

**Enhancing the leadership role of female- managers through participatory action research: A case in the technical vocational education and training college.**

**by**

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### 3.1 DECLARATION

I, **KEDIDIMETSE MAGDELINE MAJOLA**, hereby declare that the research project, **ENHANCING THE LEADERSHIP ROLE OF FEMALE MANAGERS THROUGH PARTICIPATORY RESEARCH: A CASE IN THE TVET COLLEGE** submitted in accordance with the requirements of *Magister Educationis* (M.Ed Policy Studies) is my own work and that it has never been produced before in any other institution.

Furthermore, all the sources that I have used or quoted have been indicated and acknowledged by complete references.

Signature \_\_\_\_\_

Date \_\_\_\_\_

KEDIDIMETSE MAGDELINE MAJOLA

### **3.2 DEDICATION**

This study is dedicated to my late parents Matong Simon Nkwadipo and Lepono Mittah Nkwadipo who would have been proud to see me completing this study. My loving sons, Samkelo, Lungelo and Dumo Olwethu Majola whose ongoing love, faith support and patience gave me strength to pull through. This study was undertaken in your honour and I wish you to be all proud of me and take me as your example. I will continue to love, admire and respect you for that.

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I'm also thankful to my Principal Mrs DMD Phutsisi for allowing me the space to conduct this research with my supportive and dedicated colleagues without whom this study would not have been successful.

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### **3.4 ABSTRACT**

The aim of the study was to design a plan to enhance the leadership role of female managers through participatory action research in the TVET College. Without the support of management to colleagues taken into consideration, the objectives of the institution will not be achieved. The female managers would not be able to utilize their potential and talents to achieve the mission of the institution. This might result in the stakeholders losing confidence in the institution. This endeavour was conducted in a cooperative and collaborative manner in order to improve the performance of the TVET College. The study focused on the challenges faced by these female managers in their respective workplaces by looking at issues so that we can be well informed before we start bringing a change. The context of this study allows participation of the stakeholders to be actively involved in the social change leading to social justice. Critical Leadership Studies (CLS) will be used as the theoretical framework through which the study is conducted. The study uses Participatory Action Research (PAR) as a methodology to generate data because the participants become co-researchers and not subjects. BMJ (2013: 3) posits that in PAR, participants have the power and control over the process and that may assist to arrive at the following preliminary findings: (i) shared vision can lead all stakeholders to focus on the task at hand; (ii) collaborative planning can lead to ownership of the institution. The study concludes with the set of recommendations for the TVET College. Developing and utilising the mechanisms that can enhance the successful management role of females in the TVET by addressing the issues of gender equity at this institution. The study was conducted on the three campuses by interacting with the campus manager, HODs, senior lecturers, the lecturers and support staff. The findings were that the colleagues, both females and males did not honour their obligations by reporting late for duty, absenteeism without asking for permission first, lack of respect for authority, not setting the assessment tasks as agreed, setting the assessments of a low standard and failing to meet deadlines for submission. Colleagues constantly stay away from meetings and when they attend, they prolong the meetings by unnecessarily questioning every directive if it does not suit them. The conclusion arrived at was that these things happen because the manager was a female. We recommended that forums be held wherein everyone participates in bringing in the solution.

In conclusion, the researcher hopes that when the findings and recommendations of this study are implemented, it will enhance significance of the role played by the female

leaders at the TVET College. Furthermore, more research is required as to what the root cause of this unbecoming behaviour is.

**Keywords:** enhancing, female, TVET and leadership.

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### **3.5 LIST OF ACRONYMS**

AR	Action Research
ALR	Action Learning and Action Research
ALARA	Action Learning and Action Research Association
CDA	Critical Discourse Analysis
CLS	Critical Leadership Studies
DHET	Department of Higher Education and Training
ELRC	Education Labour Relations Council
FET	Further Education and Training
HOD	Head of Department
PAD	Participatory Action Development
PALAR	Participatory Action Learning and Action Research
PAR	Participatory Action Research
SACE	South African Council for Educators
SRC	Student Representative Council
SWOT	Strengths, Weaknesses, Opportunities and Threats
TVET	Technical Vocational Education and Training
UNICEF	United Nations International Children's Emergency Fund
UNEVOC	International Centre for Technical and Vocational Education and Training



# **CHAPTER 1 : ORIENTATION AND BACKGROUND OF THE STUDY ENHANCING THE LEADERSHIP ROLE OF FEMALE- MANAGERS THROUGH PARTICPATORY RESEARCH: A CASE IN THE TVET COLLEGE**

## **1.1 INTRODUCTION**

This chapter provided a synopsis of the study in its entirety and defined the purpose of the decision taken to embark on this project of enhancing the leadership role of the female managers at the TVET College. The chapter further presented this initiative with a brief background to contextualise the problem statement and a brief summary of various contexts to inform the comprehensive theoretical framework of this study. A brief summary of the research design, methodology, tools and procedures used for data generation and analysis was presented. Finally, the layout of the chapters was provided.

## **1.2 BACKGROUND**

After the 1994 legislation and policies in South Africa it was prescribed that transformation in higher education should include elevating females to senior managerial positions which were predominantly occupied by males (Badat, 2010: 2). The code of good practice on the integration on Employment Equity into Human Resource Policies and Practices (2005:17) clearly states that an employer should not unfairly discriminate on the grounds of gender, among others. Despite the improvement in the number of females in senior management positions in higher education, underrepresentation still existed and the challenges these females were faced with, based on their gender, was still a concern (Kele & Pieterse 2015: 11). Mgijima (2014: 64) and Balkrishen (2015: 9) are of the view that the performance of the College lies with the type of the campus manager. The type of leaders envisaged in this sector were visionary leaders, inspiring as well as empowering leaders who are also problem solvers as posited by Albertyn and Frick (2016: 14). These qualities are present in female leaders although they still faced with gender-based challenges worldwide, regardless of their notable achievements (Steady, 2011:8). This view is in line with the argument of Kitele (2013: 25), namely, that women are inferior to men and women cannot manage men. Kanwar, Ferreira and Latchem (2013: 200) state that women still remain in the minority in leadership positions, despite progress made in the emancipation of women. The DHET wanted to bring the South African educational system in line with international trends and standards (DHET, 2013: Online) including management of these institutions and this is what prompted this study.

A critical review of the leadership role played by female managers in four countries chosen for this study, namely, Mexico, Kenya, Namibia and South Africa, reveals that women in management positions have to deal with the same stereotypes and discrimination across the globe. In the TVET College where the study will be conducted, some of the employees did not want to recognise the newly appointed female manager; it is not clear why. The College was under administration until a female Chief Executive Officer (CEO) was appointed. Within the next few months' colleagues started mobilising for her removal from office. They could not succeed in getting her out of the system and the problem escalated to the other branches of the College. Four of the six campuses were led by females in an attempt to have equity in the College as far as gender is concerned. These women faced gender-based challenges, regardless of their notable achievements. Steady, 2011:8 and Kanwar, Ferreira and Latchem (2013: 200) reiterate that females still remain in the minority in leadership positions, despite progress made in their emancipation. The researcher had to justify the need to formulate the framework to enhance the leadership role of female managers in the TVET College. The main components formulating such a framework had to be communicated as well as to explore the conditions conducive for the successful implementation thereof. Furthermore, the possible threats that could impede the successful implementation had to be investigated and finally, its functionality had to be monitored. The aim was to design a framework that will assist in enhancing emancipation, empowerment, equality, equity, fairness, freedom, hope and social justice for these female managers. These female managers wanted to take the College to the highest levels in performance but that was slowed down by the in-fighting fuelled by their colleagues.

### **1.3 MOTIVATION**

Female managers are faced with the innumerable challenges and this is despite the many efforts made to advance women in leadership positions. The Constitution of the Republic of South Africa (1996: 4) states that every person has the inherent dignity and no person should be unfairly discriminated against. However, discrimination of females is still propagated by some groups. Having the Commission of Gender Equity, Employment Equity Commission 2013 and Commission for Gender Equality, just goes to show the seriousness of the problem in SA (Steyn & Jackson 2014: 49). Holderness (2017: 124) further reiterate that despite all those affirmative action strategies, females still face the challenges of marginalisation when coming to leadership positions. There has been little

progress in policy implementation. Patel (2016: 56), Steyn and Jackson (2014: 49) and Holderness (2017: 124) are among the many authors, agree that despite all those efforts did not bear the positive results, hence this study. The researcher was promoted to a position of Senior Lecturer at one of the campuses and that was when she got exposed to the same treatment that she had noticed happening to the other female colleagues in management positions. Interacting with these colleagues brought many challenges to the fore that were used as sub-headings in the objective which justified the need for this study. That also stirred the motivation to design a framework that aimed to enhance the leadership role of female managers in the TVET College. Main components as part of the objectives were taken into consideration for the success of the study as well as probable threats that could impede its success. Conducive conditions had to be created for free participation of the co-researchers because people are suspicious and do not want to involve themselves in anything that they think will result into them being victimised. We hope that the framework will be monitored for functionality so that improvements could be made should it be a need.

With this study, the researcher hopes to add to the insignificant, but growing body of literature on female leadership. The researcher envisages that the body of knowledge gained from this study will afford female managers the opportunity to be encouraged, to be assertive and to strive for success in their leadership positions. It is further envisaged that after the study women will be able to form networks that will support them, without fear of victimisation. The College will also benefit as there will be an element of trust among colleagues, as they strive towards the same goals for the institution.

#### **1.4 THEORETICAL FRAMEWORK**

This study adopted the Critical Theory (CT) of the Frankfurt School, particularly the Critical Leadership Study (CLS) approach as advocated by Helen Gunter, Paul Newhouse, Mats Alvesson, Andre Spicer and Hugh Willmott (Gunter, 2001: 14). CLS involves the writing of people against what they considered to be hierarchical leadership in education. It is a democratic and participatory style of decision making, wherein citizens and participants begin to question issues. It also attempts to raise the followers' consciousness about their own social issues and allows them to find other ways of checking their social history (Crawford, Kydd & Riches, 2002: 61; 64). It will assist participants to work together as co-researchers to design and determine the framework for enhancing the leadership role of female managers in the TVET College. CLS seeks

to conscientise people and problematise issues of power in leadership fields through a study of female leaders. It is oriented at understanding and explaining society (Spicer, 2011:78).

Through this lens, this study hopes to enhance the leadership role of female managers in the TVET College in order to improve their performance. Organisations need to be made aware that supporting and developing the talents of women makes good business sense (Davidson & Burke, 2011:15).

#### **1.4.1 Reasons for choosing CLS**

Critical Leadership Studies was chosen because it originates from North America where researchers in the leadership field challenge the hegemonic perspective in mainstream literature. These writers acknowledge assumptions that values can be transposed to leadership theory, development and practice in differing contexts (Myers & Klein, 2011: 25). CLS emphasises that leadership and management are interwoven forms of organisational power and identity that are inseparable and examine the complex dynamics between the leaders and managers as well as those between managers and followers. CLS also acknowledges that leadership and power are not always associated with those that are in formal authority but leadership dynamics can emerge informally (Kahneman, 2011: 12). An example is the union leadership which does not need qualifications for those positions. This can be seen in the composition of the team of co-researchers in this study. Yoder-Wise (2014: 6) emphasises this by stating that there is no title needed in becoming a leader. CLS further argues that power and gender are not separate but linked and that is reinforced by gender binary opposition between the leaders and followers (Maürtin-Cairncross, 2015: 578). This can be attested by the different sources as referenced in this study that females in leadership positions are facing a lot of challenges that males would not have to deal with. Goethals and Allison (2014: 169) argue that leadership development is informed by cultural history of mythical 'heroes' where the hero is always a single person to whom all humans resonate. In this study, there is no such thing, everyone's contribution is valued and everyone is a 'hero'. Meindl, Sanford, Ehrlich and Dukerich (1985: 78) criticize the romanticism of individuals in leadership as undermining the organisation and the communities. The researcher also believes that if the success of any organisation is seen as an effort of one person and not the collective effort, it leads to the other members' disgruntlement.

This leads to the 'post heroic' leadership approach that emphasises social, relational and a collective nature of leadership. The postheroic writers highlight the importance of distributed, shared, collaborative, community as well as co-leadership posits what Habermas calls 'the ideal speech situation' wherein everyone is treated the same, all treat each other as equals and people communicate rationally, free from coercion and power (Inglis, 2012: 77). For the purpose of this study, the postheroic approach was utilised. This approach often argues that the digital technological developments and intensified globalised competition led to more flexible team-based and informal leadership practices that are less hierarchical and are more focused on shared power and responsibility (Collinson, 2011: 184). In the next section the six principles are proposed.

#### **1.4.2 Principles of CLS**

In this section the six principles of CLS as proposed for this study are presented. The first one is the principle of using core concepts which suggest that the researchers organise their data and analyse it around the core concepts. The second is the principle of taking a value position and it recognises that values that should be taken as the critical objects of inquiry. The third is about revealing and challenging prevailing beliefs and social practice. The fourth is about individual emancipation, the fifth, improvements in society and the last is about the improvements in social theories. These principles will be explained further in Chapter Two of the study.

The theoretical framework CLS supports the following objectives: collaboration, dialogue, shared vision, respect as well as adherence to policy. The purpose of these objectives is to build on and strengthen the study and they are aligned to the methodology which will be introduced in Chapter Three.

#### **1.4.3 Epistemology and Ontology of CLS**

This study follows the *posteriori* or the Empirical knowledge obtained through experience because the role players perceive the challenges of being disrespected in their leadership positions. The four ways of knowing are to be explored in this study, the experiential, presentational, propositional and practical ways of knowing (Bass & Stodgill, 2013: 24). Maürtin-Cairncross (2015: 57) argues that some people, just by being there, have a more complete knowledge and understanding of reality than others. She further argues that the oppressed are said to have more complete view of reality than their oppressors and this

knowledge forms the basis for the critique of power structure that constitutes that condition.

#### **1.4.4 Rhetoric of CLS**

Are all the males responsible for the discrimination, disrespect, unfairness, and so forth, levelled against female leaders? That is not the case. There are some who are lobbying for the support, empowerment as well as emancipation of females and do not care whether they will be labelled as weak or not. In the institution where the research is, the problem lies not only with the males as such but it includes the young females who are not supportive towards their female managers. Critical leadership studies advocate for equality, fairness, democracy, social justice and respect (David & Thorpe, 2012:70).

#### **1.4.5 The benefits and limitations of CLS**

Participants learn to identify certain interests and agendas that are pursued at the expense of others and oppose the social forces and processes that oppress them- the female managers (Taylor & Crapton, 2012: 135). They address the theme, define the goal and determine the framework, which they will propagate to the College. This may lead to the empowerment of the role players and their ownership of the framework. Sometimes what the framework promises might only be theoretically feasible but challenging to put into practice. Santamaría (2014: 12) posits that it sometimes becomes difficult to connect theory to practice.

#### **1.4.6 The role of the researcher**

The researcher's main role was to coordinate the team, provide resources for the study to begin and thereafter worked in collaboration with the team. This type of study needed to be undertaken with the assistance of the other stakeholders and the researcher partnered with colleagues to that effect.

## **1.5 DEFINITION OF OPERATIONAL CONCEPTS**

The operational concepts used in the study are explained and defined in this section. Different sources were consulted which enabled the researcher in concretising and developing her understanding of the contexts in which they are used in this study.

### **1.5.1 Enhancing**

Encarta World English Dictionary (1999: 623) defines the word enhancing as improving or adding to the strength, worth, beauty or other desirable quality of something and that is the context in which the word is used in this study. The *Farlex Dictionary* (2014: 4) defines it as any attempt to temporarily or permanently overcome the current limitations of the human body through natural or artificial means. The term is sometimes applied to the use of technological means. In the *Reader's Digest Oxford Complete Word Finder* (1993:488) the word is referred to as being heightened or intensified qualities, powers, values, and so forth. It can also mean to improve something that is already good. Other synonyms of the word are heightening, intensify, raise, polish, upgrade, increase, augment, add to, deepen, strengthen, reinforce, sharpen, develop, amplify, magnify, enlarge, expand, maximise, lift, swell, elevate, exalt, boost, improve, refine, better, enrich or ameliorate. In the study the word is used as improving something that is already good. Having females in leadership positions is a worthy idea which only needs to be enhanced.

### **1.5.2 Female**

Oxford Concise English Dictionary (1999: 521) defines the word female as denoting of the sex that can bear offspring or produce eggs. Encarta World English Dictionary (1999: 686) defines female as the sex capable of childbearing- relating to, belonging to, or characteristic of the sex that produces eggs or the young. *Wikipedia* (2018: 3) defines female as word that comes from the Latin *femina* which refers the gender of an organism or a part of an organism that produces egg cells, including human females.

### **1.5.3 Leadership**

Leadership, as a concept has many different definitions and can be viewed from different perspectives. It is a process by which the person influences others to achieve objectives and common goals (Makhdom & Ghazali, 2013: 39). Northouse (2007: 3) defines leadership as a process whereby the individual influences a group of individuals to achieve a common goal. Leadership, as argued by Samani, Koh, Saadatian and Polyndorou (2012:160), is defined as the ability to motivate and influence others to achieve their goals in an organisation. Dubrin (2015: 2) defines it as the ability to inspire confidence and support among people who are needed to achieve the organisational goals. Roueche, George, Baker and Rose (2014: 12) further define leadership as the ability to influence, shape and embed values, attitudes, beliefs and behaviours consistent with increased staff and faculty and commitment to the unique mission of the College. Lastly, Van Wart (2014: 24) argues that leadership refers to getting things done and the means by which things get done in the interest of achieving the goals of the institution. All these authors seem to agree on one thing - leadership is the ability to influence others towards the attainment of the goals of the institution. The researcher endorses the views of the above authors, that leadership is that process of social influence which maximises the efforts of others towards the achievement of the goals of the organisation.

### **1.6 PROBLEM STATEMENT**

Female leaders find it difficult getting both male and female subordinates give them the treatment they would grant male leaders. This has to do with how females were perceived historically and culturally by society despite their having been enormous improvement as far as education and the positions females hold in workplaces. Mayer, Surtee and Barnard (2015: 111), Maseko (2013:1), Naicker (2013: 5), Sen (2013: 18) and Santamaria (2012: 121) are all of the view that females in leadership positions are still being undermined. Their attainment of promotion and their work ethic and commitment is often questioned by superiors and co-workers. This reduces the females' potential to deliver on their obligations and mandate as leaders of institutions.



### **1.6.1 Research question**

This study pursued to respond to the following research question and the sub- questions in relation to the statement above:

*How can the leadership role of female managers in the TVET College be enhanced?*

- (a) Is there a need to enhance the leadership role of the female managers in the TVET college?*
- (b) What are the components necessary for the success of the study?*
- (c) What conditions are conducive for the success of the study?*
- (d) What are the threats that could impede the success of the study?*
- (e) Can the functionality of the study be monitored?*

This question leads to the following aim:

### **1.6.2 The aim of the study**

The principal aim of this study was to enhance the leadership role of female- managers through participatory action research in the TVET College.

### **1.6.3 The specific objectives considered were:**

1. To demonstrate and justify the need to enhance the role of female leaders in the TVET College.
2. To formulate the main components necessary for formulating such a study.
3. To explore the conditions that are conducive to the successful implementation of a study to enhance the role of female leaders in the TVET Colleges.
4. To investigate possible threats that could impede the successful implementation of this study.
5. To monitor the functionality of the study.

## **1.7 RESEARCH DESIGN AND METHODOLOGY**

The research design is a logical structure that the study employed to ensure that evidence obtained convincingly answers the questions asked during the study (Creswell, 2012:42). Teamwork was chosen as an approach and the research methodology adopted for the

study is the Participatory Action Research (PAR). PAR is the approach that was adopted because it emphasises participation and action by the people affected by the problem (Chevalier & Buckles, 2013:10). Firstly, the participants would identify the problem that needs to be addressed by asking questions like ‘What is the problem? How do you know that it is a problem? What are the consequences of the problem?’ Secondly, the participants investigate more about the problem and start collecting data. This is done by asking questions like, ‘What methods should be employed to find out more? And; What steps should be followed based on the new information at hand? Lastly, participants take action by deciding what to do and carry that out. This will be followed by reflecting on the process and the outcome and the process will be repeated. That is the research design and method that the study will follow as advocated by Smith, Willms and Johnson (1997:1). The envisaged result is for an opportunity for the organisation to transform meaningfully as a result of the collective efforts of stakeholders, and new knowledge to be gained. The intervention focused on the development of a framework that will enhance the leadership role of female managers in the TVET College. A number of women who are in management positions and some who are not will be in charge of the design of the framework. Participants included one campus head, two assistant campus managers, the three Heads of Department (HODs), two lecturers and the three senior lecturers. The participants will step into the unknown to investigate possible threats that could impede the successful implementation of this study.

A number of women who are in management positions and some who are not will be in charge of the design of the framework. Participants will include one campus head, two assistant campus managers, three heads- of- department (HODs), three lecturers, the three senior lecturers and 4 members of the support staff. The participants will step into the unknown by raising radical questions and creating new risks over time in their attempt to solve the problem (Chevalier & Buckles, 2013:10).

### **1.8 VALUE OF THE RESEARCH**

On completion of this research study the researcher hopes to make a contribution to the literature of leadership. The researcher envisages that the body of knowledge gained from this study will afford female managers the opportunity to be encouraged, to be assertive and to strive for success in their leadership positions. It is further envisaged that after the study females will be able to voice their dissatisfaction without fear of

victimisation and form networks that will support them succeed in their leadership positions. In this way the College may also benefit as there will be an element of trust among colleagues as they strive towards achieving a common goal for the institution, which is a high level of student performance.

### **1.9 ETHICAL CONSIDERATIONS**

The researcher applied for ethical clearance from the University of the Free State Ethics Committee to conduct the research. With this clearance certificate UFS- HSD 2015/0653, the researcher then sought for permission from the Department of Higher Education to conduct this research. Permission was granted and thereafter consent was sought from the stakeholders, with the hope that they would be involved in the project from the initial stage to the end. The co-researchers were not coerced into taking part in the research study and were duly informed beforehand that their involvement was voluntary and that they could withdraw participation at any time they wished. The confidentiality of the co-researchers was guaranteed and they were given consent letters after the details were explained to them. They then understood their role in the study and willingly agreed to participate.

### **1.10 LAYOUT OF CHAPTERS**

Chapter 1: Orientation and background of the study.

Chapter 2: Theoretical framework.

Chapter 3: Research methodology and design.

Chapter 4: Analysis and interpretation of data in the context of the literature study.

Chapter 5: Findings, recommendations and suggestions for future study.

Chapter 6: Presentation of the study enhancing the leadership role of female managers in the TVET College

### **1.11 SUMMARY OF THE CHAPTER**

This chapter serves as an overview of the six chapters responding to the aims and objectives which were developed on the basis of the research problem and the methodology adopted in achieving the set goals. In this chapter it is further reasoned that legislation and policies pertaining to females in leadership positions were there but were,

to a large extent selectively implemented. In this chapter the introduction, the background of the study, the motivation, the theoretical framework and the principles thereof are presented. Furthermore, operational concepts are briefly defined, the problem statement, the research design and methodology as well as the value of the research are presented. In conclusion, the layout of the chapters is outlined in 1.10 above.

Chapter Two presents a literature review towards enhancing the leadership role of female managers through participatory action research: A case in the TVET College and the following four countries are considered: South Africa, Mexico, Kenya and Namibia.

## **CHAPTER TWO: THEORETICAL FRAMEWORK AND RELATED LITERATURE INFORMING- ENHANCING THE LEADERSHIP ROLE OF FEMALE- MANAGERS THROUGH PARTICPATORY ACTION RESEARCH: A CASE OF A TVET COLLEGE**

### **2.1 INTRODUCTION**

The study aims to design a framework to enhance the leadership role of female managers in the TVET Colleges. This chapter is divided into two sections, namely the theoretical framework and related literature. The first part of the chapter is about the theoretical framework couching the study as the lens through which the study is pursued, namely Critical Leadership Studies (CLS). Special reference is made to the CLS's historical origin, the principles thereof, the objectives, epistemology and ontology, rhetoric as well as the role of CLS in achieving the aim and objectives of the study will also be discussed.

The second part focuses on the related literature which is based on the following objectives:

1. To demonstrate and justify the need to formulate the framework to enhance the leadership role of female managers in the TVET Colleges;
2. To identify the main components necessary for formulating such a framework;
3. To explore the conditions that are conducive to the successful implementation of a framework that will enhance the leadership role of the female managers in the TVET College;
4. Threats that could impede in the successful implementation of this framework; and
5. To monitor the functionality of the envisaged framework.

The related literature will also be discussed in order to achieve the aims and objectives of the study. These constructs are based on the objectives of the study which will be integrated with the empirical data to be presented in the next chapter.

### **2.2 CRITICAL LEADERSHIP STUDIES AS A THEORETICAL FRAMEWORK**

This section considers the emergence of a comparatively new approach to studying leadership. Critical Leadership Studies, as the lens, is used to denote the broad, diverse and heterogeneous perspective that shares concerns to critique the power relations and identity constructions through which leadership dynamics are often reproduced, frequently rationalised, sometimes resisted and occasionally transformed (Collinson, 2011: 182). Critical Leadership Studies aims to review how and why certain ideas

become privileged and dominant while others remain marginalised. It deals mainly with the issues of power and it is at odds with the common workplace culture of domination by certain groups over others (Alvesson & Spicer, 2012: 375). In this study, it is the females in middle and supervisory management, and the aim is to enhance their leadership role by promoting non-discriminatory working relationships and respect in the workplace. This study envisages a workplace where there is acknowledgement, understanding, acceptance and valuing of differences among people with respect to gender, among other things.

