?

R: As principal I have been at this school all the time and for that matter even as a level 1 educator. I started somewhere else in 1977 and then came here to this school.

I: Oh wow. 33 years! How is gender presented at your school? Are there male and female teachers?

R: Yes there are both male and female, leaning towards female majority.

I: In your management positions? Your HOD’s and school management team?

R: HOD’s 2 are female, and 4 males. Senior management we are 3 males.

I: 3 males, so your deputy is a male?

R: 2 deputies and they are both male.

I: how many males are there in your school management?

R: 7

I: And females?

R: 2

I: So there should be 9 managers at your school?

R: There should be 10, 1 manager found promotion and there’s an acting manager in that position. So there are 7 males and 3 females.

I: What is the total number of males versus female educators at your school?

R: There are 15 males, and 18 females.

I: Describe your relationship with your management team at school.

R: Cordial, cooperative, openhanded, transparent and yes we have what I would simply describe as a team. One supports the other’s choices. Full cooperation at all times.

I: How do you experience your work as principal? How is your relationship with the team?
R: I believe that I am very approachable. We have a healthy one and an open door policy. Educators are free to raise any concerns, any problems or issues at any given time. This is clear in the morning briefings which we have where it is a platform to comment on an issue.

I: So you have a staff meeting every morning? And is any educator allowed to air their views or is there a specific agenda or how does it work?

R: Well it is a open ended meeting where educators can raise their issues, all briefings or tell the information sessions or whatever comes from the district or GDE is read at staff meeting which gives us an opportunity to vent issues. Of cause we open with an agenda request from the staff.

I: Can you describe your opinions on your SMT when they voicing their opinion on a subject, do you treat them fairly?

R: Justly, male or female. Issues are discussed and if there’s a difference of opinion, we discuss and debate until consensus is reached. As far as possible we avoid going into a vote.

I: Are your teachers and SMT’s opinions implemented? Can they be implemented? Even though they are conflicting to your views?

R: Yes, I don’t believe in autocratic rule. I allow shared discussions, and if it’s beneficial to the school population, then it’s no problem. At no time must one dictate this is how it must be.

I: Can you express your feelings on being an Indian principal in an Indian school. Would you want to have worked at a previously white, black or coloured school?

R: I beg to differ on that because I don’t view myself as Indian. My first understanding is that I’m a human being, and then I am a South African citizen and therefore African born. My problem with this racial concept is that we are 14 or 15 years into democracy and we haven’t moved away from it and I’m afraid that as a human race this can become detrimental and dangerous for human life because in our democracy our struggle we talk about non-sexism and non-racial democracy and it is said that even documentation required to date requires racial breakdown with the number of so called black educators, Indian educators white educators. So it wouldn’t matter in which institution because I regard every one as a human being.

I: Can you please describe the extent to which promotion means to you as a male? Do you think it can be different for males and female? What is your opinion?

R: Interesting question. Umm, it depends on one’s ambitions, and levels of ambitions to which one wants to reach the top. But I think it is more of commitment and dedication and joy and pleasure in what one is doing that should detect one’s level. For me promotion is not a huge criteria or factor. But if you look at it sexist the males are more demanding to require the high positions.

I: Why do you say that?

R: From my experience I found that males are the major staff turnover at this school and it has always been into promotion positions. Females are around more and for a minimum of 6 years before they actually move.
I: Do they move within your school or department or district?

R: Beyond the school.

I: Males or females? Can you decipher?

R: Mainly males

I: That they move beyond the school?

R: Yes

I: And females?

R: females seem to move within the school environment into HOD positions.

I: Why do you think that is?

R: If you take the school environment I blame the SGB who don’t seem to be capacitated enough to appreciate the value of each individual. They have a tendency of believing male to be stronger and would be able to deal with issue far better than females. Something which I totally disagree with. A female in my position could probably have managed the school better than myself. I am totally against any form of discrimination but yes I say that SGB must be aware and must be trained and appreciate the strengths.

I: Thank you. Would you like to add anything?

