

**THE WORKPLACE DISCRIMINATION OF WOMEN IN EDUCATIONAL
LEADERSHIP: A CASE OF WATERBERG DISTRICT IN LIMPOPO PROVINCE**

MADELA SEANOKENG JULIA

Thesis submitted in fulfilment of the requirements for the degree

DOCTOR OF EDUCATION

EDUCATION LEADERSHIP AND MANAGEMENT

In the

Faculty of Humanities

At the

Central University of Technology, Free State

Supervisor: PROF. P. SEPENG

Co-supervisor: DR. E.T. NGOBENI

BLOEMFONTEIN

2023

DECLARATION WITH REGARDS TO INDEPENDENT WORK

I, Seanokeng Julia Madela with identity number 6207290731087 and student number 221050244, do hereby declare that this research project submitted to the Central University of Technology, Free State for the thesis of Education (Post Graduation Studies) is my own independent work, complies with the Code of Academic Integrity, as well as other relevant policies, procedures, rules and regulations of the Central University of Technology, Free State; and has not been submitted before to any institution by myself or any other person in fulfilment (or partial fulfilment) of the requirements for attaining any qualification.



SIGNATURE OF STUDENT

30/11/2022

DATE

DEDICATION

I dedicate this document to my husband, Manenesela Samuel Madela, my daughter Obakeng Valerie Madela, my son Kutlwano Fairbridge Madela, I also dedidate this to my granddaughter Kegoratile Phenyo Madela and grandson Nkosana Siyabonga Madela and all women experiencing discrimination to be elevated to leadership in their workplaces. They have always prided themselves on my achievements. The passing away of my mother (Khutsafalo Elizabeth Motaung), my mother-in-law (Sebokwana Stephinah Madela) and my late high school principal (Beauty Malefo) made me realise how short life is and how one's choices affects your whole life. They are dearly missed.

ACKNOWLEDGEMENTS

All the praises go to the Almighty God for providing me with the strength and wisdom to complete this study.

I also want to acknowledge the support and efforts of the following people:

- Prof P. Sepeng and Dr. E.T. Ngobeni for their contribution through mentorship and supervision towards completing this research study, and I will forever cherish their academic guidance and support.
- My special thanks go to my husband, Manenesela Samuel Madela. He has been my pillar of strength throughout my studies. Thank you for understanding my frustrations and always motivating me. My gratitude goes to my son (Kutlwano Fairbridge Madela) and my daughter (Obakeng Valerie Madela) who understood that mom, was studying, and shared my dream despite their ages, I also acknowledge my granddaughter Kegoroatile Phenyio Madela and grandson Nkosana Siyabonga Madela.
- I also wish to thank everyone who contributed to completing this study, my friends, God sent angels and my participants.
- Finally, I would like to thank my family for their support and encouragement. They always told me to believe in myself and ask for God in all my endeavours, which fortunately I did. God was always there to guide me through everything. Their strong belief in me made me want to do more, and I am sure they are proud of all my achievements.

ABSTRACT

In South Africa's Limpopo Province, the pervasiveness of gender-based discrimination in educational leadership poses substantial hurdles, particularly for women who aspire to higher positions of authority. The purpose of this study was to get a deeper understanding of the unique challenges that these women confront and to make suggestions based on that knowledge. We used a strategy that combined qualitative and quantitative research methods, which is known as a mixed-method approach. Focus group interviews were conducted with a subsample of participants drawn from the pool of one hundred people who had previously filled out a structured questionnaire. This pool included four principals, four circuit managers, and two senior district managers. This study is grounded on Feminist Theory, which postulates that power disparities between genders in the workplace are the root cause of prejudices that occur in the workplace. The data were analysed using a method known as thematic analysis. According to the data, even though women in Limpopo often fill leadership positions in an acting capacity, they are at a disadvantage when it comes to the official appointment procedures. Notable is the fact that a good number of these women had clear signs of mental discomfort, which were manifested as sentiments of resentment, wrath, and disappointment. The research highlights the significance of strict control on gender discrimination in leadership jobs as an effective means of addressing these discrepancies and working towards their elimination. In addition, it is advised that throughout the stages of recruiting, selection, and appointment, complete compliance with employment regulations be maintained.