### **2.3 THE HISTORICAL ORIGIN OF CRITICAL LEADERSHIP THEORY**

Critical Leadership Studies is derived from Critical Theory, which originated from the School of Frankfurt in 1923 (Inglis, 2012: 75). By late 1960 a younger generation of theorists emerged led by Jurgen Habermas. He proposed new movements that aim to explain and transform the circumstances that enslave human beings and many critical theories were developed, namely, world systems theory; feminist theory; postcolonial theory; critical race theory; critical media studies; the queer theory as well as critical leadership studies (Inglis, 2012: 75). These theorists argue that theory is critical to the extent that it seeks human emancipation and to liberate human beings from the circumstances that enslave them (Horkheimer, 1982: 244).

Critical Leadership Studies originates from North America where researchers in the leadership field challenge the hegemonic perspective in mainstream literature. These writers acknowledge assumptions that values can be transposed to leadership theory, development and practice in differing contexts (Myers & Klein, 2011: 25). CLS emphasises that leadership and management are interwoven forms of organisational power and identity that are inseparable and examine the complex dynamics between the leaders and managers as well as those between managers and followers. CLS also acknowledges that leadership and power are not always associated with those that are in formal authority but leadership dynamics can emerge informally (Kahneman, 2011: 12). An example is union leadership which does not need qualifications for those positions. Yoder-Wise (2014: 6) emphasises this by stating that there is no title needed in becoming a leader. CLS further argues that power and gender are not separate but linked and that is reinforced by gender binary opposition between the leaders and followers (Maürtin-Cairncross, 2015: 578). This can be attested by the different sources

as referenced in this study that females in leadership positions are facing a lot of challenges that males would not have to deal with. Goethals and Allison (2014:169) argue that leadership development is informed by cultural history of mythical 'heroes' where the hero is always a single person with whom all humans resonate. Meindl, Sanford, Ehrlich and Dukerich (1985: 78) criticise the romanticism associated with individuals in leadership as undermining the organisation and communities. The researcher also believes that if the success of any organisation is seen as the effort of one person and not the collective effort, it leads to the other members' disgruntlement.

This led to the 'post heroic' leadership approach that emphasises the social, relational and a collective nature of leadership. The post heroic writers highlight the importance of distributed, shared, collaborative, community as well as co-leadership posits what Habermas calls 'the ideal speech situation' wherein everyone is treated the same, all treat each other as equals and people communicate rationally, free from coercion and power (Inglis, 2012: 77). This approach often argues that digital technological developments and intensified globalised competition led to more flexible team-based and informal leadership practices that are less hierarchical and are more focused on shared power and responsibility (Collinson, 2011: 184).

## **2.4 PRINCIPLES OF CLS**

In the next section the six principles of critical leadership studies are proposed in relation to this study: the principle of using core concepts; the principle of taking a value position; the principle of revealing and challenging beliefs and social practices; the principle of individual emancipation; the principle of improvements in society and the principle of improvements in social theories.

### **2.4.1 The Principle of using Core Concepts**

This principle suggests that critical researchers should organise their data collection and analysis around the core concepts and ideas of one or more critical leadership theorists.

Core concepts are that CLS should be directed at the totality of society in its historical specificity (i.e. how it came to be configured at a specific point in time). That Critical Leadership Studies should improve understanding of society by integrating all the major

social sciences. The normative orientation of CLS, at least in its form of critical social inquiry, is therefore towards the transformation of domineering into democracy.

#### **2.4.2 The Principle of taking a Value Position**

Leadership is a complex phenomenon and this principle recognises values like human rights, democracy, justice and fairness as crucial in a leader. It is understandable that leaders are human beings like the rest of us and they can be fallible but they need to take a position because others are looking up to them. In this study there is a challenge that females in management positions are facing but they still need to confront that situation with this principle in mind (Covey, 1992:74).

#### **2.4.3 The Principle of Revealing and Challenging Prevailing Beliefs and Social Practices**

The principle directs attention to the multifaceted relationships between human interests, knowledge, power and forms of social control at various levels of human society and how they interact to bring the current state of affairs. The leader has to be aware of the changes in society, in the nature of leadership and in the nature of work. It is also expected from a leader to take into consideration the diverse organisational and social cultures (Covey, 1992:71).

#### **2.4.4 The Principle of Individual Emancipation**

In this principle, Brocklesby and Cummings (1996: 742) proclaim that the researcher needs to take a stance against the issues of the human conditions and practices that may be harmful or unjust or unfair to a certain group. In this study the co-researchers took a stance as individuals with the hope of being emancipated in the end. Alvesson and Spicer (2012: 385) posit that individuals may be emancipated through the collective emancipatory criticism of CLS.

#### **2.4.5 The Principle of Improvements in Society**

This has been developed by Habermas and other critical theorists of the Frankfurt School. It builds on the one above but suggests that the critique of social conditions or practices has to lead to improvements of the organisation and society as a whole. In Alvesson and



Willmott (1992: 432) the concept of emancipation is described as the process through which individuals and groups are freed from domineering and ideological conditions that place limitations upon the development and articulation of human consciousness. Dealing with a challenge as a collective in a certain environment can lead to improvement in society because individuals come from diverse backgrounds and they may affect the people they interact with positively.

#### **2.4.6 The Principle of Improvements in Social Theories**

As the social theories and concepts have changed over time and will continue to do so, theoretical machinery has to adapt to new historical discoveries, empirical data on current social changes and respond to new theoretical reasoning and debate. This principle suggests that critical researchers have to be willing to subject their own research to self-critique and seek to improve on the social theory (Myers & Klein, 2011: 28).

### **2.5 THE OBJECTIVES OF CRITICAL LEADERSHIP STUDIES**

This section presents the objectives as supported by Critical Leadership Studies. Although CLS is about critiquing leadership, it is doing so in an emancipatory approach. These are the identified objectives of CLS aligned with that of the study: adherence to policy; collaboration; dialogue, respect and shared vision. These are the ideals that are envisaged in leadership in any organisation and are advocated for in Critical leadership studies.

#### **2.5.1 Adherence to policy**

The policy of the organisation should always be adhered to. Members need to be made aware of the changes or developments in legislation that govern the institution. If the institution does not budget annually for advocacy programmes that emphasise the importance of respecting legislation and the constitution relating to gender issues, the framework will not be successful (Mestry & Schmidt, 2012:548).

### **2.5.2 Collaboration**

By creating positive social change and securing equal opportunities through a collaborative process people get uplifted and developed (Bordas, 2007: 59). The females in workplaces would benefit if there are opportunities of networking with other females in leadership positions for information-sharing and support. Teamwork is whereby individuals and groups interact with one another to influence the process in the achievement of organisational goals. In an organisation where people work together everyone benefits and no one is left out and people work for group success and not individual gain. Individual freedom and choice are highly valued but individual needs supersede the collective ones. Participants embrace social responsibility and the common good of the organisation (Bordas, 2007: 44-45). The rewards of teamwork are the unity of effort towards mutually valued goals, reduced need for control over individuals, maximum utilisation of members' talents, rapid learning and problem solving and high self-esteem for members of the organisation (Harrison, 1993: 36). A team that works together eventually develops a high level of bonding and conflicts are minimised.

### **2.5.3 Dialogue**

Habermas posited a theory of communicative action arguing that communities and groups need discourse through rational dialogue and cooperation of individuals and groups (McKernan, 2013: 427; 428). Good ideas can come from anywhere therefore others should be given an opportunity to voice their ideas. In this study there is to be constant dialogue with one another during forums where everyone will have a chance to be heard and to listen to others. Everyone will be seen as equal as there will be no authoritative person in power. Role players will be able to share their views free from domination or coercion. The aim is to invite different viewpoints, stimulate questions and obviously get new insights and ideas. Diversity of opinion brings different perspectives and it provides others with a sense of being heard and they become more willing to listen to another's point of view.

### **2.5.4 Respect**

Equality, inclusion and diversity are the core values that need to be promoted in any institution for it to be successful. Being considerate towards others is crucial. In the

workplace there is a tendency to view females' values, experiences and behaviours as inferior by other colleagues (Osumbah, 2010: 61). That is disrespectful towards them and unfair. Females in leadership positions deserve to be treated with dignity and respect by their counterparts. Lack thereof impacts negatively on the organisation and it hampers progress and the desired results. Although respect is earned through one's actions, female managers experience an environment of victimisation, harassment, humiliation and intimidation and their only fault is – being promoted to management positions that were earlier seen as male territory. The role players in the study are to be treated with respect by acknowledging their skills, abilities and experiences. It is envisaged that the views of everyone be valued by the group.

### **2.5.5 Shared vision**

Vision is an influential instrument of leadership and if followers share the same they will be inspired to a higher level of performance (Makhdom & Ghazali, 2013: 37). There is interdependence between people and that creates team cohesion and maximises the contributions of other members. A vision shared can turn into a reality. If everyone in an organisation has the same goals, performance will definitely improve and everyone will be able to share in the success. Role players get motivated, empowered and mobilised to get into action to designing a framework to enhance the leadership role of female managers. This involves a shared commitment with energies aligned in the same direction. There is a strong sense of common purpose and shared responsibility. In a shared- vision members become part of the vision and would want to contribute their best to the improvement and better performance of the organisation.

Critical Leadership Studies aims at promoting human emancipation through consciousness and self-reflection. It envisages a process of critique that is self-conscious leading participants to develop a discourse of social transformation and emancipation (Horkheimer, 1982: 244). It is further aimed at analysing and exposing the gap between the actual and the possible, between the existing order of disputations and a potential future state (Johnson, 1995: 22). In Harbemas (2014: 18) it is argued that Critical Leadership Studies must not only provide the terms of critique of modern societies. But the fulfilment of those terms must yield knowledge that could cause the suppressed and dominant groups within society to take action. Critical Leadership Studies aligns itself

with certain values, which among them, is the human desire for happiness which can only be brought about by freedom from domination (David & Thorpe, 2012: 70). Hence the choice of critical leadership studies as a lens for the study.

Critical Leadership Studies aims at critiquing the existing social world, looking for new options and positive implications for social action. It critiques the historical and social assumptions and conditions while re-imagining the conceptual frameworks. It further aims at reviewing and confronting other theories to examine their strengths and weaknesses thereby using them to form stronger arguments. CLS also aims at revealing the reasons why certain ideas become privileged and dominant while others remain marginalised. With this knowledge individual get emancipated and free from coercion and constraint (Alvesson & Spicer, 2012: 367).

## **2.6 EPISTEMOLOGY AND ONTOLOGY OF CRITICAL LEADERSHIP STUDIES**

As the aim of the study is to enhance the leadership role of female managers in the TVET Colleges. This part of the study aims at establishing the mechanisms and developing constructs that would assist us in enhancing this leadership role of female managers. In Heron and Reson (1996:366) the authors engage in extended epistemology and cooperative inquiry. For that reason, the role players, using theoretical framework, CLS, are going to be engaged in the design and management of inquiry wherein everyone can take the initiative and exert influence in the process.

Epistemology focuses on the means of acquiring knowledge and involves a debate whether knowledge can be acquired before or after experience. Some authors argue that knowledge is rational – obtained through the use of reason and some say it is empirical – obtained through experience. This study is going to follow the *a posteriori* or Empirical approach – knowledge obtained through experience because the role players perceive the challenges of being disrespected in their leadership positions.

Role players are going to collaborate with each other wherein they will be involved in the design and management of an inquiry into their problems. In this study CLS focuses on empowering, emancipating and educating female leaders in understanding and rectifying the repressive regimes of power that exist (Alvesson & Spicer, 2010: 70). It aims at transforming the undesirable conditions of prejudice against a particular group, which in this case, are the females in leadership positions (Crawford, Kidd & Riches, 2002: 61).

The four ways of knowing are going to be explored in this study, the experiential, presentational, propositional and practical ways of knowing (Bass & Stodgill, 2013: 24). Maürtin- Cairncross (2015: 57) argues that some people, just by being there, have a more complete knowledge and understanding of reality than others. She further argues that the oppressed are said to have a more complete view of reality than their oppressors and this knowledge forms the basis for the critique of power s that constitute that condition.

Firstly, by being present in their world and encountering the challenges directly and face-to-face in the workplace, females experience knowledge through the imminence of perceiving. They experience the negativity levelled against them by their colleagues in the form of resistance, male domination, inequality as well as discrimination. Secondly, through encounters of experiential knowledge, presentational knowing emerges. That is where females are able to state their different cases of discrimination and disrespect on the part of their colleagues. Their openness and mutual participation would only be enhanced if they meet in patterns that emphasise equality and mutuality. This can be achieved if the seating arrangement is chairs without tables in a circle. This seating arrangement can open up an empowering presence between the role players. Thirdly, propositional knowing is whereby ideas, information and theories are shared among participants in written and in spoken terms. The aim of propositional knowledge is to be critical and emancipated. It involves learning from a previous action to planning for the next and producing outcomes that can influence policy and social change. In propositional knowledge 'knowing' becomes 'knowledge' and 'knowledge is power'. Foucault (1988: 291) describes this as 'regimes of truth' which create our reality. In propositional knowledge the outcomes are descriptive but they resist the acceptance of the socially or historically constructed order. Lastly, the practical knowing, which involves the 'how to do' or how to engage in some action or practice the skills acquired above. This involves individual change of behaviour and the acquisition of new skills of how to deal with challenges in the workplace (Heron, 1996: 372). In this study the females and supporting males, after developing the framework to enhance their leadership roles, will hopefully be able to deal with their situation.

## **2.7 RHETORIC IN CRITICAL LEADERSHIP STUDIES**

This study to enhance the leadership role of female managers in the TVET Colleges emanated from experiencing, hearing and seeing how the females in leadership positions

are being treated by their colleagues, both females and males. In the literature reviewed of the four countries being studied, the challenges faced by these female leaders are almost similar. There is male dominance over the females in that they do not recognise their authority. Critical leadership studies advocate for equality, fairness, democracy, social justice and respect; these are the rhetoric in CLS (David & Thorpe, 2012: 70).

Are all the males responsible for the discrimination, disrespect, unfairness, and so forth, levelled against the female leaders? That is not the case. There are some who are lobbying for the support, empowerment as well as emancipation of females and do not care whether they will be labelled as weak or not. In the institution where the researcher is, the problem is not the males as such but the young females who are not supportive while other colleagues face challenges from both.

## **2.8 CRITICAL LEADERSHIP STUDIES AND THE OBJECTIVES OF THE STUDY**

The purpose of this section is to unravel how Critical Leadership Studies as a lens fits in with the five objectives of this study of enhancing the leadership role of female managers in the TVET College. The lens becomes relevant to the first objective of justifying the need for a framework because of its aims of transforming the undesirable conditions of prejudice against a particular group (See 2.6).

Critical leadership studies support the second objective, which is to identify the main components necessary for formulating a framework by having human rights, democracy, justice and fairness as its values. The study aligns itself with the values as entrenched in the Constitution of RSA Act 8 of 1996.

The third objective, is to explore the conditions that are conducive to the successful implementation of the framework. The objectives of CLS, adherence to policy, collaboration, dialogue, respect and shared vision are the conditions that would contribute to the study success of the design and implementation of the framework.

The fourth objective of the study is to explore threats that could impede in the successful implementation of this framework. Similarly, CLS speaks against the following: non-adherence to policy, no collaboration, no dialogue, no respect and no shared vision as threats to the success of any organisation.

The last objective is to monitor the functionality of the envisaged framework. Critical leadership studies, by being critical mean that there is monitoring and evaluation because one cannot happen without the other. Self-reflection as an element of CLS serves to monitor the progress of social transformation in an organisation.

## **2.9 DEFINITION OF OPERATIONAL CONCEPTS**

This section defines the operational concepts according to the dictionary, encyclopaedia, policy or scholars and the researcher's own definition or interpretation.

### **2.9.1 Enhancing**

*Encarta World English Dictionary* (1999: 623) defines the word enhancing as improving or adding to the strength, worth, beauty or other desirable quality of something. The *Farlex Dictionary* (2014: 4) defines it as any attempt to temporarily or permanently overcome the current limitations of the human body through natural or artificial means. The term is sometimes applied to the use of technological means. In the *Reader's Digest Oxford Complete Word Finder* (1993:488) the word is referred to heightened or intensified qualities, powers, values, and so forth. It can also mean to improve something that is already good. Other synonyms of the word are heightening, intensify, raise, polish, upgrade, increase, augment, add to, deepen, strengthen, reinforce, sharpen, develop, amplify, magnify, enlarge, expand, maximise, lift, swell, elevate, exalt, boost, improve, refine, better, enrich or ameliorate. In the study the word is used as improving something that is already good. Having females in leadership is a worthy implementation which only needs those roles to be enhanced.

### **2.9.2 Female**

According to the *Oxford Concise English Dictionary* (1999: 521) the word female denotes the sex that can bear offspring or produce eggs. *Encarta World English Dictionary* (1999: 686) defines female as the sex capable of childbearing- relating to, belonging to, or characteristic of the sex that produces eggs or the young. *Wikipedia* (2018: 3) defines female as word that comes from Latin *femina* which refers the gender of an organism or

a part of an organism that produces egg cells, including female humans. In the context of the study, the word female is to be used as defined here.

### **2.9.3 Leadership**

Leadership, as a concept has many different definitions and can be viewed from different perspectives. It is a process by which a person influences others to achieve objectives and common goals (Makhdom & Ghazali, 2013: 39). Norhouse (2007: 3) defines leadership as a process whereby the individual influences a group of individuals to achieve a common goal. Leadership, as argued by Samani, Koh, Saadatian and Polyndorou (2012:160), is defined as the ability to motivate and influence others to achieve their goals in an organisation. Dubrin (2015: 2) defines it as the ability to inspire confidence and support among people who are needed to achieve the organisational goals. Roueche, George, Baker and Rose (2014: 12) further define leadership as the ability to influence, shape and embed values, attitudes, beliefs and behaviours consistent with increased staff and faculty and commitment to the unique mission of the College. Lastly, Van Wart (2014: 24) argues that leadership is getting things done and the means by which things get done in the interest of achieving the goals of the institution. All these authors seem to agree on one thing, that is, leadership is the ability to influence others towards the attainment of the goals of the institution. The researcher endorses the views of the above authors, that leadership is that process of social influence which maximises the efforts of others towards the achievement of the goals of the organisation.

### **2.9.4 TVET College**

TVET is an international term for Technical Vocational Education and Training which was born from the 1999 UNESCO Second International Congress on Technical and Vocational Training in Seoul. The focus is on the acquisition of skills and knowledge for the world of work (Oxbridge Academy, 2014: Online). The focus is on preparing workers to meet the challenges and the changes (UNEVOC, 2012: Online) in the world of work. In 2012, the Department of Higher Education and Training (DHET) renamed all Further Education and Training (FET) Colleges TVET Colleges. The DHET wanted to bring the South African educational system in line with international trends and standards (DHET



2013: Online). The transformation came as a result of the promulgation of the White paper 4: A programme for the transformation of further education and training in 1998 (Malale & Gomba, 2016: 105). The two writers further stated that the transformation was also as a result of the desire to have the curriculum that reflect the newly acquired democracy.

A participatory action research which aims to enhance the leadership role of female managers in the TVET College is to be followed based on the findings from the four countries chosen for this study, namely, Mexico, Kenya, Namibia and South Africa.

## **2.10 RELATED LITERATURE REVIEW**

This section unfolds what the literature says about the challenges faced by females in managerial positions, which this study envisages as the designing and implementation of a framework that will enhance their leadership roles. Reference is made to the need for this framework, the components or solutions to the challenges in the four indicated countries, the conditions or enabling factors under which the framework can function, the threats that can impede the success as well as evidence of the successful implementation of the framework in the chosen countries for this study.

The study also aligns itself with the following leader competences as promulgated in the Policy Handbook for Educators Act 27 of 1996 (Brunton, 2003: A51- 52). (a) Promotion of values and principles of the human rights; (b) Gender consciousness (c) Critical examination of the management options, making choices and defending those choices; (d) Understanding the current legislations on employment equity; (e) Operating as a mentor through providing a mentoring support system to students and colleagues.

### **2.10.1 The need for this study**

This section demonstrates and justifies why there is a need for the envisaged framework. This will be done by presenting the challenges experienced by female leaders in managerial positions. The study aligns itself with the competencies as prescribed by the National Education Policy Act 27 (1996: 50) using the practical, foundational as well as the reflexive competencies of the leader, administrator and manager as the organising principles.

### **2.10.1.1 Selective application of regulatory policies**

One of the competencies of a leader as stipulated, is that the leader has to promote the values and principles of the constitution particularly those related to human rights and the environment (ELRC, 1996: 50). Redressing the inequalities in terms of human rights has always been a global priority through the principle of equity as entrenched in the legislative requirements and policies particularly in Africa as a whole (DHET, 2013: Online). The African Union Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa which has been endorsed by the majority of African member states agrees to the elimination of all forms of discrimination against women and guarantees equal opportunity and access in the sphere of education and training (The African Union, 2003: 5). However, this has been applied selectively in most of the institutions in South Africa and the four other countries used in this study.

Discriminatory practices and policies have been eliminated and the government has put in place guidelines, legislation and policies within the private and public institutions to develop the equity and transformation processes (Loots & Walker, 2015: 362). However, past prejudices continue to undermine females and perpetuate the inequalities that make it difficult for them to serve the needs of the country efficiently. South African females continue to suffer from occupational segregation in the workplace and that limits their performance in dispensing their management responsibilities (Maseko, 2013:1; Naicker, 2013: 5).

Mexico's Supreme Court made efforts to promote the gender equality and women's empowerment, however, it was not sufficient because discrimination continued unabated. Many policies aimed at empowering women are put in place but still, they do not benefit the majority of Mexican women. Among the policies are The National Programme for Equal Opportunities and Non-Discrimination Against Women which were introduced in 2013. Despite these efforts Mexican women continue to face major gender equality challenges. It was also reported that male domination in managerial positions is an issue that needs to be addressed, females are downgraded to second-class citizens (Sen, 2013: 18). Those in leadership positions are not recognised and relegated to the roles of being wives and mothers who are tied to their homes (Santamaria & Santamaria, 2012: 121). Otieno-Omutoko and Mwaura (2014: 171) indicate that in Kenya, despite the many regulatory policies to eliminate gender bias and all forms of discrimination against women, they still face challenges because of the inconsistencies in applying the law. In

Namibia it has been agreed that female managers should be empowered through education, however, no action has been taken (Ambunda & De Klerk, 2008: 81). The Namibian government committed itself to the eradication of all forms of discrimination and strived to restore gender balances at its independence in 1990. The constitution guarantees equality for all before the law and prohibits discrimination. The government realised the need to promote justice in the workplace (Sifani, 2009:11). This promoted equality among the repressed groups and protection from the injustices that they were faced with earlier.

#### **2.10.1.2 Traditional views on females in leadership**

The leadership competency of gender consciousness dictates that a leader has to construct an atmosphere that is democratic, sensitive to culture, race and gender differences (DoE, 2003: C45). Historically, a woman's place was said to be in the kitchen and men would always have a special meeting place where women were not allowed. This practice has made it difficult to accept women as leaders today because that notion is deeply rooted in the minds of society despite the many transformations taking place. The South African Constitution (RSA, 1996: 7) restates that 'equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance the persons, or categories of persons, disadvantaged by unfair discrimination may be taken. Both institutional and societal culture has been used to rubberstamp patriarchal views. In South Africa, even today, there is still a view that women are less- valuable members of society. Their role is seen of being caregivers and domestic workers despite having risked their lives challenging the oppressive laws that discriminated against them and advancing gender equality. Kayi (2013: 19) and Ramaite (2013: 26) are both of the view that females in leadership positions are seen as emotional and caring as compared to males who are seen to be assertive and decisive. This serves to justify the traditional views on females in management positions in higher education. In Mexico, although gender parity policies are in place, females are still expected to do major household chores and that complicates their roles at work as well as at home (Brumley, 2014: 217). Kenya's treatment of women in senior positions is no different from many other African states. The stereotype is that females are good as home managers and cannot make major decisions pertaining to men and organisational decisions (Ngure *et al.*, 2016: 556). Namibian

females experienced challenges that persist from both patriarchal and religious beliefs and driven by both males and other females (Ndlovu & Mutale, 2013: 76). The researcher shares the same sentiments regarding the double standards as Kitele (2013: 25) who finds it peculiar that the same society that sees women as good wives see is unable to see them as good managers.

### **2.10.1.3 Disregard of female managerial authority**

In South Africa the problems ranged from sexist remarks to isolation among women leaders. Some of the atrocities faced by females in leadership positions might have weakened but they are not dead yet and this is not in line with the leadership competency of promoting the values and principles of human rights that Diko, (2014: 8) used to argue in this study. In Mexico the Organisation for Economic Cooperation and Development (Liu & Fullerton 2015: 39) reports that women are still faced with political and sexual harassment as well as violence from males when they are in decision-making positions. Women are still regarded as less- valuable members of society and cut off from important decision-making platforms both at home and in the workplace (Kehler, 2013: 44). Omer, Raburu and Ajowi (2017: 36) argue that in Kenya a negative attitude prevails towards women's managerial roles perpetuated by the gender bias and stereotypes that they experience. There's an unfair division of labour as well as victimisation by males in senior positions and that retards the progress of women in realising their aspirations. In Shanyanana and Wagdhid (2016:110) it is reported that in Namibia disregard for women is shown when they are represented in formal institutions but at the same time excluded from important discussions and decision-making processes which is tantamount to disrespect towards them.

### **2.10.14 Underrepresentation of females in the management structure**

Understanding the current legislation of employment equity is a competency that a leader must possess. Despite this, unfair trends in enhancing women's participation in managerial positions, the unequal divisions of occupation still continue. Kele (2015:11) postulates that in South Africa policies have been in place that were aimed at elevating women to managerial positions but implementing them has been very slow. Pollack, Travis and Lizano (2014:28) and OECD (2017: 169) argue that although there had been

an increase in female participation in managerial positions, the process is very slow and the females are still faced with challenges in breaking that wall. Ruiz, Diaz- Cairos and Magaloni, (2015: 3) state that in Mexico both in the home environment and in organisations the same culture prevails with regard to attitudes to women. Male managers treat female colleagues the same way as they are treated by their spouses at home, in an undemocratic, unfair and autocratic manner. Hussein (2016:75) argues that female underrepresentation in senior positions in Kenya is due to their self-concept to be dominated and the cultural notion of them being unsuitable. Osongo's view (2007:28) on this is that underrepresentation is caused by women quitting due to sexual harassment, being given positions without authority and the hostile working environment. Namibia is no exception when coming to issues of underrepresentation of females in senior academic and administrative positions (Wiseman & Wolhuter, 2013: 196). This is further reiterated by Maseko (2013: 14) that the females continue to be marginalised when coming to decision-making positions in the workplace. This is despite having proven their capabilities and their democratic right to participate equally.