R: I believe that the SGB need to be capacitated beyond the levels that they are. The problem at the moment is because they serving on a voluntary basis, when workshops are arranged and organized there’s a tendency of it doesn’t matter, why should we attend these workshops and in most cases SGB’s are controlled by managers, the principals and all of this is because of the superiority complex of the principal being the head of the institution. Many SGB’s that I worked with and worked in simply surcomes to whatever the head of the institution has to say. So they need to be able to draw the line between professionalism and governance and how SGB’s can be influential in the success of the school.

I: What is the gender balance in the SGB? Is it …

R: Well at this school it is a majority females. 7, 5 females and 2 males.

I: Thank you very much sir.

INTERVIEW WITH MANAGEMENT TEAM

I: Could you please tell me your position and how long you are in that position?

R1: PL2 educator for about 8 years now.

R2: PL2, 2 years

R3: PL2, 3 years
R4: PL2, 3 years
R5: PL2, 15 years
R6: PL3, 5 years

I: Could you describe your experience in this position? How are you feeling about this position, are you satisfied?

R1: I think I’m fairly satisfied with my position because every year you experience it again everything is changing and we doing something.

R2: I think it depends on the lack resources that we have, makes our challenges tougher.

R6: There are a lot of challenges so honestly our experiences are different every year. These challenges are difficult to give you a straight forward answer to say yes we are satisfied and it depends what they are especially the problem you experiencing personally. And there’s absolutely nothing you can do about it in that they don’t give us the tools to work with. We’ve got different incidences that occur and it depends how you can resolve that because that just means talking and there’s no real participation in that because it goes in the one ear and out the other. And the people we need to be talking to is the parents but they not here to see the problems we experience. It’s difficult to solve these problems because both the parents re working so for a serious offence when they get suspended we waiting up to a week if not longer for the parents to come in to try and solve the problems. That’s one of our major challenges I think. And obviously that is filtering into the classrooms and it is difficult to control those learners.

R5: In terms of monitoring, err we find that the department has punned it onto the level 2 educators and now that makes it problematic because once you are in a certain department you become quite close to your colleagues and there is a farcical nature of monitoring so I would prefer independent monitoring and I think people would be on their toes and they would be doing their fair share of work cause when it comes to a situation like this, it happens that sometimes an educator refuses to do certain things we can’t go back and tell them you know you have to do it otherwise this that or the other because it doesn’t work that way because the educator can turn around and say that you not really doing your job you just making us fill in these forms and I think a lot of the form filling in when it comes to monitoring it can’t be really done effectively and I think the department needs to intervene and it may be a top down thing but that is basically how it is and this happened because you do find educators that are very lazy that is why the department wants the monitoring system and they don’t have enough manpower I would say to do that kind of thing and also to do with money because then the department is not prepared to pay others to do that kind of job.

R2: Just in terms of what mam said, the paperwork at all levels I think from 1 to level 4 is a paper chase. You completing tasks and there’s no time for monitoring we can’t go and visit our educators in their classrooms because we’re so bogged down with paperwork so I think that’s one of the major problems we have.

I: Are both genders represented in your management at this school?

R3: It’s still slightly male dominant.
R6: It’s difficult to answer that question because it is a process you got to go through and when you apply for posts you’ve got to go through the process and then you are selected by the SGB so we just fall into the post that was created by the department. So it’s not like up to me or anybody here that we’ve got 3 males we must have 3 females but we are working on it even now things are coming about.

I: Your principal has really already answered these questions for me but just to reiterate, how many males are there in your school management?

R5 and R3: 6

I: And females:

R5: 2 and one acting

I: And then in senior management?

R4: 3 males

I: Are there 2 deputy male principals and then of cause the male principal.

R6: yes

I: You are all in management in the school, describe your relationship with each other and then with the educators. And can you communicate the experience in that work to the principal and deputies?

R5: We have a very transparent relationship where everything is err, we consult with one another. I feel that way. I know that I can consult with anyone and I do find that we get proper feedback. If things are not accepted, they do tell us they don’t hide from it or run away from it in facts that are involved they err, we try and make it a conducive situation. If problems arise we try and work around it.

