

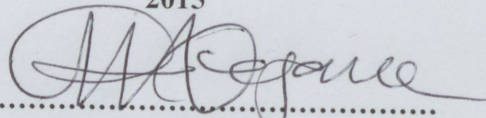
**UNDERLYING PRACTICES IN GENDER DISCRIMINATION: A CASE STUDY
OF THE DEPARTMENT OF EDUCATION IN THE THULAMELA
MUNICIPALITY, LIMPOPO PROVINCE**

BY

RAMUFHUFHI NDWAMATO SILAS

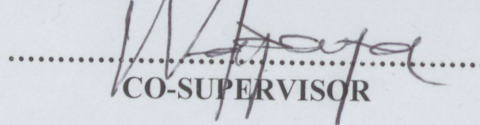
A RESEARCH SUBMITTED IN FULFILMENT OF MASTERS DEGREE IN
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SOUTH AFRICA

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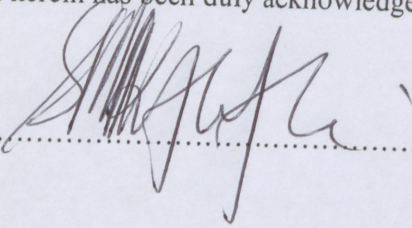
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DECLARATION

I Ramufhufhi Ndwamato Silas hereby declare that this dissertation for Masters Degree in Gender studies submitted at the University of Venda has not previously been submitted at any University, and that it is my own work in design and execution and that all reference material contained herein has been duly acknowledged.

Signature.



DEDICATION

I dedicate this research to my late mother Nyamukamadi and my late brother Tampson Nkhangweni Ramufhufhi.

ACKNOWLEDGEMENT

To all mighty God be the glory for the strength and knowledge he gave me in the process of writing this dissertation. To my lovely wife Grace, my daughter Vhukhudo my sons Mulweli and Gundo thank you very much for your support; you are pillar of my strength. To my brother Vasco, his wife and children thank you. To my only sister Regina Ranwashe thank you very much. To my supervisor Dr TD Thobejane thank you for your support. Lastly I would like to thank Pastor Mulaudzi and his wife for all prayers and support. Khubvi Assemblies of God Fellowship (Cross of Salvation Assemblies of God) thank you very much.

KEY WORDS

Patriarchy, Gender equity, Gender mainstreaming, Gender discrimination, Gender roles.

ABSTRACT

This study investigates issues of gender inequality at the workplace within the Department of Education in Thulamela municipality, Vhembe district. Gender inequality is a persisting problem that hinders equal participation of males and females both economically and politically. The study further examines whether factors that lead to this gender inequity and gender discrimination are the results of long held patriarchal practice imposed on our people by culture, norms and value systems in our communities. The study was conducted within Thulamela Municipality, South Africa. The study used qualitative research methodology as most of the data was collected using interviews with focus groups and individual participants.

KEY WORDS

Patriarchy, Gender equity, Gender mainstreaming, Gender discrimination, Gender roles.

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1.1. INTRODUCTION

Inequality and gender discrimination continue to pose a threat to the development of our communities all over the world. Women continue to be disadvantaged because of the ideology that associates them with household duties as opposed to men who are largely associated with leadership. Governments and researchers are still struggling to come up with strategies to curb this problem. Women are responsible for the development of families and the society at large, and yet are the least considered when it comes to economic upward mobility. They usually have the sole responsibility of raising babies till they can leave them in the care of others to pursue a career. Most societies usually refer to work as what an adult person does for a living and in most instances; this does not include domestic work (Gilbert and Gugler, 1993).

This chapter introduces the background of the study, problem statement, objectives, research questions, significance of the study and definition of concepts relating to the research topic.

1.2. BACKGROUND OF THE STUDY

The study focuses on employees of the Department of Education in Thulamela Municipality under Vhembe district, Limpopo province. Thulamela municipality is part of the Vhembe District which includes Mutale, Makhado and Musina municipality. Thulamela and these three municipalities share a lot geographically and culturally. Thulamela municipality is about 180 kilometres from Polokwane and the residents of this municipality are dominantly Venda who comprise about 15.9% of the Limpopo population and Tsonga speakers who constitute about 22.4 % of the province. The whole province covers an area of about 125 755 square kilometre with an GDP of 6.7 %. Thulamela depends on agriculture because of its conducive environment for farming with women selling fruits in places like Tshakhuma, Khumbe and

Thulamela shopping complexes. The municipality is boasting of eight circuit offices which are Malamulele West, Malamulele Central, Malamulele East, Malamulele North East, Vhumbedzi, Sibasa circuit, Tsinane circuit and Mutshindudi circuit. The main District offices are Vhembe offices situated at the old Venda parliament buildings. The illiteracy level is very high especially amongst women who were denied the chance to be educated. This has resulted in most old women, and middle aged using their thumb print to sign documents because they cannot read and write. The Adult basic Education and Training Centres (ABET) are not properly functioning because the educators who work there are temporary employed and sometimes go for months without being paid. More than 60% of ABET students are women. Most men in Thulamela Municipality spend their time around big cities working for their families, this leaves women being the sole care-takers of the families back in the rural areas. This situation deprives women of the chance of getting employed on a full time basis or getting employed far from their families.

Most African countries practice patriarchy. In this set-up men are dominant figures within the society. They make decisions for women. Women end up being powerless and unemployed formally as well as being dependent on their male partners.

In a patriarchal society like Thulamela, duties such as child rearing, ferrying children to school, shopping and gardening are said to be women's domain (Williams 1995). In the morning around Thulamela one is greeted by group of women holding babies waiting for their transport to carry them to schools, others with boxes and different containers carrying goods to the market. On the other hand, men prefer to transport their children to school by their own cars. You cannot see any man along the road with children waiting for transport. Girls help their mothers with house hold chores and sometimes are denied the right to education. It is girls who mostly absent themselves from school because their mothers have requested them to

baby sit in their absence and this interferes with their academic duties. Thus they become uneducated, and unemployable later in life. Some of the girls cannot compete with males for jobs and decide to become married and become full time house wives.

Inequality cannot be seen as poverty but it is one of those major factors that put most families at a disadvantage which at the end promotes poverty, poor quality of life, poor health, and poor nutrition. The current global recession complicates things as it affects the affordability of basic needs like food, clothes and shelter. In such conditions, women suffer the most especially those who are the heads of their families.

Harlambos and Heald (1994) argue that the new born baby is helpless. Not only is he/she physically dependent on older members of the species, but also because he/she lacks the behavioural patterns necessary to live within the society. Members of the society treat children differently. Children learn their social roles through imitation of adult's day to day activities. It is the society that shapes and directs its new members, the child is socialized to the norms and values of the society. The society will expect boys to behave in a particular way till adulthood and the same goes for girls, their roles are culturally determined. From this perspective, gender roles are a product of culture rather than biology. In some cases adults reinforce gender characters on their children by punishing them for displaying characters of the opposite sex. This creates a mind set for the children that they are different because of their sexuality; as such this gives baby boys the upper hand with the blessings of culture. Parents play a major role in the upbringing of their children. Parents provide children with gender- typed toys. Girls are given mini kitchens and sewing toys while boys are given toys like cars, guns and handy man toys. This is early preparation of children, of what they are going to be like and what society will expect of them as adults.

Sexual division of labour is supported and justified by a belief and value system in most societies which states that gender roles are normal, natural and proper. This process of society constructing what it means to be male or female is referred by some as doing gender. From an economic perspective the creation of gender can be thought of as the creation of the division of labour between the sexes (Donna and Leigh 1994).

Gender roles defined by the society have profound consequences for the lives of its men and women. They are a major source of social inequality. Harlambos and Heald (1994) argue that the major reason for women's subordination in the labour market is the institutionalization of housewife roles as the primary duties of women. Women's roles are seen as less valuable and less important in comparison to that of their counterparts (Alcoc 1993). In a patriarchal society man is the protector and provider of his own family and women and children regard him as the absolute protector and leader who is assigned by culture to lead his family.

In the set-up of patriarchal society, man is the dominating figure. Men own property including the land that is designated to the family, they make most of the decisions for their women. In this kind of society, women have less power, less opportunities for employment and less access to resources. This setup makes women not interested in occupying higher positions as managers and women nurture their daughters to be like them.

Vander Zanden (1990) indicates that sexism is an unconscious, taken for granted, assumed, unquestioned, unexamined, unchallenged acceptance of the belief that the world as it is, regards men as superior. The way in which men think and conduct their day to day business is said to be emulated by women. This theory is biased but it continues to influence gender inequality at all level of life especially at work place. Men continue to view themselves as the natural leaders with the power vested upon them by culture. The promotion of Equity and

Prevention of Unfair Discrimination Act no 4 of year 2007 emphasizes that all people must be treated equally at work place regardless of their gender, ethnic group, disability and any other related factors. Since the dawn of democracy in South Africa, little has been done to challenge gender inequality. In The Department of Education within Thulamela municipality, gender equity is still a problem. Managers, especially male managers are ignoring it (the employment Equity Act of 2007, government gazette).

No society can be seen as complete if more than half of its population is still considered as less important in political and economic participation. In many countries, human rights are still considered as the rights of men, as women are still treated as minority or marginally important (Elcheer,1985). Most societies regard women's participation in politics and the economy as the conflict between demand of the state (in relation to their political roles) and family. Women are expected to take responsibilities of giving birth, raising children, taking care of all family members health and going out to the field and making sure that there is food on the table, women are therefore expected to be experts in household duties. Girls are also raised with the expectation of becoming good house wives in the near future (West, 1999). This view is further echoed by Todaro (1979) who says that black mothers of daughters face a troubling dilemma because on one hand they ensure their daughters physical survival and on the other hand the mother must teach them to fit in the system of oppression. Some girls begin to work as domestic workers at the age of nine.

Gender also determines the type of positions that are meant for men and women. Women comprise a lower percentage in most top positions in the public and private sector. In the Department of Education around Vhembe district, very few women occupy top positions. Many of them only manage to climb the management ladder through deployment by their political parties. Only a handful of women attempt to apply for higher positions as most of

them regard themselves as unfit for those positions. In the Department of Education, most women are the principals at the primary schools level and very few of them are managers of secondary schools. More than eighty per cent of circuit managers around Vhembe district are males.

Women possess physical and cultural traits that distinguish them from men. In all cultures women are biologically differentiated from men and this becomes the weapon for pinning down women and denying them any contribution that they may bring to the society (Vander Zanden 1991).

Heald (1994) argues that the reason professional women are at the bottom of the economic and social ladder is because they move out of work to reproduce and rear children. They are also considered as secondary bread winners. Employers put women in temporary posts because that is where they can be easily replaced during their accouchement leave. In this situation women cannot be paid during their four month leave (especially in some private sectors) and they cannot claim their jobs back after leave. Most companies do not invest in expensive training for women as they are considered as unstable.

Collins (1990) indicates that black women's oppression has been structured along three interdependent dimensions. First the exploitation of black women's labour, the iron, kettle and pots symbolizes black women's long standing ghetto in service occupations. Secondly black women are treated as less politically active thus denying them the chance to find themselves in political higher positions. Thirdly the apartheid era laws are still persisting to date because women are still not well represented in higher positions. The women around Thulamela municipality are from a rural poor background as such, they also still carry the stigma of being black and being women which serve as a double dose of oppression. Denava et al

(2010) indicated that women of colour face both gender and racial gap. Black women earn less than men and their white females counterpart. This makes black female headed families to be poorer. The International Labour Organisation (ILO) value domestic work as being equivalent to work provided by agricultural workers, cooks, cleaners and nurses. If women are to be paid for their domestic work, it would contribute up to half of the GNP in many countries.