Keywords: Gender-based discrimination; Educational leadership; Power imbalances; Emotional distress; Workplace biases; Employment legislation; Leadership roles; Gender inequality.

TABLE OF CONTENTS

DECLARATION WITH REGARDS TO INDEPENDENT WORK	i
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF FIGURES.....	xiv
LIST OF TABLES.....	xv
LIST OF ACRONYMS	xvi
DEFINITION OF TERMS	xvii
CHAPTER 1	1
BACKGROUND OF THE STUDY AREA.....	1
1.1 INTRODUCTION	1
1.2 HISTORICAL OVERVIEW OF WORKPLACE DISCRIMINATION	3
1.3 PROBLEM STATEMENT	4
1.4 AIM AND OBJECTIVES OF THE STUDY.....	4
1.4.1 Aim of the Study	4
1.4.2 Main research question	5
1.4.3 Research sub-questions	5
1.4.4 Objectives	5

1.5 LITERATURE REVIEW.....	5
1.6 THEORETICAL FRAMEWORK UNDERPINNING THE STUDY	6
1.6.1 Trait Theory	7
1.6.2 Feminist Theory	7
1.7 SIGNIFICANCE AND RATIONALE OF THE STUDY	8
1.8 RESEARCH METHODOLOGY	9
1.8.1 Research Design	9
1.8.2 Population, Sampling and Document Analysis	12
1.9 VALIDITY AND RELIABILITY	13
1.10 ETHICAL CONSIDERATIONS.....	14
1.11 TRUSTWORTHINESS OF THE STUDY.....	14
1.12 LIMITATIONS AND DELIMITATION OF THE STUDY	15
1.13 APPROACH AND STRUCTURE OF THESIS	15
CHAPTER 2	16
LITERATURE REVIEW.....	16
2.1 INTRODUCTION	16
2.1.1 Israel.....	17
2.1.2 United Kingdom	17
2.1.3 United States of America	18
2.1.4 Australia.....	19

2.2 WORKPLACE DISCRIMINATION OF WOMEN IN THE AFRICAN COUNTRIES	19
2.2.1 Zimbabwe	20
2.2.2 Ghana	20
2.2.3 Tanzania	21
2.2.4 Nigeria	21
2.2.5 Kenya	22
2.3 WOMEN IN LEADERSHIP	25
2.3.1 Characteristics of Women Leadership	27
2.4 SOUTH AFRICAN LEGISLATIVE FRAMEWORK IN THE CONTEXT OF THE WORKPLACE DISCRIMINATION OF WOMEN IN LEADERSHIP	28
2.4.1 South Africa Constitution	29
2.4.2 Employment Equity Act 55 of 1998	30
2.4.3 Gender Bill on Equality and Women Empowerment	31
2.5 AWARENESS OF WORKPLACE DISCRIMINATION OF WOMEN IN LEADERSHIP	32
2.5.1 Glass Ceiling.....	34
2.5.2 Family Responsibility	35
2.5.3 Barriers Hindering Females	37
2.5.4 Income Gap between Males and Females in South Africa	39
2.5.5 Observation by unions during recruitment, Selection Process and Promotion of Women in Leadership Posts	40

2.5.6 Lack of Mentoring	41
2.5.7 Organisational Culture	42
2.6 GENDER EQUITY AND EMPOWERMENT AS TRANSFORMATIONAL STRATEGIES	43
2.6.1 Gender Stereotyping.....	43
2.6.2 Equity.....	44
2.6.3 Transformational Leadership	44
2.7 SUMMARY OF CHAPTER.....	45
CHAPTER THREE	46
THEORETICAL FRAMEWORK	46
3.1 INTRODUCTION	46
3.2 THEORETICAL FRAMEWORKS.....	46
3.2.1 Critical emancipatory theory	46
3.2.2 Trait theory.....	46
3.2.3 Contingency Theory.....	47
3.2.4 Feminist Theory	47
3.2.5 Participative theory	49
3.3 THE NATURE AND EXTENT OF WORKPLACE DISCRIMINATION OF WOMEN IN LEADERSHIP.....	49
3.4 SUMMARY OF CHAPTER.....	52
CHAPTER FOUR.....	53