I: So everyone agrees that it is quite conducive and you are open and if there are problems you are able to talk about it freely. What are your opinions on when voicing your opinions to management of your school? Are your views heard? Do you feel that it is heard and that it is transparent enough to say what’s on your mind?

R3: Yes

R5: I think I can say whatever I feel like it and I don’t care how anybody takes it cause nobody comes back to me and tells me look I didn’t agree with this that or the other. I would say that there are a majority of people that are reluctant to open up about things, they keep quiet, maybe cause they’re in a comfort zone so they scared to erode those kinds of situations and in case they feel that the ball will be thrown back in their court and they have to implement the issues that they have discussed instead of trying it out and seeing that if everybody’s agreeable then we all can participate and we can come about a better kind of situation. Like the discipline situation I think there’s only a few, a handful that really do participate and try and it cannot work because majority are then not doing the same.
I: How are your opinions treated as management to educators, how are your opinions treated within staff meetings? Do people agree with what you are saying just because they have to?

R6: I think that, err, most of the points that I’ve raised in the open forum obviously you get more than one opinion people are then given the opportunity to motivate on that and then it’s left to the rest of the staff to decide which way to go. So each one is given the opportunity.

I: Do you ever feel the need to change the way you express yourself in order to get, to not be resisted?

R1: I think err, the principal and the senior management are quite open to solving all this so err I don’t know what you are suggesting maybe that err we need to err go to higher authority is that what you are asking?

I: No, basically the way you address people. Do you have to change, be a bit more aggressive or …

R1: No

R2: I think in this institution we must contextualise the situation. But I’ve been to other institutions where you can’t be that cohesion. So I’m not sure about your research and if you are zoned into this institution or are you trying to make a general statement then you are treading on dangerous grounds.

I: No I’m not just looking at this institution I’m looking at your experiences as being part of management and especially females’ experiences on being part of management. But I’m getting to what I need to find out. Do you as management feel that you are only in school to lead?

R1: From a personal point of view I see myself first as a teacher that is how I view myself thereafter, like I said there is very little time for management and managing your own department, line management, cause you just don’t have the time. Then there’s all this demands from the department, all this paperwork which leaves you basically chasing paperwork than teaching your classes. That is how I see it. It’s not the ideal I know that as management we are suppose to be monitoring and assisting where we can, but there’s just no time.

I: Do you feel that you are given the same treatment, now specifically males and females, as a female, do you feel that you are taken seriously? And that you opinions are heard and treated the same way that your male colleagues are treated?

R3: I would say yes.

I: And you as a male, do you feel that you are treated the same way that your female colleagues are?

R4: Yes

I: Can you elaborate on that?
R4: (no response from any educator)

I: Ok that’s fine. Please express your feelings on being part of the culture that you are, would you have gone to teach at another black, Indian, coloured or previously ex model C school?

R6: Please clarify ex model C.

I: A previously white school.

R6: or previously Indian school.

I: Being an Indian male, would you have or like to go and work at a school like that?

R6: No I’m sure I would but if you talking bout a previously black school, why not? Our population is 90% black learners we’ve had at this school already. I think it depends again on individuals and the needs depending how far you need to travel and would apply for successful application. You know, we should study to be an educator we didn’t study to teach a white child, or a black child.

R5: I think there’s no situation of preference as such it should just be ok there’s a need for that and if you feel that you can fill that position then why not. Assist wherever the need arises. For instance within our school itself I know that part of the English department we’ve divorced ourselves from sports and I know if anybody would ask me to assist in this item or that issue in sports, and I think that I have the time and I’m available then I will never refuse. I know last year I went to a primary school sports where the high school teachers were coordinating the whole thing and they were short on people to judging and they came up to me and I readily assisted. So I don’t think it’s an issue of preference it’s where the need is and all children are basically the same and we look a them as children and nothing more.

