

2002

Promotion and female PDHPE teachers in the NSW DET

Lisa Newham
University of Wollongong

Follow this and additional works at: <https://ro.uow.edu.au/theses>

University of Wollongong

Copyright Warning

You may print or download ONE copy of this document for the purpose of your own research or study. The University does not authorise you to copy, communicate or otherwise make available electronically to any other person any copyright material contained on this site.

You are reminded of the following: This work is copyright. Apart from any use permitted under the Copyright Act 1968, no part of this work may be reproduced by any process, nor may any other exclusive right be exercised, without the permission of the author. Copyright owners are entitled to take legal action against persons who infringe their copyright. A reproduction of material that is protected by copyright may be a copyright infringement. A court may impose penalties and award damages in relation to offences and infringements relating to copyright material.

Higher penalties may apply, and higher damages may be awarded, for offences and infringements involving the conversion of material into digital or electronic form.

Unless otherwise indicated, the views expressed in this thesis are those of the author and do not necessarily represent the views of the University of Wollongong.

Recommended Citation

Newham, Lisa, Promotion and female PDHPE teachers in the NSW DET, Doctor of Education thesis, University of Wollongong - Faculty of Education, University of Wollongong, 2002. <https://ro.uow.edu.au/theses/974>

Research Online is the open access institutional repository for the University of Wollongong. For further information contact the UOW Library: research-pubs@uow.edu.au

NOTE

This online version of the thesis may have different page formatting and pagination from the paper copy held in the University of Wollongong Library.

UNIVERSITY OF WOLLONGONG

COPYRIGHT WARNING

You may print or download ONE copy of this document for the purpose of your own research or study. The University does not authorise you to copy, communicate or otherwise make available electronically to any other person any copyright material contained on this site. You are reminded of the following:

Copyright owners are entitled to take legal action against persons who infringe their copyright. A reproduction of material that is protected by copyright may be a copyright infringement. A court may impose penalties and award damages in relation to offences and infringements relating to copyright material. Higher penalties may apply, and higher damages may be awarded, for offences and infringements involving the conversion of material into digital or electronic form.

**PROMOTION AND FEMALE PDHPE
TEACHERS IN THE NSW DET**

**A thesis submitted in partial fulfilment of the requirements of
for the award of the degree of**

DOCTORATE OF EDUCATION

from

THE UNIVERSITY OF WOLLONGONG

by

LISA NEWHAM

FACULTY OF EDUCATION

2002

***One can never consent to creep when one feels an
impulse to soar***

(Helen Adams Keller, 1880 - 1968).

DECLARATION

This thesis is submitted in accordance with the regulations of the University of Wollongong in partial fulfilment of the requirements of the degree of Doctorate of Education. The work carried out in this thesis was carried out by myself and has not been submitted to any other university or institution.

Lisa Newham

2002

ABSTRACT

The purpose of this research is to investigate career and promotional opportunities of female teachers of personal development, health and physical education (PDHPE) in the New South Wales (NSW) Department of Education and Training (DET). This research firstly established that there was a disparity between promotion positions for women and men in the NSW DET and that this disparity was significant. Secondly the research clearly identified a number of barriers to promotion women in PDHPE in the NSW DET.

In 1979 a report published by the NSW Anti Discrimination Board predicted that by 1990 there would be no women principals in secondary schools, even considering the arrival of anti discrimination legislation. Whilst this is not the case it does however indicate a legitimate claim for concern in relation to promotion and women in NSW secondary schools.

The participants in this study were male and female teachers whose background was in the key learning area (KLA) of PDHPE in NSW DET secondary schools, district offices, curriculum directorate, state offices and board of studies. PDHPE itself is an area which may be considered to be marginalised and therefore women in this area have factors to contend with that are peculiar to this KLA.

The data collection and analysis drew largely on quantitative methods and also involved open questions which allowed for some supporting qualitative information. The main tool of data collection was a comprehensive questionnaire. Archival data was also collected from the NSW DET and the Australian Bureau of Statistics (ABS), and information and data from the literature and other research were also used. The main type of analysis involved percentage comparisons and chi square and qualitative analysis involving identifying themes and trends which supported the quantitative information.

The study found that there was a significant difference between the number of male and female PDHPE teachers in promotion positions within the NSW DET. A number of predisposing factors of women who had gained promotion was identified including that they were less likely to see child care, child rearing and family duties as an issue for them and less likely to be the primary carers of children. They were predominantly permanent full time workers, less likely to believe they had the same chances for promotion as men, less likely to be married than men and more likely to gain promotion at a younger age than men.

By investigating this area, recommendations have been made in relation to ways and means of breaking down the barriers to promotion for women in teaching generally, and more specifically for those women who teach in the marginalised KLA of PDHPE. This research, while being specific to the NSW DET, may in fact be useful for other educational bodies, in other states, and in other countries, as there is likely to be common ground amongst institutions and systems.

ACKNOWLEDGEMENTS

I would like to express much appreciation and gratitude to my supervisors for their invaluable assistance throughout this whole process. Dr Jan Wright for her steady guidance and nerves of steel throughout this often trying experience, and for being a wonderfully approachable supervisor with great knowledge and insight. Dr Paul Webb for his valued input, particularly in the area of quantitative research, and also for his ongoing encouragement and positive attitude towards a sometimes very stressed individual. To the statistics department, particularly Dr Ken Russell and Dr Pam Davy, for their specific statistical expertise.

Thank you to my work colleagues for their support, particularly Ann Rattey for the loan of an extremely useful book and the continued encouragement, John Welton for his constant words of support, and Bob Murdoch for his sustained advocacy and interest. To Vicki Hutton who took the time out to read bits and pieces and always supplied positive feedback.