RESEARCH METHODOLOGY	53
4.1 INTRODUCTION	53
4.2 RESEARCH DESIGN	53
4.3 RESEARCH PARADIGM	53
4.3.1 Positivism.....	54
4.3.2 Interpretivism	54
4.4 PHENOMENOLOGICAL PHILOSOPHY	54
4.5 RESEARCH METHOD.....	55
4.5.1 Qualitative research approach	55
4.6 LOCATION.....	56
4.7 POPULATION AND SAMPLING	57
4.7.1 Population.....	57
4.7.2 Sampling.....	57
4.8 DATA COLLECTION TOOLS	57
4.8.1 Focus group discussions	58
4.8.2 The questionnaire in the research	58
4.8.3 Administration of the questionnaire.....	60
4.8.4 Interviews.....	60
4.8.5 Note taking and audio recordings	62
4.9 DATA ANALYSIS	63

4.10 TRUSTWORTHINESS.....	64
4.10.1 Dependability	65
4.10.2 Credibility	65
4.10.3 Transferability	66
4.10.4 Confirmability	66
4.11 ETHICAL CONSIDERATIONS.....	67
4.11.1 Informed consent	67
4.11.2 Anonymity	68
4.11.3 Integrity	68
4.11.4 Confidentiality	68
4.12 SUMMARY OF CHAPTER.....	69
CHAPTER 5	70
DATA INTERPRETATION	70
5.1 INTRODUCTION	70
5.2 BIOGRAPHIC AND DEMOGRAPHIC DATA	70
5.2.1 Work Experience of Participants.....	70
5.2.2 Name of the Working Place	71
5.2.3 Age Group of Participants.....	72
5.3 TOPIC RELATED QUESTIONS ON WORKPLACE DISCRIMINATION OF WOMEN IN LEADERSHIP.....	72

5.4 INTERVIEW QUESTIONS FOR DISTRICT SENIOR MANAGERS, CIRCUIT MANAGERS AND PRINCIPALS.....	79
5.5 PRESENTATION OF FINDINGS	81
5.5.1 Theme 1: Discrimination of Women in Leadership	81
5.5.2 Theme 2: Causes of Gender Discrimination in the Workplace.....	84
5.5.3 Theme 3: Impact of Discrimination on Women in Leadership Positions	87
5.5.4 Theme 4: Legal Remedies for Victims of Workplace discrimination	106
5.6 SUMMARY OF CHAPTER.....	109
CHAPTER 6	110
DISCUSSION AND INTERPRETATION OF THE FINDINGS	110
6.1 INTRODUCTION	110
6.2 DISCRIMINATION OF WOMEN IN LEADERSHIP	111
6.3 CAUSES OF GENDER DISCRIMINATION IN THE WORKPLACE.....	111
6.4 IMPACT OF DISCRIMINATION ON WOMEN IN LEADERSHIP POSITIONS...	112
6.5 LEGAL REMEDIES FOR VICTIMS OF WORKPLACE DISCRIMINATION	113
6.6 SUMMARY OF CHAPTER.....	114
CHAPTER 7	115
SYNOPSIS, CONCLUSION, AND RECOMMENDATIONS	115
7.1 INTRODUCTION	115
7.2 APPRAISAL OF THE RESEARCH PROBLEM.....	115