R2: You also have to look at how ambitious you. Maybe some schools have err a stepping stone to maybe a better position in terms of that people will look at ‘different schools but if you are looking at the man’s area itself the school makeup is more or less the same, it doesn’t really matter.

R6: But I think there are other contributing factors like where you live and where you are teaching.

I: Then, what does promotion mean to you as female and male? Do you find that promotion is maybe different for males and females?

Most respond at the same time: all the same

I: I think you touched on it earlier when you were talking about when one’s applying for a post.

R6: That depends on how they come across at the interview and the decision is basically that the SGB then decides.

I: So the SGB decides?

R2: yes, and ultimately the department.
R3: You select your top 5 and then department decides.

R5: I’d just like to add that I don’t agree with this interviews system. I still feel that it should be work related and people should come and monitor and see if you are competent enough to go into a position because a person could have the gift of the gab and run away into that position compared to somebody that’s such a good worker and is now forever being dismissed. So I don’t approve on this system at all.

I: It was said that a lot of males tend to apply for posts outside school while females tend to stay within the school setting. Do you agree?

R4: in the past it happened but I don’t think anymore.

R5: I don’t agree with that.

I: Why?

R5: I saw a lot of females that left here and gone elsewhere and they’ve been successful.

I: At other schools?

R5: Yes at other schools.

I: But what about, that’s what I’m saying that females still stick to the school setting and males tend to go district.

R: All at once. No equally

I: Elaborate on that view. Why do you say this?

R4: I’ve applied out just like many have done.

R6: There will also be many contributing factors to that like if a female’s got her license and she can travel out the she can probably apply but if one doesn’t have transport or doesn’t have a license, you will think twice about applying for a post that is far away from your living area.

I: Is there anything that anyone wants to add?

R5: I think that when it comes to promotion posts and so forth or even level I admittal posts, you find that lots of the times schools have earmarked people. And that is why this entire system is, just doesn’t work for me. When you find that you could get people from outside who can fill that position in a better way and then it can become a better school even they will stick with people they know. I would say there’s a lot of nepotism that goes on. That’s how I feel. I’ve been through interviews and all of that and I found people then also look at preconceived notions about that candidate and those are the kinds of things they shouldn’t. That is why I don’t approve of the interview system.

I: Are people earmarking male or female or does it depend on a subject?
R5: I feel it depends a lot on your strengths I think in a way. If it’s earmarked and that female is a strong person and can assist with discipline then I think maybe they look at especially in the higher positions they look at a person who comes across as someone who is not to be messed with over and above what ever other skills in terms of discipline and that’s how they accept people into those positions.

After the interview R5 approached me outside to add the following:

R5: They would like to stick to themselves and they don’t like female interference and they do look down upon females and there are many, always 3 females to 1 male but they make sure that they are in top positions so no matter which sector whether in the private or school or whatever it will be dominated by males. But if you have a head as a female, like for instance Park town girls you will notice that there would be more females and everybody will have and equitable distribution as compared to the schools that we have especially at our public schools. And even when it comes to position they always doubt the capabilities of females and I think females do work better for instance in my department over the years I’ve been the HOD the males are very reluctant when it comes to work they very lazy. With my females they try very hard to come to terms with it even they will always come to ask for assistance whereas the males are too proud and they very seldom get their work down when it comes to paper work. And they always give in things at the 11th hour.

SCHOOL 3 INTERVIEW

I: Please tell me your position at this school and how long you have been in this position.

R1: PL3, and for 3 years now. (female)

I: Are you the acting deputy or are you deputy?

R1: Deputy.

R2: PL1 for the past 10 years. (male)

R3: PL1, I was appointed last year (female)

R4: PL1, I’ve been here for 1 year, but I’ve been teaching elsewhere for 9 years. (male)

R5: PL1, teaching for 15 years.

I: Are both genders present at your school, both male and female?

R1: Yes.

I: Ok so there are both male and female. Do you know how many males there are to females overall? How many teachers are there at this school? Does anyone know?

R1: 41 teachers
I: More or less how many females to males are there? (When there’s no response) Are there more females or males?