#### **2.10.24 insufficient support structure (if any)**

Another leader competency is to be a mentor and having the mentoring support systems in place. The DoE (2003: C4) dictates that there have to be mentoring support systems in place because females in senior positions need continued support in those newly acquired positions to address the discriminatory attitudes and policies that enforce equal participation. Obers (2015: 8) says that in South Africa, women usually get support from their families and subordinates as compared to males who are supported by senior management. Mexico is not different when coming to supporting females in senior positions. Their appointment to those posts leads to reduction in support for women's interests which results in their inability to influence decisions and policies (Kerevel & Atkeson, 2013: 981). Combat (2014: 126) posits that in Kenya the females in senior positions are being ignored, experience much isolation and loneliness due to informal secretive meetings known as 'male bonding'. They do not receive the necessary support that they need in those positions. Namibian women's skills and experience are not recognised and developed just like in Kenya. Sisamu (2015: 7) argues that although affirmative action was implemented, it only created problems at times in the form of resentment towards the beneficiaries thereof. Mathews, Muinjangu, Nashandi, &

Rukambe (2014: 159) report the insensitive view that women are merely exaggerating their workplace challenges. In the institution where the researcher works there are support structures in place but more could still be done to enhance the leadership role of the female managers.

## **2.10.2 Components necessary for the successful implementation of the framework**

This part explores the main components necessary for formulating a study to enhance the leadership role of female managers in the TVET College. The organising principles as identified above are still applicable in this part.

### **2.10.2.1 Legitimate implementation of policies**

Promotion of values and principles of human rights. Apart from the South African Constitution, major policies, legislation, and development frameworks have been enacted to rid the country of all discriminatory practices in all the spheres of society. This is in line with the leadership competencies of the study which prescribes the promotion of values and principles of human rights. There is the Higher Education Resource Service South Africa network that promotes leadership development and representation of females in senior education positions in Higher Education (Claude, Surtee & Barnard 2015: 111, Stats SA, 2015: Online). The international communities in Mexico saw fit to incorporate gender budgeting as one of the policies to end the gender disparities and develop the women in their country. Ochieng (2014: 41) postulates that in Kenya, three approaches to gender issues; equal treatment; positive action as well as mainstreaming were adopted in the form of a Universal Declaration of Human Rights (1948). Namibia Vision 2030, Gender Sectoral Committees and the National Gender Policy (NGP) are but two of the policy frameworks that aimed at redressing most challenges faced by the females, among others, achieving gender balance in decision making, implementing gender policies and programmes as well as recognising unequal representation in higher positions.

### **2.10.2.2 Current views /knowledge on female roles**

Creating an atmosphere that is democratic, sensitive to culture, race and gender differences as well as disabilities – Gender Consciousness.

One of the leadership competencies is to construct an atmosphere which is democratic, sensitive to culture, race, gender and disabilities. This is reiterated by Employment of Educators Act 76 of 1988 (Juta, 1999: s7) which clearly stipulates that in appointing personnel, equality, equity and other democratic values and principles have to be taken into consideration. This is argued in Kele and Pieterse (2015: 2) that females have been occupying positions of authority as it is prescribed by the Gender Policy Framework (GPF).

Krook and Noris (2014: 8) state that in Mexico there were campaigns in capacity building as well as reshaping of public attitudes towards gender stereotyping. In Kenya, with the entrenchment of the Constitution, women got the same legal rights as men and the historic imbalances were corrected by the principles of Affirmative Action which were bound by the Bill of Rights. (Nzomo, 2011: 3). In Namibia, similar to South Africa and Kenya, the Constitution gave the women equal rights. Andima and Tjiramanga, (2014: 77) further state that in Namibia social transformation forbade all forms of discrimination against women and a Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), strengthened that as well.

### **2.10.2.3 Acceptance and recognition of female managerial authority**

Managers, by critically examining their options, making choices and defending those choices brought changes to the organisations. Mathur-Helm (2016: 353) posits that new policies and organisational transformation brought about enabling conditions for females' progress in South African organisations. This is further accentuated by Mayer, May and Surtee (2015: 186) by stating that female leaders have increased in the past number of decades in South Africa. Mexico is one of the countries where women's acceptance to leadership brought about positive modifications in organisations as stated by Bullough, Kroeck, Newburry, Kundu and Lowe (2012: 406). Kitele (2013: 25) argues that Kenyan females ultimately started heading mixed gender institutions whereas before they occupied leadership positions in female-only institutions of learning. That attests to the change in attitudes towards female managerial authority. In Namibia women were empowered involving them in decision-making bodies in, among others, politics and the judiciary (Ubink, 2011:18).

#### **2.10.2.4 Equal representation of females in managerial positions**

Understanding current legislation on employment equity is another competency expected from a leader in an organisation.

The elimination of discrimination against women and the promotion of equal employment opportunities in higher education has been the objective in South African legislation. Klasen and Minasyan (2017: 9) state that The Code of Good Practice (2007) of affirmative action ensured that there was equal representation of females in top positions. This is in line with the competence of understanding current legislation on employment equity. Even The Women's Charter states, that there shall be no discrimination on the basis of sex and this has been seen with many females in prominent positions in government as well as in the private sector although this is not enough. Aguayo-Tellez, Airola, Juhn and Villegas-Sanchez (2014: 4) state that Mexico discovered that by empowering women, development accelerated and this resulted in women being employed in decision-making positions. Just like South Africa, Mexico and the Kenyan state committed to affirmative action in redressing the challenge of marginalisation of the females when coming to decision-making positions (Otieno- Omutuko & Mwaura, 2014: 4). In Namibia UNESCO published a document to enhance women's empowerment and gender equality with the aim of promoting ethical codes and policies in favour of gender equality, gender balance in decision-making positions as well as in working conditions (Lourenço, 2016: 4). The College being studied also empowers females by promoting them to higher positions.

#### **2.10.2.5 Providing support to female managers**

This entails operating as a mentor through providing a mentoring support system to students and colleagues. In South Africa (Naicker, 2013: 83) posits that after the new dispensation women in higher positions received mentoring and other means of support. A leader should operate as a mentor through providing a mentoring support system to colleagues. This is another competency expected from a leader. In order to address socio-cultural challenges faced by the organisations in Mexico, they initiated a programme to call women and men under one roof to talk about their experiences so that they can learn about one another's best practices as well as challenges (Pollack, Travis & Lizano, 2014: 15). This is a form of supporting employees. Similarly, in Kenya gender awareness campaigns, seminars and workshops were held in order to support the females in leadership positions (Hussein, 2016: 77).



### **2.10.3 Conditions conducive to the successful implementation of the framework**

In this section the conditions that may enable the framework to be implemented successfully are explored. The conditions are coordinated planning for policy implementation; shared views; establishing relationships; engagement and involvement of stakeholders and reflection on the support given to females in leadership positions.

#### **2.10.3.1 Coordinate planning for policy implementation**

In any institution, managers are expected to be the custodians of the legislation that promotes the values and principles of human rights. Kele and Peterson (2015: 12) state that the South Africa Gender Policy Framework assisted in the drafting of procedures and practices that would ensure that imbalances of the past were righted. In Mexico, Klein, Richardson, Grayson, Kramarae, Pollard and Dwyer (2014: 6) and Stotsky (2016: 22) argued that public awareness, funding research, enforcing appropriate sanctions and developing activities that enable female participation in agendas and decision-making can increase the chances of policy implementation. Kaimenyi, Kidombo and Senaji (2017: 293) and Bailey (2014: 191) argue that in Kenya, just like in South Africa, Acts of Parliament established the councils and commissions in higher education that were responsible for the promotion of gender equality, equity and balance, among other things. Namibia, in an attempt to be democratic, made progress by creating policies, guidelines and legal frameworks and the National Gender Policy although culture remained strong and defeated all these intents and purposes (Brown & Haihambo, 2017: 120). The College where the study takes place has been accredited by the British Council and qualified for ISO 9001 certification. This is evidence enough that there are policies in place and that they are being implemented.

#### **2.10.3.2 Shared views**

A manager is expected to be able to create a democratic atmosphere which is sensitive to gender in the workplace. Mayer and Surtee (2014: 614) added that leaders in South Africa need to be able to transform the ills of the past while remaining open, communicating a clear vision and encouraging collaboration in the organisation. In Mexico Shahmandi, Silong, Ismail, Saman and Othman (2011: 49) reiterate what has been said by other authors that a leader has to have diversity consciousness, sensitivity

towards cultural differences, be visionary and be knowledgeable about social reality. Adding to that, Wambui, Wangombe, Muthura, Kamau and Jackson (2013: 211) in Kenya, emphasise that managers should increase their sensitivity on diversity to cultivate harmony in the workplace. In Namibia, Smith (2014: 53) is of the view that being a leader, awareness of the policy and procedure and teamwork are among the qualities that make one to be regarded as competent in the workplace.

#### **2.10.3.3 Engagement and involvement of stakeholders**

Institutions of higher learning can benefit largely from the relationships they build locally, regionally, nationally as well as internationally. By critically examining the options that management has, making choices and defending those choices, Black (2015: 4) postulates that South African higher education institutions can be successful if the leaders develop collaborative partnerships with their stakeholders. But in doing that, care should be taken as to whether those are seen as reputable. Just like South Africa and the College where the study is taking place, Mexico also recognises the support and empowerment allotted to it by the diverse stakeholders in its sector (Matthews, 2017: 39). Kenya committed to partnering with the private sector as a stakeholder as well as increasing the funding in recognising the role of education and training as the key factor in transforming society (Nyerere, Mfune, Fuh, Mutisya, Yiran, Fadairo, Ameyaw & Odingo, 2016: 30). Reinhard, Pogrzeba, Townsend and Pop (2016: 250) argue that in Namibia it is evident that there is an involvement of stakeholders when the Minister of Education established a task group including international experts to draft a national strategy as well as the national policy on cooperative education.

#### **2.10.3.4 Establishing relationships**

Managers are expected to understand the current legislation on employment equity and establish healthy relationships with the employees. Horwitz and Jain (2011: 9966) argue that training of supervisors and line managers in policy and procedures carried by Human Resources (HR) is vital to ensure that there is a healthy working relationship in an organisation that would inspire commitment among subordinates in South Africa. In Mexico, Zakuan, Muniandy, Saman, Ariff, Sulaiman and Jalil (2012: 23) postulate that the implementation of Total Quality Management (TQM) is instrumental in the realisation of an institution's objectives as it encourages a culture of teamwork and trust, between management and subordinates. Owino, Ogachi and Olel (2011: 122) stated that the

Commission for Higher Education recommended that enforcing the Constitution will lead to improved relations between the management and staff in Kenya. In Namibia, Smith (2014: 53) emphasises teamwork, support, training and procedure in service orientation as staff development as factors that are crucial in improving staff relations with the management therefore enhancing productivity. What Smith is saying is reiterated by all the authors above concerning relationships in organisations. It is therefore one of the competencies expected from the management of institutions of higher learning.

#### **2.10.3.5 Reflection on the support given to the females in leadership positions**

Mentoring and supporting is another competency expected from a leader. In his closing remarks, Obers (2014: 1119) is of the opinion that South African female leaders' self-confidence and self-esteem can be improved or developed where there are policies and practices supporting and valuing mentorship. Ongaki *et al.* (2015: 344) further reiterate that forums for mentoring and coaching females in senior positions be initiated and that it is necessary for newly appointed women managers to look up to both male and female senior managers as their role models if they want to succeed. In Mexico Davidson and Burke (2010: 2) and Thomas, Bystydzienski and Desai (2014: 144) argue that when an institution supports women managers, it is likely to have a strong leadership team and it assists women to have a sense of belonging. In Kenya, Ndlovu and Mutale (2013: 77) posit for the advancement of the women in society, a partnership between NGOs, traditional leaders and the media assisted with awareness campaigns to change society's mind-set towards women. Since this is a dual responsibility, senior management is also expected to provide mentoring support.

### **2.10.4 Threats that could impede the successful implementation of the framework**

#### **2.10.4.1 No common vision**

Promotion of values and principles of the human rights is another competency that is crucial in a manager and therefore, adhering to the policies is a necessity for all organisations to function effectively. In South Africa, Ngobeni and Bezuidenhout (2011: 9961) posit that it is the duty of management to communicate the vision of the institution to the employees because not doing that would be detrimental as people become committed to what they are engaged in. In Mexico the framework would not succeed if

national and institutional policy does not contribute to the women's professional lives (Metcalf & Gonzalez, 2013: 3). Makdom and Ghazali (2013: 37) endorsed that by stating that in Kenya, vision is an influential instrument of leadership and if followers share the same they will be inspired to a higher level of performance. In Namibia it was reported that a non-existence of policy governing coordination made it impossible for a common vision to prevail in institutions of higher learning (Matengu, Likando & Kangumu, 2014: 93).

#### **2.10.4.2 Little or no respect at all -operating as a mentor through providing a mentoring support system to students and colleagues.**

In South Africa Shanyana (2016: 111) posits that women in management face disrespect in a form of exclusion whereby crucial decisions are taken without them and being overlooked as if they are invisible. Assumptions about females that they are gentle, compassionate and co-operative is another form of stereotyping that aims to undermine and disrespect females in Mexico (Smith, 2015: 29). In Kenya (Onsongo, 2007: 128) stated that a hostile environment under which female managers' work without support hinders the capability to render an effective service to their institutions.

#### **2.10.4.2 Insufficient collaboration (fix up formatting and numbering)**

Constructing an atmosphere which is democratic, sensitive to culture, race and gender differences as well as disabilities - Gender Consciousness.

Ngambi (2011: 765) is of the view that for a healthy working relationship, management needs to strive for openness and collaboration among staff regardless of their sexual, cultural and other orientations. Managers are expected to make well-informed, effective and timely decisions. Communicating with members, listening to their views and being a member of a team assists subordinates cooperating with the management knowing that their views count. Molina-Bortoni (2011:10) points out that in Mexico, a psychological contract, whereby there is interdependence between people creates team cohesion and maximises the contributions of other members. Ongaki, Omwoyo and Musa (2015: 339) posit that for the success of organisations in Kenya teamwork should be the order of the day. There is interdependence between people and that creates team cohesion and maximises the contributions of other members and where teamwork is absent, there will

be mediocrity and it will be evident in the meagre results of the students (Owino *et al.*, 2011: 118).

#### **2.10.4.3 Minimal dialogue/discourse**

Understanding current legislation on employment equity.

The leader is not only expected to understand the current legislation but to circulate it to the colleagues. Ruiz, Esparza and Hamlin (2014: 4) state that failing to disseminate important information to employees by management leads to ineffectiveness in management.

#### **2.10.4.4 Minimal teamwork**

Joubert and Rothmann (2011: 2) wrote in their findings that there is an ineffective implementation of gender policies in the South African higher education due to deficiencies in the content of the policies. In Mexico, as long as there are no punitive measures put in place for non-adherence to the mandatory gender policies, the framework's successful implementation would be impeded (Kerevel & Atkinson, 2013: 983). The threats that could impede the successful implementation are that the policies that stipulate the promotion of values and principles of human rights cannot be implemented in Kenya as they are not clear as to the procedure to be followed and it is said to be a costly exercise (Kaimenyi, Kidombo & Senaji, 2017: 295). Hussein (2016: 75) reiterates that it is generally accepted that in Kenya senior management positions are only for males. In Namibia the threats are that there is still discrimination emanating from customary laws, the lack of knowledge of human rights laws as well as the ongoing poverty that prevent women from fulfilling their aspirations (Andima & Tjimanga, 2014: 77; Mathews *et al.*, 2014: 152).

#### **2.10.5 Monitoring the functionality of envisaged framework**

Monitoring and evaluation are very crucial when there is an implementation of any policy. This is to see whether it worked or not so that it can be improved or best practices be extended further.

#### **2.10.5.1 Adherence to policy**

Promotion of values and principles of human rights is a competency that is expected from the management of institutions and to achieve that, monitoring and sanctions should be applied for non-compliance. In South Africa, it was reported that institutions were to account to the Commission for Gender Equality (CGE) on their enactment as far as employment equity is concerned, failing which they were summoned to hearings and had to submit future plans (Rapoo & Napo, 2012: 23). In Mexico, there were punitive measures taken against non-compliance in institutions and sanctions imposed in the form of cutting on subsidies (Terjesen, Aguilera & Lourenz, 2014: 4). In Kenya, Owino *et al.*, (2011: 117) argued that a Quality Management System should be adopted so that the quality of service rendered by the institution could be measured, whether policies were present and implemented. Namibia is one of the countries where UNESCO Recommendations in terms of Employment Equity had to be implemented and non-compliance was met with disciplinary action from the Minister of Higher Education (Appiagyei- Atua, Beiter, & Karran, 2016, 2016: 103).

#### **2.10.5.2 Collaboration**

Constructing an atmosphere which is democratic, sensitive to culture, race and gender differences as well as disabilities- Gender Consciousness.

Zulu (2016: 838) posits that collaboration and teamwork are necessary values and (Naidoo, 2013: 18) reiterates that management is able to build capacity through collaboration in institutions of higher learning and continuing quality monitoring and evaluation would be effected to check whether there is indeed teamwork in the TVET College in South Africa (Addendorf & Van Wyk, 2016: 9). López-Fogués, Rosado, Valiente, Fuentes and Aragón (2018: 19) in Mexico, in support of team work as one of the factors for effective management, monitoring was done in the form of competence evaluation. In Kenya, Ngure, (2015: 160) posits that a leader has to delegate some responsibilities and involve subordinates in decision making for the successful operation of the institution. To evaluate whether collaboration had been effected, the outcomes of the objectives were compared to the organisational performances as a monitoring strategy. Kyobe, Hauuanga, Bohne, Hunde, Tacconi, Madileng, Partner, Dehing, Nduna, Alemayehu, and Konayuma, (2017: 22) state that collaboration among stakeholders would lead to the success of the institution reaching its goals of a high level of academic

performance in Namibia. Whether this was effective or not, performance evaluation and monitoring was undertaken. From the above, it becomes evident that collaboration among all role players plays an important part in the success of an institution.

#### **2.10.5.3 Common vision**

Critically examining the management options, making choices and defending those choices is a competence expected from a manager. In South Africa, Zulu (2011: 824) argues that managers who are able to communicate the vision of the organisation have the ability to influence others to share in that vision, therefore leading to a successful institution. This can be evaluated by the individual contributions of colleagues. In Mexico it is reported in López- Fogués *et al.* (2018: 11) that the TVET College had to commit to the systematic evaluation to guide the policy implementation concerning the common vision. Makworo, Mwangi and Wesonga (2013: 95) states that in Kenya the uproar from other stakeholders was a clear sign that a common vision was lacking. That was discovered in evaluation of the presence of a common vision. In Namibia, Bock, (2014: 7) accounts that the effectiveness of common vision was measured by whether the institution achieved its aims. Based on the above, it shows that monitoring and evaluation is the crucial part of policy implementation.

#### **2.10.5.4 Dialogue/ discourse**

Understanding current legislation on employment equity is a competency required from a leader. In South Africa, Roux and Becker, (2016: 133) argue that dialogue presents possibilities for the destruction of marginalisation and dominance of some groups and the construction of continual humanising practices. Whether this happens can be seen in the cooperation among colleagues. Smith (2015: 12) states that Mexico sees it as important to bring the wrongdoer and the oppressed together into a dialogue citing the South Africa Truth and Reconciliation Commission as an example. To monitor whether there is discourse in an institution will be seen by the positive performance in the results of the students. Jahonga, Ngore and Muramba (2015: 70) in Kenya report that in monitoring and evaluation of whether there was discourse taking place among the role players, it was established that forums for stakeholders were held regularly. Sheehamandje-Mwiya (2014: 6) posits that during the process of monitoring and evaluation in Namibia it was identified that non-engagement by stakeholders led to poor performance of the

organisation. The findings above make it evident that monitoring of whether there is discourse in an organisation plays a large role and assists in the self-correction of institutions.

#### **2.10.5.5 Respect**

Operating as a mentor through providing a mentoring support system to students and colleagues is what is expected from a leader in an institution. In South Africa, the requirement that staff be registered with the South African Council for Educators (SACE), serves as monitoring whether there is respect for authority in the TVET sector (Kemper, 2017: 25). It is reported that policies were given legal status to monitor the respect for authority in Mexico (Singh, 2015: 51). Mwathe (2015: 440) posits that, in Kenya, what is surprising is that the trade unions were the ones mobilising for policy implementation and monitored whether their members complied with the legislation. Shanyana (2016: 117) postulates that in Namibia institutions of higher learning have a duty to promote respect for everyone as a form of support or enabling mechanism for the female managers to work in harmony. The presence of respect in the institution is sensed through interaction with the stakeholders.

### **2.11 SUMMARY OF THE CHAPTER**

This chapter dealt with the literature review wherein it was found out that while criticising leadership, we fail to offer the awareness that will deal with the challenges that have been identified as problematic and fail to engage management in finding a solution (Wikert & Shaefer 2014: 5). To curb this type of situation different authors were consulted to find out what other countries do and what will work in the College where the study is taking place. The objectives of the study functioned as the vehicle through which the study was driven. The theoretical framework of the study was interrogated in guiding this study of enhancing the leadership role of female- managers through participatory action research: A case in the TVET College.

The next chapter will be about the approach which the study followed.





## **CHAPTER 3: ENHANCING THE LEADERSHIP OF FEMALE- MANAGERS THROUGH PARTICIPATORY ACTION RESEARCH: A CASE IN THE TVET COLLEGE RESEARCH METHODOLOGY AND DESIGN**

### **3.1 INTRODUCTION**

This chapter builds on the previous chapter which focused on the theoretical framework Critical Leadership Studies (CLS). The chapter focuses on Participatory Action Research (PAR) as the research methodology as well as research design adopted and how it assists in generating empirical data in the study to enhance the leadership role of female managers in the TVET College.

The chapter is divided into two sections, namely, the theoretical and the practical section. The chapter elaborates and validates the research design and methodology used in this project. The chapter further integrates the theoretical constructs developed in Chapter Two with the empirical data in order to respond to the research question: How can the leadership role of female managers in the TVET College be enhanced? Furthermore, it also aims to achieve the following objectives; to demonstrate and justify the need for the framework, to identify the main components of the framework, to explore the conditions conducive for the successful implementation of the framework, to anticipate the threats that may hinder the successful implementation of the framework and to evaluate the functionality of the framework.

In the following section the researcher provides the research design, followed by the historical background of PAR with special focus on the different generations of this methodological approach. The researcher further describes the epistemology and ontology of PAR as a methodological approach in conducting this study.

### **3.2 RESEARCH DESIGN**

This section explains the research design adopted for the study. Creswell (2011: 16) defines research design as a logical structure of an enquiry that ensures that data collected enables the researchers to answer the research question convincingly. It refers to the whole strategy chosen to integrate the different components of the study in a coherent and logical way. The research design is determined by the research problem, that is, when to use which research method?

The researcher has adopted teamwork where the participants are co-researchers in a collaborative, democratic and empowering research in order to generate data. The research team is composed of female managers at different levels of management at the TVET College. one head of campus, two assistant campus managers, three Heads of Department, three senior lecturers and two lecturers. This team of female managers is chosen for the practical reason of generating data on their managerial experiences in the TVET milieu to respond to the object of this study.

What prompted the need for the study were the challenges the researcher experienced as a female manager in the TVET College. The Commission on Gender Equality, the National Gender Forum and the office of the Status of Women support the efforts made by higher educational institutions of being more inclusive and equitable but vast differences remain in the way females are treated in the workplace despite the decades of striving for gender equality.

The researcher spoke to one of the lecturers on the campus about the challenges she faces at the College ever since promotion to the post of senior lecturer. She was aware of the disrespect levelled against the researcher. The researcher also spoke about this problem with the HOD who had recently been promoted at another sister campus and she too was experiencing the same challenges. The researcher came up with the initiative of starting a study on these challenges. The researcher introduced the topic 'Enhancing the leadership role of female managers in the TVET Colleges'. The topic aroused their interest and the study became feasible, practicable and capable of being undertaken.

These colleagues felt that the study was going to be useful to them and that was when a plan was devised on how to operationalise the research. We chose the team method because it emphasises participation and action with everyone concerned rather than being on them. In teamwork the participants have to be involved in the choice of the research design to ensure that the research question is relevant to their needs and experiences and that data collection instruments echo the issues that they want addressed. Issues of recruitment, issues of consent and the level of participation of co-researchers are crucial in research design (Boote, Twiddy, Baird, Wirks, Clarke & Beever, 2015: 3). Maxwell (2012: 4, 23) further describes research design as a plan to a study and identifies the different components that are key to presenting a workable relationship

to the study. The components are the objectives of the study; the theoretical framework; the research question; the research methodology as well as the data collection and analysis. He stresses that these are not cast in stone but could be approached in a flexible manner. Ritchie, Lewis, Nicholls and Ormston (2013: 67) concur with Maxwell in that relationship with participants is an important design and planning issue, however, they see research design as a process in which participants have to be involved from the initial stage of creating or shaping the research question and design.

This study adopts Maxwell's design for these reasons; that it states that the objectives must justify the need for the study; the framework linked to the research question; and that data collection supports the challenges or problem. Methodology has four components that are identified, namely, the relationship with participants, the setting, data collection and data analysis.