7.3 MAIN CHAPTER SUMMARY	115
7.4 SUMMARY OF THE FINDINGS	116
7.4.1 Research Sub-Theme 1.1: An Understanding of the Nature and Extent of Workplace discrimination of Women in Leadership	116
7.4.2 Research Sub-Theme 2.1: An Understanding on Current Legal and Policy Prescripts of Workplace discrimination of Women in Leadership	116
7.4.3 Research Sub-Theme 3.1: Experiences and Observations about the Discrimination of Women in the Workplace	117
7.4.4 Research Sub-Theme 4.1: Legal Remedies to Use in Assisting Discriminated Women in Leadership.....	117
7.5 CONCLUSION	118
7.6 CONTRIBUTION TO A NEW APPROACH	119
7.6.1 Proposed Madela Non-Discrimination Framework of Women in Leadership	119
7.7 ADVANTAGES OF USING THE PROPOSED FRAMEWORK	121
7.8 RECOMMENDATIONS.....	121
7.8.1 Comprehensive Annual Training for Women on Gender Equity	121
7.8.2 Removal of Observers from the Interview Room	122
7.8.3 Correct Interpretation of Recruitment, Selection, and Appointment Policies	122
7.8.4 Correct Interpretation of Levels of Qualifications (REQVs)	122
7.8.5 Correct Appointment of Capable Candidates.....	123
7.9 INFERENCE FOR FURTHER STUDY.....	123

7.10 ASSESSING THE OBJECTIVES	124
7.11 CONCLUDING REMARKS	124
APPENDICES	146
APPENDIX A: Questionnaire	146
APPENDIX B: Interview with Principals, Circuit managers, and District senior managers.....	149
APPENDIX C: General Info/Consent Covid 19 Compliant	151
APPENDIX D: Permission to conduct the study – Capricorn District	156
APPENDIX E: Permission to conduct the study – Mogalakwena District.....	157
APPENDIX F: Permission to conduct the study – Waterberg District	158
APPENDIX G: Invitation to Participants	159
APPENDIX H: Letter from the Editor.....	160
APPENDIX I: Clearance Certificate	161

LIST OF FIGURES

	Page
Figure 1.1 Mixed Method Design and Procedure	12
Figure 4.1 Limpopo Municipal map	56
Figure 7.1 Proposed Madela framework for non-discrimination of women in leadership	120

LIST OF TABLES

	Page
Table 5.1 Work experience	71
Table 5.2 Current name of the working place of respondents	71
Table 5.3 Age group of respondents	72
Table 5.4 Topic related questions on workplace prejudice of women in leadership	73
Table 5.5 Interview schedule with Principals, Circuit managers, and District senior managers	79

LIST OF ACRONYMS

ACRONYM	DESCRIPTION
CM	Circuit Manager
CUT	Central University of Technology
DSM	District Senior Manager
EEA	Employment Equity Act
LDOE	Limpopo Department Of Education
NCES	National Center for Education Statistics
PRS	Principal
UK	United Kingdom
UN	United Nations
UN MDG	United Nations Millennium Development Goals
USA	United States of America
WEGE	Women Empowerment and Gender Equality Bill

DEFINITION OF TERMS

Limpopo Province

South Africa is divided into nine provinces and Limpopo is one of the nine provinces. Its administrative capital is Polokwane.

Women in leadership

There are different definitions that explain the term Women in leadership. Women in leadership refer to a socially designated attribute of characters, roles, and activities connected to being masculine and feminine in a given social group (Conteh, 2008:1).

Leadership

Leadership is a connection amongst two or more people in which the power and influence are unevenly shared with the potential of a single individual through their actions to motivate others to higher levels of attainment (Ngobeni, 2009:14).

School

In this study, a school is defined as a place where children are taught or given guidance. The structure comprises personnel, material and resources, skills and children. The school structure is interdependent on one another to accomplish the mission and vision of the school (Ngobeni, 2009:14).

District

A district is a subdivision for administering a public school system, often including various towns within a state. Limpopo Province is divided into five districts: Vhembe East, Vhembe West, Capricorn, Sekhukhune, and Waterberg. The study will be conducted in the Waterberg District using four districts and head office Vhembe East, Vhembe West, Capricorn, and Sekhukhune (Department of Education, 2003).

Head Office

Head office is a centralised office location where a MEC, Superintendent General, and General management and key staff operate and oversee Districts overall activities (Department of Education, 2003).