Rowbotham (1992) indicates that women receive less than one-tenth of the world income but they do two third of the world's work. They work 12-13 hours more than men in Africa and Asia, 5-6 more hours in Latin America. If countries can have policies that recognize the work done by women on a daily basis, that will give them the edge to do their work in a commercial manner (like in agriculture) and that will mean a boost in the country's economy. Zanden(1990) argues that labour in the workplace is rewarded by money, prestige and power, whereas labour in the domestic sphere has been typically isolated and undervalued. Women performance is regarded as a natural thing that needs not to be rewarded. Women who are in patriarchal societies feel self fulfilled if they perform this duties for their families. Girls are mostly married on the merit of the excellence of their household duties. Those who get married and fail to perform their duties continuously are sent back to their parents for further training, thereafter they return to their matrimonial homes. Male dominance implied the notion that men owned women. Women are valued as providing a man with sexual and domestic services in exchange for financial support.

Women and girls constitute a higher percentage of refugees and this makes them more vulnerable to abuse. As refugees they do not have access to education because there is no formal education in refugee camps for example very few girl from Rulani and Tshipurapureni refugees camps around Malamulele attend school. This lowers the percentage of educated

women who are refugees and those within the societies and that lowers the number of women who can occupy higher positions.

1.3. PROBLEM STATEMENT

The patriarchal and sexist practices within Thulamela in Vhembe district have become so pervasive to an extent that there has to be a total review of the culture that makes the scourge of gender inequality so endemic. Most women within Thulamela villages are unemployed. Women are the most segregated people who are still denied their basic human rights including education, (Raidimi 2014). This situation increases the inequality gap in representation of women within the Department of Education especially in schools. Men are over represented in the major decision making positions within the Department of Education. This may also be seen in Federal state agencies or the department of education as well as in local School board, (Stockard 1990). In Thulamela, women are underrepresented in the department of education for example, all circuit managers in Malamulele area are male. Close to 95 % of secondary principals in Thulamela are males while females dominate in primary Schools. Males are dominant as deputy principals and Heads of department, (Mathebula 2014).

Gender advocacy and other NGOs are working hard to address the scourge of gender inequality. While these positive strides are welcome, this study would like to explore the issue of male stereotyping that still linger in Thulamela department of education with the intention of inculcating a spirit of self-worth and acceptability to the women within the Department of Education in Thulamela municipality and in the country as a whole.

1.4. PURPOSE OF THE STUDY

The purpose of this study is to assess the contributing factors that are influencing gender inequality at work place within the Department of Education in Thulamela municipality.

1.5. STUDY OBJECTIVES:

The research objectives of this study are to:

- * Probe gender awareness strategies within the Department of Education in Thulamela municipality.
- * Explore criteria that can be considered for the promotion of women in the Department of Education in Thulamela municipality.
- * Determine strategies that can be used to promote gender awareness within the Department.
- * Assess and analyse factors that are influencing gender inequality within the Thulamela Department of Education.

The following research questions are explored:

1.6. RESEARCH QUESTIONS

- * What is the significance of gender awareness in the achievement of equality within the Department of Education in Thulamela Municipality?
- * What are the suitable options to be considered as a long term strategy to promote women empowerment?
- * What are the strategies that can be used to promote gender awareness to all stake holders within the department?
- * What is the significance of highlighting gender inequality within the Department?

1.7. SIGNIFICANCE OF THE STUDY

This study adds to the body of knowledge regarding gender inequality and possible solutions to address this problem within Thulamela Department of Education. It will also help the government in the formulation of policies regarding issues of gender. Hopefully it will help in

the establishment of gender units in the Department of Education so as to address issues of inequality.

1.8. DEFINITION OF CONCEPTS

Gender: Refers to socially constructed roles or responsibilities allocated respectively to women and men in a particular society and at different time. In the context of this study, gender will relate to the differential treatment of women and men.

Patriarchy: This is a system in a society where the domination of men over women is practiced and held as key to the normal function of communities. This study opines that this is a deeply entrenched ideology that is integral to men's control over women. This system defines women as objects rather than subjects of their own experience (Hoernie , 1998).

Gender main streaming: Refers to a strategy that is put in place to ensure the incorporation of gender perspective in all areas of social development and promotion of gender equality (Evets , 1994).

Gender roles: Refers to clearly defined roles and responsibilities to which men and women are socialized to perform. These roles are inculcated in boys and girls at an early age (Bowles and Dueli , 1983).

Gender inequality: According to this study, gender inequality refers to the obvious or hidden disparity between individuals due to gender (Jacobsen, 2007).

Gender equity: Refers to fairness and justice in the distribution of benefits and responsibilities between men and women (Jacobsen, 2007).

Gender equality: It is when men and women realize that they have equal human rights and ability to perform the same duties (Jacobsen, 2007).

Gender biased: It is when the conditions set are in favour of one gender over the other (Delamont, 1990).

Gender discrimination: It is when men and women are discriminated against based on their gender (Kleinberg, 1988).

Gender division of labour: It is how a given society divides different roles and responsibilities amongst men and women (Bowles and Duelli, 1983).

2.1 INTRODUCTION

This chapter seeks to identify the factors that lead to gender inequality at work place. In particular, it will highlight the effects of gender inequalities from a universal point of view and in the Thulamela Department of Education. The following topics are explored: Gender, Race, Class and Politics as agents of sociality, Gender bias and stereotyping, and women's discrimination at workplace.

2.2 GENDER INEQUALITY, RACE AND CLASS

Historically women have experienced prejudice and discrimination by being part of patriarchal power structures that define them as second class citizens. The liberation movements helped women to increasingly become a self-conscious social group characterised by an awareness of oneness. Women realized that to challenge the situation they need to be one voice to speak in one voice (Collins, 2008).

Feminists in the US were able to engage racial bias, class oppression and gender-subjection head on. In this struggle, an alternative vision of power emerged from their ranks. This power focused on a humanist vision of self-actualization, self-determination and self-definition. Gender empowerment, it was argued, would only be attained when women are freed from carrying burdens or share them equally with men. Abolition of division of labour and removal of distinctions between men's and women's job will be a great achievement for both (Harris, 1998). Hatcher-Davis (1982) indicate that in Eastern Europe, entry into productive work by women was regarded as the path to equity, yet the role of women as housewife and mother remain the same.

LITERATURE REVIEW

2.1. INTRODUCTION

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The advent of employment laws and a 50/50 policy when it comes to the allocation of jobs in the South African parliament actually helped to empower a lot of women in the country. Thanks to advocacy groups and feminist movement such as African National Congress Women's League (ANCWL). Gender advocacy programs are striving to put capable disadvantaged women in decision making platform like parliament and other big structures, (Gisela, Kgopotso, & Joar, 2009).

Collins (2008) argues that the significance of seeing race, class and gender as an interlocking system of oppression is that such an approach fosters a paradigmatic shift of thinking inclusively about oppression. This analogy closely matches the situation of most black women in South Africa. Race, class and gender represents the three systems of oppression that are faced by women in South Africa. The historically created system of apartheid and patriarchy unleashed a master- servant relationship between black women and white women. This relationship blindfolded many white women from seeing the necessity of making alliances with black women in order to fight the system of patriarchy that propels their oppression even at work place (hooks 1992). This is largely because white women were economically protected by racial capitalism, and felt that they were superior to their black women counterparts (Thobejane, 2012). Black women are at the centre of analysis in that their situation can be used as a yard stick to measure progress (or lack thereof) of women especially in villages and townships around South Africa (Andersen, 1992). Now let us at look at politics in relation to gender inequality, race and class.

2.3 POLITICS AS AGENT OF INEQUALITY

Many colonial policies were motivated by desire to create an African labour force to operate European economic ventures. In this economy, men were given greater educational

opportunities, access to government agriculture training especially after the first world war (Sean, 2002).

Urban areas were the main source of job opportunities and urban houses were not designed to accommodate families since the South African government wanted a labour force comprising of migrant males only. Women and children were not allowed in the urban areas because they are said to be dependents who cannot provide services. The Homeland system was created so all people from those homelands were treated as migrant labours in urban areas and a reservoir for cheap labour. By denying women access to education, training and access to urban employment, the colonial legislature assured that women would play only a secondary role in the emerging cash economy. The impact of these policies on black South African women has been devastating. They were left alone in the rural areas. As such they have seen their work load double (Lindsey and Ogbu).

Since the 1970s there was a rebirth of political movement for women. Women previously were systematically left out of official records of history. The contribution to development was shadowed as there were no documents that stated their involvement. This trend of shutting women out of history significantly contributed to gender inequality because they were still regarded as less important in the development of their country (Kleinberg, 1988).

Historical oppression of women during the colonial and apartheid era limited them by tradition and laws to specific roles. Women receive bad treatment not only because of gender but also by race and ethnicity. Their subordination status therefore is twice defined hence Black women are more likely to suffer unemployment than white women.

2.4. THE SOUTH AFRICAN CONTEX

In South Africa, there was no gender equality to speak of before the formation of democratic government. Women were controlled to greater or less extent by their fathers, uncles, husbands or sons. In their working lives they were controlled by male supervisors or managers. Not all professional jobs were open to women. There were no women in decision-making roles. There was no room for female perspectives on life (Smith, 1992).

Recently, We now have female judges in the judiciary. The number of the female magistrates has risen to 56 out of 1174. We also have 679 female prosecutors out of 1606, and 7 out of 14 family advocates. The department of Agriculture and land affairs has developed gender indicators to monitor and evaluate policies and programmes as well as gender dis-aggregated data. The director-general of agriculture is also a woman. Most of the departments are now holding Gender sensitization workshops around gender stereotypes and the effects thereof. The department of defense was up until the reshuffling of the cabinet by the President of South Africa, headed by a woman. This is a milestone in terms of addressing the plight of women (Bellington, 2005).

Presently, 111 out of 400 National Assembly seats are held by women, which is 27% compared to 3% before democratic elections. In the provincial legislature, we have 102 women out of 425 seats. The speaker of deputy speaker of the house are both women. 12 out of 38 ministers and deputy ministers are women. The number might have risen after 2009 elections. In spite of all these positive changes, we are still far away from involving women into the socio-economic mainstream and leadership positions (Budlender, 2002)

The commission for gender equality and on the status of women made headway in ensuring that gender concerns are incorporated into government policy (Asmal, 2005). The

mainstreaming of gender interests in government departments has seen the incorporation of women at leadership level. For example, gender desks in the department of justice have been established to safeguard participation of women. In South Africa, 31 out of 32 national departments surveyed had personnel for gender issues. 9 out of 30 departments had responsibilities for disability, child rights, youth, elderly, employment equality, employment assistance programmes and/or human resource related matters. About 6 out of 9 departments had gender focal persons at director level. Close to 1 at chief director level, and 2 departments at deputy director level. There is no gender focal point reported directly to Directors of gender offices that are meant for gender mainstreaming. Also, organizational culture affects responsibility, reporting, accountability and lack of will to implement gender mainstreaming strategies. The work environment is not conducive to empower women and there is lack of clearly defined institutional framework to drive the vision of gender equality. At societal level, most men occupy senior positions with power and influence. There exists a sexual division of labour at workplace. There is sex stereotyping and women generally work in a sexualized environment. Most women are not helping in the fight against gender discrimination as most of them collude in their oppression, and do not involve men as partners in gender equality (Groenmeyer, 2010). This does not bode well for gender mainstreaming.