### **3.3 PARTICIPATORY ACTION RESEARCH AS A RESEARCH METHODOLOGY**

This part aims to explain why the Participatory Action Research (PAR) method was chosen. The aim of using this method was to formally implant the study within the College to ensure the co-researchers own the project. PAR aims at the inclusion, social justice and equality of participants. In PAR the participants have power and control over the process (BMJ, 2013: 3). Participatory Action Research is also suitable because it focuses on the participants working together to collect information about their needs and problems.

PAR processes are not bound to any particular theoretical framework therefore it identifies with Critical Leadership Studies (CLS) as the lens of this study. In Fields (2014:2), Grundy (1982: 358) and Kemmis, McTaggart and Nixon (2014, 67), it is stated that the local people need to engage in a critical reflection of the dominant and oppressive classes in order to act against them. These writers all agree that collectively, the people offer one another the critical capacity to act against their oppressive situation or setting and be the catalysts of change. Grundy (1982: 358) names that 'critical intent' and sees it as a motivating factor or social consciousness which leads to wanting to alleviate the situation of uneven distribution of power.

CLS contributes to PAR as it suggests that researchers attend to how power in the social context informs how people act in everyday situations (Collins, 2001; Kemmis, 1998.)

This section elaborates on the reasons why Participatory Action Research (PAR) is used in this study. The researcher used PAR as the research methodology in this study because it integrates inquiry, participation and action as the fundamental elements to bring about change in the lives of the affected. In Morales (2016:158), Ritchie *et al.* (2013: 68) and Bailey *et al.*, (2009: 5) there is an agreement that PAR incorporates dialogue, equity, transparency and accountability with the aim of benefiting the researchers mutually in the positive change envisaged. PAR also aims at empowering as well as producing knowledge and action through research, which is directly beneficial to a group of people. That qualifies it to be the suitable method for this study.

I also concur with Mc Donald (2012: 39) that the people have the right to determine their own development and participate meaningfully in the process of finding their own solutions in matters over which they have control so as to have sustainable development. Furthermore, PAR is chosen for the reason that inquiry is not done on people but with them. The researchers determine their own methodologies, objectives as well as their own questions (Campos *et al.*, 2016:2).

The purpose of this research is to create a study to enhance the leadership role of female-managers through participatory action research in the TVET College. As stated above, PAR means that there are no subjects but participants in this study. Everyone is equal and is expected to contribute actively. Researchers in this study democratically voice their problems and address them collaboratively as reiterated by Abo-Zena (2015: 20).

Participatory Action Research as a methodology argues in support of the possibility, the significance, and the usefulness of involving research partners in the knowledge-production process. As management members of the TVET College, many females in management positions experience different challenges of not getting the support and respect from the colleagues. Therefore, being equal means working together as a team without discriminating against gender. Our College can achieve more if we all collaborate and do what is expected of us in the work place without any disruptions. When we all work together there will be collaboration in managing this method of study, whereby the stakeholders will be accountable for the design and implementation of this framework. We do so by coming together as head of campus, HODs, senior lecturers, lecturers and set up a meeting to discuss the problem facing women at our work place. Women are not only destined for household work but a whole lot more of what the world can offer. TVET

College management needs to accept women applying for high position vacancies when advertised, in fact they need to encourage more women to apply for those jobs. Therefore, there will be a balance between the two genders working together to perform better. The study of Participatory Action Research (PAR) is used to generate data through consultation meeting forums, networking and creations of WhatsApp groups for easy communication, e-mails and conference calls. Different management members (HODs, senior lecturers, and lecturers) will use a form of presentations and slides to share their knowledge, opinions, facts or decisions with others. The data is analysed using a Critical Discourse Analysis and data is collected either by making notes or using audio visuals which will later be translated into texts.

The aim of the collaboration was to bridge the gap between the researcher and the intended co-researchers in this study, namely the campus manager, the assistant campus managers, HODs, senior lecturers, and lecturers. The researcher believed that they had the relevant knowledge on the research problem as they are confronted with the problem on a daily basis. Their experience of being females in the leadership positions in the TVET College gives them the knowledge for solving the problem that necessitated this research. The envisaged result of this study is to see females in leadership positions in the TVET College being empowered through the designing and implementation of the framework to enhance their leadership roles.

MacDonald (2012: 39) and Morales (2016: 159) identified the seven components in the process of PAR (See below). These components do not necessarily match each other but both MacDonald and Morales agree on almost the same things in the process of Participatory Action Research. The only difference is that MacDonald does not include the cyclical component of the process.

- *MacDonald speaks about the affected acknowledging the origin of the problem by themselves, defining, analysing and solving it whereas Morales speaks about content specifics.* In the study the females are aware of the problem they are facing and wish to solve it, which makes the study specific.
- *Both writers state that there is an ultimate goal which is social transformation or a focus on change.* The participants in the study envisage a change in their situation of being oppressed and marginalised.

- *There is emphasis on collaboration, therefore participants are actively involved at all levels of the research.* The female managers come together to design a framework to enhance their leadership roles.
- *It is a liberating process to a powerless group of individuals.* This is a process whereby the females take an initiative to free themselves from the shackles of marginalisation.
- *There is an ability to create awareness in own resources to mobilise self-reliant development and it is not just a method.* The participants are aware of their strength in unity which is why they formed a collaborative effort to address the problem.
- *The involvement of the affected in the process yields a more accurate and authentic analysis of social reality.* The participants' experiences make their problems a reality.
- *The commitment of the participants in solving their problems themselves makes success a collective change.* The positive outcome of the study will make the participants feel proud of their collective efforts.

The cyclical process of PAR is the approach chosen for the study. The co-researchers will plan, take action, observe and reflect. Thereafter the process will be repeated again. During the strategic phase, planning will be effected based on the SWOT analysis and vision and mission which will lead to taking action. Thus, the co-researchers implement PAR by collectively analysing and problematizing issues assisted by the individual lived experiences and knowledge they possess. Observation and self-reflection would be the next move after which the phases would be repeated when the envisaged outcome is not realised.

### **3.4 HISTORICAL BACKGROUND OF PAR**

This section deals with the historical background of Participatory Action Research (PAR). From the number of sources encountered, it is clear that there is no single history of PAR. It emerged from Action Research (AR) and can be traced back from the 1940s to the 1960s during the time of Kurt Lewin whose work related to community action programmes. He described a spiral of steps involving planning, action and evaluating the results of the action taken (Loewenson, Laurell, Hogstedt, D'Ambruoso & Shroff, 2014:

10). In Morales (2016: 158) it is stated that AR originated in Europe and in the USA in the first half of the twentieth century and Lewin only gave it the term Action Research. AR came to be defended by its many different supporters in education (Reason & Bradbury, 2008: 468). The 1960s PAR emerged and in the early 1990s it overlapped strongly with Participatory Research (PR) and Activist Participatory Research (APR). PAR focused on the poor and powerless investigating and analysing their condition and taking action. It also focused on their collective research production and dissemination of the new knowledge through accessible communication (Chambers, 1994: 955).

Brydon-Miller & Maguire (2009: 81) posit that the 1990s were known as the decade of PAR and some Canadian writers trace the origin of PAR as a radical heritage to Paulo Freire, Myles Horton, Julius Kambarenga Nyerere. They promoted a policy that supported the participation of citizens in their own organisations and it came about when Action Research (AR) was implemented. Action Research is a process of co-inquiry and equitable engagement towards a positive change through a continuous involvement of social actors wherein those that are being researched participate actively and as co-researchers in the process (Nhamo, 2013: 30).

### **3.4.1 Generation one 1940s-1960s**

PAR evolved from the different periods and the three founding contributors, namely, John Dewey (1859-1952), Kurt Lewin (1890-1947) and Paulo Freire (1921-1997). Although it can be traced back to many influential theorists, these three are the most important contributors. Each of them brought a different perspective to PAR. John Dewey was the American psychologist who believed in the importance of democracy in politics and in education. Kurt Lewin was a psychologist born in Germany and he created the term 'action research' in 1946. His description of AR was that it was a cycle beginning with fact-finding, sharing the facts among those who gathered them, planning and action to be followed by more fact-finding, feedback planning and action to be taken based on the results of the previous action. Paulo Freire was a Brazilian educator who believed that education was vital if the people were to be freed from oppression. To him, the only way that people can flourish is when they can control their own learning. He also reiterated that communities should engage in dialogue so as to understand their issues and resolve them (Bailey, McNally Koney & Uhly, 2009: 28-29). In this study, since females are



engaging in enhancing their leadership roles, dialogue is of utmost importance in achieving their goal using PAR as an approach.

### **3.4.2 Generation two 1970s-1980s**

Campos *et al.* (2016: 2), Loewenstein *et al.* (2014: 18) and McDonald (2012: 39) state that participatory action research (PAR) is aimed at developing the critical consciousness of the people in their local struggles. This led to self- mobilisation of the communities in economic, political and social powers that were necessary in participatory democracy. PAR is the implementation of action research through a continuous involvement of social actors relying on the assumption that those being researched should actively participate in the process of researching (McNiff, 2013).

### **3.4.3 Generation three 1990s-2000s**

The recent developments in PAR are that it evolved through the 1900s into the 21<sup>st</sup> century and has been applied internationally to various fields of study. Other approaches emerged under PAR, which include Participatory Research, Critical Action Research and others. Other methods were introduced to deviate from using the word 'research' as it was thought to have abstract meanings and extractive connotations. 'Learning' was the preferred word instead of 'research'. Thus, it was known as Participatory Action Learning, Participatory Learning Action and Participatory Action Development (Loewenstein *et al.* 2014:19).

## **3.5 THE CYCLICAL AND SPIRAL PROCESS OF PAR**

This section deals with the different cycles in PAR and the different names given to those cycles by different authors. Smith, Willms and Johnson (1997: 1) define them as phases. Phase One being the point where participants identify the problem that they wish to address. Phase Two is whereby the participants investigate the problem at hand by collecting data about the problem. In the third phase participants take action. At the end of each phase it is crucial that the participants reflect constantly, have a dialogue where they voice their issues and listen to the others' issues and take action. In Morales (2016:

161) it is stated that in PAR there are recurrent stages, that of planning, action, reflection followed by evaluation.

D'Ambruso and Shroff (2014: 13) use the cyclical and spiral process of Participatory Action Research and they use steps unlike the authors cited above who use phases and stages. This third set of authors use a diagram to illustrate the steps. The first step is organising and validating experience collectively; second step is that of collectively analysing, reflecting on patterns, problems and theory; the third step is of considering alternative causes of action and identifying actions; the fourth step is about acting and reviewing the course and consequences of action and change; the fifth step is that of organising, validating and sharing new knowledge. At the end of the fifth step the process is repeated. The study adopts the method used in Loewenson *et al.* (2014: 13) because it is the most suitable.

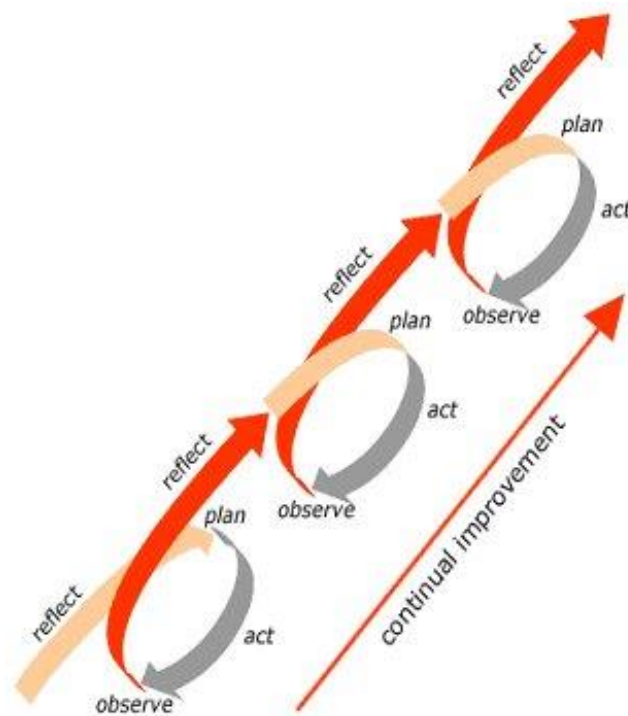


Figure 1: The cyclical and spiral process of PAR

### 3.6 OBJECTIVES OF PAR

In this section the objectives of PAR are explained. Reza (2007: 31) defines them as exploring the realities through which the desired goals could be reached through the actions of the affected group. Maum, Mc Dougall and Smith, (2006: 855) and Zarfoteza, Gastaldo, Moreno Bover, Miro and Miro (2015: 8) state that one of the objectives of PAR

is to empower people so that they can have increased power over their lives. In power sharing, the participants develop capacity-building strategies for engaging in issues that may seem challenging.

### **3.6.1 Capacity building**

During the partnership in PAR participants learn mutual accountability. They develop improved problem-solving capacities, improved decision-making capacities and improved relationships. PAR builds capacity through raising consciousness, acquiring of knowledge and skills aimed at changing behaviour over time. The activities are aimed solving the problems faced by a certain group with their full involvement and ownership of the whole research project (Abo- Zena,2015: 22).

### **3.6.2 Collaboration**

Through collaboration, a range of people bring with them passion and energy to accomplish a certain mission. The co-researchers in PAR are collaboratively involved in finding a solution to a problem that has been identified and this leads to collective empowerment of the group. Co-researchers get involved in a self-reflective inquiry with the purpose of improving their situation. Through conversations, the co-researchers develop trust among themselves as they share their personal experiences. Respectful partnerships are formed in projects of this nature (Dudgeon, Scrine, Cox, & Walker, 2017:4).

### **3.6.3 Co-learning**

When individuals with diverse talents, skills, knowledge and expertise collaborate, they share knowledge because of the idea that participants are the experts on their own lives. In this way their belief in their abilities is strengthened and they therefore learn by doing. The core principle in PAR is the notion that a collaborative process leads to knowledge generation, sharing of knowledge and the development of skills. (McDonald, 2012: 40 & Ritchie *et al.*, 2013: 36). The female managers in the research project share their different

experiences with the group and learn from others how they dealt with theirs in their workplaces.

#### **3.6.4 Commitment**

Mc Niff and Whitehead, 2017: 17) believe that in PAR, the participants commit and involve themselves in an activity that has a positive life changing impact and allows the co-researchers to be active, committed participants in the whole research process of goal setting, gathering and analysis of data as well as using the research outcomes. This ensures more accountability to the other co-researchers. In this research process the women in management positions bring in their unequivocal commitment to driving the vision and mission of the institution by ensuring that there is unconditional respect for all the stakeholders regardless of their gender.

#### **3.6.5 Democracy**

Some of the social values of PAR are that it should be equitable, liberating and democratic to those affected. Equal participation of all the stakeholders acknowledges the people's equal worth and individual's contributions are recognised and acknowledged in addressing the issue at hand. Critical Leadership Studies (CLS) as derived from Critical Theory (CT) calls for greater equality between the research participants and aims to break down the participants ratifying the positive change for those affected (Ritchie *et al.*, 2013: 4). In this research, everyone is an expert and a knower. There is no specific hierarchy and everyone is a leader.

#### **3.6.6 Emancipation**

Bradbury (2015: 120) advocates for emancipation as the primary goal of PAR wherein participants have an inspiration to change their social world. Participants are involved in decision making to create a more just society through transformative social change. Participants use their own active and collective efforts in overcoming the power imbalances affecting them. In that way the participants are emancipated as they are actively involved in the process of transforming their lives positively.

### **3.6.7 Empowerment**

Another objective of PAR is to enable people to empower themselves through the construction of their own knowledge in a process of action and reflection. MacDonald (2012: 40) states empowerment of the oppressed as the critical aim of PAR. Those who are powerless or oppressed develop awareness of their reality and act in bringing about change by themselves. They gain a critical understanding of their social issues, their consciousness raised towards liberating themselves. In this case it is the female managers in the TVET College who are embarking in this research project.

### **3.6.8 Equity and equality**

PAR advocates and mobilises support for the voiceless and the marginalised in redressing their imbalances and other issues of society. Gender equity is one of the issues faced by women in society PAR assists them in mobilising support for policy shifts. PAR also liberates research from the conventional prescriptive methods to the participatory method where everyone is equal and there are no issues of power among the co-researchers. Mc Niff and Whitehead (2017: 25) sees PAR as a project of power sharing without any hierarchies and that is what takes place in this study.

### **3.6.9 Freedom**

The principle of PAR is expressed through free, informed consent of the co-researchers throughout. It acknowledges the participants' worth and it liberates and provides them freedom from oppressive conditions enabling them to express their full human potential Mac Donald (2013: 39).

### **3.6.10 Social justice**

Another objective of PAR is that it is committed to address the social inequities of the past and the oppressive central powers and offer social justice. It advocates for improved human living conditions and the enrichment of human cultures (Borda, 2001: 34;

Charmaz, 2011: 362). Social justice focuses on marginalised groups and their need for social change. Accomplishing the goals of social justice and empowering the participants is the primary focus of PAR (Fassinger & Morrow, 2013: 75). It advances individuals and collectives' emancipatory change. In this study the female managers come together to address the need for enhancing their leadership role in the College and changing their situation.

### **3.7 PAR AND THE OBJECTIVES OF THE STUDY**

How does PAR link to the objectives of the study? The first objective is to demonstrate and justify the need to enhance the leadership role of the female managers through PAR in the TVET College. Since PAR is an active approach to improving social practices through change, it links positively with this objective. In Kemmis and Wilkinson (1998: 35) and Robson and McCartan (2016: 17) it is stated that PAR focuses on bringing about change by participants in collaboration since people are conscious, purposive actors who attach meaning to the world around them. They have their own ideas and meanings upon which their behaviours are dependant. They are engaging themselves in debating and discussing issues of freeing themselves from power relationships. Participants are active in all aspects of this action process for change. This demonstrates and justifies the need to undertake the above study.

The second objective is to formulate the main components necessary for formulating such a study. PAR focuses on emancipating and empowering the oppressed to take control of their own lives by exploring, describing as well as facilitating action to influence this practice (Robson & McCartan, 2016: 39). The female managers need to come together and work collaboratively in bringing their new knowledge to practice articulating the reasons for undertaking the study. They have the responsibility of finding better ways for having a peaceful existence themselves.

This may be achieved by exploring the conditions that are conducive to the successful implementation of a plan that will enhance the leadership role of the female managers in the TVET College. This can be done when there are participatory decision-making structures providing forums for practical debates. McNiff and Whitehead (2016: 2) further argue that the participants need to be critical in forming participatory consultative organisational structures for developing a study. The quality of relationships between the

researchers, the trust, the concern for one another, equality of influence and common language are the conditions that would be conducive to the successful implementation of the study since these are being advocated for by PAR.

Threats that could impede in the successful implementation of this study are lack of time and availability of staff members due to work commitments. This could pose a challenge in using PAR as an approach. PAR is time consuming and participants could experience difficulty in meeting timeframes agreed upon as a collective. There could be divergence of perspective, values as well as consensus (MacDonald, 2012: 41).

To monitor the functionality of the envisaged study, the collaborative team of PAR can formulate a set of comprehensive and critical questions so as to reflect, critique and further develop the project since it is recursive (Kemmis & Wilkinson, 1998: 34).

### **3.8 EPISTEMOLOGY OF PAR**

Antonio Gramsci believed that all people are intellectuals and philosophers who gain knowledge from life experiences and use that knowledge to address their issues in society. Epistemology is the study of knowledge or how we come to know which is divided into empiricism and rationalism. In empiricism knowledge is gained through the sense or perception and in rationalism knowledge is gained through reasoning. In this study we are employing the empirical approach because the participants experience the problems in their daily lives through perception. This knowledge is also defined as justified true belief. All knowledge is attained through doing and it is the practical things that are part of our daily lives. This knowing affects the relationship between the participants in the research process such that the partnerships are based on equality of power and esteem (Cohen, Manion & Morrison, 2013: 33).

The social origins of knowledge are human relationships. Constructivists believe that knowledge is not within the individual mind, reason, emotion or morality but in relationships and that meaning is understood through language used in relationships. Coghlan and Brannick (2014: 28) posit that three operations: experience, understanding and judgement are involved in human knowing. What we see, hear, feel and remember forms our experience; inquiring into what we experience makes us understand and the evidence we gather from the understanding allows us to make a judgement and therefore take action.

Scott (2016: 191) on the other hand sees epistemology as presenting a view of what can be regarded as knowledge and the criteria that knowledge has to meet to qualify as knowledge rather than beliefs. Data becomes subjective due to the unique and personal experiences of the participants in PAR.

What is the truth in this regard? Three theories of the truth are advocated by the pragmatism approach are correspondence, coherence and consensus. PAR is embedded in the concept of democracy and social justice drawing from the Critical Leadership Studies. It refers to an epistemology that engages research design, methods, analyses and products through the lens of the democratic participation and collective action.

### **3.9 ONTOLOGY OF PAR**

Ontology is the basic belief system underpinning the research project and it is concerned with the nature of reality and what there is to know about the world. It is also suggested that all knowledge about the world originates in our experiences and knowledge is actually belief. Participatory Action Research (PAR) scholars believe that all people are equal and should enjoy the same rights and entitlements and they direct the ontological commitment in the language of values, communicating ideas about the truth, social justice and compassionate ways of living. These scholars believe that people cannot share knowledge if they do not speak a common language. Knowledge is gained through objective means which refers to what they believe to be the truth. In Chevalier and Buckles (2013: 40) it is stated that PAR accentuates the ways in which different viewpoints advanced by the participants can contribute to research, make sense of reality and ways to change.

Scott (2016: 191) further states that ontology is utilised in defining the theory of being, its mandate being to develop the strategies to irradiate the components of the peoples' reality. The interpretation of the researchers' experiences and communications lead to a meaningful construction of reality.

### **3.10 RHETORIC OF PAR**

The rhetoric in participatory action research is adherence to policy, collaboration, dialogue, equality, respect, shares vision and social justice. Co-researchers collectively



bring their unique experiences and involve themselves in a collective enquiry as equal partners who respect one another with the shared vision of achieving social justice.

### **3.11 SECTION TWO: THE PRACTICAL PART**

This section unfolds the practical part of the study in which data is to be collected through participatory action research. The four cycles of PAR, plan, act, observe and reflect are to be utilised repeatedly in the process. In this section of the study, the practical part is explained. In my workplace, a Satellite Campus, we had one immediate supervisor, the campus coordinator, who would in most cases be committed elsewhere in meetings called by the senior managers of the College. All was well as some of the colleagues did as they pleased until the inception of the senior lecturer post. It was as if the move was taken to get someone to spy on them because they were not happy with that.

I was appointed in that post and it meant that I would be in charge when the campus coordinator was not in. I further started to notice an element of non-compliance, lack of co-operation and a negative attitude towards me by the colleagues. There was lack of respect towards me and when I spoke to a colleague, another lecturer, she was aware of the unacceptable behaviour levelled against me by some colleagues.

I confided in one of the campus heads who was also a female and she told me that she was experiencing the same problem from some staff members on the campus. I came up with the idea of doing this study of 'Enhancing the leadership role of female- managers through participatory action research: A case in the TVET College' and they bought into the idea.

A letter was written to invite the other colleagues and sell the idea to them. The first meeting was a general one where everyone was invited and colleagues heeded the call and came in numbers. (Appendix D). The meeting was chaired by one of the lecturers, who introduced me and the study was introduced by myself and the permission seeking letter and approval letter were read to the attendees (see Appendix B & C).

In this part I presented the statement of the problem and those who would like to be part of the project indicated so. Another meeting was arranged for the smaller group.

Below is the photo of the first meeting held in front of the building because we couldn't use the hall or classrooms due to the fumigating that took place earlier,



**Photo 1 (the first meeting)**

### **3.11.1 First cycle (THE CURRENT CONDITIONS)**

Among them a team of sixteen members decided to be part and joined in as co-researchers with the promise that the others would be kept abreast of the developments. Initially the plan was to have eleven females only but the team grew to sixteen with four male staff members joining in. The team comprised of two campus managers, two assistant campus managers, three heads of departments (HODs), three senior lecturers two lecturers and four members of the support staff.

We all participated in laying the ground rules before we could begin. Putting our phones on silent during meetings was the first rule. Leaving the place as we found it was the second rule. The third rule was for everyone to participate to the maximum. In systematising the experience, the co-researchers attempt to have an understanding of their own world through their life experiences so as to bring creative ways of making things better for themselves as posited in (Coghlan and Brannick, 2014: 17). The co-researchers narrated their different experiences at their campuses, the hostilities they face every day from the colleagues. Among those, were the selective application of regulatory policies, the traditional views on females in leadership, disregard of female managerial authority, underrepresentation of females in management structures as well as the insufficient support structures if there are any.

To build a relationship of trust, improve communication and problem-solving skills, the team took part in a team building exercise. I requested permission to record the proceedings and consent forms (see Appendix E) were distributed to the members who would be co-researchers. The conducting of a SWOT analysis and developing a vision and mission statement (see table 1) See Table 2 analysis.

#### **3.11.1.1 Strength**

Our strength as a team was accepting that there was a problem, the willingness to confront it and the trust we had among ourselves. Determination and willingness to participate in bringing a social change in the working environment. Commitment of the participants which was seen in sacrificing their free time to participate in activities. Actively volunteer in activities that required volunteering. Sharing of accounts that played a huge role in gathering data. The enhancing of a relationship between lectures, managers and support staff. Fortunately, we knew each other as colleagues at the college although some members were not familiar to one another.

#### **3.11.1.2 Weakness**

Participants were not familiar with PAR and created uncomfortable to work with until they understood it. The project was depended on the co-researcher for expenses as there was no funding. The participant deviated from the study several times during the discussions because of the unusual use of PAR. There was no time management. Arrival and departure time was controlled by the co-researchers. Our weakness initially was the unwillingness to confront the problem head-on for fear of victimisation among us. There was some element of suspicion among the team members being asked questions by those who didn't take part about what's in it for them. But that changed with time and members started to share their experiences freely.