Workplace discrimination

Workplace discrimination is the painful experience women suffers in silence through hiding their suffering, torture, torment, grief during recruitment and selection in the work place for higher positions daily to suppress their feelings by male counterparts.

CHAPTER 1

BACKGROUND OF THE STUDY AREA

1.1 INTRODUCTION

Discrimination in the workplace is still alive and well observed in Waterberg department of education in Limpopo Province. This is also confirmed by Forbes in Robinson (2021) where he mentioned that workplace discrimination in education is alive despite federal laws which are against gender and workplace discrimination of women in leadership in the United States of America (USA). In a recent News24 interview with Barbara-Ann King, chief commercial officer for Investec Wealth and Investment, she stated that, “Promoting gender equality is not a women’s issue, it is a global issue, a financial issue and an essential issue.”

The Basic Education (BE) sector in South Africa (SA) is characterised by multiple forms of workplace discrimination despite the government efforts through legislative prescripts such as the Employment Equity Act 55 of 1998, which aims to “...remove discrimination, implement affirmative action and to promote equity, equality, opportunity, remuneration and development for all employees in the workplace”, the Basic Conditions of Employment Act 75 of 1997 to “regulates labour practices and sets out the rights and duties of employees and employers”, and the Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2002, which “It prohibits unfair discrimination by the government and by private organisations and individuals and forbids hate speech and harassment” (South African Legal Information Institute, 2019).

Workplace discrimination of women in leadership is the topic of this study, with a case study in the Waterberg district in Limpopo Province. According to the Commission of Conciliation, Mediation, and Arbitration (CCMA), the legal definition of workplace discrimination is:

“to show favour, prejudice or bias for or against a person on any arbitrary grounds, for example on the basis of race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation,

age disability, religion, HIV status, conscience, belief, political opinion, culture, language and birth by an employer.”

According to the activist group Equal Rights Advocates, “workplace gender discrimination comes in many different forms, but generally it means that an employee or a job applicant is treated differently or less favourably because of their sex, gender identity, or sexual orientation.”

Geldenhuys (2020) refers to the request to the South African Human Rights Commission (SAHRC) in 2018 to hold investigation hearings at the University of South Africa (Unisa). The purpose of this investigation was to devise solutions to problems relating to the lack of meaningful transformation in employment in the institution. At that time, white males and females were vastly overrepresented in higher positions, and white females received the most opportunities for further development and training.

The workplace discrimination in this case was perpetuated more against black women in favour of white women (Geldenhuys, 2020). A study by Sinden (2017) agrees to an extent, and found that women in education on senior management accounted for 48.9% and men for 51.1%, whereas in top management positions, women held 37.5% compared to men at 62.5%.

A study by Mkhonto (2019) on female teachers in the rural Ehlanzeni district in Mpumalanga Province came to a very interesting, albeit contrary finding, stating that women in education often makes the choice to not seek promotion, especially as principals. The study concluded that the voices of women are important if the gender and promotion question is to be addressed.

According to Sinyosi (2021), after almost three decades of democracy, gender imbalances continue in most settings in South Africa, despite the country’s Constitution and various acts proclaimed to eradicate this practice. Sinyosi found that the educational sector is not immune to workplace discrimination, especially for women trying to move into leadership positions, and currently, most females are concentrated in the middle and lower-level positions in the education sector. The few women who do

manage to break this barrier and are promoted into higher positions, are still confronted with a minimal support and uncooperative attitudes from colleagues and community members; thereby affecting their ability to perform their duties effectively, manage their schools, and advance their careers (Sinyosi, 2021).

The unfair recruitment practices when it comes to women in management positions in the workplace are increasing (Sinden, 2017). South African females in district, schools, and circuits offices often need to manage the challenging and unique workplace discrimination of women in leadership in the South African educational environment. Musetsho, Isac and Dobrin (2021) stated that women face many challenges in dealing with workplace discrimination. The trauma caused by the inherited system of pain and humiliation goes as far as negatively affecting women's leadership.