R1: More females

I: Are there more than half females or ….

R1: About 2/3.

R2: It’s not equal but maybe 2/3 female.

I: Now looking at management, including HOD’s. Firstly how many HOD’s do you have at this school?

R1: 7

I: of which how many are female and how many male?

R1: 4 are male and 3 female.

I: Going around the table, describe your relationship with management. Is it easy to talk to them, are they approachable? How do you deal with your HOD?

R1: Transparent. Like it’s an open relationship, we discuss everything openly, our view points are respected, but obviously in some cases he takes the final say as the head. And then with the HOD’s we do communicate, we do have conflicts, but most of the time we do reach consensus.

R2: Do you mean top management or …?

I: HOD’s, and top management.

R2: Ok. We sometimes err, actually let me say that our relationship is healthy, and then like mam has said, we somehow we argue because of some issues in work not personally. But generally we have a healthy relationship.

I: Is your HOD female or male?

R2: He’s a male. Mathematics, Biology, science

R3: English with a male HOD. We don’t always agree on everything. Sometimes it’s less but at the end we can resolve.

I: Why are there conflicts? Is it because he’s a male and you are female or because of the content of work?

R3: Content.

R4: Personally I think that my relationship is quality care. has already instated that of conflict but conflict will always be there because the times of the educator. We have to meet deadlines and this one needs and the learners, so conflicts will always be there but relationship is ok. We can approach freely.
R5: Also approachable, I also conflicts in our professional work.

R6: (female that just walked in) Also a healthy relationship.

I: Do you have a male or female HOD?

R6: I’ve got both.

I: So you teach 2 learning areas?

R6: Yes.

I: Do you experience, like you’ve just said that you’ve got a female and male HOD, was the experience any different? With both genders was it any different?

R2: Err, because sometimes you females how they conduct themselves they become emotional at times when we maybe want to do something. And maybe to such an extent that she take you on, maybe you don’t want it to go that far because of that, but now like you said compare the male and the female, male can come and man to man we can talk, and maybe man to female can not at times.

I: Is it easier for you then to relate to a male HOD or principal?

R2: ja so far yes.

I: And your opinion mam?

R1: it is true especially that we come from different cultural backgrounds. So our culture dictates sometimes to us in a sense that…

I: What does culture dictate?

R1: That you always have to be subordinate as a woman. And there’s always that respect, although the male you are speaking to is PL1 or PL4, you still need to respect them make sure you leave that space in between that person. That’s we have been taught.

I: Are you saying that culturally women are still seen as more subordinate even though you are in PL4 and he is in PL1, you still have to respect him?

R1: yes. But there needs to be mutual respect. If there is mutual respect then you don’t have a problem but if you are a woman in a top position and you tend to suppress people then there will be conflict.

I: Why do you think that?

R1: Like I said, our society has not yet changed. Men are still the heads at work at home everywhere.

I: What are your opinions on what mam just said now? Do you feel the same or disagree?
R6: Yes men always like to be respected and give them that respect.

I: And women?

R6: Women they also need respect but their positions because of their gender.

R2: I personally don’t think that men always want to be respected but what she I think is that gender stratification where women are told by the society. In society it’s perceived that men are the head because when you look at the household men is the head of the house. You see so that stratification is caused by the what the society thinks. Societal norms maybe, that men are the head and now apparently men would take that to their workplaces and because I am the head of my house even if my wife is a manager somewhere but I will still remain the head of that house. So I think we carry that and we take it to the workplace where I suppose, I’m being lead by a woman now and there would still be that conflict because in my mind there is this thing that says that I am the head.

I: How do you feel sir being a male, how do you feel about this situation?

R4: You know err I think like ? said, at home you are the head of house. And again when you come to work and your superior is a female, you really need to respect because of her position.

I: Is it easy?