#### **3.11.1.3 Opportunities**

Empowerment of the participants. Change of mind set concerning female managers and equality among the participants. There was building of relationships and openness to one another. Members of the support staff interacting with who they perceived as their bosses on an equal level. Networking and empowerment. The opportunities were that we were all in the same College although at different campuses and it would be easy for us to

meet and work collaboratively. Since the study was approved, we could use the facilities of the college. We were permitted to meet as requested and not use our free time as that could have made it difficult for us since colleagues have their own family responsibilities.

#### **3.11.1.4 Threats**

Members not free at first for fear of victimisation. Attendance could not be hundred percent at all times. Not everyone was conversant with expressing themselves in English but that was not really a problem. The most outstanding threat was that, although there was a strong willingness to participate, we could not always be together as a team and that created some backlogs in generating data. However, everyone was committed and a plus/minus ninety per cent attendance was possible most of the time.

We engaged in developing priorities in a planning process. Vision and mission were the brainstormed and the team came with the following: Vision- **'Leading with a Purpose'** and the mission- **'Working together towards social justice for all'**. The team decided on this vision and mission were envisaged to live throughout and beyond this study of 'Enhancing the leadership role of female- managers through participatory action research: A case of a TVET college.' PAR was still the vehicle through which this exercise is driven. As we reflect, overall the meeting was a success, and the team looked forward to the next one.



**Photo 2 (team building activity)**

### **3.11.2 PLAN, ACT, OBSERVE AND REFLECT**

In this meeting we had to sit down and decide on a time that would suit us to have a one hundred percent attendance in our meetings. Although that could not be achieved, many sacrifices were made by the co-researchers. The causes of action taken were to start engaging with our colleagues and showing them the importance of working as a team for the benefit of the institution. During the first meeting with the participants, 'would be' co-researchers, the purpose of the project was outlined and title explained. To ensure that all of us understood what the purpose was and what the title meant, I asked all the members to briefly explain what they understood about the idea of enhancing the leadership role of the female managers in the TVET college. In this part the co-researches narrated what they understood the title to mean and their individual purpose of their participation in the study. The research question emanated from the discussions: **How can the leadership role of female managers be enhanced?** All of us experienced being marginalised by our male counterparts as well as our female subordinates, resistance to authority and disrespect generally. We narrated our different stories and



came to an agreement that those were acts selective application of the regulatory policies, traditional views on females in leadership, disregard of female managerial authority, underrepresentation of females in the management structure and insufficient support structure. As the co- researchers we became the source of key information and became prime participants in organising and validating our experiences as posited by Loewenson et al. (2014: 12). This fulfils one of the approaches of PAR in Whitman, Pain and Milledge (2015: 5), which is to conscientize people towards social justice.

This was conducted in conjunction with the objectives of the study as introduced in chapter one. The need to correct the mistakes of the past that are still prevalent in this age prompted the actions taken. The practical part will unfold following the way the objectives were dealt with from chapter two of this project. During our meeting we strived towards responding to the objectives of the study considering alternative causes of action and identifying actions.

The third meeting a PAR 'specialist' was invited to introduce and explain the research methodology in depth.



**Photo 3 (Introduction and explanation of PAR)**

### **3.12.1 Selective application of regulatory policies**

Referring to chapter two, where we learnt of all the challenges pertaining to the above heading. A decision to conduct policy awareness as part of our regular meetings at our different sites was arrived at. We have a Quality Management System (QMS) at our college with the different policies uploaded. Members were shown how to download the policies and make them living documents at our different sites of delivery. All of us observed whether that brought a change or not. Where the exercise didn't bring a difference, it was to be repeated until a satisfactory condition prevailed. As we reflect on our endeavour, the reports were positive and we decided to proceed to the next challenge.



**Photo 4 (demonstration on how to access policies from QMS)**

### **3.12.2 Traditional views on female leadership**

Awareness on the different traditions and the expected adherence to the rules governing the organisation as well as the organisational culture. We are aware that there are different cultural beliefs and that determines how people are treated from where we come from, but the workplace should be different as we are guided by legislation. That too needed an awareness to the members of staff. As co- researchers we planned how we were going to unfold this at our different sites. Policies against discrimination of all sorts, mainly those dealing with gender equality were printed and made available to the members. During staff meeting we used the platform to educate members about those issues. We observed the change of behaviour among the staff members pertaining to traditional views on female leadership and where it was still a problem, the awareness continued. We didn't expect that the problem would be eradicated with one or two meeting but we appreciated the little changes that we observed.



### **3.12.3 Disregard of female managerial authority**

This was another issue that the team agreed upon as to being the common challenge experienced by the female managers. This problem manifested itself in members being against and questioning every instruction, not reporting absence, not adhering to the due dates and setting assessments of lower standard. In our plan a decision was reached that we as managers develop some workbooks that the staff had to receive and sign to acknowledge receipt thereof. About being against every instruction, the college engaged with the Union Site Stewards to advise their members accordingly. The one of sub-standard assessments, the college arranged workshops for assessors and moderators and made sure that the papers for the following year are completed in the current year. Not reporting absence, Labour unit was involved, with the request from the research team to conduct leave management workshops. As sites we decided that if a lecturer was to be absent, there should be an action plan submitted and a commitment as to how that time will be made- up for. About not adhering to the deadlines, a schedule was to be drawn, including the college calendar to be given to the members in the beginning of every year for the NCV programmes and the beginning of every semester in the case of Report 191 programmes as well as every trimester for the affected sites. After doing that, we will observe and reflect whether the exercise was productive or not.

### **3.12.4 Underrepresentation of females in the management structure**

To take action on this challenge, the team decided to inspire hope by encouraging the other females to take advantage of the opportunities by applying for promotional posts. Make a list of the required documents and put a reminder on the staff notice boards a week before the closing date. Ensuring that affirmative action legislation laws are still followed when filling the management promotional posts.

### **3.12.5 Insufficient support structure (if any)**

As the co-researchers, we planned on addressing the issue at our different sites by mentoring and supporting the new appointees regardless of their gender. Encouraging our mentees to network and consult for best practices. Make it a point that they have all the tools they need to carry out their respective duties and have an open- door policy in case they experience some difficulties. Making subject guidelines, assessment guidelines, syllabi, textbooks, a work station and stationary available to the new appointees as soon as they arrive. Introduce them to the other staff members and make

them feel at home in a new environment. Advise on where to go for assistance regarding their responsibilities. Most importantly to encouraging the spirit of working as a team. Approach head office to organise induction and mentoring sessions for all the newly appointed managers as a matter of urgency but it has to be a continuing exercise undertaken by the experienced managers.

### **3.13 Components necessary for the successful implementation of the actions taken**

This part explores the main components necessary for enhancing the leadership role of female- managers through participatory action research in the TVET College. The organising principles as identified above are still applicable in this part

#### **3.13.1 Legitimate implementation of policies**

As the co- researchers, we understand that promoting the values and principles of human rights in the workplace is one of the fundamental issues that needs to be taken care of. Whatever action needed to be taken in ensuring that the oppressive behaviours are eradicated, the environment has to be a conducive one where the policies are implemented to the latter. As another form of emancipating the females we planned to observe whether the policies were implemented and if not, raise our concerns as a collective.

#### **3.13.2 Current views/knowledge on female roles**

Females are making strides in all spheres of life. We have female presidents, judges, doctors, CEO's of big companies and the list is endless. As the co- researchers, we decided to read and observe these female leaders and find out how they do it. We had a session on which we shared the views of the 'Women in Leadership Conference' I attended. This serves to motivate and encourage females to be conscious of current views on female roles.

#### **3.13.3 Acceptance and recognition of female managerial authority**

Acknowledging, accepting and recognising the female managerial authority is one thing that shows support to the female managers. This was a tough one because it involved people's attitudes which are not easy to change, but as a team we agreed in principle that talking about that regularly in meetings would make a difference.

### **3.13.4 Equal representation of females in managerial positions**

This started by a decision to always have equal representation when attending workshops and where decisions were to be made. The team decided to give equal chance to everyone but also taking into consideration those that have been marginalised before.

### **3.13.5 Providing support to female managers**

As it has already been mentioned earlier on the team took a stance of mentoring and supporting the newly appointed managers as well as empowering the junior staff by involving them in duties that were seen as managerial duties. The most senior managers in our team committed to give more support and mentoring to the newly appointed managers at the different sites.

## **3.14 Conditions conducive to the successful implementation of the policies**

For any successful implementation of the policies, awareness has to be the starting point. After attending the policy review workshop as managers, we went and gave feedback to other colleagues which was another way of policy awareness. The team decided to plan for the awareness campaigns of the policies governing the workplace as far as the gender issues are concerned.

### **3.14.1 Coordinate planning for policy implementation**

Policy implementation should not happen accidentally. Therefore, our planning included policy implementation. As managers, in our planning policy implementation has to happen naturally. The team took an undertaking to read the policies and make them to be the living documents according to which the campuses operate on a daily basis.

### **3.14.2 Shared views**

In our meetings, everyone's contribution was treated as important while clear and regular communication was the order of the day. We decided that as managers, we have to listen to the views of others and take their inputs into consideration regardless of the position they hold. Communicating the vision of the institution is very crucial so that we all work towards achieving the same goals.

### **3.14.3 Engagement and involvement of stakeholders**

Sharing views was a form of engaging and involving the co- researchers in whichever plan the team embarked on. Among the plans to enhancing the leadership role of female managers we included all the stakeholders starting with the SRC members because some of them are females. They also need support and mentoring to carry out their duties.

### **3.14.4 Establishing relationships**

The team decided that establishing a positive relationship among ourselves first was crucial for the success of the project. As managers we have to establish and encourage positive relationships among the staff members for the achievement of the objectives in our college.

### **3.14.5 Reflection on the support given to the females in leadership positions**

As part of PAR, observation and reflection on the results of mentoring and support took place and where none took place, a plan has to be made to improve the situation.

## **3.15 Threats that could impede the successful implementation of the research project**

As with all the projects, risks can be anticipated and this study is not different. A plan has to be made as to how the risks are to be mitigated. One of the threats was, not getting all the approached managers to participate as anticipated.

### **3.15.1 No common vision**

Not having a common vision was seen as one of the risks that could render the study unsuccessful. That was reason enough why a vision '**Leading with a Purpose**' came to being, developed by the co- researchers after having a brainstorming session.

### **3.15.2 Little or no respect at all**

Since the forms of disrespect were evident in all the female managers' narratives, the team decided by starting with us as the co- researchers to show respect for one another. As managers to respect one another and our other colleagues with the hope that it will infiltrate to everyone in the college including our students and the community that the college is serving.

### **3.15.3 Insufficient collaboration**

The team took a stance that there should be as much collaboration as possible in our study and that we didn't have to work in silos at our different branches but to involve all the stakeholders in decisions that affect them. It shouldn't only be for the purpose of the study but it should be an ongoing thing.

### **3.15.4 Minimal discourse/dialogue**

Lack of communication in the institution causes uncertainty and the team decided on maximum discourse among ourselves for the duration of the study and beyond. As managers, we have to keep the staff informed about the new developments in the college. Involvement of stakeholders in decision making makes them to feel valued as members and contribute more.

### **3.15.5 Minimal teamwork**

Where there is no teamwork, the institution suffers. The importance of working as a team cannot be underestimated. In the plans by the co- researchers, teamwork was top on the list.

## **3.16 Monitoring the functionality of the planned activities**

As one of the cycles in PAR, monitoring in the form evaluation is crucial. All the planned activities need to be monitored by co- researchers reporting progress regularly.

Whatever was decided during the planning sessions had to be carried out as agreed.

### **3.16.1 Adherence to policy**

Firstly, the team made a resolution that all the activities agreed to in meetings, would be adhered to by everyone. Secondly, everything at the campuses would have to be dealt with strictly according to policy. Lastly, no deviation from policy would be tolerated especially the policies dealing with human rights and that would spare college from unnecessary conflicts.

### **3.16.2 Collaboration**

The importance of collaboration has already been mentioned a number of times earlier and cannot be overstressed as it enhances productivity and creativity. To monitor the functionality of the planned activities, collaboration can be used as a yardstick and must be planned and not happen accidentally. Hence the inclusion in the co- researchers' planning.

### **3.16.3 Common vision**

The vision as developed by the co- researchers was owned by everyone because all the members had an input in its development.

### **3.16.4 Dialogue/discourse**

The team decided on keeping a discourse alive among the members. A WhatsApp group was started for this purpose and it kept everyone in touch about the challenges and the progress made.

### **3.16.5 Respect**

As one of the resolutions the team had decided on respect for one another as our point of departure. Respect for privacy and personal space and that the WhatsApp platform be used for the sole purpose of communicating the study issues.

## **3.17 SUMMARY OF THE CHAPTER**

This chapter discussed in detail the research methodology and the strategies that were employed in guiding the study. A pragmatic paradigm was identified as the world view in which the study was located. PAR made action the fundamental constituent of the study. The advancement of knowledge, empowerment, capacity building and emancipation were the crucial research goals but PAR pushed the process of enquiry further. The knowledge generated made a difference in the lives of the co-researchers and provided them with the opportunity to discover their leadership potential. The divergent and similar ways that people process information and form opinions as well as the reality of their different identities were acknowledged.

It was in this collective that the co-researchers had a sense of community in which they experienced the safe space to envision what was possible and collaborate to achieve it.

## **CHAPTER 4: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA OF ENHANCING THE LEADERSHIP ROLE OF FEMALE- MANAGERS THROUGH PARTICIPATORY ACTION RESEARCH: A CASE OF A TVET COLLEGE.**

### **4.1 INTRODUCTION**

The study aims to design a framework to enhance the leadership role of female managers in the TVET College. To achieve this, the chapter seeks to present, analyse, interpret data, and discuss the findings. This is done in accordance with the five objectives of the study, namely; (a) to demonstrate and justify the need to formulate a framework to enhance the role of female leaders in the TVET College; (b) to formulate the main components necessary for formulating such a framework; (c) to explore the conditions that are conducive to the successful implementation of a framework to enhance the role of female leaders in the TVET Colleges; (d) to investigate possible threats that could impede the successful implementation of this framework and (e) to monitor the functionality of the framework.

As a starting point, data on the validation of the need for the framework are analysed and discussed with the view to understanding the challenges using the constructs generated in Chapter Two. These challenges are later explained and exposed on the basis of research findings in the relevant literature and indicating how those challenges could impede in the formulation of the said framework. Relevant and illustrative extracts were cited to demonstrate how the challenges were experienced. The extracts were then analysed in the background of the literature reviewed also of the Critical Leadership Studies (CLS) as the lens exposing the study as well as problematizing issues of power. To grasp the meaning of the empirical extracts at the textual, discursive practice as well as the social structural level, CDA was utilised. In conclusion, we analysed and discussed the challenges in relation to the findings in the literature so as to validate the need for the framework.

Having done that, data in relation to the main components were presented, analysed and interpreted as well as to discuss the findings. This was done in conjunction with the corresponding challenges and how these components constituted a resolution to the identified challenges, bearing in mind the theoretical framework, CLS as well as the analytical tool, CDA. Literature was utilised to conclude and draw findings. Then the conditions that are necessary for the successful implementation of the framework as well as the threats that the implementation of the framework has to tolerate, were discussed with literature and empirical data as sources. Finally, the functionality of the framework was

dealt with in the same way as the other objectives above. Names used in this analysis are pseudonyms to protect the identity of co- researchers.

#### **4.1.1 CRITICAL DISCOURSE ANALYSIS**

Van Dijk (1993: 252) defines Critical Discourse Analysis as a way of discovering dominance and control by one powerful group over a not so powerful one through language, social interaction and discourse.

#### **4.2 THE NEED FOR THIS STUDY**

In this part the researcher presented the challenges that brought about the need for a framework which were discussed by the team during our discussions. The challenges identified in the College that justified the need for this study were that, there was a selective application of regulatory policies, traditional views about females in leadership, disregard of female managerial authority, underrepresentation of females in management structures and insufficient support structures if any. These challenges are used as sub-headings below.

##### **4.2.1 Selective application of regulatory policies**

One of the competencies of leadership stipulates that a leader has to promote the values and principles of the Constitution, particularly that of human rights and environment (Education Labour Relations Council, 1996: 50). This could be achieved if all the policies in the workplace are implemented optimally. In the College where the study is taking place, there are a lot of discrepancies in relation to policy implementation more so in female-related matters. During our discussion as the research team we found that there was a selective application of policies as in paragraph 2.10.1.1. This might have resulted from management's oversight or it might have been an unconscious omission. We are not certain what could be the reason for this. Ms Kini, who is one of the managers verified this in her words as indicated in the extracts below.

*“There are operational policies guiding us in carrying out our duties but they are used selectively. Some are only there for the sake of being there. Like the one on female issues. Its contents are never brought to our attention at all. No wonder some of the members are so disrespectful towards female managers. Some policies seem to be*



*more important while others are being neglected. Everything that has to do with female issues is taken lightly. That is why the peoples' mind set will take time before they can change."*

The use of the following words... "*There are operational policies guiding us and some policies are more important than others*" indicates that Ms Kini is aware that there are policies available to regulate the everyday running of the institution, and that management is responsible for their implementation. This statement displays dominance in Ms Kini's speech in an attempt to stimulate a critical perspective among the co-researchers to act, as argued in CDA in Van Dijk (1993: 280). Van Dijk (1993: 250 further refers to it as legitimate dominance. It is legitimate because it acts against the injustices that violate human rights. This statement further endorses the view of McKernan (2013: 425) stating that CLS is critical only if it seeks to transform and unshackle human beings from the conditions that dominate them.

Ms Kini's words "*...never brought to our attention at all*" makes one to wonder that, in her position as the manager who is expected to implement these policies, being the one making this statement. This is because one cannot escape liability for violating the law by merely being unaware or ignorant of its existence. It was surprising that some members who are part of the management expect others to do things that they themselves could have done to improve their situation. On the other hand, it brings hope that now that they aware of the challenges, they are taking care of them for their own empowerment and emancipation. This is advocated by the lens couched in this study, Critical Leadership Studies (CLS) which aims to review how and why certain ideas become privileged and dominant while others remain marginalised including the issues of power and the culture of domination by certain groups over others (Alvesson & Spicer, 2012: 375). Critical Discourse Analysis, as the analytical tool is employed as it opposes the groups and institutions that abuse their power and it is in cohesion with the oppressed with the view to empower and emancipate them (Van Dijk, 1993: 250).

Text is used in a manner that is not immediately obvious of the oppositional stance against the abuse of power as argued in Van Dijk (1995: 18). The elements of discursive practices as described by Van Dijk become evident in Ms Kini's utterances when she said these words- "*Everything to do with female issues is taken lightly*". Collinson (2011: 185) states that the reason for this discourse might be that the speaker camouflages her views

in a kind of resistance that may not be easy to detect for fear of disciplinary measures being taken against her.

From the discussion above, it can be concluded that there is awareness among members that the institutional leaders have to promote the values and principles of the Constitution of SA, particularly those related to human rights and the environment. Implementing the policies correctly would ensure that there is fair treatment of all staff members. This idea was also confirmed in literature, for instance, paragraph 2.10.1.1. What surprises is that Ms Kini as the female manager is aware of the problem of the selective application of the regulatory policies but, the researcher is surprised that she as the manager is raising it as a problematic issue when it is expected that she be the custodian of the policies. These endorse the issues of power in the form of legitimate dominance as argued by Van Dijk above.

#### **4.2.2 Traditional views on female leadership**

A leader is expected to create an atmosphere which is democratic, sensitive to culture, race and gender differences as well as disabilities (Mestry, 2017: 1). In this case that is not happening because some leaders still find it difficult to fathom that women are playing an important role in institutions as much as at home. When a woman is head of an institution, she is not recognised by men and they come with their traditional views that a woman cannot tell them anything because she is of the 'weaker sex'. They expect to be spoken to in a way that reflects their authority by the mere fact that they are males. Although there is a formal commitment to promote gender equality in organisations, unfair practices still surface by means of sarcasm and humour that are intended at discouraging the women in leadership positions. This can be seen in the following extracts:

Ms Merriam:

*"I have observed with a great disappointment that during meetings a female manager would always be asked to take minutes, not a male person. That tells that we are seen as secretaries and nothing else. Our role is seen as that of doing the work that is culturally seen as a women's work."*

Looking at the above extract and drawing from the literature, it can be argued that females in leadership positions cannot be dissociated from their 'household roles' which is

prevalent in their male colleagues (See 2.10.1.2). Ms Merriam's words "*I have observed with great disappointment*" shows that she is cognisant of the unfair treatment levelled against females and she voices her dissatisfaction using discourse that shows power and challenging dominance as argued by Van Dijk (1993: 253). Weiss and Wodak (2003: 246) argue that managers have to organise and plan activities without commanding their power and forcing decisions on others and what Ms Merriam is doing is contrary to that.

From a social perspective, Ms Merriam's articulation, "*We are seen as secretaries*" confirms the notion that culturally females are secretaries. She is aware of the society's traditional perception of females even when they hold important positions in organisations and this is corroborated by literature in chapter two that there is still the belief that females' roles are that of raising the children and taking care of the household.

"*We are seen as secretaries.*" It is not that secretaries are being belittled here but the way it is used confirms another stereotype that females can only take down minutes and not participate in important decision making.

Based on the discussions above, it seems that there are still traditional beliefs that females cannot hold positions that were traditionally seen as male territory. What surprises the researcher is that the same females who are seen to be excellent at taking care of the home, are not trusted when it comes to performing management duties.

#### **4.2.3 Disregard for female managerial authority**

Females in leadership are disregarded in their position of authority. As stated in the ELRC (2003: 52C) one of the organising principles is that leaders have to critically examine their options, make choices and defend those choices. With these words, a manager has to make unpopular choices when necessary and stand by those choices more so if they are in line with the principles, policies and procedures of the institution. For instance, if a manager realises that her authority is disregarded, she has to take corrective measures to curb the situation. The extracts below by Ms Maki, support staff members, attest to what literature has proven that there is disregard for female managers (See 2.10.1.3).

Ms Maki:

*“Some of our colleagues treat female managers differently from how they treat the male managers. Their remarks during meetings show that they have little regard for the authority of female managers.”*

Mr Jones:

*“Not only males, but females too are guilty of that. They do not want to accept the female manager’s authority.”*

Based on the following text ‘they have little regard for female authority’, from the text and spoken word perspective, shows that Ms Maki is conscious of the unfair treatment that females are experiencing because of the cultural beliefs of colleagues that males are superior (Kitele, 2013: 25). Resistance to change has always been a barrier for females. This is further echoed by Mr Jones, which can be seen in the following words “...females too are guilty...” which is a confirmation of perpetuating the stereotype that only males are capable of being leaders. This raises a question such as, why would males treat females with respect when females themselves do not support one another? And this opinion is deeply rooted in some cultures that males are superior to females (See 2.10.1.3). It is also amazing to note that the co-researchers above, Ms Maki and Mr Jones, are not managers but leaders emerging from unsubordinated positions as recognised by CLS that leadership is dual directional and cannot only be a top-to-bottom movement but it can also be one from bottom-to-top (Collinson, 2014: 37).

Looking at this statement by Ms Maki “...colleagues treat females differently”, demonstrates that it is something that is so apparent to everyone. This is what Weiss and Wodak (2003: 90) term as social knowledge because it is something that is shared by a group in a conversation. Ms Maki represents the dominated group that colludes in using power to legitimise institutional change of what is seen as unfair oppression on the females (Van Dijk, 2015: 469).

Mr Jones’s extract, “... not only males, females too”. This statement is used in a discursive manner to evoke emotions and gain support of the co-researchers to act in unison in bringing about change. This view is argued in Moisander, Hirsto and Fahy, (2016: 964) that emotional discourse can be utilised to pursue a particular social mission.

Reflecting on the discussions above, one can infer that the problem does not only lie with males but with the females as well. What surprises the researcher is that the females

too, do not think that another female can hold a position of authority and what is interesting is that this view is also entrenched in some cultural practices. They seem to rather respect a male than a female in a leadership position. It is also remarkable that this view is expressed by a male co-researcher.

#### **4.2.4 Underrepresentation of females in the management structure**

Managers are expected to have an understanding of current legislation on employment equity, but despite that, we still see unfair trends of promoting fewer females to managerial positions. Although legislation states that there should be equity and equality in organisations, this is happening at a very slow pace (See 2.10.14). There are certain positions that females are not allowed to hold because, traditionally, they can only be held by males. This is reiterated by one of the participants Ms Nopi who is also a manager on one of the campuses.

*“What I have observed is that there are more females than males in this organisation but what amazes me is that most managerial positions are held by males even though they have the same or even fewer qualifications than some of the females. Seemingly males are the best species.”*

From the extract above “... *most managerial positions are held by males*” as stated by Ms Nopi, illustrates awareness of the perpetuated unfairness towards females. However, she expressed it in a manner that displays power abuse and dominance legitimately as conveyed in Van Dijk (2015: 71) that, Ms Nopi as a female manager, is the relevant person to expose this as CDA encourages researchers to work with issues that challenge social ills thereby promoting social justice (Weiss & Wodak, 2003: 236). CLS in Collinson (2014: 42) states that a leader is expected to instigate and motivate followers, therefore Ms Nopi’s dominance as a leader is necessary in that regard as it is meant for the right purpose.

Ms Nopi’s words from the extract, “... *there are more females than males*” this shows social power among the dominated group expressed through conversations which is the only resource they have access to compared to the dominant group’s access to the position of power or status as argued by (Van Dijk, 1995: 20). With her words, Ms Nopi is fostering and encouraging ownership of an idea to the co-researchers.

*“Seemingly males are the best species”* – with these words, Ms Nopi uses the discursive mind control to emphasise and convince the oppressed making them aware of how unfairly they are being treated. Bacchi and Bonham (2014: 179) argue that discourse is more of what people are actually saying other than whether their language was correct or not, therefore Ms Nopi’s utterances are an example of what is implied by the two authors.

My reflection on the above is that the colleagues are conscious of the underrepresentation of females in management positions. What is interesting, however, is that females do apply for the promotional posts but surprisingly they cannot be on par with male numbers. Although there is an improvement, it is not sufficient.