1.2 HISTORICAL OVERVIEW OF WORKPLACE DISCRIMINATION

The South African government has put several legislative and administrative tools in place since 1994 to address the issue of workplace discrimination of women in leadership, the causes, and the best way to deal with the issue, and ensure that the rights of all citizens are not violated (Sinden, 2017; Musetsho et al., 2021). However, in South Africa, workplace discrimination of women in leadership is a widespread problem and alarming (Khumalo, 2017).

Many relate to the cultural beliefs that “the man is the head of the house, and the wife is the firstborn child in the household” (Musavel et al., 2011:1). This is also influenced by the Christian belief which is the dominant religion in Limpopo Province whereby men are regarded as heads of families.

In the book of Ephesians 5 verse 22 to 24 it states that “wives submit to your husband as the Lord, for the husband is the head of the wife even as Christ is the head of the church”. Males inherited this belief and are now practising it on their female counterparts in the workplace. Men tend to use this belief to oppress and mistreat women. The belief is that their word is final, and no one can change or challenge it. They do not want to be corrected or even enlightened by women.

According to the latest figures released by Statistics South Africa (Statssa, 2021), the female unemployment rate remains higher than males. This indicates disparities between men and women in different facets of life, where women still lags behind in terms of socio-economic opportunities. According to the unemployment figures from the Quarter 1 of 2021, the unemployment rates for males are 31.4% and females 34.0%. Of these, black African women were the most vulnerable with at 38.3%, with females representing 31.2% of managerial occupations. In addition, more women (56.2%) than men tended to be discouraged from participating in the labour market. In both Quarter 1 of 2020 and Quarter 1 of 2021, more than four in every ten young females were not in employment, education, or training. This does not bode well for the commitment made by the government and organisations to equal the job opportunities across all levels.

1.3 PROBLEM STATEMENT

Workplace discrimination of women in the Department of Education in Limpopo is triggered by different factors such as treating employees unfavourably because of disability, age, genetic information, pregnancy, race or skin colour, national origin, religion, or gender (Musetsho et al., 2017). The study focuses mostly on gender discrimination of women in education specifically when higher or leadership positions for promotion are advertised. According to Tsheko (2015), promotion could be defined as being raised to a position that holds greater authority and status than the current position that the employee is in. Preference is given to males as compared to females. The main intention is to address the underlying factors behind workplace discrimination of the promotion of women in educational leadership, focussing on the Waterberg District, and to understand why the problem persists despite intervention and legislative prescripts.

1.4 AIM AND OBJECTIVES OF THE STUDY

1.4.1 Aim of the Study

This study aims to determine the underlying factors behind workplace discrimination during recruitment and promotion of women to leadership positions, focussing on the

education sector in the Waterberg District, and to understand why the problem persists despite intervention and legislative prescripts.

1.4.2 Main research question

How does workplace discrimination affect women in leadership positions during recruitment, selection and promotion processes?

1.4.3 Research sub-questions

1. What is the extent and characteristics of workplace discrimination for women?
2. What factors cause gender discrimination in the workplace?
3. How does workplace discrimination influence women's promotion to management positions?
4. What legislation is available to address workplace discrimination?

1.4.4 Objectives

1. To identify the extent and nature of women's discrimination in different places of work.
2. To investigate the main factors that cause gender discrimination in the workplace.
3. To investigate how workplace discrimination influences women's promotion to management positions.
4. To recommend applicable legislation and policies for workplace discrimination.

1.5 LITERATURE REVIEW

A literature review assists researchers to devise new ideas and consider the recommendations given by other writers (Saunders, Lewis & Thornhill, 2016). Several studies have been conducted locally and internationally related to workplace discrimination against women in leadership positions (Sinden, 2017; Tovmasyan & Minasyan, 2019). The current literature shows the lack of the women's voice in educational leadership, especially their underrepresentation on managerial and leadership level in schools, circuits, and districts.