R4: If she conducts herself in a manner which we would want then obviously it would be easy for the relationship. But if maybe she wants to feed that errr, then conflict will come. And at times you know the executive ladies sometimes they are there in that positions and they want you to feel that you are inferior to her; that is where conflict will come. But maybe she conduct herself in the manner in which she was brought up obviously, as a male even if you are inferior to her in terms of positions you are going to not take it well.

I: So do you think that it's basically society that’s brought on these difficulties even at work, at school?

R1: Yes it is the society but is also that now we are in the process of change there’s a lot of women there’s a lot of women that are saying they are in a higher position, women are suppose to be fair. Women are now in power and then they abuse that power that you have. Simply because now you are in power the tone and register you use, the way you just communicate with people they may be abusing the power that you have and in that sense you will not be able to communicate or work together.

I: Now talking about this power, is it different for males and females? As you just said when women get to the top then they abuse this power. I sit different for males and females?

R6: Yes

I: Why do you say yes?

R6: When females get into power they want to show these men that we are key people. So now as mam said they abuse that power position in which they are.

I: Doing what? What do you think they do?
R6: Overpowering their subordinates and treating them unfairly so that whatever is said that the other opinion never flows. What they say is from their ways.

I: Do you think that it is maybe because females have just recently getting into those positions and males are used to having power? Could that maybe be a reason or is it just because females think they can?

R4: I think that I can address this. I think the problem that is there is that as much as the society is trying to adjust, and you think of affirmative action where we are trying to put women into power, I think there’s a problem there because the conflict still remains before getting into position or some women getting in position we need to know whether they qualify for this position but because of affirmative action if I take this women and stand against her obviously they would go for the lady even at times when she’s underqualified. When such a person now goes ahead with it when in actual fact you know you’ve been there for a long time, you are more qualified than that person, and that conflict still remains. Then also the other thing, I don’t think that power is invested in the person, the power is in the position. That if you are a head of school, you are more powerful so it’s not the fact that it’s the women are more powerful than the men or men more powerful than the women, but it is the position that that person is in.

R2: You know at times when somebody got the position, irrespective if it’s a male or female, at time he/she wanted to actually prove and make you feel that really I’m now on the top so that in itself is really a problem, but if maybe you go along with people and then maybe you’ll be promoted and after that ??? even if, even before you got into that post. I actually think there won’t be any problems or hassles in terms of positions.

I: But if you look at management at school how do you feel about we still to this day have more male management than female? Is it true, or why do you think there are more males in school management and more females in PL1? Any suggestion.

R6: In a high school level, males are more capable in managing these learners.

I: Because of their age group?

R6: It’s my opinion. The females, these learners overlook them, or they don’t give that much respect, they do respect but they don’t that much than they do to the males.

I: How is your opinions treated in staff meetings? How are your opinions treated?

R4: We are treated the same though, on a higher note you realize like err, maybe here the majority of people who are speaking in meetings are men. Women don’t normally speak one or two…

I: Why do you think that is? Why do you think men speak more than women?

(laughter)

R4: Maybe they can speak for themselves (gesturing to the women in the room).

I: I understand that you are maybe disjoined. Why do men speak more?
R4: I think that they still have this inferiority complex in women. You see that we still need to deal with. Where they really don’t respect their own opinions so much that they not in liberty to share it with others.

I: Do you think maybe then as a female or a male we have to change the way you express yourself to get your opinion across to either a male or female HOD? For example do you as a male have to change the way you express yourself to your female HOD if you have a female HOD? Or a man to the female deputy?

R2: You know like the approach I should think maybe my female head of department or maybe the deputy, I’ll go back, the manner in which she conduct herself towards you can obviously be, actually she’s going to earn that respect she’s not going to demand it she’s going to earn it because of her conduct. Obviously you have to walk away but if maybe her approach is not up to scratch really it’s where now you going to

I: What kind of approach do you think would you need for respect?

R2: You know always we, like Mel she always used to say can I can I, I asked for maybe you to do this and that maybe not to command because of your position. Then obviously she’s earning that salary that respects so obviously you have to,

I: But as a principal, being a male, how does he express himself to you? Can he demand stuff from you or

R2: As a principal at times he must demand because of maybe timeframes, at times he’ll maybe give you latitude to say at this particular time I want this and this, maybe you don’t comply he’s gonna take you on, but but but he’s ok.