#### **4.2.5 Insufficient support structure if any**

Another leader competency is to be a mentor and having mentoring support systems in place. Support begins with the immediate supervisors and colleagues in the workplace. When those cannot give you the necessary support, it becomes difficult to achieve the objectives of the institution because you are not sharing a common vision. Therefore, it is expected for females in promotional posts to be given mentoring and support so that they too can mentor others. Females experience isolation and resentment and that creates problems for them which in turn affects the organisation in a negative way (See Chapter Two paragraph 2.10.1.5). Ms Kedi as one of the female managers exposes that omission in the extract below.

*“When females are in managerial positions, they don’t get the necessary mentoring that they need and they end up making mistakes. Some mistakes can be costly to the organisation and mentoring and support can minimize such occurrences”.*

Ms Kedi with these words, shows awareness of the flaws that exist in the organisation *“...they don’t get the necessary mentoring they need”*. There is a pressing social issue and Ms Kedi is exposing it without fear or favour with the elements of power and dominance obvious in her words. Ms Kedi is aligning herself with the principle of CDA that being critical one does not have concern yourself with the views of the oppressor (Van Dijk, 1995: 253). With regard to one of the principles of CLS, Brocklesby and Cummings (1996: 742) argue that the oppressed need to take a position against the

unjust and unfair practices of the one group over another. That is exactly what is Ms Kedi is practising.

Looking at the following words by Ms Kedi “...*they end up making mistakes*”, draw attention to the fact that the members are aware that without mentoring, management is compromised because it is easy for subordinates to attack a manager who is modest in her duties. Social power and dominance is evidently being used to challenge the social inequality experienced by the females in the institution by not get mentoring and support (See 2.10.1.4). This view is argued in Van Dijk (1993: 249) that dominance is the exercise of social power to challenge inequality.

“*Some mistakes can be costly...*” These are Ms Kedi’s words used in rhetoric that displays discursive practices to emphasise what the consequences of insufficient mentoring could be. It is expressed in way that endorses dominance and power to manipulate and influence the mental attitudes of other co-researchers but concealed in rhetoric that is in the interest of the dominated group as argued in Van Dijk (2003: 253).

Based on the above, it can be concluded that the research team shares the same sentiment of insufficient support towards female managers. Interestingly, literature reports that males get the necessary support but with females it is a different story (See 2.10.1.5). What is surprising is that there are female leaders. However, what are they doing to change the situation?

#### **4.3 MAIN COMPONENTS NECESSARY FOR FORMULATING SUCH A STUDY**

In this section the main components necessary for formulating a framework to enhance the leadership role of females in the TVET College are to be presented. During the deliberations with the co-researchers the following components were identified and agreed upon: (a) legitimate implementation of policies; (b) current views/ knowledge on female roles; (c) acceptance and recognition of female managerial authority; (d) equal representation of females in managerial positions and (e) providing support to female managers.

### 4.3.1 Legitimate implementation of policies

A leader is responsible for promoting the values and principles of human rights and is expected to see to it that there is a legitimate implementation of policies. As alluded to in paragraph 2.10.2.1, policies are very crucial to the successful running of any organisation, private or public. Therefore, they have to be implemented consistently. A leader has to be able to implement policies and ensure that all the members of staff are aware of them. Ms Kate, a manager at another campus of the same College has this to say:

*“Legitimate application of policies can be achieved only if there is an awareness campaign of policies and they (the policies) are accessible to all the stakeholders. These affect us directly in our everyday lives but we are not aware of them. If we are made aware of the policies some incidents may not occur because colleagues would know exactly how to behave among themselves”.*

Looking at the above statement by Ms Kate “...can be achieved only if...” shows an element of power and dominance which is aimed at enlightening on the social inequalities experienced as argued in Wodak and Meyer (2008: 32) that CDA aims at educating with regard to the societal disparities using power mostly by powerful speakers you can affect people to take action. Critical leadership studies in Alvesson and Willmott (1992: 432) posit that people can only be freed from domination by being emancipated. This is stressed by Ms Kate when she says that awareness of policies be treated as an important matter.

Ms Kate’s utterances...” *These affect us directly...*” have an element of social cognition in them that Wodak and Meyer (2008: 78) describe as socially shared knowledge and opinions of power, power abuse and dominance typically involving collectives using speech as a resource to voice their dissatisfaction. This is aimed at making co-researchers conscious of their problems so as to take collective action for the betterment of their situation.

“...some incidents may not occur...” – discursive practices may be found in Ms Kate’s words disguised in a form of implication and presupposition. Her words are spontaneous and less consciously controlled. Jäger, (2001: 44) defines it as discourse and knowledge presented in disguise meant to touch all aspects of the human consciousness urging action.



The researcher's reflection on the above is that, it is interesting to hear members of management complaining about not being made aware of the policies whereas they are expected to be implementing the same policies. It might be that there is insufficient transparency where some things are not exposed to all the members of staff in the College.

#### **4.3.2 Current views /knowledge on female roles**

It is expected that a leader be informed about the current legislation regarding issues that affect the workplace so as to pass the information to the other members of staff and to implement it without fail. There should be transparency at all costs particularly when it comes to policies. Constructing an atmosphere which is democratic, sensitive to culture, race and gender differences as well as disabilities is a crucial competency that is expected from a leader (See 2.10.2.2). Ms Kini had this to say:

*“HR must organise people to come and hold workshops for staff based on the policies and other matters related to working relations between managers and subordinates. That would make people aware of the current legislation as far as female issues are concerned.”*

Ms Mati:

*“I still think some people are still holding on to the old order of doing things. They are not aware of the current legislation changes. We should not take it for granted that everyone is aware of the evolving legislations.”*

Based on the statement above... *“HR must organise people ...”* It is not difficult to notice an element of authority in Ms Kini's words which signifies power abuse and dominance. These words are meant to properly influence while being rational, reasonable and factual at the same time placing emphasis upon the beliefs of inequality being experienced. Ms Kini is using her words in an attempt to place herself with those sharing her sentiments in the struggle as alluded to in Reisigl (2017: 49).

*“We should not take it for granted...”* with these words, Ms Mati pledges unity and empathy towards fellow co-researchers against the social inequalities while expressing it in way that

shows dominance and social control. She attempts to stimulate and inspire the colleagues through mental persuasion as CDA requires in social practices.

*“...holding on to the old order...”* Ms Mati’s utterances aim at bringing some awareness to colleagues using language that is not obvious or easy to detect. *“Certain statements cannot be said directly without risking negative sanctions.”* Wodak and Meyer, (2001: 47) argue that certain words are not be said directly without jeopardising negative prohibitions.

Based on the above, it is interesting to see that the colleagues are aware of the issues affecting them at work and they are willing to bring changes as a collective to improve their situation but surprisingly, not only the people in management are willing to bring a change to the unfavourable situation but the support staff as well.

#### **4.3.3 Acceptance and recognition of female managerial authority**

Constructing an atmosphere which is democratic, sensitive to culture, race and gender differences as well as disabilities.

This is another competency expected from a leader who is worth their salt. Looking at 2.10.2.3, literature states that females have now received recognition and we saw how that has evolved in the four countries that we have studied. Mr Lenka gave this input to the matter:

*“What I have observed is that the males accept and recognise managerial authority, the problem lies with the females who we were expecting to be the ones supporting female managers. Although there are males who are still problematic, they are doing it discreetly compared to the females who do not hide it.”*

*“...males accept and recognise...”* with these words, Mr Lenka is mindful of the behaviour of the other colleagues towards the female managers and is putting it across in a way that is abusive and showing dominance. In this way he has his opinions about inequality in the organisation and is trying to influence the attitudes of the other colleagues by organising specific attitudes (Wodak & Meyer, 2001: 79).

*“...we were expecting...”* – here Mr Lenka voices the disappointment he and the others experienced and he is taking the initiative. Mr Lenka is criticising other males being a male

himself and using power and dominance to gain acceptance and commitment from colleagues. Wodak (2014: 305) argues that CDA requires self- reflection and self-criticism and not only criticising others and that is precisely what is present in Mr Lenka's utterances.

*"...do not hide it..."* – discursive practices, Mr Lenka's words show an element of dominance and power in them. Critical discourse analysis declares that the way a person speaks is connected to the position they occupy (Dremel & Matic 2014:158). This is seen in Mr Lenka's words who is a male, and in this instance, he is among co-researchers who are mainly females but he also has an element of male domination in him because the people he is referring to are females.

Based on the above it is interesting to note that the research group that was initially thought of as comprising of only females in leadership positions ended up with males who are not even part of the College leadership. It is still a surprise as to what led them to want to be part of this group.

#### **4.3.4 Equal representation of females in managerial positions**

Leaders have to demonstrate their understanding of current legislation on employment equity by increasing the number of females in managerial positions as this would raise gender equity. If policies that demand the increase of female representation can be implemented, inequalities could be alleviated. The post-democratic South African government implemented such legislation through Affirmative Action to allow females to enter the managerial positions in both the private and public sectors. This is what Ms Smiles who is a Post Level One lecturer had to say:

*"Our principal is trying to balance the scales by promoting more females to managerial positions and it is a good thing. Even in the South African Parliament more females are occupying positions of power. That goes to show that there is a great improvement as far as gender equity is concerned."*

*"More females are occupying positions of power..."* Ms Smiles is using proper influence to persuade fellow researchers that although something has been done, it is not enough. Yes, there is an increase in females holding leadership positions but there need to be more. Jager (2001: 68) clearly states that in CDA usually the powerful speakers use their power to control others as they have the most effect on people to take action. Ms Smiles could be using an

insincere and manipulative strategy to influence colleagues to see things in her favour. This is evident in Collinson (2014: 45) stating that a leader may not be honest when seeking to influence others to follow her view even if it is for a good cause as is the case in CLS.

*“Promoting more females...”* collective action and shared team effort is needed for the realisation of this undertaking. As co-researchers know that there is some injustice as far as female representation is concerned, it is shared knowledge and opinions amounting to social power and dominance. Wodak and Meyer (2001: 78) argue that group members use talk as a resource to voice their dissatisfaction.

Balancing the scales.

Discursive practices can be seen in words with indirect meaning, presuppositions, implications, and so forth. (Wodak & Meyer, 2001: 70). Ms Smiles wants bring an opinion to the attention of the co-researchers in words that are not obvious as is required by CDA.

Looking at the above, it is interesting to note that males are in small numbers as compared to females but managerial positions are held by mainly men. What surprises the researcher is: what are the females doing about it?

#### **4.3.5 Providing support to female managers**

Another leader competency is to be a mentor and having the mentoring support systems in place. The ELRC (2003: 52C) dictates that there have to be mentoring support systems in place because females in senior positions need continued support in those newly acquired positions to address the discriminatory attitudes and non-conformance to policies that enforce equal participation. Females in managerial positions need professional and personal support to be able to function effectively. Mentoring, support and encouragement are vital elements in the new position of leadership.

Ms Mela:

*“Managers deserve to be given support by all the stakeholders in higher education, more especially in the TVET Colleges. Without the needed support we will not meet the needs of our clients.”*

*“Managers deserve to be given support...”* Ms Mela’s words have an element of power and dominance in them and that may enact power and reproduce dominance (Van Dijk,

2003: 250). As a leader Ms Mela aims at challenging and transforming the structures of domination as advocated for by CLS (Learmonth & Morrell, 2017: 26).

*“Without the needed support we will not...”* – these words call for resistance by a dominated group and this critical approach becomes a dominant discourse in itself as argued by Tenorio (2011: 196) that a critical approach is a way of using power to challenge the existing power. This argument is in line with CLS which seeks to challenge the power relations the within institution (Learmonth & Morrell, 2017: 260).

*“...all the stakeholders...”* Jäger (2001: 4) posits that discursive practices manifest themselves where people use power with all its properties in various ways. Ms Mela’s utterances have power and dominance that is not easily recognisable but it is present.

Based on the above, it is interesting to note that it cannot be taken for granted that managers do not need support. Who has to give that support and in what form, is still a surprising factor.

#### **4.4 CONDITIONS CONDUCTIVE TO THE SUCCESSFUL IMPLEMENTATION OF THE FRAMEWORK**

This section presents the conditions conducive to the successful implementation of the said framework. The co-researchers discussed and came up with the following conditions: (a) coordinate planning for policy implementation; (b) communication; (c) engagement and involvement of stakeholders; (d) establishing relationships and (e) reflection on the support given to females in leadership positions.

##### **4.4.1 Coordinate planning for policy implementation**

Operating as a mentor through providing a mentoring support system to students and colleagues is one of the competencies expected from a leader. As with any other policy implementation, monitoring and evaluation of the gender policy is a necessary exercise. Therefore, this can be achieved by having coordinated planning for implementation. Ms Merriam has this to say with regard to co-ordination and planning for policy implementation.

Ms Merriam:

*“This must be included in the Strategic Planning of the College as it is something very crucial to the smooth running of the institution. It has to be binding to all the members to implement. If it is not something recorded, it will be ignored and it will be difficult to have the consequences. We have to monitor and evaluate progress regularly. External evaluation is also welcomed so as to ensure that the policy serves the envisioned purpose as well as enforcing good practices.”*

*“This must be included in the Strategic Planning...”* Ms Merriam’s words were expressed in a manner that displayed power abuse and dominance but legitimately so as argued in Van Dijk (2015: 69) that a speaker uses language as a controlling mechanism to assert what the recipients might not be aware of. This serves as a call for action to correct what is deemed an injustice towards a certain group by another. Ms Merriam was taking an initiative to encourage her colleagues to act. This is argued with regard to CLS in Learmonth and Morrell (2017: 268) that a leader has to take a leading role in encouraging action to undo the injustices they are faced with.

*“We have to monitor and evaluate...”* Ms Merriam is urging the colleagues to do something through social interaction to resist and expose the injustices by the dominant group. This is in line with CDA which aims at combating and resisting the dominance of a certain group over another (Van Dijk 2015: 63).

*“It has to be binding...”* with these words, Ms Merriam argued discursively with the aim of touching human consciousness in colleagues. Her words present themselves disguised in the shape of implication that would force them to act as required by CDA in (Jager, 2001: 44). Critical Leadership Studies requires the leader to use rhetoric that invokes discursive practices.

The interesting part of what was articulated above is that the co-researchers are aware of what needs to be done to remedy the situation for proper policy implementation but surprisingly, they referred to Strategic Planning. That shows the level of knowledge that is at hand.

#### **4.4.2 Communication/ shared views/ team contribution /Decisiveness**

Communication plays a major role in the success of the institution. A leader has to communicate the vision of the organisation to the other stakeholders. That will foster a

culture of teamwork spirit (See 2.10.3.2). People thrive where there is transparency and constant feedback, where they can contribute and their opinions are listened to and discussed so that if they not are accepted they understand the reasons. A leader has to encourage constructive dialogue and be sensitive to the views of others. Ms Kedi had this to say:

*“There is a great need for communication if we want the implementation of the framework to be successful. We should be prepared to hear the views of others and respect their diversity if we want to build a strong team.”*

*“There is a great need for communication...”* Ms Kedi’s words are not controlled and have an element of spontaneity in them. Power abuse and domination can be perceived in those utterances. That is in line with Wodak and Meyer (2001: 72) that abuse of power and domination can manifest itself in speech that is less consciously controlled and spontaneous.

*“We should be prepared to...”* With these words, Ms Kedi is stressing the importance of communication while exercising power and dominance to encouraging the colleagues to do something but doing it in a way that they commit out of their free will. Donogue (2017: 395) argues that the people who are being controlled and dominated are encouraged to give consent freely without being forced. The social relations of power are present in Ms Kedi’s utterances which Critical Leadership Studies speaks against, citing that such, they become caught up in power relations that it is expected to critique (Learmonth & Morrell (2017: 260).

*“... respect their diversity...”* what Ms Kedi said can only be understood in the context of the situation. Discursive practices have to do with what the person is saying and what is known as argued by (Bacchi & Bonham, 2014: 187).

Based on the above, it can be deduced that communication among colleagues is really a necessity in an organisation for the achievement of goals. Participatory Action Research and Critical leadership both advocate for communication or shared views (See 3.3 above).

#### 4.4.3 Engagement and involvement of stakeholders

Another competency expected from a leader is to critically examine the management options, making choices and defending those choices. A manager has to have the ability to involve the stakeholders in the successful operation of the institution. For them to be committed, they all have to understand their different roles. They have to participate in the meaningful dialogue that will be beneficial to the institution. Ms Madikopi, another support staff member had this to say:

*“Ha kaofela re ka dumellwa ho pheya mo diqetong tse re amang, ho ka se be le dikgulakgulano tse ngata hakanakana. Batswadi, distudente le batho kaofela ba amanang le College ha ba ka fuwa monyetla wa ho ntsha maikutlo a bona pele tse ding tsa diqeto di ka nkuwa re tla bona ho tla ba le tshebedisano mmoho.”* (If all of us can be allowed to make a contribution towards matters that affect us, there will be less conflict. If the parents, students and everyone who has a relationship with the College can be granted an opportunity to contribute meaningfully before some of the decisions could be taken, we will see cooperation among people).

“...if all of us can be allowed to make a contribution...” Ms Madikopi is saying these words from a position of a cleaner but there is power and domination in her words. She knows that she also can contribute positively in some of the decisions despite her being a cleaner. Wodak (2014: 308) states that CDA ought to be utilised in emancipating people and correcting the social wrongs. Ms Madikopi is one of the support staff members and she makes a huge contribution as Learmonth and Morrell (261) posits that in CLS leadership abilities can surface from discrete and subordinated levels of authority.

“... matters that affect us...” Ms Madikopi knows that collectively they can achieve, she therefore uses power and dominance in urging colleagues to confront the social wrongs related to not recognising the other stakeholders. Wodak and Meyer (2001: 78) state that power and its abuse that is illegitimate usually involves collectives. While CDA speaks for legitimate control of power, Learmonth and Morrell (2017: 395) and Van Dijk (1995: 20) in critical leadership studies argue of power being used illegitimately in that way.

“...before some of the decisions could be taken”. With these words we find discursive practices in that Ms Madikopi is of the opinion that involving them as stakeholders in matters that affect the institution would make a difference. Wodak (2014: 303) argues that people shape discursive events and that they are also shaped by discursive events.



Reflecting on the above, it is interesting to note that involvement of the stakeholders was still a problem that needs fixing. It surprises with regard to who has to involve the other stakeholders if not themselves.

#### **4.4.4 Establishing relationships**

Understanding current legislation on employment equity is a competency expected of a leader. Organisations have clients, employees, suppliers, partners, investors as well as the community that has an interest in it. They would never survive without stakeholders therefore, building strong relationships is vital for their survival. In the countries under study, the authors agree that establishing relationships is crucial for institutions as partnerships can be mutually beneficial.

Ms Kini:

*“since we have the community that we serve, we need to establish a relationship with it.”*

Ms Mela:

*“Stakeholders are an important component in any organisation, if correctly engaged, they can be very supportive. We need to have a positive relationship with all our stakeholders and this can be achieved by sharing the vision. Holding regular meetings is one of the factors that can encourage a mutually beneficial relationship.”*

*“Stakeholders are an important component...”* Ms Mela was stressing the importance of stakeholders but doing it in a manner that has an element of control, power abuse and dominance. Johnstone (2018: 3) posits that speakers utilise rhetorical strategies to persuade others to embrace what they believe in and that is in line with Ms Mela’s words above.

*“We need to establish a relationship...”* with these words Ms Kini is sharing with other members what is already in their personal perception although she is urging them in a manner that is controlling and dominating. Van Dijk (2015: 67) posits that we as members of specific social groups have our own personal experiences that are almost the same as that of other members and that allows for cooperation, communication and interaction, therefore the social practice.

“...*sharing the vision*” Wodak (2014: 303) argues that discursive practices are shaped by their purposes and those purposes shape the discursive practices in return. It is evident that Ms Mela was encouraging colleagues while indirectly abusing power and dominance by using presuppositions and assumptions.

Based on the above, it is interesting to notice that colleagues are aware of the crucial nature of establishing relationships in institutions, however, quite surprising that not everyone is conscious of the amount of partnerships the institution of the study is having. Does this mean that information is not sufficiently communicated to all the stakeholders?

#### **4.4.5 Reflection on the support given to the females in leadership positions**

It is expected of a leader to operate as a mentor through providing a mentoring support system to students and colleagues. It was earlier reported that in countries under this study that female leaders received the necessary support and mentoring that they needed in those newly acquired positions and literature consulted supported that view (See 2.10.3.5). This is what the two co-researchers said in reflecting on the support given to females in leadership positions.

Ms Kedi:

*“In my experience as a new manager I was fortunate to have an immediate supervisor who was very supportive and a great mentor. That assisted me a great deal because when he got promoted and left the campus, I had to be on my own. Other than him, all the managers both male and female, were willing to assist me wherever they could. I was never alone. I was determined to confront the challenges although at times it was very difficult but it improved with time.”*

Ms Setshego:

*“The CEO of this institution is a female surrounded by mainly males. Those who are not supportive are in the minority and their rebellion can’t be felt because the majority give her all the respect and support she needs.”*

“...*I was determined to confront the challenges.*” Ms Kedi’s assertion has an element of power and dominance. The way she speaks she is exercising power in an elusive and implied manner as posited by Fairclough (2014: 5).

*“Those who are not supportive...”* Ms Setshego is using control, dominance and power abuse to liberate and emancipate colleagues and from a social perspective, what she is doing is seen as fair since she is persuading those that are not supportive to change. van Dijk (1993: 250) argues that dominance and power seem to be natural and sincere when dominated groups are swayed by any means.

*“Their rebellion can’t be felt...”* Looking at this from the discursive perspective, Ms Setshego’s words have implications, indirect meaning and presuppositions that have power relations in them and she has knowledge of what she is referring to. What the person is saying has to do with what is known as argued by (Bacchi & Bonham, 2014: 187) in discursive practices.

Based on the above, it is interesting to note that there is some form of mentoring and support at the College where the study was taking place, but is it enough? Still a surprise.

#### **4.5 THREATS THAT COULD IMPEDE THE SUCCESSFUL IMPLEMENTATION OF THE STUDY**

This section deals with the threats that could thwart the successful implementation of the envisaged study. These are divided into subheadings, namely, (a) non-adherence to policy, (b) insufficient or insignificant collaboration, (c) no common vision (d) minimal dialogue or discourse and (e) little or no respect at all.

##### **4.5.1 Non-adherence to policy**

Promotion of values and principles of the human rights is another competency that is crucial in a leader and therefore, adhering to the policies is a necessity in all the organisation to function effectively. Adherence to policy largely depends on whether the people it intends to regulate understand it, are able and willing to comply. This is what Ms Golo and Mr Sid has to say...

Ms Golo:

*“My observation tells me that it is not always that people choose to defy regulations but it is because they are sometimes not aware of them. I know we cannot plead ignorance in matters that we are expected to be aware of, but people still need to be made aware of the policies and the sanctions that go with non-adherence.”*

Mr Sid:

*“If that is not done, it will be difficult for the members to comply. People should be able comply voluntarily and not out of fear of the consequences. What is of importance is for the targeted group to know why it is crucial that they should adhere to the rules and regulations governing the institution.”*

“...people still need to be made aware...” Ms Golo’s tone displayed some form of control, power abuse and dominance in her utterances. As a manager she was abusing her position and that confirms what Dremel and Matic (2014:158) reiterates that the way a person speaks is usually attached to the position they are holding.

“...we cannot plead ignorance...” here Ms Golo wanted to gain acceptance and commitment from the colleagues in a manipulative and insincere manner of controlling in which she wished for shared team’s support.

“...not out of fear of consequences.” Mr Sid’s contribution on this matter displayed an element of discursive practices in that he persuades through abstraction and not so obvious. He urged members in a way that is disguised but wishing for their commitment (van Dijk, 1993: 230).

Based on the above, it is interesting to comprehend that the overall agreement is that of insufficient awareness among colleagues and what surprises is that even the management members wish for more awareness of policies.

#### **4.5.2 Insufficient/ insignificant collaboration**

A leader is expected to construct the atmosphere which is democratic, sensitive to culture, race and gender differences as well as disabilities. Diversity has to be respected in a working team so that all the inputs have to be listened to even if not approved. Where people work in silos the results can tell as productivity becomes negatively affected. Insignificant collaboration can create a negative environment of confusion among teams. A review of the literature on the four countries suggests that in collaboration, there is interdependence between members and of the team and poor team function leads to team failure.

Ms Madikopi:

*“Ha re sa sebetse ha mmoho re ke ra fihlella katleho hobane ntho ena ke ketane. E kgona ke ho tshwaranelwa.”* (If we don’t work together we would not achieve success because this thing is a chain. It will work if there is unity).

*“If we don’t work together...”* Looking at Ms Madikopi’s words, there’s an element of power abuse and dominance in them.

*“...we would not achieve...”* The members are convinced and don’t see Ms Madikopi is persuasion as controlling and power abusive. They see this as legitimate and a necessity. Control, dominance and power abuse may present themselves without the dominated being aware (Wodak & Meyer, 2015: 10).

*“...this thing is a chain.”* Ms Madikopi’s utterances are not direct in meaning but are critical enough in resisting the power abuse while exercising power and dominance on the other members and have the elements of discursive practices in them. Learmonth and Morrell (2017: 257) argue that if leadership in its discursive practices is not sufficiently critical, then it would be defeating its purposes. Ms Madikopi as a support staff member is a leader and that is seen in her active participation to confront the wrongs that she experienced.

Based on the above, it can be concluded that colleagues are aware of the importance of collaboration in an institution but what surprises is that there was teamwork before and it just ceased to exist.