A study was conducted in Zimbabwe in 2009 regarding the persistence of gender inequality, where males are favoured over females into leadership positions in Zimbabwean primary schools. The data was collected through interviews of thirteen (13) experienced women school heads. The author indicated that the participants alluded that although most women were qualified, they did not apply for the positions. Gender role stereotypes were the main reason why they did not apply or attempt to apply. Most of the participants had low self-confidence and self-esteem. Some participants indicated that they are overburdened by home chores and taking care of their kids. Others indicated that they were demoralised because they were not receiving support from home and the workplace (Chabaya, Rembe & Wadesango, 2009 as cited in Hallinger, 2018).

1.6 THEORETICAL FRAMEWORK UNDERPINNING THE STUDY

Nielsen (2015) explains that a theory is a set of notions used to describe difficult phenomena to understand what they mean. Theoretical frameworks, which give insight into the occurrence of workplace discrimination of women in leadership, do exist. Several theories account for the phenomenon of the challenge women experience in the workplace, which scholars often debate. In this study, theories that outline feminist, sociological, psychological, and religious explanations are discussed in detail in the next chapter.

For this study, the theories considered include participative theory, contingency, sex role theory, feminist theory, and trait theory. After careful consideration, the trait theory and feminist theory were selected to underpin this study in Limpopo Department of Education where the trait theory is built on inherent leadership characteristics that men have and women do not, and where the feminist theory serves as a critique of the patriarchal system to address structural inequality such as gender, race, ethnicity, class, and sexuality.

1.6.1 Trait Theory

Trait theory examines the type of person that makes a good leader and focuses on the personal traits, characteristics, attributes and qualities associated with effective leadership (Rodd, 2013). Bolden, Gosling, Marturano and Dennison (2003) as cited in Sinyosi (2021) state that, “Trait theory often identifies a particular personality or behavioural characteristic shared by leaders, and lists of qualities associated with leadership exist in abundance and continue to be produced.”

Shangase and Proches (2014) showed that women in management positions had dual mind-sets. Women in leadership are expected to be masculine, strong, powerful, and in control. Conversely, women in leadership are expected to have traditional womanly features of sharing, caring, nurturing, and cooperating. For this reason, the trait theory was selected, to counter the belief that women cannot possess the same traits as men, and the researcher is convinced that if women can be given the opportunity to lead, they will show organisation and management skills of vision, planning, teamwork, motivation, and evaluation.

1.6.2 Feminist Theory

According to Potokri, Noah and Perumal (2018), feminism as a field of study began as a critique of the social world underpinning the ignorance of women’s life situations and with men’s dominance as its central focus. The feminist theory allows women to shine and points out how women have positively contributed to society. It also allows women to voice their concerns and obstacles. Supporters of liberal feminism confidently state that biology does not have anything to do with gender discrimination.

Liberal feminist theory is committed to challenging patriarchal, racist power and oppression and producing results that are useful and applicable to social justice. A liberal feminist perspective provides space for the exploration of broader questions of social justice, while simultaneously addressing multiple forms of structural inequality such as gender, race, ethnicity, class, and sexuality. Research informed by liberal feminist theory fosters empowerment, liberation, and emancipation for women and other

marginalised groups, and is consistent with the broader aims of gender justice (Brooks & Hesse-Biber, 2007 as cited in Sinyosi, 2021).

1.7 SIGNIFICANCE AND RATIONALE OF THE STUDY

There are different barriers limiting women's advancement to leadership positions in the education sector. The study intends to alert policy developers that there are limits and obstacles that must be addressed regarding workplace discrimination of women in leadership, specifically when applying for management positions. Beneficiaries of this study are women in leadership, the Ministry of the Department of Basic Education, and the entire education department. Relevant stakeholders will be educated and will gain information from a ground-up perspective on dealing with or addressing workplace discrimination.

It is a requirement from the advert on recruitment and selection of candidates to undertake this study to identify the obstacles that make it difficult for schools, circuits, and districts to eliminate workplace discrimination of women in leadership in their institutions. This study aims to pinpoint the gaps in policy intentions and policy implementation concerning workplace discrimination of women in leadership in schools, circuits, and districts (specifically in Waterberg district) in the Limpopo Province.