To all those participants who took time out their very busy schedule to complete the questionnaire, your words have not been lost and your generosity has been gratefully noted.

And finally, to all my family, especially mum and dad, whose active interest has been priceless, and who are a constant source of inspiration, I extend my eternal thanks.

TABLE OF CONTENTS

	Page
ABSTRACT	iv
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	vii
LIST OF APPENDICES	ix
LIST OF TABLES	x
LIST OF FIGURES	xiii

CHAPTER 1. INTRODUCTION

1.1. Background / Rationale	1
1.2. Purpose of the inquiry	4
1.3. Research questions	5
1.4. Significance of the problem	6
1.5. Limitations	7
1.6. Key terms / Definitions	8
1.7. Summary	9

CHAPTER 2. REVIEW OF THE LITERATURE

2.1. Overview	10
2.2. Feminist theory, education and physical education	10
2.3. Careers, women and men and society	24
2.4. The history of teaching and womens' place in that history	30
2.5. Career paths, promotional opportunities and explanations about female teachers careers	35
2.6. Careers and promotion opportunities for PDHPE teachers	46
2.7. Careers and promotion opportunities for female PDHPE teachers	48

CHAPTER 3. RESEARCH DESIGN AND METHODOLOGY

3.1. Overview	53
3.2. Methodology	54

3.3. The subjects	56
3.4. Data collection	57
3.5. Data analysis procedure	60
3.6. Validity and reliability	64
CHAPTER 4. RESULTS	
4.1. Introduction to results	67
4.2. Establishing the case	68
4.3. Demographics of the study	72
4.4. Promotion positions	78
4.5. Factors influencing promotion from respondents view point	105
4.6. Conclusion	116
CHAPTER 5. DISCUSSION	
5.1. Overview	119
5.2. The issues	119
5.3. Recommendations	128
REFERENCES	133
APPENDICES	146

LIST OF APPENDICES

- APPENDIX A PDHPE Teachers' Promotion Questionnaire
- APPENDIX B Cover letter to respondents - An investigation into the career paths and promotional opportunities of PDHPE teachers in the NSW state secondary education system
- APPENDIX C Cover letter - Attention: Principal / DSI / Director
- APPENDIX D DET bulletin position criteria
- APPENDIX E DSE research approval
- APPENDIX F UOW ethics approval

LIST OF TABLES

	Page
Table 4.1: DET secondary teachers: Gender by status level of full time teachers.	69
Table 4.2: Part time teachers: gender by status level of part time (non casual) teachers.	70
Table 4.3: Personal profile of respondents - age, gender, relationships, children.	73
Table 4.4: Work profile of respondents - place of work, employment status, years working for the DET, continuous employment.	73
Table 4.5: Qualifications of respondents - graduate qualification, pre service training, post graduate study.	74
Table 4.6: Personal profile of respondents, by gender.	75
Table 4.7: Work profile of respondents, by gender.	77
Table 4.8: Qualifications of respondents, by gender.	78
Table 4.9: Respondents in promotion and not in promotion-by gender.	79
Table 4.10: Type of employment, by promotional status and gender.	81
Table 4.11: Supportive partner, by promotional status and gender.	82
Table 4.12: Respondents in promotion positions and school attended.	87
Table 4.13: Respondents not in promotion positions and school attended.	87

LIST OF TABLES cont'd

	Page
Table 4.14: Degrees by gender and total, of those in promotion positions.	88
Table 4.15: Degrees by gender and total, of those not in promotion positions.	88
Table 4.16: Respondents in promotion positions, age and years working for the DET.	91
Table 4.17: Respondents place of employment, total and by gender.	94
Table 4.18: Respondents in promotion and non promotion positions and factors affecting promotion, by gender	97
Table 4.19: Type of employment, total and by gender.	99
Table 4.20: Respondents in promotion positions intentions to go for further promotion, total and those with children.	100
Table 4.21a: Women aged 22-30 in promotion positions	102
Table 4.21: Factors impacting on promotion, by promotional status and gender.	103
Table 4.22: Respondents in promotion, level of promotion by gender.	104
Table 4.23: Respondents' beliefs about factors which may work for and against gaining promotion.	106
Table 4.24: Factors affecting chances of career advancement.	111
Table 4.25: Respondents' beliefs about access to promotion and importance of promotion, by gender.	113

LIST OF TABLES cont'd

	Page
Table 4.26: Barriers to promotion for teachers generally and teachers of PDHPE, by gender.	115
Table 4.27: Summary table: Factors affecting promotion.	117

LIST OF FIGURES

	Page
Figure 4.1: Percent of male and female in HOD positions in PDHPE in NSW DET schools, 1996.	71
Figure 4.2: Percent of male and female in HOD positions in PDHPE in NSW DET schools, 2000.	71
Figure 4.3: Respondents in promotion and non promotion, by gender.	79
Figure 4.4: Percentage of respondents with post graduate degrees in non promotion and promotion positions.	83
Figure 4.5: Educators in the PDHPE KLA are or are not equally placed for promotion as for other KLAs.	84
Figure 4.6: Respondents with post graduate degrees and children, by gender.	89
Figure 4.7: Respondents by age by gender.	89
Figure 4.8: Respondents in promotion positions, by age and gender.	90
Figure 4.9: Marital status of respondents in promotional positions.	93
Figure 4.10: Respondents in promotion positions who are married or in defacto relationships.	93
Figure 4.11: Average daily time spent on unpaid work, NSW, 1992.	95
Figure 4.12: Respondents in promotion positions and reasons for leave (if any taken), by gender.	96

LIST OF FIGURES cont'd

	Page
Figure 4.13: Gender breakdown of respondents in part time, casual or job share employment.	99
Figure 4.14: Respondents beliefs as to whether women and men in education have the same opportunities for promotion, by gender.	113