I: Any other views, whether you have to change the way you express yourself to get your opinion across?

R4: The way you talk to a male or female HOD I think they quite different. Cause females are sensitive you know, they give attention to detail, they are formal. You see I can talk to my male HOD informally you see, but to the female HOD she may think that I’m undermining her. So maybe the way I talk to them is different I can be formal with this one but to a female HOD it is informal.

I: Very interesting. And you mam, how do you, being the female deputy, do you feel that you have to change the way you express yourself?

R1: Ja, it’s not easy, it’s not easy. But you know you always have to check your language, mind your language at all times. And also it’s not easy in the sense that you can’t always be angry, you can’t always be accommodating, you need to put other people first and so, even if you are angry you must always check your manners.

I: Do you, or does your male counterpart, your male deputy, does he do the same do you think?

R1: I think he does the same.

R3: At times we try to be professional, and to be kind but people tend to take the situation for granted.
I: But being a female, they take you for granted?

R3: mmm (acknowledging)

I: Ok. Do you feel the same treatment is given to females and males at your school? By everyone, or really the management. Does management treat the educators equally?

R2: I think in any institution there’s some females, so at times people can’t hide the favouritism.

I: Favouritism to males or females?

R2: Irrespective. In fact it depends.

I: What does it depend on?

R2: say no this one I’ll treat her, or maybe him like this.

I: Ok.

R2: It’s normal and you don’t want it to be exposed to others you see, because we are trying to say even at home maybe with your kids, you raise them equally but at times the other one will be you see. So that then comes at school and then at work, but generally across the board they are treated in fact favouritism.

R4: I think they are treated the same. Fir that the authority goes with the person in the position, so with the deputy principal the authority is destined with that position so they are treated the same whether they are male or female.

I: Can each of you please describe what promotion means to you. Is it important to you, most of you are PL1 teachers and you may have been in that position for a long time, how does promotion mean to you?

R1: I think it starts from within. There’s a level where you think that I am ready and what I have done I have enough, I know that I am suppose to be doing this and it’s a drill. I’ve had enough of this drill and I need to move. I think that when you reach that stage it’s when you say now I want a promotion or I am ready for a promotion. But if you still battling with what you are doing, I don’t you can say I am ready for promotion.

I: Would you like to be promoted?

R1: At this stage no, not ready.

I: And you sir?

R2: Promotion is to see if one is developing. Someone’s growing up and then he could handle maybe a handful of people and will be able to manage them. So I think that is a yard stick for you to check yourself to whether you are capable of that. So I think promotion is that I described.

I: And do you, what does it mean to you? Is it important?
R2: It is it is important cause it is like I said you need to grow and you can see whether you are progressing.

I: Would you like to be promoted?

R2: Of cause

I: To what level?

R2: Whatever level that is above where I am (laughter).

I: So it doesn’t matter?

R2: It doesn’t matter.

I: You mam? I know you just started

R3: I’m ok where I am, I don’t want to be promoted.

I: Why not?

R3: I’m ok, I can manage my classes, it’s ok. You know dealing with mature people there’s always reason you want to work, no, They think they are better, don’t you know we have other things to do. I don’t want stress.

I: So you think management is more stress/

R3: Yes

I: So you wouldn’t want to…

R3: No.

I: And you sir?

R4: Ja I think promotion means to me more challenges but above all it means more money

I: So would you like to be promoted?

R4: Definitely. For money (more laughter).

I: Any position?

R4: err (thinking and laughing), I think any position that is above mine.

I: And mam?

R5: Yes, as ? said earlier promotion is (waiting for squeaky door to close) about growing up and maturing to that level, so now making you able to manage other people, run your office.
I: Ok. Umm, is there anything that you want to add.

R1: I just want to add there that I think also promotion in our department is sometimes very discouraging because you are getting a promotion but you don’t get the same salary.