Abbott and Wallace (1992) indicate that if a man lives in a house, it will be his occupation

2.5. GENDER BIAS AND STEREOTYPING *argue that not just that the classification of*

Motherhood is used as a weapon to oppress women so as to promote gender inequality. This compels women to be full time on duties that are related to child up-bringing and household duties (Maqubela, 2013). Men usually link the bread winner and fatherhood with the economy. By this they feel that they are the only ones entitled to occupy steady jobs that will enable them to provide for the entire family. In today's economy men feel it is important to be better educated than women because of family responsibilities expected of them. Most women were thought not to be available for employment due to their busy family responsibility

schedule. In Japan mothers are expected to give up their jobs for five years in order to devote themselves to care and supervision of young ones (Cheal, 2002). boys than girls. The reason being that family responsibility will be taken by boys as family providers in the future. A Popenoe et al (1998) view gender roles as assigned according to sex. The idea of what is masculine or feminine directly follow biological difference between men and women. Jacobsen (2007) in his findings also agree with those who believe that all forms of social behaviour in all kinds of organisation including human society is biologically based or determined. He is of the idea that men's domination and aggressiveness is because of the hormone, testosterone, in them. Men are believed to band well and work together as a group. Men are said to be naturally strong and this leads to their superiority over women. Men and women's gender roles are said to be an honour given to them by their society. In his views Scott (2002) points out that masculinity is associated with hard and heavy unqualified manual labour which is considered as arena to display masculine toughness and chauvinism whereas mental work is regarded as feminine. Reskin and Padalic (2002) State that women's work is devaluated because it is considered feminine and less important. In the event were men and women work the same job, men are likely to occupy top positions. should be denied access to jobs that need physical strength like mining. To a large extent, in South Africa, the majority Abbott and Wallace (1991) indicate that if a man lives in a house, it will be his occupation that determines the household class. Feminists argue that not just that the classification of women by the class of male head of house hold is sexist, but that the basic assumptions on which this position rest are false. Chapmen (1986) indicates that the most damaging gender stereotyping is to foster the belief that girls should not be as clever as boys. As such this gives the opportunity for boys to control girls and this will persist till adulthood, subsequently becoming the order of the day. and will be regarded as sissy or girlish.

Muller (1995) notes that the distribution of consumption within the families mostly favours men. Poor households are more likely to invest in education for boys than girls. The reason being that family responsibility will be taken by boys as family providers in the future. A study done in Brazil, India, Kenya, Malawi and other countries indicate that large portion of women's income tend to be spent on household nutrition and basic welfare. This indicates to us that raising women's income is a good way to reach children as well as to strengthen women status and bargaining powers in the household. When women suffer economically, the whole house hold is in trouble.

The ideology that portrays men as a bread winner is not universal because in the primitive society of Tchambuti of New Guinea, women are the primary provider of the family while men stay at home and raise children. There are no lessening of activities during her pregnancy. If birth takes place in her hunting trail, she will continue with her hunting trip few hours after birth. In Bamenda society, women work in their fields until birth is imminent. After birth they rest for three weeks and continue with their field work. This indicates to us that it is not true to say women are physically weak, and that they should be denied access to jobs that need physical strength like, mining. To a large extent, in South Africa, the majority of women play a passive role in the economy and men are the ones to be active and provide for the family(Hoernie,1985).

Schaefer (1989) in his findings indicate that traditional gender roles socialization is painful for girls and women. Men are socialized to think that they should be invulnerable, fearless, decisive and even emotionless. Boys who do not conform to this behaviour face constant criticism and even humiliation and will be regarded as sissy or girlish.

Butchholz (1992) cite that in Yanomano society, boys and men are more valuable than women. Benson (1979) echoed by Hoernle (1985) said that in Bantu speaking societies, power and authority are inherited in male genes. The men are responsible for the outside world; he is the one to protect women and children when they are in trouble and answering for their misdeeds within the society. He represents his family in tribal authority and in the spirit world.

Historically Japan has been a nation with traditional gender expectations. As the image of women Geisha role illustrate, women have been thought to be men's helpmates and subordinates. Today women in Japan constitute more than half of its work force but it is only 10% of women in the managerial positions. The fifteen working hours in Japan force women to look for jobs that are paying less salary but giving them a chance to raise children as they can not manage 15 hours expected in good paying jobs(Schneider and Silverman, 2010).

Radford (1998) indicates that gender bias in relation to recruitment strategies has been more in favour of men. Such stereotypes affect those who recruit and job seekers. Most employers practice direct and indirect discrimination when they set conditions which candidates must comply with, for example, some jobs require certain minimum height. This will be in favour of men because they are usually taller than women and this is considered lawful and nobody can challenge it. In the light of this, we can say individuals choose occupation but also occupations choose individuals formally through the selection process. Sometimes an employer who view themselves as being fair might well express that fairness by not requiring female employees to take onerous managerial positions because she cannot cope based on gender. For example a post that requires a lot of traveling between countries might be regarded as not suitable for married women because of child rearing and family responsibilities.

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Now let us see how gender bias and stereotyping also influence women's discrimination at the work place.

2.6. GENDER DISCRIMINATION

The world is bereft with gender discrimination and inequality. Out of the over 40% of unemployment in South Africa for instance, about 23% constitute of women. At the root of this particular discrimination is the cultural and racial biases that have stalked mankind for many years. The voices of economically disadvantaged women, especially women of colour have been stifled by the superior ideologies that preached male supremacy and patriarchy at the expense of women. Institutional power still remains the domain of men. Belenky, Clinchy and Tarule (1996) argue that past research and theory on women has been misleading. For some time, psychology has promulgated biased views about women. These views were premised on the androcentric approach that relegated women to a status of inferiority. Other theorists such as Sigmund Freud are responsible for the erroneous beliefs on women. In a nutshell, women have been positioned to be inferior to men. Alcoff (as cited by Belenky et al, 1996) says the following about this concept;

The positional definition of "woman" makes her identity relative to a constantly shifting context, to a network of elements involving other people, economic conditions, cultural and political institutions and ideologies, and so on. Their position within this network lacks power and mobility and requires radical change.

In spite of all these negative stereotypes on women, we should be cognizant of the fact that there have been many positive strides made by women all over the world. In the U.S., an Act called "the education of all handicapped children Act (P.L.94-95) has proven to be a positive step in the improvement of the lives of the disabled. The same can be said about women's participation in the world economy and education in particular. Schaeffer (1992) noted that the educational system of the United States has long been characterized by

discriminatory treatment of women This was fuelled by the belief that women only aspired to become wives and mothers, not lawyers or intellectuals.

According to the Southern African Development Council (SADC) Gender unit, progress has been made in reducing some aspects of gender inequalities in Africa. Most of the African Countries have enshrined gender equality. African governments have ratified regional and international instruments and have made other commitments towards promoting gender equality. The Beijing Declaration adopted in September 1995 at the 4th world conference on women in Beijing, China was also useful in putting women's rights at the forefront.

2.7. WOMEN DISCRIMINATION AT WORK PLACE

The literature on careers has focused on the production of career typologies which are predominantly prescriptive and, being in the mainstream of occupational studies, have concentrated exclusively on men, even where women are not marginal in numbers, they are marginal when it comes to career progression(Meigham, 1986).

Martin and Roberts (1984) argue that as an increasing number of women are spending most of their working life in employment, more are looking for work which takes them beyond the low-skilled and part-time mass markets which employers offer to women. The policies and process within many organizations remain rife with indirect discrimination. The major question is whether men and women can be viewed as similar or different in relation to their ability to manage.

In Canada, for instance, questions about women's careers have been hidden in the course of policy development. This was until in the 1970's when the country started to be concerned

about extending human rights into the field of employment so that the country can shape its anti-discrimination policies. Many women joined the course of the human rights struggle and argued that human rights should no longer only be about racial discrimination, but should also look at the issue of sexual discrimination in Canada. The success of their struggle culminated in the federal government's establishment of a royal commission on the status of women (RCSW) in 1967. The overall thrust of this struggle was that sexual discrimination should be eradicated in the workplace first through the introduction of adequate human rights legislation to analyze men's and women's opportunities for employment (Radford, 1998).

Generally, gender inequalities limit women's effective participation in all sectors of the economy. According to the World Bank Policy Research Report (2001), women continue to earn less than men in the labour market in spite of the fact that they, in most cases, have the same education and years of work experience as men. Women are said to be limited to certain occupations in developing countries and are largely excluded from management positions in the formal sector. The center for women's business research based in Washington, D.C; USA, recognized the following challenges pertaining to women joining the economic mainstream (Walby, 1990)

Accesses to information- Women want better access to education, training and counseling,
Access to Capital- Access to capital is very important issues for many women business owners who often lack formal education in financial matters and who may face gender-based barriers to accessing financing
Access to networks- Women want full access to business networks such as industry and general business associations.
Validation- Women want to be treated seriously as business owners. All these factors are essential in the process towards gender mainstreaming in the world (Johnson, 1972).

Scott (2002) argues that people at work may become more sexist in their attitudes and are more likely to work in segregated jobs. It is said less educated and working class men are more sexist in their attitude and likely to work in segregated jobs. The same applies to women of that class. Schaefer (1989) indicates that in 1986 about 55% of women were working outside the homes. In the same year, out of 44% of nation paid workers, the percentage of women engineers was about 6%. Their positions were segregated or confined to gender. According to Muller (1995) gender division of labour regards certain types of work as social obligation of women; these jobs are regarded as tax which women must pay regardless of other activities that they are engaged in.

Williams (1995) indicates that several studies reveal that men and women are not treated equally at work place even if they have the same qualifications. Some regarded gender as a liability to women but as an asset for men. When men get employed at predominantly female professions like nursing they receive special treatment (they are regarded as anomalies according to popular culture) other than when females enter predominantly male profession.

Pernau et al (2003) state that for example the textile industries does not improve the status of women at work; they are not included in the unions as committee members. Overall we see diminution of women identity at work. The employer easily targets women for retrenchment as the means of rationalising the work force; this is easy because most women are employed on a temporary base.

Chapman (1986) indicates that about 60% of teachers in all types of schools are females but they are not evenly distributed in all levels of the department. Teaching is dominated by females (especially at primary level) because it is concerned with care and welfare of youth. More than 95% of elementary teachers are women. This figure can tally with that of Thulamela schools. Women are concentrated at the lower levels of responsibilities at work.

Around 60% of managers are men. Women are underrepresented at secondary schools and women's choice of subjects at the secondary school level do not give them chances to compete with males to be heads of departments. This is because most of heads of department posts are attached to subjects that are mostly chosen by men. For example subjects like mathematics and science are more likely to be dominated by males. Heads of department role provides a close approximation of the responsibilities in the wider society.

Marshal (1994) indicates that most of the educational systems in education levels are stratified by gender race and ethnicity. This stratification is maintained by different access to opportunities for advancement. The higher number of women in elementary schools have less chance for promotion than those at secondary schools. In most cases around Thulamela schools, teachers from secondary schools can contest for promotional posts at primary schools but one can hardly see primary school teachers contesting for promotional posts at secondary schools. Secondary school managerial post is regarded as the stepping stone to higher position such as circuit and district managers. Most school governing bodies do not approve of women being managers of schools. They regard females as not aggressive enough as compared to males. They presume that for women leaders to work well with men they should "suggest" rather than to give orders. Their argument is that women cannot give instructions to male juniors for fear of resistance that can be meted out to them.

There is a persistent assumption that women who have children are not committed professionals. Those who have influence in hiring and evaluation of school administrators are predominantly males. The barriers that are preventing women from obtaining top positions are called "glass ceiling" because these clearly exist but cannot be seen. In Thulamela, mostly secondary school teachers have better chances to be lecturers. They also stand a chance to be

circuit manager or district managers. However, because of segregation based on gender, they are not given the chance to prove themselves (Akpinar, 2012).