#### **4.5.3 No common vision**

A leader is expected to critically examine the management options, making choices and defending those choices. It is crucial that all the stakeholders in any organisation to have a common vision without which the objectives cannot be achieved. A vision only becomes a reality when it is shared therefore, a leader has to communicate the vision to the other stakeholder. In actual fact, they must be involved in developing and understanding the vision (See 2.10.4.3). This is Ms Mela’s inputs:

*“When people do not have a common vision, tensions and defiance might present themselves among the members of staff and this is brought about by a feeling of not being involved. Such a situation leads to failure in an organisation.”*

*“When people do not have a common vision...”* Ms Mela uses her power of knowledge and information as one of the managers to persuade colleagues. When she talks about common vision, some members are not aware of it and because she is a manager, she uses that ability to exercise control and abuse her power of knowledge. Van Dijk (2015: 469) posits that knowledge is a source of power if used to manipulate others.

*“...feeling of not being involved...”* these were the social practices in Ms Mela’s utterances that brought to the light what she believed was happening and it was mutually shared among the colleagues. This is what van Dijk (2015: 82) posits as a relationship between personal and socially shared beliefs and this is what CDA is interested in.

Based on the above, it is interesting to note that common vision is envisaged by the colleagues but surprisingly, it is expected from the management to involve the other stakeholders and not complain that there is no common vision. Are they practising that? That is still to be seen.

#### **4.5.4 Minimal dialogue/discourse**

Understanding current legislations on employment equity is a competency a leader is expected to possess and that includes transparency in an organisation. Lack of consultation by a manager can lead to a dissatisfied staff, low morale, stress, lack of trust and negative attitudes. Effective communication where other members are given an opportunity to contribute, is vital in any organisation instead of one person thrusting his or her ideas to other members. Ms Maki had this to say:

*“Batho ba tena ba manganga tjena ke hoba haba fiwe sebaka sa hore ba ntshe maikutlo a bona, ba jwetswa fela hore ba etseng. Nako e nngwe diphoso di ka qobiwa ka ho nonya maikutlo a batho pele ho nkiwa diqeto, haholo jwang ha ele tse ba amang.”* (At times people become defiant because they feel that they are not consulted, they just get told what to do. Many mistakes could be avoided if people are consulted before decisions are taken, more especially if those decisions affect them directly).

*“...they just get told what to do.”* Ms Maki sounded dominant in her words but her purpose was not obvious and van Dijk (1993: 250) defined this type of dominance as an exercise of social power which looked legitimate but at the same time concealing dominance. Van

Dijk (1993: 251) further argues that when dominated groups are persuaded by whatever means, they accept that as natural and legitimate.

*“At times people become defiant...”* these words by Ms Maki were used as a strategy to legitimise, dominate and manipulate the dominated. Van Dijk (1995: 19) posits that as a form of counter power to resist and challenge the social power by the dominant group, the dominated become dominant.

Based on the above, is interesting to see that minimal discourse can lead to defiance but surprisingly, there is a form of discourse taking place. Does it mean that it is not enough?

#### **4.5.5 Little or no respect at all**

Operating as a mentor through providing a mentoring support system to students and colleagues is what expected from a leader. This includes respecting all the stakeholder regardless of their positions. Disrespectful behaviour in the workplace can lead to a dysfunctional environment and productivity would suffer, in this case the, the clients who are students and their parents. Ms Smiles had this to say:

*“I am so surprised that lack of respect for female managers comes from females more than from males. The way they interact with the manager shows resentment and hostility towards her. The males are even more respectful than the females who like to argue about everything that comes from the manager. I think they are not happy because she got the promotion. I just wonder who they would have liked to lead them.”*

*“...lack of respect...”* in her words Ms Smiles shows dominance, control and power abuse. She is not happy with the ongoing situation and she is persuading colleagues using her power to correct it. Roderick (2018: 7) posits that language can be used as a vehicle to change and even out the different forms of oppression while emancipating at the same time.

*“...they are not happy...”* Discursive practices – Ms Smiles’ words are an act of active manipulation of communication to conceal purpose as argued by Bacchi and Bonham (2014: 184) the words that are said, regardless of their meaning have a way of making things to happen.

Based on the above, it is interesting to see that females are the ones who are disrespectful towards a female manager and surprisingly, some of them notice that but seem helpless.

#### **4.6 MONITORING THE FUNCTIONALITY OF ENVISAGED FRAMEWORK**

This section is being based on monitoring the functionality of the envisaged framework. This will be done by using the following sub headings (a) adherence to policy; (b) collaboration; (c) common vision; (d) dialogue and (e) respect. To find out whether a policy or framework is functional or not, there has to be monitoring and evaluation.

##### **4.6.1 Adherence to policy**

Promotion of values and principles of the human rights is a competency that is expected from the leader. Management of institutions need to adhere to policies because not doing so would be a violation of values and principles of human rights. In the four countries that are involved in this study, it became evident that failure to comply with the adherence to policies was met with harsh consequences because implementation was monitored. However, there was a bit of feet dragging as far as compliance is concerned. The success of the framework depends highly on it being monitored and consequences ought to follow non-compliance. Ms Nopi had this to say:

*“It will be a futile exercise to have a framework implemented but not being monitored. Its success should be measurable through evaluation and monitoring.”*

*“Its success should be measurable...”* the words of Ms Nopi are obvious of control and dominance but in a blurred manipulative manner, which is argued by Wall, Stahl, and Salam (2015: 261) that individuals deceive consciously with the purpose of concealing their deed.

*“It will be a futile exercise...”* looking at Ms Nopi’s words, she is critical but not direct which confirms Learmonth and Morrell’s (2017: 257) argument that if leadership in its discursive practices is not sufficiently critical, then it would not be serving its purpose.

Based on the above, it is interesting to find that colleagues are aware of the importance of monitoring and evaluation of the implementation of policies. What is surprising though is that they don’t say who should do the monitoring.



#### **4.6.2 Collaboration**

It is expected from a leader to construct the atmosphere which is democratic, sensitive to culture, race and gender differences as well as disabilities. By working together as a team, it can teach other members to respect diversity and practice democracy. Collaboration stems from having a common vision. Individuals and the entire team become committed in achieving the objectives of the organisation and this becomes evident in the results. Collaboration can also be measured by the commitment of stakeholders to achieving the goals. Mr Lenka said:

*“Where there is collaboration one can see a positive competition where everyone wants to be the best achiever. In the case of an educational institution this can be seen in the overall results. The lecturers become motivated to put an extra effort to the benefit of the students.”*

*“Where there is collaboration... everyone wants to be the best achiever.”* Mr Lenka is abusing his power and dominance to encourage the members to work in unity as a team if they want to achieve the objectives of the institution.’ McHoul, McHoul and Grace (2015: 22) posit that power has a way of empowering others and this is evident in Mr Lenka’s actions.

*“The lecturers become motivated...”* Social practices – what is said by Mr Lenka is that each one becomes a leader in their own right as Learmonth and Morrell (2017: 261) has posited that in CLS leadership develops unceremoniously from oppositional forms in an organisation.

In reflection to what was said above, there is an agreement that collaboration brings a positive environment in an institution and it is very crucial. What is interesting is that where the study is taking place it is not sufficient and surprisingly, there was collaboration before the new female manager took office.

#### **4.6.3 Common vision**

Critically examining the management options, making choices and defending those choices. A common vision helps to prioritise the activities in an organisation. It is therefore

very crucial for the leader to involve all the stakeholders in developing as well as monitoring the functionality of the common vision. A leader has to ensure that the vision is realistic and achievable so as not to frustrate the stakeholders or the people who are responsible to carry it out.

Ms Golo:

*“Common vision can be measured by performance of the partners or stakeholders and the satisfaction among the clients. The parents would never take their children to a failing institution. When there is a common goal, even the outsider becomes aware but where there are internal conflicts everyone can tell. It is like visiting a family where the members had a fight earlier. It becomes difficult to pretend that things are normal.”*

*“The parents would never...”* – the way Ms Golo is expressing these words, control, power abuse and dominance can be sensed in her articulation and it seems natural and legitimate while she urges colleagues to have a common vision. Van Dijk (1993: 250) argues that whenever the groups that are dominated are influenced by any means whatsoever, they see that power abuse and dominance as sincere. As another one of the principles of CLS Makhdom and Ghazali (2013: 37) argue that for a better performance in an institution, common vision serves as a leadership influential tool that motivates followers to accomplish worthy results.

*“When there is a common goal...”* – with these words Ms Golo wanted to persuade colleagues using control, power abuse as well as dominance. From a CDA point of view the aim of dominance was the creation of agreement, justice and reception of dominance as argued by Donogue (2018: 369).

Based on the above, it is interesting to hear a colleague pleading for common vision among the members of staff. What surprises is that as one of the managers she should be the one to enforce it.

#### **4.6.4 Dialogue/discourse**

Understanding current legislations on employment equity is a competency a leader is expected to be in possession of. A leader is expected to consult with other stakeholders as governance of an institution and ensure that decision making does not lie with one

person. Where there is communication there is commitment on the part of members of staff and they are likely to become proactive and their creativity stimulated, leading to positive outcomes (See 2.5.2). This is what Mr Lenka said:

*“The regular meetings are necessary for us to be kept abreast of the things that are happening in the College. Whenever there was a management meeting, we should be given feedback on things that affect us.”*

“...we should be given feedback...” – here Mr Lenka is clearly abusing power, control and dominance in his words. He is persuading colleagues in a way by being critical of the situation in the workplace at the same time. Sharndama (2015: 11) posits that discourses can be used for power assertion, resistance and critique. Critical leadership studies advocate for discourse to take place in institutions for the sake of progress and the achievement of objectives (McKernan, 2013: 427).

“...things that affect us...” looking at Mr Lenka’s words, he uses the social practices in controlling the people’s minds, in an indirect but dominant way. Van Dijk (1993: 259) posits that discursive models of power are as a result of the social perceptions of the powerful controlling the minds of the dominated to accept dominance as appropriate.

Reflecting on the above, it so interesting to notice that colleagues want regular meetings for feedback but surprisingly, some see meetings as one of the time wasters and are not so eager to attend or participate.

#### **4.6.5 Respect**

Operating as a mentor through providing a mentoring support system to students and colleagues is what expected from a leader. Occurrences of conflicts become less where there is self- respect, respect for one another and respect for authority in the workplace. It is crucial that employees behave professionally and respectfully at all the times. The presence of respect becomes evident in the way the employees interact with one another, working as a team that is productive and satisfied at work. They share thoughts and ideas with confidence knowing that they would never be humiliated by anyone.

Ms DK:

*“When a leader shows respect to the other employees, respect will be reciprocated towards him or her. A leader who greets, listens to everyone regardless of their status set an example for others. Everyone needs and deserves to be respected.”*

Ms Merriam:

*“Even the students respect a person who respect herself or himself. It boils down to how you dress, how you address people and how you interact with everyone regardless of their age, economical status as well as their positions. Where there is respect, there is harmony.”*

*“Everyone needs and deserves to be respected.”* This is a powerful utterance coming from Ms DK. Her words come with control, power abuse and dominance in them with the aim of persuading and manipulating colleagues. This in line with van Dijk (1993: 255) where he argues that an individual may manipulate and persuade others subtly with the aim of changing their minds to suit his or her purposes.

*“Where there is respect, there is harmony.”* Looking at these words by Ms Merriam, they are said unconsciously and with spontaneity. Wodak and Meyer (2015: 72) posit that discursive practices are evident when speech is spontaneous and less consciously controlled. Learmonth and Morrell (2017: 257) argues that in CLS, a leader has to be critical enough in displaying the discursive practices and Ms Merriam’s utterances attest to that.

Based on the above, it is interesting to see that colleagues are aware of the importance of respect in the workplace but what is surprising is that do they know exactly what constitutes respect and what is not.

#### **4.7 SUMMARY OF THE CHAPTER**

In this chapter, data generated was presented by the co-researchers. Thereafter it was analysed, interpreted and the findings were discussed. What was discussed centred around enhancing the leadership role of the female managers in the TVET College and it was exposed that in the College where the study is taking place, female managers are not respected by their colleagues and that collaboration is at its minimal and that female managers need to be mentored and supported. In the findings it was also exposed that not only males are involved in this perpetuation of marginalising females but other

females are oppressors too. Drawing from different scholars consulted in chapter two, we found out that the designing of the framework would not be successful due to some inconsistencies but these could be overcome under certain conditions. In this chapter, collaboration, common vision and discourse were critical because it led to a relationship of trust among the co-researchers and Participatory action research principles came out alive. In this chapter, it emanated that leadership is able to emerge from anyone regardless of the position they hold. Everyone contributed to the best of the ability and other skills were acquired among the co-researchers. It was a moment of learning and networking for everyone. This chapter was also aligning itself with the competencies of leadership as organising principles outlined in the policy as well as the principles of Critical leadership studies as a lens coaching the study. What assisted in making the chapter successful was the compromise and the critical reflection identified. Critical data analysis assisted in finding solutions from the data generated throughout the chapter as advocated for by van Dijk (2015: 63) that the aim of CDA is to analyse so that there can be understanding and solution to the social problems of inequality brought about by dominant groups.

## **CHAPTER 5: FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FUTURE STUDY IN ENHANCING THE LEADERSHIP ROLE OF FEMALE MANAGERS THROUGH PARTICIPATORY ACTION RESEARCH: A CASE IN THE TVET COLLEGE**

### **5.1 INTRODUCTION**

The aim of this study is to enhance the leadership role of female managers through participatory action research: A case in the TVET College and this chapter summarises the four previous chapters. In this chapter the need justifying the design of the study to enhance the leadership role of female managers is described; the main components necessary for the successful implementation of the said study are formulated; exploring the conditions that are conducive to the successful implementation of a framework to enhance the role of female leaders in the TVET Colleges; investigating the possible threats that could impede the successful implementation of this study and to monitor the functionality of the study.

The main objectives guiding the study will be presented as well as literature review summary, research design and methodology. Data analysis and findings will also be presented and in conclusion, recommendations will be made while presenting conclusions and making inferences for future research.

### **5.2 BACKGROUND OF THE STUDY**

Having experienced the unfavourable conditions under which females in leadership work, prompted this study of enhancing the leadership role of female managers through participatory action research in the TVET College. There was a selective implementation of policies; there were still cultural views about females in leadership; female's management authority was disregarded; females were still underrepresented in leadership positions and there was insufficient support for females in leadership positions.

The TVET College in the study has a female leader and she was facing a lot of challenges. Among the challenges she faced was the staff marching for her removal from office after disciplinary measures were instituted against the unbecoming behaviour of some members. This was happening while she was managing the College from its head office.

At the other branches, things were not different as most of them were managed by females. As we observed the unbecoming and unprofessional behaviour of our colleagues, I came up with the idea of having this study of enhancing the leadership role of female- managers through participatory action research: A case in the TVET College. Most of the female managers agreed to this as they saw it relevant to what they were having, a first- hand experience of those challenges.

A general meeting was called where the invitation was open to everyone who was interested. Initially there were only females in management positions that showed interest but later on it became a challenge to meet as we had agreed. During that time some males joined in and a committed team emerged.

We held a meeting where we discussed a SWOT analysis and took it from there. Colleagues were assured that whatever we were going to discuss was to be confidential and they were informed that they could leave the group whenever they wanted. They remained as a researcher group that was committed to work in collaboration and decided on a mission and vision of the group. It was made clear that we do it voluntarily, there will not be any form of remuneration whatsoever and members were free to leave the group at any time should they wish to do so.

Leading people often involves managers and others grappling with the affairs that are not easy to solve resulting in a lot of differences.

### **5.3 THEORETICAL FRAMEWORK**

Critical Leadership Studies (CLS) was chosen as a lens coaching this study because of its ability to represent the broad and different perspective in critiquing the power relations (See 2.2). CLS aimed at reviewing some ideologies are dominant while others are marginalised and why some groups are dominant over others at the workplace (Alvesson & Spicer, 2012: 375). In this study a team of co-researchers met to critique the discriminatory practices that reigned supreme at the workplace. Females at supervisory and middle management positions were discriminated against and the aim of this study was to enhance their leadership roles by promoting an environment free of any kind of discrimination. What the study envisaged was a workplace where people are treated with respect, where there was acknowledgement, understanding, acceptance and valuing of differences, most specifically gender differences.

The study achieved most of its aims because, it was initially thought that only females, mostly those who are in management positions will form part of the research team, but we saw males and members of the support staff joining in. They also saw the justification of the designing the framework to enhance the leadership role of female managers in the TVET College.

The chapter also focused on the historical origin of CLS where it became clear that leadership was not a formal position but can surface informally from anywhere (Kahneman, 2011: 12). Critical leadership studies also discouraged and spoke against exaggerating the roles of certain individuals and undermining the collective efforts of others in organisations. The study followed the approach as advocated for by Inglis (2012: 77) that there be 'the ideal speech situation' where everyone co-researcher is treated the same, all of them treat one another as equals and they communicate rationally, free from coercion and power. The approach in Collinson (2011: 184) further argued that the emergence of digital technological developments and intensified globalised competition led to more flexible team- based and informal leadership practices that are less hierarchical and are more focused on shared power and responsibility.

The research team followed the approach and utilised the six principles proposed in CLS, namely, core concept formation, value position and improvements in social practices, revealing and challenging prevailing beliefs and social practice, individual emancipation, improvements in society and improvements in social theories.

#### **5.4 PROBLEM STATEMENT**

It was obvious from the background of the study above that despite the Constitution of South Africa (1996: 3) which is the supreme law of the country stating that no one may be unfairly discriminated against, marginalisation of the females in supervisory and management positions remained a challenge in the institution. That led to many failures, poor academic achievement being the main failure because teaching and learning is the core business of the institution.

If things do not go well in teaching and learning, the institution is just as good as not existent. Adherence to policy, collaboration, dialogue, respect and shared vision were found out to be the needed principles for the achievement of the objectives.



## **5.5 RESEARCH QUESTION**

With the scenario explained above, the following research question emanated:

*How can the leadership role of female managers in the TVET College be enhanced?*

*The sub-questions are:*

*(a) Is there a need to enhance the leadership role of the female managers in the TVET college?*

*(b) What are the components necessary for the success of the study?*

*(c) What conditions are conducive for the success of the study?*

*(d) What are the threats that could impede the success of the study?*

*(e) Can the functionality of the study be monitored?*

This research question is directed the study to the following objectives.

## **5.6 OBJECTIVES OF THE STUDY**

This study was guided by the following objectives:

1. To demonstrate and justify the need to formulate a study to enhance the role of female leaders through participatory action research in the TVET College;
2. To formulate the main components necessary for formulating such a study;
3. To explore the conditions that are conducive to the successful implementation of a study to enhance the role of female leaders in the TVET Colleges;
4. To investigate possible threats that could impede the successful implementation of this study and
5. To monitor the functionality of the study.

These objectives were utilised in the realisation of the aim of the study as explained in the subsections below. The need to design a framework to enhance the leadership role of the female managers in the TVET College was demonstrated. To respond to the challenges identified, the competencies of leadership as promulgated in the ELRC (1996: 50) were roped in as organising principles. They are: Promotion of values and principles of the human rights; Constructing the atmosphere which is democratic, sensitive to

culture, race and gender differences as well as disabilities; Critically examining the management options, making choices and defending those choice; Understanding the current legislation on employment equity and; Operating as a mentor through providing a mentoring support system to students and colleagues.

## **5.7 JUSTIFICATION FOR THE NEED FOR THE STUDY**

The following subheadings were identified which are aligned to the justification for the need.

### **5.7.1 There was a selective application of the regulatory policies**

In this subsection data generated through discussions and what was revealed by literature necessitated and justified the establishment of a researching team to work collaboratively in responding to the need for a study to enhance the leadership role of female managers in the TVET College (See 2.10.1.1).

This subsection outlines the envisaged practices as opposed to the unfavourable conditions exposed during data generation. These challenges were also revealed by the literature and that necessitated the formation of a research team to enhance the leadership role of female managers in the TVET College (See 2.10.1.1- 2.10.1.5).

In the College where the study was taking place, there was a selective application of policies in relation to the equal representation of both genders in management. A team of female managers were approached to challenge this discrepancy but due to their unavailability most of the time, this posed a delay in establishing a committed team.

Other members who were not part of the management team showed interest and joined in. These support staff members were aware of the challenges but couldn't do anything until this platform came to exist. This is where they felt empowered and committed to the research team where their presence brought a great difference to the study. Everyone was participating without fear knowing that their individual contributions were valued. They in turn gained confidence and acquired collaborating, communication and networking skills, among others.

### **5.7.2 Traditional views on females in leadership position**

I as a leader who is supposed to construct the atmosphere which is democratic, sensitive to culture, race and gender differences and disabilities, observed that there were still traditional views about females despite their leadership positions at work. Females were still perceived as weak and were still expected to be obedient to males. This was noticed by the co-researchers and it was evident that the non- performance of the institution was brought about by this. Not only males were responsible for perpetuating the stereotype but females too. They showed preference to the males being in leadership positions as opposed to females occupying those positions (See 2.10.1.2).

Eradicating the stereotype was posing a difficult challenge as the people who held on to that initially did not form part of the solution. Having the males in the research team brought hope that people will be educated and therefore see things differently. The males in the research team were matured and honest enough to acknowledge the wrongs other members of the same sex as them were doing without the fear of being labelled as sell-outs.

### **5.7.3 Female managerial authority was disregarded**

Females in managerial positions experience a challenge of their authority being disregarded in many ways (See 2.10.1.3). Females faced many atrocities ranging from unfair division of labour to being excluded from participating in important decision- making platforms. Those and other biases prompted me to take a stance and initiate this study and collaborated with the dedicated research team to correct the wrongs.

### **5.7.4 Underrepresentation of females in managerial positions**

As a leader, one has to understand the current legislation on employment equity. Seemingly, in the institution where the study is taking place, there was an oversight when it comes to this leadership competency. Only after the female CEO was appointed things started to change for the better. The process of promoting females to leadership or managerial positions has been slow despite there being policies promulgated to that effect (See 2.10.1.4).

### **5.7.5 The support structure was insufficient if there was any**

Females in senior positions need mentoring like everyone else and with encouragement and support they can aspire to reach new heights. They need support structures that can address the discriminatory attitudes and policies that enforce equal participation. In the institution of the study, this was not happening. If it happened, it only came after the mistakes that could have been averted, happened. The team assisted in highlighting such flaws and there was a change in the way things were done (See 2.10.1.5).

## **5.8 COMPONENTS NECESSARY FOR THE SUCCESSFUL IMPLEMENTATION OF THE STUDY**

This part identifies the best practices that are needed for the solution to the challenges mentioned above. Establishing a team of co-researchers to facilitate in enhancing the leadership role of female managers in the TVET College was one of the steps to designing the study to that effect.

### **5.8.1 Legitimate implementation of policies**

The research team, which mostly comprised of managers saw the implementation of policies as their responsibility and this awareness was an achievement to enhancing the leadership role of the female managers. Also, the recognition of a leadership competency of the promotion of the values and principles human rights was a step in the right direction towards achieving the objective of the study.

### **5.8.2 Current views on female roles**

Recognition of the leader's responsibility of constructing the atmosphere which is democratic, sensitive to culture, race and gender differences as well as disabilities was another point of success. Coming together as a research team opened up opportunities of learning by the co-researchers. Different skills were learnt throughout the process and it was empowering for everyone. Some of the members were not aware of the other parts

of legislation that affected them in their daily lives and that assisted in designing the framework.

### **5.8.3 Acceptance and recognition of female managerial authority**

As it is expected of managers to be able to critically examine their management options, making choices and defending those choices, the female leaders in the research team were equipped with handling unfavourable conditions (See 2.10.2.3). That was also empowering to the males who were part of the research team.

### **5.8.4 Equal representation of females in managerial positions**

Understanding the current legislation is another competency expected from a leader. As acknowledged earlier that everyone in the research team was a leader in their own right, understanding the legislation was an addition to their empowerment. Being aware of what was required by the law pertaining to female issues was a valuable life lesson to the co-researchers and it was also an added advantage to the successful designing of the framework to enhance the leadership role of female managers in the TVET College.

### **5.8.5 Providing support to female managers**

Operating as a mentor through providing a mentoring support system to students and colleagues is a competence expected from a leader and the research team learnt that mentoring was a need for the successful running of the institution. The team decided that mentoring did not have to happen accidentally but it ought to be included in the strategic planning of the institution (See 2.10.2.5).

## **5.9 EXPLORING CONDITIONS CONDUCIVE TO THE SUCCESSFUL IMPLEMENTATION OF THE STUDY**

For the implementation of the study to be successful the conducive conditions had to be explored which are co-ordinated planning, shared views, establishing relationships, reflection on the support given to the females in leadership positions and they are and discussed in this section.

### **5.9.1 Co-ordinated planning for policy implementation**

As co-researchers, we sat down to plan our programme of action. We all volunteered responsibilities and certain positions after having a SWOT analysis. Every member of the team was committed to the success of the study. Coordinated planning was earlier identified as another factor that would enable the successful implementation of policy in the literature review of the countries studied.

### **5.9.2 Shared views**

Communication was the main vehicle driving our study as everyone had a chance to make an inputs. Co-researchers were free to contribute knowing that their inputs were also important. We knew that what we said would not be used to victimise anyone, hence the freedom to speak our minds. That made the study fruitful and all of us learnt through the process. Even the shy ones overcame their shyness. We saw the importance of communication in an organisation and that would assist in enhancing the leadership role of female managers in the TVET College.

### **5.9.3 Establishing relationships**

A relationship of mutual understanding and respect ensued and prevailed throughout our interaction as co-researchers. We learnt that respect is essential for the success of an organisation and that all stakeholders need to be given the utmost respect regardless of the position they hold. We never saw ourselves as managers and support staff in the group but all of us were leaders envisaging to change our environment to be of a democracy. There was a lot of motivation among ourselves which made us believe in ourselves that we could do it.

#### **5.9.4 Engagement and involvement of stakeholders**

Engaging the stakeholders in all the activities of the research group everyone got directly involved and that gave pride to all of us participating in something that would bring a positive change for all of us.

#### **5.9.5 Reflection on the support given to females in leadership positions**

The support that we gave each other in the group made a lot of difference. Being females in the leadership positions, we never expected males to be part of the research team but it did happen and they were very supportive. This shows that males and females need in each other with their different talents for the success of the organisation we work in.