I: Is it same for males and females?

R1: Yes it is the same like I am in a position if I go and maybe I apply and get a job as a facilitator it’s the same level but decrease in salary.

I: oh it’s the same level but a decrease in salary.

R1: So you, like I said you feel that you are not ready for that other …

I: Last question sorry, do you feel that I heard from one of the other educators where saying that males tend to want to move out of school and be promoted out of school and females tend to want to stay in the school context? What do you feel about that?

R4: Challenging question.

I: Have you ever thought of it that way? Ok, looking at your own school have many males left the school? And females stayed or not?

R2: I think in our school it’s different. But percentage of you compare they don’t leave that much err may a third or… you know maybe my becoming in my case I’ve been with this school for the past 18 years. Now for me to go out of the school will be a challenge because I know every corner of the school. And with my colleagues the way we conduct ourselves the way we, maybe towards or against so that one maybe I can come up with some innovations to say let us do this because I know we can try to find some sponsorship because I’ve been her for the past you see. If you go to another school obviously you need to have some challenges but at times maybe find people at that level where you have to go along with so that you can’t be single.

R4: Ja I think this promoted out of school is a better thing. Because you are starting at a new place with people who don’t know you, and you have been promoted at a school that you haven’t been so they don’t know your weaknesses, they know where you used to fail probably maybe like you know you need to submit now and normally you failed with deadlines. The tomorrow that same personal who want the deadline to be met the people already know your weaknesses hence they can take advantage of those weaknesses. So starting at a new place, you starting with new people.

R5: Especially if you are a female and you starting outside.

I: Why do you say that?

R5: Like he’s saying that if you were not cooperating and if you are a female from alternate school you tend to now cooperate.

I: So then you don’t agree with females tend to stay at school and males tend to leave?

R: ALL – depends on the person.
R5: In our department people tend to stay longer that they can before they can become promoted. Some people they remain for a period for 23 years as PL1’s

I: So then do you stay as PL1 waiting for that person to leave or do get promoted elsewhere? Would you want to be promoted elsewhere? Or would you prefer staying at this school?

R5: The promotion criteria in our department is or the one’s with the demands and the individual.

R3: Maybe for myself I don’t want to be promoted because I’m only one year I haven’t really been her so I’m still got long way. You know I am a mother, I’ve got so many things to do and then there’s this workload you know.

R4: Beside the promotion issue, one thing that I’ve noticed that when women are promoted to higher positions they tend to press not men, but women.

I: Why do you think that is?

R3: I think it’s pressure.

R5: They want to show that they are capable and power, yes I’m no longer a …?

I: And you as gentlemen, how do you feel? Do you think women do this, do you see them putting other women down because of their position?

R1: I think they do. I worked with one lady who straight from PL1 became the principal. She had worked for many years as PL1. She had applied to schools nearer to where she was living, and once she got that position, working under her was, she was horrible. She was horrible but you know on e thing that I managed was to become strong. They are very bossy, they are very pushy but we become strong and we learn.

I: Why are you the second deputy and the male is first deputy?

R1: Is that what he said?

I: Yes. Is it true or just a farce? (laughter all round)

R1: False

R4: It doesn’t necessarily mean the position. They could’ve meant that there is another deputy, a second one.

END OF INTERVIEW TRANSCRIPTS
Date: 1 June 2009
Name of Researcher: McGregor Kim
Address of Researcher: 58 Motor Street
                    Westdene
Telephone Number: 0114350735/0722393928
Fax Number: 0114357303
Research Topic: Gender, Power and Ideology in Schools: A Gendered Educational management Perspective
Number and type of schools: 3 Secondary Schools
District/s/HO Johannesburg South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.

5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.

6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.

7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.

8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.

9. It is the researcher’s responsibility to obtain written parental consent of all learners that are expected to participate in the study.

10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.

11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.

12. On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.

13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.

14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Pp Nomvula Ubisi
CHIEF DIRECTOR: INFORMATION & KNOWLEDGE MANAGEMENT

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