According to Stockard (1980) women were denied the chance to be trained in some of learning areas that are male dominated. Such circumstances give men advantage over women. In the Thulamela Department of Education men are overrepresented in major decision making posts and in the local school boards. It is now relevant to examine the family as a socialization agent to probe what is at the core of gender discrimination. Jenner and Ferguson (2009) indicate that some of the sex discrimination at work reflect the existence of two related phenomenon namely glass ceiling and glass escalator. Women can be promoted at work but only to reach a certain level of invisible glass ceiling, They cannot reach beyond that border. Men may start together with women on the same job but differ when it comes to promotions. Usually men do not support female managers and that create loneliness to women who are on top positions. Men can ride glass escalator in the traditionally female occupations like elementary schools. They can become principals in the elementary Schools. It is now imperative to examine the family as socialization agent to probe what is at the core of gender discrimination.

2.8. FAMILY AND SOCIETY AS AGENTS OF GENDER INEQUALITY

In patriarchal societies gender inequality is reinforced through socialization. Popenoe, (1998) argued that gender roles expectations are taught and reinforced through socialization from the moment of birth onward. Treatment and identification start immediately when women learn about the sex of their child. They make sure that they buy clothes that are meant for the sex of their child. They buy pink clothes for girls and also buy blue clothes for baby boys. The

names given to children classify their gender. These names carry message about strength versus frivolity.

Adults within the family respond to their children according to their sex. Parents may reinforce specific behaviours. For example, they give more positive response to girls for doll play and boys for blocks play and give negative response for boys playing with dolls and girls with manipulated objects (Stockard 1980). Crying boys are attributed their anger while crying girls to fear. Fathers tend to handle their baby boys rougher than the girls. Little girls are treated as little beauties, cute and resembling their mothers. Tim and Alan (1992) argue that boys are taken seriously by the family. Boys can also order their sisters to serve them. Boys eat first and never bother to clean tables. Golombok and Fivush (1994) argued that adults want their children to play with children of the same sex. Those who play with the opposite sex are warned or punished for that. This marks the beginning of sex role differences that will have an impact on their future.

Schaefer (1998) indicates that adults guide children into gender roles deemed appropriate in a society. Modelling as a form of social learning holds a good deal of appeal as research support the idea that children imitating their parents is an inescapable facts. The parents are the first agents of socialization. Children identify themselves with the males and females in their families, neighbourhood and society at large. Norms, values and roles are culturally determined and socially transmitted. From this perspective, gender roles are products of culture rather than biology. Dolls and tea sets are not neutral agents in the process of socialization but they show roles of women in the kitchen. Construction tools for boys show the male type of life that they will meet in future. When children play is another tool of shaping children to the real world.

Stockard et al (1980) indicates that the adoptions of certain roles are influenced by available opportunity in social institutions. Families shape the characteristics of boys and girls and this serves as preparations for them to enter the world of work and establish their own families for procreation. These young people enter schooling with developed definition of masculine and feminine and informed views of appropriate gender roles. Gender roles at school are the reflection of their early learning at home. Children in elementary schools around the world will reflect different gender roles that are influenced by the cultural background of their families. The schools will then accept the package and carry on sharpening, these created differences.

Some of the reasons for differences in educational attainment between the sexes are the attitude and expectations of girls towards work, marriage and the future in general. Society sees girls as a source of income through marriage at a later stage, some girls see marriage as their source of income. In addition, generally girls are seen as less ambitious, they have lower expectation of promotion at work and they tend not to see success in terms of jobs or careers. Their priorities are said to be marriage, husband, children and flexible lower paying jobs.

Now let us look at schools as a socialization institution in connection with family and society (Meigham,1986).

2.9 SCHOOLS AS AGENTS OF GENDER INEQUALITY

The analogy between housework and paid work can even be extended to professions such as school teaching. In Britain, half of all school teachers are women, three quarters of them are in primary schools. In many respect this mirrored their domestic childcare roles, especially at pre-school classes (Haralambos,1984). Teacher stereotyped attitudes to boys and girls reinforce rather than challenge gender division in the wider world. Boys are encouraged to behave in masculine ways and girls in feminine ways.

Sexism in education was expressed in textbooks wherein women were categorized in stereotypic terms, and were declared as servants of their husbands. Women are said to constitute 85% of all grade school teachers, but only 39% of college faculty posts are held by women. Women academics often receive lower salaries. The gap between men and women with PHD's is still high. Pressure from some feminist movements yielded some fruits in tackling issues of segregation and discrimination against women. The US Congress in 1972 passed amendments to the Education Act of 1972 known as the Title IX provisions. As a result of this act, the following were pursued:

- *Schools must end sexist hiring and promotion practices for faculty members,
- *Schools must eliminate all sex-segregated classes and extra-curricular activities
- *Schools cannot discriminate on the basis of sexing admissions or financial aid,
- *Schools cannot inquire if an applicant is married, pregnant or a parent,
- *Schools must provide more opportunities for women's participation (Schaeffer & Lamm, 1992)

Toys in the nursery schools are so influential. Teachers buy toys for kids bearing in mind that they must not forget to cater for both sexes. Boys toys are, for example powered jeep, bikes, rock guitar and gun while girls are telephone from toy house, playing shops, purple wigs and the like. This leads girls to be boutique owners, cafe owners and boys as engineers, fire fighters etc. Toys sharpen children's appetite of what they want to be in the future (Delamont, 1991). This type of practice is similar to what we have in our elementary schools around Thulamela.

Primary school curriculum also influence gender stereotype An example is the Lady Bird key word series that tell us about Peter and Jane with their house wife mother who is in the kitchen and a breadwinner father who is busy fixing cars in the back yard. Peter is portrayed as active and dominant while Jane is portrayed as passive and satisfied with domestic activities. This example gives boys encouragement to grow with a dominant mind over girls and girls to feel submissive to boys; this carries on till they are adults (Chapman, 1986). Gender inequality in education and in other social systems promote and perpetuate each other. Devaluation and segregation in social institutions influence individual development of male and females; it defines sex roles as young males and females try to figure out what to do. Such institutional patterns lay out expected patterns of behaviours (Stockard et al (1980)

According to Meighan (1986) sex difference in school curriculum and customs contribute to unequal opportunities for boys and girls. Most girls are trained as teachers to raise children at school and as nurses to take care of the sick at hospital. This is where the society wants them to be. Fewer girls take A -level in physical science and maths, more boys go to universities. Some say that as boys and girls grow, they follow their natural pattern and they cannot change it. The way teachers behave towards male and female students influence gender inequality. Physical punishment for boys and verbal chastising for girls, has to do with their appearance but for boys it is about achievement. Girls are discouraged to fight whereas boys are allowed. Girls must clean the floor and boys can only clean windows. Boys and girls stand in different rows and sit separately in class. All school registers today in Thulamela have separate pages for boys and girls. All information needed in connection with school children shows boys and girls names written on separate pages, this marks the level at which the learning institutions are influencing inequality between boys and girls. This is a hidden curriculum being taught by teachers. Since this kind of behavioural pattern goes together with students learning and teaching; they learn this throughout their schooling years until they graduate.

In the nineteenth century, women who were intending to pursue higher education were told that mental stress of studying might render their womb barren. In 1887 Abbe Fenelon defined woman as the one who spin, confines herself to household, holds her tongue, believes and obeys.

In colonial America a woman who was not silent would be lashed to a ducking stool and held under water and publicly gagged and those who were admitted to colleges were not allowed to debate. The reason for not allowing women to debate is that they may become used to speaking in the public and that could stimulate their political interest. This was a well-designed plan to make sure that women must not be educated instead they were to take their house hold duties as a noble call (Van Leeuwen, 1993). This strategy kept the man on an advantageous side of employment and politics. According to Evetts, (1994) women who succeeded in being in management positions has additional pressure because of their visibility as they are in minority. Their jobs were in the sport light and were likely to be subjected to more observation and scrutiny. This is because the society do not feel comfortable and doubt woman capability as leaders. This is a vicious cycle that pins down women`s talents. In Thulamela people are used to and even feel comfortable seeing a man in a managerial posts in both private and public work places.

Collombak and Fuvish (1994) indicates that males are superior in the mathematic abilities and females are superior in verbal activities. This is the reason why few females enrolled for science courses in high schools and colleges. There are more male teachers in mathematics than females. The other reason why females choose traditional careers is because they believe that they cannot succeed in the male-dominated world. Women also believe that they do not have the necessary personal skills for certain occupations. This choice of subjects affected the

level of competition in teaching because for many years, most secondary school manager's posts advertisement use to be attached with maths and science as requirements. Few women were available for science and maths subjects.

Now let us look at media as agent of gender inequality in conjunction with women discrimination at work place.

2.10. MEDIA AS AGENT OF GENDER INEQUALITY

According to traditional TV stereotypes, the wife was the manager of the home and children. According to Thompson (1989), Priestley (1996) and Schaefer (1998) the media took over most of socialization work that was responsibility of parents and schools. In America, most parents allow TV to be their children's play mates. TV portrays women as models, nurses, secretaries and this gives direction to girl's career choice. Men are mostly portrayed as soldiers, mechanics, engineers and judges. What is shown on TV influences student's choice of subjects. At the end girls choose subjects that will lead them to works that are labelled as "feminine", by so doing they cannot compete with males in jobs that are labelled as "masculine". Feminists worry about reading material at schools, billboards advertisements, women magazine and adverts on TV that show gender inequality because they encourage domestic slavery. All this evidence may seem harmless but they do have great socialization power which helps to confirm attitudes and behavioural patterns.

2.11. RITES OF PASSAGE TO ADULTHOOD AND MARRIAGE

Lobola (bride price) was used to bind women to their new homes and to serve their new family. it is also gives men power over women. The Venda and Tsonga speaking people (these are dominant groups in Thulamela) practice bride price (lobola) in marriage. This practice is used to dominate women because their husbands regard such women as their

property. With this practice, women around this municipality deem it proper for men to lead at home, society and at the work place. Women also understand that they are to occupy second positions to that of men (Benson, 1979).

Benson (1979) further indicates that gender roles in Venda-speaking people were taught through Mahundwane. This is a game during which matured boys and girls who are about to be married build miniature villages and act out the role of adults. They stay out there for about three months. Girls are taught to be good house wives and boys as the provider of the family. Venda society has many ceremonies where different gender roles are emphasized to initiate boys and girls into adulthood. There are Thondo, Vhutambo, Vhutuka and Murundu for boys. There are Vhusha, Domba, Musevhetho and u imbelwa for girls. According to Nanda and Warms (2009) the New Guinean societies painful scarification rite of passage for girls is explained as motivating girls to bear and rear children. In this ceremony girls are taught to be submissive to their husbands in marriage and boys are taught to be in control of their wives, children and to participate in public affairs. Women therefore feel comfortable under the leadership of males. Culturally women do not have a voice in political and economic affairs and most women choose to be led by males because women regard men as capable leaders.

2.12. LOW SELF-ESTEEM

Radford (1998) argues that most women lack confidence to take managerial posts at schools or any other work place due to gender stereotyping, myth and prejudice related to the ability of women, women fit themselves neatly into stereotyped jobs. Gender socialization tells them what to do and what not to do, because of this they lack desire to challenge male hegemony. They also feel that if they apply for top jobs their applications cannot be treated fairly. Women are not courageous enough due to the way they were brought up. They grew up in the family where women are not leaders; they attend schools where men are the leaders. In the

light of the above, women feel inferior naturally and believe that men should be leaders. Most of women who are leaders at schools feel like they were pushed to those positions. They are not comfortable in their position. That is why they hardly take decisions. They see themselves as their own worst enemies.

2.13. POVERTY

Poverty is a scourge that affect us all both in developing and developed countries. Those who feel it the most are the underprivileged and marginalised. The rate of unemployment around the world is soaring on ay basis because of resent economic slump. Women and children are the most affected (Jacobsen, 2007).