### **5.10 TO INVESTIGATE POSSIBLE THREATS THAT COULD IMPEDE THE SUCCESSFUL IMPLEMENTATION OF THIS STUDY**

In this part the possible threats that could serve as barriers to the successful implementation of the study are investigated and they are: no common vision, little or no respect, insignificant collaboration, no dialogue and minimal teamwork.

#### **5.10.1 No common vision**

From the literature review we learnt that without common vision the institution may not achieve its objectives. The research team decided and participated in the establishment a common vision which became familiar to each and every member of the group. The common vision was to see the designing and implementation of the crucial decision that can transform the organisation positively. In the study to enhance the leadership role of the female managers in the TVET College succeed.

#### **5.10.2 Little or no respect**

What the co-researchers and literature says about the cite little or the absence of respect as a threat to the successful implementation of the policies, therefore without respect among ourselves as a team may render this exercise futile. If we do not respect each other and different views from others, the envisaged study may not be achievable. This problem of no respect is one of the reasons why the need for the study occurred.

### **5.10.3 Insignificant collaboration**

For the successful implementation of the study collaboration of the members is vital because every member of the research team brings a unique talent with. There's an interdependence of different viewpoints because each brings an important contribution to the collective. The research team adopted Participatory action research as a methodology because there's an integration of inquiry, committed participation and action as the fundamental elements to transform the lives of the affected (See paragraph 3.3).

### **5.10.4 No dialogue/discourse**

The absence of meaningful communication in an organisation may result in the in it collapsing because members become confused not knowing the right direction. This may pose as a threat to reaching the objectives of that institution. For the successful implementation of the study, the co-researchers had a meaningful dialogue wherein everyone had a chance to present their views (See paragraph 2.10.5.4).

### **5.10.5 Minimal Teamwork**

Minimal teamwork is the result of inadequateness of the points mentioned above, which are: no common vision; little or no respect insignificant collaboration; and no dialogue. The study adopted PAR as a methodology because it advocates for teamwork and the co-researchers were a very committed team from the beginning and throughout the study. We knew that without the team spirit we could not achieve what we had envisaged.

## **5.11 TO MONITOR THE FUNCTIONALITY OF THE STUDY**

The functionality of the study has to undergo monitoring and evaluation so that if it doesn't realise its objectives the process can be revisited but with some developments to it. The monitoring would be based on the criteria presented in the sub headings below.



### **5.11.1 Adherence to policy**

As a group of co-researchers, we needed to time and again revisit the designing of the framework by monitoring its functionality. Whatever decision made, we had to check whether it was practical and feasible to the members to carry out because if we didn't, we would have planned to fail. We had to adhere to the decisions that we agreed to as a team.

### **5.11.2 Collaboration**

The importance of working together cannot be underestimated. The research team was grateful of each member's contribution and they knew that monitoring of our work was a necessity for our success which would in turn be the success of the institution. We understood that even policies need to be monitored of their functionality and reviewed if they do not serve the purpose.

### **5.11.3 Common vision**

We had a common vision that we had agreed upon when we started- that was to see to the successful designing of the study to enhance the leadership role of the female managers in the TVET College. The vision was communicated regularly during the meetings to remind us so that we do not lose focus. Everyone was very keen to see to the success of the research team.

### **5.11.4 Dialogue**

Dialogue was an important factor throughout the project. Those who couldn't be part of a meeting at some point were constantly given feedback. Every input was regarded as important and if it was not relevant the person giving it would not be offended. It would be taken as a lesson. We learnt a lot from each other as we regarded ourselves as leaders. If there is a platform for dialogue in any organisation, members speak freely without fear of victimisation. The study may be able to functions successfully under those conditions.

### **5.11.5 Respect**

We experienced a lot of respect from among ourselves. We were equal owners of the study with the same commitment towards its achievement. Democracy, fairness and respect prevailed during this period. We had managers and members of the support staff among ourselves but there was mutual respect, not because of the ranks that members held because we understood that to be a human right. For the study to be functional, it needs to have respect as one of the factors entrenched in it.

### **5.12 RECOMMENDATIONS**

While going through a lot of literature I found out that mostly address the problem of underrepresentation of females in decision making positions but less is said about those already occupying those positions. The behaviours of colleagues towards management and everyone else in the workplace has to change for the betterment and smooth running of the institution. It shouldn't be about the rank that the person holds but because of the inherent human rights of everyone. Mentoring of staff, workshops and trainings on policies have to be included in the strategic planning of the institution these should be evaluated and monitored constantly.

The mission and vision of the institution has to be communicated to the members, there has to be dialogue to involve the staff as stakeholders in the decisions that affect them. Their inputs have to be invited and respected.

This study proposes the design of a plan that will enhance the leadership role of female managers in the TVET College.

In the next section the value of the research will be discussed following the presentation of the aims and objectives of the study that guided the way data and findings were structured so that recommendations for future research could be made.

### **5.13 VALUE OF THE RESEARCH**

The main aim of this study was enhance the leadership role of female managers in the TVET College working with co-researchers to bring in their familiarities and diverse talents for the improvement of our working conditions. PAR proved to be the most suitable methodology for this as it advocates for empowering members while working in

collaboration as equals. As stated earlier, this study was meant to consist of female managers only but surprisingly, males showed interest and not only them but the support staff members as well. This study exposed the talents that we always have in our midst but overlooking them. This platform was a learning as well as a networking phase in the lives of the colleagues. It proved that collaboration, common vision and respect does bring a change to the working environment.

Participatory action research also brought pride to the co-researchers as they shared a responsibility that would bring a change in their working lives and be a lifelong achievement to everyone who participated. The members who were initially sceptical about this study started to show interest although they were not as committed as the co-researchers. They also wanted to form part and committed to actively participate in the activities of this nature in the future. At times people think that things don't affect them until they become part of the solution.

The objectives of PAR were accomplished because the co-researchers benefited from the following capacity building, collaboration, co- learning, commitment, democracy, emancipation, empowerment, equity and equality, freedom, and social justice (See paragraph 3.6).

#### **5.14 LIMITATIONS AND DELIMITATIONS OF THE STUDY**

The study achieved its set objectives in responding to the critical question asked – How can the leadership role of the female managers be enhanced? The outcome increased our understanding of leadership as an inherent quality in everyone. The major problem encountered during the study was the unavailability of co-researchers due to work commitments. Meetings couldn't be held as regular as we had wished because of that problem but when the opportunity presented itself, it would be utilised to the maximum. Fortunately, we could still communicate through the use of phones. Notwithstanding what we managed to achieve through PAR and CLS, there is still a lot that need to be done to change the mind set of some individuals who think that participating in such activities benefits only the initiator of the study. Our people still need to learn to do things without monetary benefit but a social change or social empowerment.

### **5.15 SUMMARY OF THE CHAPTER**

The following conclusions can be drawn from this study, namely, that there was a selective application of regulatory policies, there was cultural views about females in management, disregard of female managerial authority, underrepresentation of females in management positions and insufficient support structures if there are any. This led to the under- performance of the institution and it was challenged by the females with the support of other males. It could thus be concluded that discipline becomes a challenge when the manager is a female in an institution. What is surprising is that you find females among the people displaying negative attitudes towards the female manager. In this chapter the findings were discussed, the conclusion reached, the implications presented and the recommendations made. It was also noted with interest that there are policies, workshops and trainings that endeavours to restrain the ill- disciplined behaviour of the members of staff but the people who are expected to implement are among those complaining.

In the next chapter, the study that was proposed in the initial stages of the study will be presented.

## **CHAPTER 6: PRESENTATION OF THE ENHANCING THE LEADERSHIP ROLE OF FEMALE MANAGERS THROUGH PARTICIPATORY ACTION RESEARCH: A CASE IN THE TVET COLLEGE**

### **6.1 INTRODUCTION**

In this chapter the proposed study is presented. The study has the four phases which are: the challenges or the current conditions, the strategies, the action, the impact as well as the outcome.

### **6.2 THE PROPOSED STUDY**

The study for enhancing the leadership role of the female managers through participatory action research: A case in the TVET College was successfully designed with the support of the co-researchers' inputs, the aims and objectives of the study and literature consulted. Thereafter the findings from analysing data using the methods advocated for by van Dijk (2015: 63). The tools are spoken text, social practices as well as discursive practices. The study was adopted as a vehicle for social change because the aim of the study is to bring a social change in the end. The phases in the study are as follows: current condition; strategies; action; impact as well as the envisaged outcome.

#### **6.2.1 Phase one: current conditions**

The researcher experienced a lot of hostility from the colleagues (See paragraph 3.9). The colleagues then established a co-researcher group where they came up with strategies to solve the problem. The conditions that prevailed were that of selective application of policies affecting the females in leadership positions; traditional views about females in leadership positions; the challenge of underrepresentation; disregard for female managerial authority and insignificant mentoring and support (See paragraph 5.6.1). In the subsection below the strategies are explained.

#### **6.2.2 Phase two: strategies (Vision and Mission and SWOT analysis)**

The co-researchers, who are the stakeholders in this case, decided on the Vision and Mission for the study whose aim was to enhance the leadership role of the female

managers in the TVET College. Although this is a long- term goal and the study is of a short- term duration, the designing and implementation of a study is a long term commitment. The vision arrived at was 'Leading with a Purpose' and the mission was 'Working together towards social justice for all'. Since we were all leaders in this study and with the purpose of bringing a desirable change not only for us but for future generations, this vision and mission were appropriate (See Table II).

Strategies were implemented in the form of a vision and a mission and a SWOT analysis was conducted (See paragraph 3.9.2). A highly committed team was formed and there was an interesting level of participation among individuals. The strengths were that the co –researchers after becoming aware of the problem, they accepted that there was indeed a challenge of that nature in the workplace. There was a strong willingness to confront the challenge and the co-researchers were committed to the cause and were even prepared to sacrifice their free time to participate in the study. There was a lot of volunteering in the activities that need people to volunteer. The co-researchers were free to contribute by sharing their accounts in data generation as well, data analysis and designing the framework. The strong relationship built among the lecturers, managers and the support staff members.

The weaknesses experienced were that the participants were not familiar with PAR and created an uncomfortable platform at first. The financial burden of project was entirely dependent on the principal researcher as there was no funding available. The other weakness was that on several occasions, we deviated from the study during the discussions and that wasted time which was a scarce resource. Time management was deficient because the time for arrival and departure was not adhered to in the beginning.

We learnt from each other and that empowerment and emancipation served as one of the opportunities in the study. There was a change of mind -sets towards the female managers in particular. Building of a positive relationship and an atmosphere of openness prevailed. Members of the support staff could interact on an equal level with the managers who the initially perceived as their bosses. It was an opportune moment of networking and empowerment.

At first the members the members were suspicious to participate with the fear of victimisation. It was difficult to attain a hundred percent attendance of co-researchers at all the meetings. Some of the co-researchers who were not fully conversant with the

English language tended to participate minimally although the use of the African language was allowed.

### **6.2.3 Phase three: action**

Participatory action research was an approach adopted because of its aims of empowering as well as developing knowledge among the co-researchers. In PAR, we have the co-researchers who participate actively in getting a solution to the challenges they face and they owned the project. PAR respects the knowledge and experience that each individual brings and therefore there were no subjects in this study. The seven components that were identified through PAR MacDonald (2012: 39) and Morales (2016: 159) were present in this study.

- Acknowledgement of the problem.
- Ultimate goal of social transformation.
- Emphasis on collaboration.
- A liberatory process.
- Self- reliant development.
- A more accurate and authentic analysis of social reality.
- The commitment of the co-researchers to solving their problems by themselves.

### **6.2.4 Phase four: impact of the study to the research team**

The study had a huge impact on the co-researchers in the form of the attainment of the objectives of PAR which are as follows: capacity building, collaboration, co-learning, commitment, emancipation, empowerment, equality and equity as well as social justice.

#### **6.2.4.1 Capacity building**

During the study *capacity building* was achieved in the form of enhanced problem-solving capacities, enhanced decision- making capacities and enhanced relationships among co-researchers. The co-researchers were involved in a cycle of development, giving feedback and support during the process of data generation throughout the study.

#### **6.2.4.2 Collaboration**

The co-researchers experienced the power of collaboration when they confronted their challenges as a team having the same goal.

#### **6.2.4.3 Co-learning**

Co-learning took place because all the members came with their different skills and talents and they learnt from one another. Individuals learnt how to challenge the injustices they face by using their voices.

#### **6.2.4.4 Commitment**

Commitment was displayed with the **democracy** experienced during the study because there was equality among the co-researchers.

#### **6.2.4.5 Emancipation**

Emancipation the team acknowledged that they were emancipated during the study and they were proud to own the while also being a part of the solution to their problem.

#### **6.2.4.6 Empowerment**

There was an element of empowerment among the co-researchers. Some of the co-researchers remarked that they learnt a lot from this study.

#### **6.2.4.7 Equity and equality**

Equity and equality were practised during the study. We were all equal members of the research team without any hierarchy of positions. The members had the freedom to voice their inputs which is something they acquired during the study. Some of the members were not aware that they could participate in activities of that kind before but this study taught them freedom.

#### **6.2.4.8 Social justice**

Social justice happens when the oppressed and the marginalised voice their dissatisfaction towards the injustices and manage a social change to their situation. In Thompson (1992: 169) it is stated that 'If you're not part of the solution, you must be part of the problem'. In this study, the co-researcher have a social problem and they solve it collectively as a way of obtaining social justice.

*The outcome* was the realisation of the study which all of us hoped will work to bring the change that we wish for which was to enhance the leadership role of female managers in the TVET College.



This study was inspired by Align's Theory of Change but it was adopted as a vehicle for social change so that it becomes relevant for this purpose. This idea is chosen because of its core principle of social change which resonates with the vision and mission of this study. Furthermore, it seeks to develop collaborations with meaningful involvement to address the inequalities as well as implement policies.

### **6.3 SUMMARY OF THE CHAPTER**

This chapter presented the study as promised in the beginning. It begins firstly with the researcher experiencing challenges in the workplace. Secondly, a colleague is approached who then attested to what the other colleague was noticing. The principal researcher then approached the other colleagues in managerial positions who also confirmed the challenges they faced in their workplace. A decision was taken to embark on this study to enhance the leadership role of the female- managers through participatory action research: A case in the TVET College. A general meeting was called wherein the all the female colleagues were invited. In this meeting, not only the females attended but the males too, out of curiosity. The male lecturing staff did not show any interest but non- teaching staff whom we call support staff. The team became co-researchers and embarked on a process that was to design the plan for social change in the workplace and in this chapter we are presented with that.

## **CHAPTER 7 SUMMARY OF THE STUDY**

In summarising this study, it is an effort by the female leaders with the support of males in the TVET college to correct the barriers in the workplace that tend to prevent the objectives of the institution from being achieved.

### **7.1 CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY**

As this study is based mainly on my personal experience and the experiences shared by colleagues, of being marginalised as female leaders, critical leadership studies was chosen as the lens couching this study. This is because of its creative way of addressing the imbalances in the workplace caused mainly by selective application of the regulatory policies, traditional views about women in leadership, disregard of female managerial authority, under- representation of females in management structures and insufficient support structures if any. Klikauer (2015: 198) posits that CLS has a way of fighting the inequalities while emancipating the oppressed.

In this study, CLS coupled with participatory action research, was employed in an attempt to correct the imbalances experienced by the female leaders in the institution.

This study recommends that females, together with the males that are ready to accept the changes, work hand- in- hand to eradicate these patriarchal perceptions and enhance the leadership role of the female managers. Institutions can assist by organising awareness workshops to drive initiatives of this nature.

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## LIST OF APPENDICES

### APPENDIX A: ETHICAL CLEARANCE FROM THE UNIVERSITY OF THE FREE STATE



Faculty of Education

18-Apr-2016

Dear Mrs Kedidimetse Majola

**Ethics Clearance: Enhancing the leadership role of female managers in the Technical Vocational Education and Training (TVE T)college.**

Principal Investigator: Mrs Kedidimetse Majola

Department: School of Higher Education Studies (Bloemfontein Campus)

#### APPLICATION APPROVED

With reference to you application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence is: UFS-HSD2015/0653

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension.

We request that any changes that may take place during the course of your research project be submitted to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours faithfully

Dr. Juliet Ramohai

## APPENDIX B: APPLICATION FOR PERMISSION

A letter to the principal for approval of research.

16 October 2015

Mrs MDM Phutsisi

The Principal

Motheo TVET College

Central office

BLOEMFONTEIN

9301

Dear Mrs Phutsisi

### PERMISSION TO DO RESEARCH AT THE MOTHEO TVET COLLEGE

We request your permission to use the use the different campuses of the Motheo TVET College as research focus areas for a study titled 'Enhancing the leadership role of female managers in the TVET college.'

The aim of the study is to develop the framework to enhance the leadership role of female managers in this college. We are going to use the qualitative research method as well as the Participatory Action Research (PAR) methodology which means that some members of staff will be involved as participants in the study.

The study will involve three lecturers from each of the four campuses, namely, Bloemfontein, Botshabelo, Koffiefontein and Thaba Nchu. Researchers would include managers and non- managers. Data will be collected through audio visuals taken in meetings held by the stakeholders.

The potential benefits of the study include the following:

- to make a contribution in the literature of leadership
- to afford an opportunity to female leaders to be encouraged, assertive and to strive for success in their leadership positions
- to have networks that will support them in their leadership positions
- as well as to improve the performance of their institutions.

For further information about the study please contact Kedidimetse Majola at 0734885423.

Yours faithfully



KM Majola

Researcher

## APPENDIX C: APPROVAL LETTER



higher education  
& training  
Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



MOTHEO TVET COLLEGE

2 November 2015

Ms K. M. Majola  
Senior Lecturer  
Botshabelo Campus  
Motheo TVET College  
Bloemfontain  
9301

Dear Ms Majola

### Permission for purpose of Research at Motheo TVET College

Permission is hereby granted to use staff members at the different Campuses of Motheo TVET College for the study titled "Enhancing the leadership role of female managers in the TVET College.

My understanding is that no individual records contained in the research questionnaire of an individual may be further released to any party, published or used against Motheo TVET College or such an individual but a summary of the analysis may only be used for the purpose specified in the request form.

Yours faithfully

Mrs. M. D. M. Phutsisi  
Principal



Website: [www.motheotvet.co.za](http://www.motheotvet.co.za) - Email: [marketing@motheotvet.co.za](mailto:marketing@motheotvet.co.za)

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## APPENDIX D: INVITATION TO A MEETING TO DIFFERENT CAMPUSES

### LETTER OF INVITATION TO EMBARK ON A RESEARCH

116 Pellissier Drive  
Bloemfontein  
9301  
15 November 2015

The Colleagues  
Motheo TVET College  
BLOEMFONTEIN  
9300

Dear Sir/Madam

#### INVITATION TO A MEETING FOR A RESEARCH IN THE COLLEGE

My name is Kedidimetse Magdeline Majola and I am a student at the University of the Free State Main Campus in Bloemfontein. I am currently studying towards a Master's degree in education (M. Ed) with University of the Free State. I have secured permission from the principal of Motheo TVET College to conduct research in the college. This letter serves as an invitation to participate in this research.

**The title of the study is to 'Enhancing the leadership role of the female managers in the TVET college.'**

The participation in the research will be voluntary and I promise to treat all the information gathered and used in this study with strictest confidentiality. Your name will not be mentioned and you may withdraw from the study if you wish to do so, information can also be made available to you on request. The contact sessions and meetings of the study will be administered during non-teaching hours. You will be expected to participate in contact sessions that will be done from 14h00 to 16h00 once weekly on the dates that we will agree upon.

Your cooperation in this matter will be highly appreciated.

Yours sincerely

KM Majola

**LETTER OF INVITATION TO EMBARK ON A RESEARCH**

116 Pellissier Drive

Bloemfontein

9301

15 November 2015

The Colleagues

Motheo TVET College

THABA NCHU

9780

Dear Sir/Madam

**INVITATION TO A MEETING FOR A RESEARCH IN THE COLLEGE**

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116 Pellissier Drive  
Bloemfontein  
9301  
15 November 2015

The Colleagues  
Motho TVET College  
BOTSHABELO  
9781

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Yours sincerely

KM Majola

## APPENDIX E: CONSENT FORM

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Researcher	Study leader
KM Majola	MD Tshelane
116 Pellissier Drive	University of Free State
Pellissier	Nelson Mandela Drive
BLOEMFONTEIN	BLOEMFONTEIN
9301	9300
Tel: 051 4224735	Tel: 051 401 2403
	16 October 2015

### INFORMED CONSENT:

Dear Participant

I would like you to take part in this study:

#### ENHANCING THE LEADERSHIP ROLE OF FEMALE MANAGERS IN THE TVET COLLEGE.

This study is about creating an opportunity for the support and respect that females in managerial positions would like to experience.

We would like you to participate with us in this research because we would all gain better knowledge on how to deal with the challenges faced by females in managerial positions.

The reason we are doing this study is to develop a framework to enhance the leadership role of females in managerial positions in the college.

I am sure you will benefit from this study as we are going to teach other colleagues about respecting our female managers and giving them support for the benefit of the college.

While I greatly appreciate your participation in this important study and the valuable contribution you can make, your participation is entirely voluntary and you are under no obligation to take part in this study. If you do choose to take part, and an issue arise which makes you uncomfortable, you may at any time stop your participation with no further repercussions.

If you experience any discomfort or unhappiness with the research is being conducted, please feel free to contact me directly to discuss it, and also note that you are free to contact my study supervisor Dr MD Tshelane.

Should any difficult personal issues arise during the course of this research, I will endeavour to see that a qualified expert is contacted and able to assist you.

Yours sincerely

KM Majola



## APPENDIX F: MINUTES OF A MEETING

Minutes of a meeting for co-researchers held of the study entitled ENHANCING THE LEADERSHIP ROLE OF THE FEMALE MANAGERS IN THE TVET COLLEGE held on the 24 March 2017 at Botshabelo Campus hall 12: 00 presided by [REDACTED]

### Attendees

Attendance register included.

[REDACTED] opened welcomed everyone present. The question on how can the leadership role of the female managers in the TVET College be enhanced.

[REDACTED] responded that we need to come together and support one another as women (ho a hlokahala hore re le re kopaneng re tshehetsane).

[REDACTED] reiterated what [REDACTED] said.

[REDACTED] explained how we are going to work together as a team, emphasising that everyone's contribution is important. And that if any one of the attendees feel like withdrawing they are free to do so at any time. What we were doing is voluntary and we are not going to be paid for participating and whatever contribution we make is going to be confidential and that there are no risks whatsoever involved in this study.

[REDACTED] suggested that we decide what roles each one of us is going to play and that was done. A coordinator and a scribe were identified and a decision was reached as to how we were going to communicate. Smses, WhatsApp, phone calls and emails would be used to communicate.

A suggestion was made that we have a SWOT analysis and a Vision and Mission of our group.

During the next meeting another colleague would be invited to explain the PAR methodology.

Friday 21 May 2017 was suggested as the date for the next meeting.

The meeting was adjourned at 12:45.

\_\_\_\_\_

Date: \_\_\_\_\_



## TABLES

**Table I: The SWOT Analysis**

S	W	O	T
<p>Accepting that there was a problem.</p> <p>Determination and willingness to participate in bringing a social change in the working environment.</p> <p>Commitment of the participants which was seen in sacrificing their free time to participate in activities</p> <p>Actively volunteer in activities that required volunteering</p> <p>Sharing of accounts that played a huge role in gathering data and designing framework</p> <p>The enhancing of a relationship between lectures, managers and support staff</p>	<p>Participants were not familiar with PAR and created uncomfortable to work with until they understood it.</p> <p>The project was depended on the co-researcher for expenses as there was no funding.</p> <p>The participant deviated from the study several times during the discussions because of the unusual use of PAR.</p> <p>There was no time management. Arrival and departure was controlled by the co-researchers</p>	<p>Empowerment of the participants</p> <p>Change of mind set concerning female managers and equality among the participants</p> <p>There was building of relationships and openness to one another.</p> <p>Members of the support staff interacting with who they perceived as their bosses on an equal level.</p> <p>Networking and empowerment.</p>	<p>Members not free at first for fear of victimisation.</p> <p>Attendance could not be 100% at all times.</p> <p>Language use. Not everyone was conversant with expressing themselves in English but that was not really a problem.</p>

**Table II: Monitoring the intervention programme**

No	Steps	Priorities	Activities	Resources	Time Frame	Monitoring
1.	Vision	Approvals for participants	1. Researcher introducing potential participants	Managers Lecturers Support-staff	10 minutes	Attendance register.  Minutes.
		Identify a problem	2. Approval for the research problem by the potential participants	Researcher  -Potential participants	15 minutes	
		Ethical Consideration	3. Introducing themselves (participants)  Participants  --create false names for their identity  --consent forms  How can the female leadership role be enhanced through participatory action research?	3.Participants  -A4 paper, pen  4. Participant and a colleague in research projects  All participants signed  Collaboratively as a team of participants agreed	20 minutes	
		The need for support	Discussion	Participants		

2.	Mission	SWOT	Identify our strengths, weaknesses, opportunities, threats.	-Chart -Marker -Participants	60 minutes	- Attendance register - Video record - Pictures - Minutes
		PAR  Discussion of the problems and solutions	Explanation and discussion	-Participants (a participant who is also busy with PAR project)		
			Discussion	-Participants		
3.	Goal/Aim				40 minutes	Attendance register minutes
			Narratives, discussions	-Participants		
				Identify and discussion		60 minutes
4.	Action	Presenter on PAR	Discussion and knowledge exchange with somebody from outside	-Participants -Presenter -A4 paper -Pen	60 minutes	
		Role of lecturers, managers and the support staff	Discussions, narratives	-Participants -Audio record -Camera	40 minutes	
5.	Monitoring	The study	Discussion and summary	-participants	40 minutes	

		14. Presentation preparation	Preparation for speeches	Participants	40 minutes	Attendance register
		15. presentation to the rest of the co-researchers	Present the study to the rest of the co-researchers	Co-researchers.	60 minutes	