The current world economy recession affect the affordability of basic needs of people like food, shelter and clothing. The most hit country in terms of recession is South African region is that of Zimbabwe. This country is presently faced with untold suffering because of sanction imposed by western countries and recalcitrance of President Mugabe when it comes to the liberation of the economy of the country (Walker, 1993). This has caused suffering especially on women and girls who are left to travel many kilometres in search of clean water in lakes and ponds. Women who escape poverty by crossing to other countries risk their lives. This whole exercise rob women their chance to concentrate on education that will grant chance to compete for higher posts.

It is established that most of the farms in third world countries are tilled by women and children. As such, they are highly affected as they are hired as farm workers, and depend on this salary to support their families. Most of this women are head of their family which means that the whole family depend on their salary, in such situations families educate boy child on the expanse of girls (West,1999).

paradigms are essential in locating the plight of women in as far as gender mainstreaming is Davison(1992) believes that poverty is not only about lack of money. It is about rights and relationship. It is about how people are treated and how they regard themselves. It is about powerlessness, exclusion and loss of dignity. Women are the most affected by this type of poverty and as such they are denied economic freedom. The patriarchal structure lead them to absolute dependence that deny them employment opportunities. Conroy (2006) indicated that most of the run-away girls who are involved in prostitution are doing this because of the unfavourable economic conditions they are faced with at home. Some girls resort to be domestic workers, to work in shops or as vendors with the aim of assisting their parents who are poor. Most of the parents like in the rural communities in Thulamela are failing to provide for them and to send them to schools. In such devastating condition the education of girl child is mostly sacrificed in the name of poverty. Poverty is also perpetuating HIV infection even in Thulamela municipality. Women's vulnerability to HIV and Aids is exacerbated by poverty. Young women who are HIV and Aids orphans deprive them the opportunity to complete their education because in most cases they find themselves as providers in their families or head of house hold (Payne 1992). Poor villages mostly do not have higher population because children who are educated from the same villages opt to live in Townships and that lead to lack of secondary schools. It is the girl child who will drop out of school being affected by the distance travelled to and from the school.

2.14. THEORETICAL FRAMEWORK

This research was informed by feminist scholars who have written extensively on issues of gender and discrimination according to sex especially at work place. The following theoretical

paradigms are essential in locating the plight of women in as far as gender mainstreaming is concerned: liberal feminism, radical feminism, Marxist feminism and black feminism.

2.15. FEMINIST PARADIGMS

Many feminist theories emerged with the aim of liberating women all over the world. However, they differ in their approach on their emancipatory journey and the role they should play in this regard. In the late 1960 when the feminist movement was formed, women were more concerned about addressing their plight than to form an egalitarian society which is devoid of all forms of oppression and exploitation (Botham 1992).

The liberal feminists, for example, are concerned with addressing gender equality. They revived their movement in the 1960s when they realise that besides race discrimination there was a great deal of sex discrimination. Liberal feminists do not address any other aspects of the society other than the ones that hinder women's opportunities. Their idea is to make each class of women equal to men of their class. It is committed to reducing differences that are unfair to women. It focuses on women's ability to show and maintain their equality through their own action and choice (Hooks,1981).

Liberal feminists are against stereotype ideas that indicate women as less naturally and physically capable than men as this type of ideology discriminates against women in the academy, the forum and the market place. Liberal feminists maintain that women subordination is due to instances of customary and legal constrains that hinder women's participation in public world. Liberal feminists call for equal treatment of men and women under democratic law. Liberal feminists want women to have rights in reproduction, abortion and to bring into light frequency of sexual and domestic violence against women (Luxemburg,1991).

Radical feminists: These reject male dominated society as a whole and they advocate freedom from patriarchal relation in which men are dominant in all aspects of life ranging from family and economy. Male's aggressive sexuality and women's lack of reproductive freedom gives men upper hand. Since radical feminists believe that sexual dominance underlies other forms of dominance, they call for a genderless society. Their aim is to transform existing social order because it influences boys to value work that will give them money over domestic unpaid work. These feminists do not want to share with men top jobs or any other things; to them law, religion, politics, art are the products of male therefore they have a patriarchal character. Such feminists say women can only be liberated if capitalist-driven economy will remove sexism, racism, homophobia and other form of oppression (Collins,1990, Hooks,1994).

There are two radical feminist utopias; the first one is separatist that calls for women to create their own society. They believe that for women to be free they must rule themselves in their own area without interference of men in their affairs(see Hooks,191,Luxemberg,1991). The second one is integrated that believe that males and females must share power. Both groups agree on the fact that when gender roles change so would the political, economic and social structure of the whole society and possibly the whole world (Beckman and D'Amico 1994).

Other feminists are against the idea of radical feminism.Their argument is that male supremacy is not based on masculinity and femininity. They point out that gender identity is a social construction that vary over time and across culture. Male domination also encapsulates issues such as classism, racism, imperialism and militarism (Beckman 994).

Orthodox Marxist feminists: These focus their arguements on class analysis. They explain women's oppression in terms of their location in class relation with respect to ownership,

control of production and positions in jobs. Their consciousness is derived from economic positions. They want all barriers that hinder women's participation in the economy to be removed. They encourage women to produce more, get more income and jobs (Collins,2008, Luxemburg,1991).

Black feminist theory: This study was largely informed by this paradigm because it addresses all factors that are at the roots of gender inequality. This movement was started as the key to address factors omitted by the white feminist predecessors on issues regarding black women. Black feminists argued that sexism, class oppression and racism are inextricably bound together. They stated that black feminism entails freedom of all people, since it would require the end of racism, sexism and class oppression. Alice Walker and other womanists indicated that black women's oppression is different from that of white women. Black women are still not liberated because their talent and consciousness is still buried beneath a load of iron, pots and kettle (Collins 1991and hooks,1991).

Their argument is that earlier movements led by the white middleclass ignored the issue of race and class because the two did not affect them. Black women face the same struggles as those of white women, however black women had to address issues of diversity on top of gender inequality. Some of their challenge was to convince fellow black women that feminism was not only meant for white women. Black women are still being encouraged to be bold, fearless and to stand for their rights because those in power ignore them. If women(largely white) are allegedly passive and fragile, then why are black women treated as mules and made to carry out heavy duties? This is the root causes of the devaluation of black women (Collins 1991).

2.16. CONCLUSION

This chapter elucidates the challenges that women are faced with from an international perspective and in Thulamela municipality department of education regarding discrimination. Factors that influence gender inequality within educational institutions are also highlighted. The literature review is done with the hope that it will help stake holders to take informed decisions when engaging themselves on addressing and redressing gender inequality.

Because of the nature of this research and issues under study, the researcher embarked on research that covered a qualitative research methodology. The standardized pattern of doing research was followed. This involved around ethics and rules that enable the researcher and the researched enough freedom and/or space to engage with the topic under study.

This research was informed by a qualitative methodology of data collection. There is a need to be informed about discrimination against women within the department of education in Thulamela municipality. First-hand information from people in the department (of education) and the district was sought. Although the research was based on a qualitative method of data collection, a quantitative method was used when quantifying some of the responses from the interviews. The data collection was guided by the research questions in chapter 1.

It was necessary to employ qualitative methodology because the researcher sought the perceptions, opinions and responses of individuals pertaining gender inequality at workplaces. Creswell (1998) states that qualitative methodology allows a researcher to study things in 'their natural' settings in attempting to make sense of or interpret phenomena in terms of the meaning people bring to them. Merriam (2007) also indicates that qualitative research method is based on people's responses to interventions within their surroundings. Berg (2004) further indicates that qualitative research properly seeks answers by examining various social settings.

RESEARCH METHODOLOGY

3.1. INTRODUCTION

This chapter elucidates the research methodology that the researcher followed and also indicates some of the pillars of qualitative research and quantitative research methodology. Because of the nature of this research and issues under study, the researcher embarked on research that covered a qualitative research methodology. The standardised pattern of doing research was adhered to. This revolved around ethics and rules that enable the researcher and the researched enough freedom and/ or space to engage with the topic under study.

This research was informed by a qualitative methodology of data collection. There is a need to be informed about discrimination against women within the department of education in Thulamela municipality. First-hand information from people in the department (of education) and the district was sought. Although the research was based on a qualitative method of data collection, a quantitative method was used when quantifying some of the responses from the interviewees. The data collection was guided by the research questions in chapter 1.

It was necessary to employ qualitative methodology because the researcher sought the perception, opinion and responses of individuals pertaining gender inequality at workplace. Creswell (1998) states that qualitative methodology allows a researcher to study things in their natural settings in attempting to make sense of or interpret phenomena in terms of the meaning people bring to them. Merriam (2002) also indicates that qualitative research method is based on people's responses to interactions within their surroundings. Berg (2004) further indicates that qualitative research properly seeks answers by examining various social settings

and individuals who inhabit these settings. Consequently, qualitative research design is a feasible method to understand unknown subjects.

3.2. QUALITATIVE AND QUANTITATIVE INTERPRETATION OF DATA

In any research, collected data, all factual information, and human knowledge must be accessible to the researcher as words or numbers. Most authors agree that in real life the social science researcher ends up using both qualitative and quantitative method whether consciously or not. This tells us that it is not easy to stick to one research methodology throughout the research (De Vos, 2001). Qualitative research methodology is also explained as a methodology that deals with data that are principally verbal in nature and quantitative research methodology as the type of methodology that deals with data that are principally numerical. The quantitative research methodology is viewed as the kind of approach in the social science that is more formalized with strict defined controlling measures that need to be followed.

On the other hand qualitative approach is the approach in which the procedures are not as strictly formalized and its scope is undefined (De Vos, 2001). Qualitative research is also labelled as field research, naturalism and interpretative research. This type of research is called field work because most of its data are collected at the residential places of the interviewees. It is naturalist as it is conducted in the natural environment of the respondents. Qualitative research is also viewed as phenomenological because it is also aimed to understand meaning of people's daily life activities. In other words the researcher interacts with those they study. This may mean living or observing the interviewees over a period of time. It was necessary for the researcher to employ qualitative methodology because the researcher sought the perception, opinion, and responses of female and male individuals in Thulamela pertaining to gender inequality at work.

3.3. DATA COLLECTION

The formal procedures for the collection of data was adhered to. The data was collected through observation, interviews of a focused group of female principals and teachers. Almost thirteen (13) people were interviewed, two males and eleven females. As part of the research instrument a tape recorder was used where necessary to capture the views of interviewees. Not all collected data formed part of the final work as some were discarded because they were irrelevant to the research (De Vos 2001).

3.4. DATA ANALYSIS

The collected data was analysed using themes. At the end a conclusion was drawn from the data that emanated from the themes. Data analysis is a way of making sense out of pattern that are in or can be imposed on seats of figures. The research used positive research paradigm which emphasized much on using quantitative research when analysing data.

3.5. RESEARCH DESIGN

The aim of this research is to empower women in Thulamela municipality. The research involved field work and data from literature which is termed 'grounded theory' in which the researcher attempts to derive a theory by using multiple stages of data collection (Creswell 1988). The research was realistic as it concentrated on the real voices of the people. The physical resources of the research were individuals and the study was conducted within the department of education, in Thulamela municipality.

3.6. ETHICAL CONSIDERATION

De Vos (2001) notes that social sciences research is about people and their real life experience. Therefore, confidentiality is necessary to protect their dignity. Those who were involved in the interviews were informed about the anticipated outcomes of the research.

Their privacy was respected and protected. None of the interviewees were forced to be part of the interviews. Emotional harm was avoided at all cost. Before the research was conducted, vulnerable respondents were identified to avoid unnecessary harm. The sensitive information about their personal life (e.g. family life or abuse) was handled with care by avoiding usage of real names of the interviewees.

This research was not conducted for personal or unacceptable political gains, it was conducted for academic reasons wherein the findings were available only to people concerned with the study. There was an understanding between both the researcher and researched (interviewees) that their names would be kept secret. None's de plume (fake names) were resorted to in order to hide the identification of the interviewees.

3.7. SCOPE OF THE RESEARCH

The study was conducted within the parameters of Thulamela municipality. Only one individual conducted the research. The study did not cover the whole of Limpopo, but was able to give us an overview of the department of education as a whole. The interviews did not cover the interns and temporary workers, it focused on 74 permanent staff members; out of whom only 14 were elected. The study was not biased and the field-work was not tempered with.

DATA ANALYSIS AND FINDINGS

4.1. INTRODUCTION

This chapter entails the analysis of the data that was collected in the department of education in Vhembe District. The data was collected from a focus group through interviews to find out the underlying factors behind gender inequalities within the department of education. The data was collected from males and females for the sake of getting balanced views on this research. The data is interpreted by themes that emerged from the interviews. Biographic and demographic -information is presented in a table form.

The following is the summary of information that emerged from people interviewed within the department of Education.

4.2. THE BIOGRAPHIC DATA OF PARTICIPANTS

Age of respondents	Total
19-24	3
28-31	4
36-42	4
43-49	3
Others	

The table above indicates a variety of age groups interviewed. The first age group is the student teachers while the rest are employed by the department of education. This indicates that the collected data covers a wider range of people with different experience in life and in the field.

4.3. MALE AND FEMALE RESPONDENTS

Sex	Total
Male	4
Female	10

The table above indicates that the study embraced different sex groups. This was done to find out how both sexes respond to the issue of gender inequality at work place.

4.4. QUALIFICATIONS OF PARTICIPANTS

Student teachers	3
CS1 Educators	4
HOD and principals	3
Circuit manager	1
Others	3

4.4. PROFILES OF PARTICIPANTS

The study respondents were all employees in the department of education. This was illustrated by the table above where the respondents are from various posts within the institution. This enabled the study to have various views from people in different post levels.

4.5. RESIDENTIAL AREAS OF PARTICIPANTS

AREA	TOTAL
Urban	3
Semi- Urban	3
Rural	5
Semi rural	3

The area of study covers the whole area around Thulamela municipality. Thulamela municipality is comprised of areas that are Urban, Semi –urban, Rural and semi-rural. This was done because some of the ideas and decisions people make are influenced by areas and the environments within which people live.

The following are findings from the interviews from research questions and focused group interviews.

4.6. PROFILES OF PARTICIPANTS

Participant no. 1

Ndaba bridget

Bridget is 20 years of age. She is a first year university student who is studying for a Bachelors degree in Education. She stays in a township and her parents are educated. Her father is the manager in one of the departments within Thulamela municipality, her mother is a professional nurse. They understand the importance of education as far as future of their children is concerned.

Participant no. 2

Mulaudzi Mulalo is 23 years of age. She is from the rural area where most girls drop out of School before they finish their secondary education. She is a university student who is also studying to become a teacher. She had a child at the age of 17 whilst still in grade eleven. She dropped out of school for almost four years. Her parents are not educated and they have little knowledge about education.

Participant no. 3

Baloyi Wisani

Wisani is 20 year old woman and studies environmental science at the University of Venda. She is from a village called Giant Reef. Her father is a pensioner and the mother was never employed. Her elder brother is the one who is assisting her financially in her studies.

Participant no. 4

Mboweni Suzan

Suzan is a 28 year old lady and a Secondary School teacher. Her qualifications are honours in Education management She travels by taxi from village to work every day. Her husband works as a section Manager at Transnet, a railway company in Gauteng.

Participant no. 5

Rambuda Joyce

Joice is a 42 year old woman. She is the head of department at the primary school where she is currently working. Her highest qualifications are Honours in School management and Advanced Diploma in Life Science . Her husband works in the department of Home affairs and social service.

Participant no. 6

Maluku George

Maluku George is a 47 year old man who is the principal of a secondary school. His highest qualifications are BED (Honours) and advanced diploma in Human resource He is from a Town Ship which is developing because of the malls and businesses that are mushrooming on daily basis in the area. He was born in this village and later moved to Township.

Participant no. 7

Mathobo Cynthia

Mathobo is a 34 year old educator at one of the Secondary Schools in the township. Her highest qualifications are BA (UED). Her husband is also a teacher at one of the Schools in the neighbouring villages. She is teaching commercial subjects

Participant no. 8

Muyanalo Johanna

Johanna is a 32 year old cleaner at the district office. Her highest qualification is the matric certificate. Her husband is employed by Thikondeni mine, He usually comes back home on Fridays and holidays and that means Johanna is responsible for all the needs of the family while he is away.

Participant no. 9

Baloyi Mavis

Mavis is a 27 year old cleaner who is in the same department with Johanna. Her qualifications is Matric certificate. She travels for 25 kilometres to work by Bus. Her husband is a Teacher at a local primary School.

Participant n. 10

Rakhulu Betrice

Betrice is a 34 year old cleaner in the same department as Johanna and Mavis. Her qualifications are matric and computer literacy certificate. Her husband is unemployed. He was retrenched for a long time ago and has since been looking for a job. They have three School going children

Participant no. 11

Ranwedi Malvin

George is a 42 year old School teacher in one of the Secondary Schools. He received his Bachelor of Arts degree in Education in 1999. He is married with three children. His wife is a nurse at the local clinic. He is a traditionalist who believes that culture should not be tampered with.

Participant no. 12

Participant no. 12

Chauke Eunice

Eunice is a 45 year old admin officer in the department of education. She received a diploma in Human Resource Management. She moved from the village to a Township some Ten years ago. Her husband works at Thikondeni mine. They have three children.

OF DATA

Participant no. 13

Thitake Takalani.

Takalani is a 33 year old, He is Human resource manager in the Department of Education. His qualifications are a Diploma in Higher Education and office management. He lives in a village which is not far from the township. His wife is a School teacher in one of the primary Schools in the village.

* Gender inequality.

Participant no. 14

Mafhara mackson

Mackson is 47 years old. He is the circuit manager in the Thulamela Municipality. He obtained an honours degree in Human Resource Management about fifteen years ago. He presently resides in a township. He was originally a teacher when he later got promoted to a circuit manager position.. His wife is a school teacher.

Participant no 15

Luvengo Betty

He is 39 years old, he is the financial accountant in the Department of Education who reside in the township. He travel by public transport. His wife is qualified as basic ambulance assistant but she is currently not employed.

Participant no 16

Dikobe Maryjane

She is 26 years old he is the school teacher who live in one of the villages around Thulamela Municipality. Her husband is a police men in Makhado district

4.7. THEMES THAT EMERGED FROM THE INTERVIEW AND INTERPRETATION OF DATA

- * Male domination in the selection of managers and senior personnel.
- * The role of media.
- * The curricula issues and leadership at school.
- * Culture and its short comings.
- * Allocation of duties.
- * Gender inequality.
- * Case of gender inequality within the department of education.
- * Culture and perpetuation of patriarchy.
- * School as contributing factor in gender inequality.

4.6.1. Male domination in the selection of managers and senior personnel

Brigget, Wisani and Mulalo are friends who study at the same university. The three were interviewed as a group. They all are in agreement that their municipality is literally controlled by men, and that they are the only ones occupying strategic positions of power. Therefore, they want to start early by de-bunking the myth of male superiority by involving themselves in student politics at the University of Venda. Mulaudzi Mulalo indicated that teen pregnancy also distracts girls from their studies and they mostly lose interest in their studies because of problems they encounter as young single mothers. After giving birth her parents told her that

because she decided to be an adult; she must go and look for a job in order to support her child. But after two years they decided to send her back to School. She considers herself lucky simply because most of the girls in her village do not return to School after their pregnancy.

Mulalo said women and girls are not encouraged to be educated in their village. They prefer women to stay at home to take care of children and family members. She said that most men in the village believe that working women disrespect their husbands. Because they can support themselves, they see no need to be submissive to their husbands. In this village men are regarded as future leaders and women on the other hand are regarded as a weaker sex and vulnerable to problems. According to the three students, women are not interested in being promoted to senior positions because they have witnessed rejection from their male counterparts. They also have fear of being leaders were there is a huge number of male employees because in most cases men do not take orders from them.

4.6.2. The role of the media

The three interviewees agree that media has an influence on issues relating to gender inequality at work place. They say that most programs portray women as weak and vulnerable to men. They show women being unable to live alone without men. The media also perpetuates this stereotypes by constantly showing movies that almost everyday, show men to be a conquering species when women are playing a subservient role. Most movies show men as presidents of the countries, chief executive officers, managers and most positions that need responsibilities. That sends a negative message about women.

4.6.3. The Curricula issues and leadership at schools

The three ladies agreed that most women study further not necessarily for upward mobility, but to make sure that they retain their jobs until retirement age. Bridget pointed out that from

her previous experience as a student, curricular issues were dealt along gender lines. Subjects such as Mathematics was meant to be the domain of men. The history that is largely learnt is that of great Kings and struggle heroes. Little, if not nothing, is taught about the great queens and heroines of the liberation struggle.

Suzan indicated that women are not interested in becoming principals in many schools. They can also be their own enemies when it comes to promotions. Most of them would rather nominate a man to become the head, instead of a woman. This, according to her, stems from the culture of patriarchy where women have been made to psychologically accept their inferior positions in the community.

She further said that if they are elected, most of them must first get permission from their husbands before accepting their positions. The village where she stays is not yet electrified. Women are therefore forced to go the bush to collect firewood so that they can cook for their families while men are home lazing around. She is personally not dreaming about becoming a principal because of the patriarchal challenges that comes with this burden.

Schools, according to her, perpetuate inequality. She has noticed how boys and girls are socialized according to their gender and offered different chores to fulfil. Boys would be told to arrange furniture, clean windows and water the garden while girls are made to cleaning or sweep the floor. In her School the position of class monitor and a representative council is dominated by boys year after another.

Joyce indicated that most senior positions in Thulamela municipality are occupied by men because they are politically connected and active. This puts them at an advantageous position. She indicated that few women engage themselves in political and community structures. Lack

of leadership experience by women disadvantage them because during the interviews, panel members usually are intrigued by one's participation in community affairs (what is often referred to as Community Engagement). Men usually score higher in this regard.

She indicated that at school both boys and girls prefer to nominate male learners as their leaders and the schools never challenge such behavioural pattern. Boys in this regard grow up with confidence and find it easy participating in leadership roles in the future. She also indicated that media also plays a role as far as gender inequality is concerned.

George indicated that there are few women who are highly educated and skilled to become managers and/or principals of schools. This has been perpetuated by the culture of subservience and male domination over so many years. However, he acknowledges that more women are now braking the chains of patriarchy as more of them are attaining higher education. He indicated that the reason why there are few women who are on senior positions in public and private sectors is caused by few number of women who compete for those posts. He indicated that things might change in the coming generations. Most women in his village are illiterate which reduce the percentage of women who qualifies to apply for employment.

4.6.4. Culture and its shortcomings

Culture especially in the rural areas also plays a major part in gender inequality at work place. He further pointed out that during his schooling days there were few girls who were supported by their families to complete their secondary education. Most girls were married before they finish their schooling and their husbands never allow them to go back to School. According to elders in the village they want girls to get married on time so that they may see their grand children. At his School where he is the head master most girls' challenge is to return to school after giving birth. Some return to School after a year or two, but some never

return because they have to look after their babies. He indicated that School as an institution also contributes to gender discrimination because they do not encourage girls to be leaders in various structures within the School. You might find out that out of five grades only one or none has a girl as a class monitor. Cleaning also cause a problem because boys do not understand the concept of cleaning, and usually schools do not intervene to remedy the situation. Boys grow up with leadership confidence while girls grow up as just but followers.

According to George women are reluctant to contest for senior posts because they are not sure if they can make it through interviews. They have realised that most senior posts at Schools are occupied by males. Another reason is that women want to be leaders at primary Schools. They are afraid to lead at Secondary Schools because they will be dealing with many male teachers and grown-up students.

Cynthia said that there is gender inequality in the department of education because many women do not want to challenge the status quo in as far as gender discrimination is concerned. In as far as Mathombo is concerned, there are many women than boys at primary school. But what is surprising is that men end up leading even if they are not in the majority. She indicated her advantage is that her class have few learners so it is easy to distribute duties amongst them. She indicated that she is not dreaming of applying for a senior post because she might not fullfill its requirements as she is a woman. When presses further to explain, she said that it is a common knowledge that women leaders are not fully respected as men leaders. This, according to her, is more of a cultural thing. At home she experienced gender division of labour. Her brothers never helped her with any household chores. They always went out with the cattle during weekend, and came back late during the night. They both grew up doing this and accepted it as a male domain. She also grew up knowing that a woman's place is in the kitchen.

4.6.5. Allocation of duties

Mafara indicated that during her School days boys were instructed to clean the school yard using garden tools while girls were cleaning classes and toilets. Boys were chosen as class monitors while girls controlled the cleaning aspect. She was also critical of the media, indicating that it plays a role in portraying women as sex objects rather than hard working and intelligent.

Johanna, Mavis and Betrice are cleaners in the department of Education. According to these three participants, they are the only ones responsible for the cleaning, and all of them are women. The overall number of cleaners is seven. Males who were employed together with them are working as messengers and drivers of state vehicles that transport mail from districts and circuits. The cleaners do not have any place reserved for them to rest during lunch or between their cleaning time. On the other hand males stay in their cars or in reception areas. This ill-treatment, according to them, is perpetuated by the department. The three cleaners indicated that it is males who have the chance to be promoted, and are often given office work and comfortable posts. The authorities do not bother consulting the women when it comes to matters of promotions. They just promote people unilaterally without consultations. Betrice further accused cultural stereotypes which are responsible for gender discrimination. She indicated that even though her husband is always around at home he never bothers to help her with household duties. He was raised to think that he is the provider and leader of the family. He is presently not comfortable in the fact that his wife is the one who is presently financing the family. She also said that she was born in the family of four children (three girls and one boy). Her father used to tell them that their brother is the one who will be the heir of his surname and assets. He should therefore be respected.

The participants were in agreement that the allocation of duties in most cases takes the form of gender, and that institutions of learning should also be blamed for perpetuating gender stereotypes.

Malvin believes that gender inequality at work place is influenced by lack of experience in leadership positions on the side of women. According to George; a lot of women do not want to engage in extra activities that demands them to stay at work after hours. Their reasons are that they have to go home and prepare for school uniforms for the kids and to cook for their families. This definitely has a negative impact in gaining respect at their work places. men always avail themselves. That is why they are promoted.

He further argued that it is not so easy to get rid of the old stereotypes, and that patriarchy is deeply embedded in the psyche of our people, and this is no different in the Thulamela municipality either. Men in this municipality are still considered as heads of their families.

Malvin also indicated that history books at school portray only men as our liberators, and ignore the contributions made by female activists such as Lilian Ngoyi, books that still praise men as the ones who brought democracy in South Africa. As he continues he said that girls are not encouraged to take leadership at School structures like Learners Mrs. Sisulu and the others who fought for the liberation of South Africa from oppressive rule. Boys lead in most School structures and that gives them more confidence to be future leaders than girls.

He pointed out that even though women upgrade their education, they lack leadership experience that must start from community structures. Most senior post requires previous leadership experience. Women are generally pre occupied by work that they must do at home. Most of them are not actively involved in politics and this hinder them chance to be deployed to the senior posts by the organisation.

Chauke Eunice believe that as long as women are taken for granted by their husbands and the community at large, gender equity and parity will remain a pipe dream. They also reiterated that the way boys and girls are raised contribute differently to their roles later in life. The confidence to face new challenges differ greatly between boys and girls. Eunice pointed out that she feels comfortable in her position as an administration officer. What she yearns for is for the department of education to consider her experience and upgrade her salary. She is not interested in positions that will demand more work that sometimes need extra working hours. She indicated that she grew up as a humble girl who was taught to be submissive to her future husband during her traditional initiation to adult hood. The community around Thulamela prefers physically strong leaders who will keep discipline and maintain order, especially at Schools. Women usually upgrade their qualifications but their challenge is that most of them are afraid to lead the team of both men and women.

This was corroborated by Gladys when she said that during her Schooling years, boys and girls were treated differently by the School. Boys were not allowed to clean classes and toilets. It was the duty of girls to do that. Boys were supposed to clean the windows and to do gardening. Class representatives were older boys who were said to be good in discipline. Girls were considered too weak to leaders. Media also contribute on gender inequality because in most cases women are show as dependant to their husband and on the other hand men are shown as leaders in most movies and soapiest. Women are indirectly taught not to dream seeing themselves as leaders in the future.

4.6.6. Gender inequality

Takalani indicated that gender inequality at work place is a persisting problem that is ignored by the stake holders. The rate of inequality is alarming within the public sector. More males

are in senior posts than women. Men are in control. Even during interviews they are mostly chairpersons. The School governing committees are dominated by men. These are people who recommend who must occupy senior posts. In such instances men have more chance to be employed than women. . . His circuit managers are all males. He indicated that the number of male principals at secondary schools is higher than that of females by far. The number of Takalani is from a rural village which still clings to patriarchal practices. She also reiterated the sentiments of the other interviewees by saying that men are seen as the head of the family and society at large. Boys are raised up with the intention of preparing them to be leaders. Girls duties are similar to those of their mothers. Girls are taught to be submissive to their future husband. They are told that men are there to protect them and support them financially so there is no need for women to go and work. This kind of practice influence low interest of women on top positions. Societies need to be educated for the sake of change. Politics also plays a role on gender inequality at work place. According to Takalani most women are not politically active. The reason is that politics need a lot of commitment and sacrifice of time for meetings and other activities. Such activities cannot correspond with commitment women have to their families. The unavailability of women on politics makes it impossible to be deployed on some top positions. Such practice increase number of men on top positions. . . is the most contributing factor to gender discrimination. Girls are invisible in the leadership School as the institution that prepare children for their future need challenge the issue of gender inequality. School as institution mostly carry on with the culture practiced in that society and the country at large. In most cases boys are preferable candidates for any leadership position within the institution while girls can be additional members in any committee. Boys bully girls within the School simply because the society raised them as if they are better than girls. The submissive character of girls make sometimes to sacrifice success of their careers and concentrate on jobs that are accepted to women. Most women do not apply for the senior post because of challenges that goes with them. They mostly do not

want to lead men because they say men in most cases do not take instructions from female leader with easy.

According to respondents, the two tribes have the history of patriarchal practices. Within the

Mackson indicated that in his circuit managers are all males. He indicated that the number of male principals at secondary Schools is higher than that of females by far. The number of female students is higher than that of boys at primary and secondary level. At the tertiary level, boys complete their programs than girls. According to Mackson more males become available for employment than girls. Mackson indicated that there is still more to be done to promote gender awareness within the department. He pointed out that there is no gender section which directly deals with gender related issues. Most job advertisements indicate that disabled persons and women are encouraged to apply. However, shortlisting of relevant candidates is usually done by men.

He pointed out that girls need to be educated on issues related to sex so that they may finish their education without falling pregnant.

4.6.7. Causes of gender inequality within the department of education

Most of the respondents indicated that lack of experience by women in leadership positions is the most contributing factor to gender discrimination. Girls are invisible in the leadership positions at Primary, secondary and tertiary School level. On the other hand boys dominate in these positions at all levels because they are readily available for them. The lack of experience in management on the part of women disadvantages them to be leaders. At the core of this problem is the lack of gender mainstreaming in most of the units within the Vhembe municipality.

4.6.8. Culture and the perpetuation of patriarchy

Thulamela municipality is mainly populated by Venda and Tsonga speaking people. According to respondents, the two tribes have the history of patriarchal practices. Within the society males are generally regarded as better leaders. It is indicated that women are invisible in the leadership of different community structures like street committees and policing forums. Communities around Thulamela mostly elect males as their leaders. They feel safe and comfortable under such leadership. Most women refrain from taking up leadership positions because of fear of reprisals from men.

4.6.9. Schools as contributing factors in gender inequality

According to respondents, Schools also play a major role in the perpetuation of patriarchy. The cultural beliefs that suggest that women are second class citizens and inferior to men, continue to play a part in the systematic marginalization of women. In the Thulamela municipality most governing bodies are under the leadership of males, this means they have an influence on any decision that is crucial in the mainstreaming of gender issues. Governing bodies which are dominated by men have the final say on who and what gender must dominate all the posts in the municipality and the Schools.

4.6.10 Summary of findings

South Africa tried to achieve gender parity in schools but still there is huge gap in the work place. The country is still faced with social challenges connected to gender discrimination. Women still lack opportunities to negotiate and participate in decision making process in home and communities. The continuing situation of gender inequality and gender based discrimination may be connected to the fact that gender norms, roles and practices are deeply ingrained in people's lives and it need more effort to go beyond gender parity goals and aim to address challenge both established mind set and structural injustice between men and women.

In order to achieve it is important to know the cultural, historical, traditional and religious framework that contribute to the social construction of gender in the society.

5.1. INTRODUCTION

This chapter bring together issues that have emerged from the findings. Findings are elaborated in line with the objectives and research questions of the study. These are then related with the literature and the content of the research. The study set out to consider the following objectives:

- * To probe gender awareness strategies in the achievement of gender equity within the Department of Education in Thulamela Municipality;
- * To explore options that can be considered for the promotion of women in the Department of Education in Thulamela municipality;
- * To determine strategies that can be used to promote awareness within the Department;
- * And to assess and analyze factors that are influencing gender inequality within the Thulamela Department of Education.

5.2. OPTIONS THAT CAN BE CONSIDERED FOR THE PROMOTION OF WOMEN IN THE DEPARTMENT OF EDUCATION

In relation to options that can be used to promote women to higher positions within the department, the study established that there are no clear ideas at hand that can be used to close the gap that exists between men and women in the department. The study emphasizes that in the Thulamela region, women are in the majority in the teaching profession. This number is being influenced by the fact that pre-school and primary education is seen as a terrain for women. Parental care is expected to be carried out by women because of the gender roles that are ascribed to men and women. (see Wolf 2003, Hill-Collins 2004 and Hooks

DICUSSION

5.1. INTRODUCTION

This chapter bring together issues that have emerged from the findings . Findings are elaborated in line with the objectives and research questions of the study. These are then related with the literature and the content of the research. The study set out to consider the following objectives:

- * To probe gender awareness strategies in the achievement of gender equity within the Department of Education in Thulamela Municipality,
- * To explore options that can be considered for the promotion of women in the Department of Education in Thulamela municipality,
- * To deetermine strategies that can be used to promote awareness within the Department,
- * And to assess and analyse factors that are influencing gender inequality within the Thulamela Department of Education.

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2007). However, the contradiction is that males are still dominating higher positions in this field. Another disconcerting factor is that the department is still using some of the text books that encourage gender discrimination by portraying males and females as two opposing or different people. The findings discovered that the department is not doing enough to prescribe, encourage and introduce books that are free from any element of gender discrimination. The reason is that the present curriculum allows schools to make their choice on the books that they think can help them in their different learning areas. Because of this choice, schools end up prescribing their own books without closely studying if these conform to the patriarchal school of thought or not.

The equity laws that promote equal employment opportunities between women and men are not followed when it comes to promotions of staff members within the education sector. What is most worrisome is that the department is quick to assign men to senior positions within the department in spite of the fact that women constitute more of the workforce in this discipline. The impression gathered is that women are not suitable for leadership positions. School governing bodies that have the powers to promote staff members to senior positions; have been found wanting when it comes to the implementation of gender equity laws. This is because of the fact that these bodies are dominated by males.

The study is also of the opinion that the United Nations millennium goal of 2003 should be encouraged especially if we would like to see the implementation of the 50/50 gender parity in this discipline or sector (for more information, see the United Nations Department of Public information, 2000).

The strategies of the United Nations Department of public information recommends, inter-alia, the following in order that there can be gender mainstreaming in most institutions:

*To strengthen opportunities for post- primary education for girls while at the same time meeting commitment to universal primary education. Women promotion at work place starts from what they are taught and encouraged to do especially during their first two grades of learning. Schools are therefore encouraged to offer scholarships that are meant for girls so as to instil within them, a sense of self-worth.

Girls must not fail to attend schools simply because of the distance of most learning institutions which are far from their communities, as witnessed by most schools in the Thulamela municipality. Most secondary schools in the Thulamela Municipality are far from villages and this makes girls more vulnerable to attacks. As a result, they end up dropping out of schooling. This implies that more boys finish primary school and even secondary schools at a higher rate than girls. It is important that girls are encouraged to study further so that they may be suitable for promotion based on the level of their education.

* In as far as guaranteeing their sexual and reproductive health and rights, girls must feel comfortable at school. For instance, girls must not absent themselves from school during their menstrual cycles simply because they lack support during schooling hours.

The study further established that most women are hindered to apply for promotional posts that are far from their homes because of their household duties they render after work. Most women in the Thulamela municipality still walk distances to collect water and fire wood and such duties are onerous and very taxing to women. The commitment by government to improve infrastructure and other service delivery programmes like the offering of clean water, electricity, transport and sanitation in most of the villages. This will increase women's chance of employment and training instead of travelling many kilometres to fetch water and wood. Such interventions will go a long way in encouraging women to take leadership positions in the future as they shall have spared most of their time to learning and educating themselves.

women and as an asset for men. Men always receive first preference in leadership positions

By eliminating gender inequality in empowerment by decreasing women's reliance on informal employment, and closing the gap in earnings will ensure that women are brought back into the economic mainstreaming. The study also concludes that women must be discouraged to rely on informal employment and instead, they should be encouraged to enrol study for certain careers that will give them the chance to be promoted. There is also a recommendation that the government should increase the number of women's seats in national parliament and local government bodies. This will give women a sense of empowerment and belonging.

The study further established that countries that do not have a higher number of women in parliament and local bodies are less egalitarian and less democratic. It was discovered that women are encouraged to occupy higher positions and to lead only if the government plays a role in encouraging this. If women could play a leading role in women's empowerment, then they will eventually be the ones who should determine their fate.

The study is of the opinion that there is a higher number of women abuse rather than women empowerment all over the world and South Africa in particular. Most of this violence is perpetrated by men. Women can therefore not discharge their leadership authority in full. They feel vulnerable to men even after work. The study discovered that gender balance within the department of education still remains a daunting issue.

This should also include the dissemination of pamphlets, news about gender on the

5.3. GENDER AWARENESS WITHIN THE DEPARTMENT OF EDUCATION

The results from the study indicate that there is no proper programme in place that can be followed to ensure that all people are aware that males and females are equal. Thulamela municipality is still patriarchal. There is still the belief that men must receive special treatment to that of women. Chapman (1986) indicates that men and women are not treated equally at work place even if they have the same qualifications. Some regard gender as a liability to

women and as an asset for men. Men always receive first preference in leadership positions even if they are in professions dominated by females. Women in most professions are a target for retrenchment. Lack of recognition and enough representation of women in higher decision making bodies (including unions) within the Department of Education is not only unfair, but leads to incomplete understanding of how gender mainstreaming must be incorporated in many institutions. Therefore it is of utmost importance to have programs of gender awareness that must start from schools and include all sections of our institutions. All stake holders must be made aware that women are equally capable as men.

The study suggests that women who are aware that they are discriminated against should rise up against this practice. Jenner et al (2009) indicate that some of the gender discrimination at work reflects the existence of two related phenomena which are glass ceiling and glass escalator. This means that women can be promoted to a certain level but they cannot go beyond it. Men should be inundated with calls from the gender activists to include issues of gender in all of our curricula at school. This will bring about good awareness in our society, regarding gender mainstreaming.

The media can also be used as a tool for gender awareness information. Television as the most liked tool of information, can be used as a mechanism to educate people about the importance of gender. This should also include the dissemination of Pamphlets, news about gender on the radio, as well as internet and newspaper stories about gender.

5.4. GENDER INEQUALITY IN THE SOCIETY AND INSTITUTIONS OF LEARNING

The results that emerge from the study indicate that there are a number of underlying factors that need to be addressed in the process of addressing gender inequality at work place. The first

suggestion is to influence stakeholders to rally together on issues pertaining gender mainstreaming.

The study unearthed that some of the study materials used by various schools are still distributed based on gender. The treatment of boys and girls in most institutions of learning is not the same. A few secondary schools in the region have ladies soccer clubs and the rest of the schools still prefer netball for girls. The study further discovered that most girls from villages do not complete their secondary Education. For the school to serve as a catalyst of change in gender inequality, the government must propel the educational system towards an educational system that serves as the vehicle for transforming attitudes, beliefs and entrenched social norms that perpetuate egalitarianism and inequality.

The study further unearthed that the family is the most contributing factor based on how children are raised right from birth. Most families in the Thulamela Municipality encourage their children to play with the peers who are of the same sex and also expect them to behave in accordance with their gender. Unfortunately adults guide their children into gender roles that are deemed appropriate in our society. Families shape the characteristics of boys and girls and this serve as preparations for them to enter the world of work and establish their own families for procreation. These young people enter schooling with developed definitions of masculinity and femininity and informed views of appropriate gender roles. This is in line with the findings by Stockard (1990) that children at elementary schools around the world will reflect different gender roles that are influenced by cultural background of their families. The study established that some of the reasons for differences in educational attainment between the sexes are the attitude and expectations of girls towards work, marriage and the future in general. The families under patriarchal societies like those under Thulamela, see girls as a source of income through marriage at a later stage. Some of the girls see marriage as their source of income, thus the escalating level of dropout from school in large numbers. This ultimately leads to the gender

inequality gap we witness at the Department of Education. The study is of the opinion that the society through education on gender inequality awareness, can reinforce positive values to girl-children.

The Media was also seen as a contributing factor to gender inequality. The study established that media have influence on both children and adults. The media has gradually taken over most of the socialisation work that was the responsibility of parents and the school. Parents are allowing the media to influence their children. Many Feminist activists worry about the reading materials at schools, on billboards, advertisement, women magazines and adverts on TV that show gender insensitive materials that portray women as second class citizens and sex objects (Thompson, 1989). The study suggests that change will be brought about by the intervention of government and the society at large, for the full advocating of gender rights.

Marriage and passage to adulthood has deep rooted gender inequality practices that are still practiced to date. The bride price (lobola), though a symbol of pride to many cultures, can be used to bind women to their new homes, for purposes of subordination instead of a symbol bringing the families together. Other traditional games such as Mahundwane can be wrongfully used to perpetuate gender stereotypes. This is a game where girls are taught to be good wives and boys as providers of their wives (Benson, 1979).

Politics, according to the study, can also be an agent of gender inequality. The study established that the structure of society that was created by the apartheid government discriminated women from participation in the economy. Men had the opportunity to be trained and educated because they were seen as the bedrock of the economy. Women and children were not allowed in urban areas because they are said to be dependents that cannot provide any service.

The denial of women on access to education, training and employment, only serves the purpose of relegating them to second class citizenship in our country (Thobejane,2012). The

government is obliged to make a smooth path for women's entrance in the economy of the country so as to achieve gender equality.

5.5. CONCLUSION AND RECOMMENDATIONS

Doing research and listening to the remarks made by the participants was so enlightening, especially at a time when the South African government has set itself on a collision course with sexual oppression and vowed to stem the tide of gender inequality both at work and at home. The research discovered that identities at work place are highly chosen and actively used. It is true that South Africa is still battling with the legacy of apartheid rule. However, it is equally disturbing that this particular struggle was emphasizing an anti-colonial rhetoric and democracy without taking into consideration other forms of oppression such as patriarchy and gender marginalization. Men have internalized the notion that they are superior to women. This has been proven by the outcome of the conversations with the participants. The case of the Vhembe municipality clearly spells out the need for future research in other municipalities in as far as gender mainstreaming is concerned. It is obvious that women in this municipality are under-represented. Of course it will take ages before Male seniors can come to grips with the idea that gender is just but a social construct, and that every individual is capable of strong leadership. The data collected from the participants point to the fact that almost 90% of men are still holding positions of power in the Vhembe municipality, and that only 20% of the women have been considered for senior positions. This is in line with what the literature has emphasized regarding gender oppression (See Thobejane,2012,Collins 1990, and Hooks ,1994). However, their appointments to these senior positions are questionable as some of them are viewed as mere tokens within the status quo. For this situation to change there has to be an overhaul of the system of patriarchy not only in this municipality, but in the country and the society as a whole.

We can discern from the contributions made by participants that gender inequality is a persisting problem in the Vhembe municipality. Women are still under represented. Politics and archaic cultural practices may play a major role in gender stereotypes.

There is a need to educate people on the issues of gender inequality. It must start early while children are still at School. Life Orientation must also deeply address the issue of gender inequality as it will help to eliminate gender bias and only men being at the helm of leadership. Girls and women need to be encouraged to have self confidence. Data indicates to us that even educated women are still bound behind cultural chains that depict them as weak vessels, care givers and kitchen maids to their husbands.

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This is a research instrument that was used to underlying the practices that influence gender inequality at workplace in the department of education. Data accruing from this interview schedule helped in coming with informed decisions pertaining to the curbing of gender inequality at work place.

Appendix A

Name of University	University of Venda
Date of interviews	

Appendix B

Name of respondent	
Age	
Gender	
Marital status	
Formal education	
Occupation	
Tribality	

Questions:

RESEARCH TOOL

QUESTIONNAIRE

This is a research instrument that was used to underlying the practices that influence gender inequality at workplace in the department of education. Data accruing from this interview schedule helped in coming with informed decisions pertaining to the curbing of gender inequality at work place.

Appendix A

Name of University	University of Venda
Date of interviews	

Appendix B

Name of respondent	
Age	
Gender	
Marital status	
Formal education	
Occupation	
Ethnicity	

Questions:

What do you think is the cause of gender inequality especially within government structures?

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.....

.....

What are your views regarding culture and gender in the Thulamela Municipality?

.....

.....

.....

.What do you think are the causes of gender discrimination in managerial positions?

.....

.....

.....

.Do you think the media has any influence in gender inequality and the perpetuation of stereotypes on women?

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.....

.....

Are women doing enough to upgrade themselves educationally?

.....

.....

.....

What is the percentage of catolles from the

Is there any role played by the family that can influence gender inequality?

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

What are the criteria for selecting school managers?

What is the contribution of the school curriculum to gender mainstreaming?

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

Are there gender equality and diversity considerations?

Are women encouraged to apply for senior posts?

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

Is there any need for gender mainstreaming?

SECTION B

FOR CIRCUIT MANAGERS

What is the criteria for choosing managers at School?

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.....
.....

What is the percentage of enrolled female students in comparison to males?

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.....

.....

What are the efforts of the government towards promotion of gender equity?

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Are there gender units that address disparities in your department?

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.....

.....

Is there any need for gender awareness within the department?

.....

.....

.....

Are there interviews procedures that are followed when conducting interviews?

.....

.....

.....

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