The study has been conducted to provide more information to understand the workplace discrimination of women in leadership as a social phenomenon. This understanding should lead to new knowledge on managing and improving the situation. From a sociological perspective, the discrimination of women in the workplace is always shaped by the cultural norms, the historical and social contexts, and the expectations about gender relations, often put within power related situations. Understanding this is highly significant in the context where interventions and proactive legislative prescripts have been formulated, but the problem continues to escalate.

Since the new dispensation, the researcher observed that there are policies such as the EEA of 1998 and resolutions talking about equity to empower women to occupy positions in various institutions. Irrespective of the above policies, women are

continually disadvantaged. In the Limpopo Department of Education (LDOE), several women were appointed to act in positions of power from all levels, namely, acting as principals, circuit managers, and district directors. These women provided leadership during their acting capacity, but they were disadvantaged when it came to the actual appointments. Most of them showed signs of bitterness, anger, frustrations, and disappointment; as such, the researcher deemed it necessary to research how deep these actions influence the department's service delivery.

1.8 RESEARCH METHODOLOGY

According to Saunders et al. (2016:124), the research methodology refers to “a system of beliefs and assumptions about the development of knowledge.” It is further explained as a careful enquiry through searching for new knowledge or facts. Research methodology is the practical ‘how’ of research.

1.8.1 Research Design

The research seeks to gain insight into the problem of workplace discrimination of women in leadership, by investigating women's experiences in leadership in schools, circuits, and districts within the Limpopo Province. Women in leadership from schools, circuits, and districts in the Limpopo Province will participate in the study. The following design below incorporates complex procedures embedded in the sequential and convergent processes of combining quantitative and qualitative approaches. The application of these approaches/methodologies will be within the literature review, data processing, analysis, and will be in the reporting phases. The fundamental approach will be the qualitative methodology, particularly in the fieldwork process, as most of the ten respondents will be interviewed in addition to questionnaire administration.

Flick (2018:128) posits that a research design is a plan or a blueprint for collecting and analysing evidence that will make it possible for the investigator to answer the research questions. The research design touches almost all aspects of the research, from data collection to the selection of the technique of data analysis.

The following are commonly used research designs:

1.8.1.1 Correlational design

Correlation design is used when two variables are measured to understand the statistical relationship between the variables, with no external influence from other variables. This is a positivist research strategy (Cooper et al., 2014).

1.8.1.2 Descriptive design

Descriptive research designs help provide answers to the questions of who, what, when, where, and how one has associated with a particular research problem. A descriptive study cannot conclusively ascertain answers to the “why”. Descriptive research is used to obtain information concerning the status of the phenomenon and to describe, "what exists" with respect to variables or conditions in a situation. This is another positivist research strategy (Maylor et al., 2016).

1.8.1.3 Causal design

Causality studies attempt to understand a phenomenon in terms of conditional statements such as 'If X is 1, then Y is 2.' A causal study aims to measure the impact a specific change might have on existing norms and assumptions. It attempts to understand why the world works the way it does, by proving a causal link exists between variables; another positivist strategy (Cooper et al., 2014).

1.8.1.4 Explanatory design

Explanatory design uses a researcher's ideas and thoughts on a subject to further explore their theories. The research explains unexplored aspects of a subject and details about what, how, and why of the research questions (Maylor, Blackmon & Huemann, 2016).

1.8.1.5 Exploratory design

Exploratory research is used when there is limited information available on a phenomenon to predict a result (Sykes, Gani & Vally, 2016); in the current study, there are limited studies available on the underlying factors behind workplace discrimination during recruitment and promotion of women to leadership positions, focussing the education sector in the Waterberg District.

According to Creswell and Creswell (2018), one of the main reasons for conducting an explorative study is that little is known about a research topic, area of interest, research environment, or the population being studied. In such a case, where the variables and theory base are unknown, the researcher seeks the input of participants to form an understanding of a particular phenomenon. This convergent parallel design will be regarded as appropriate for this study.

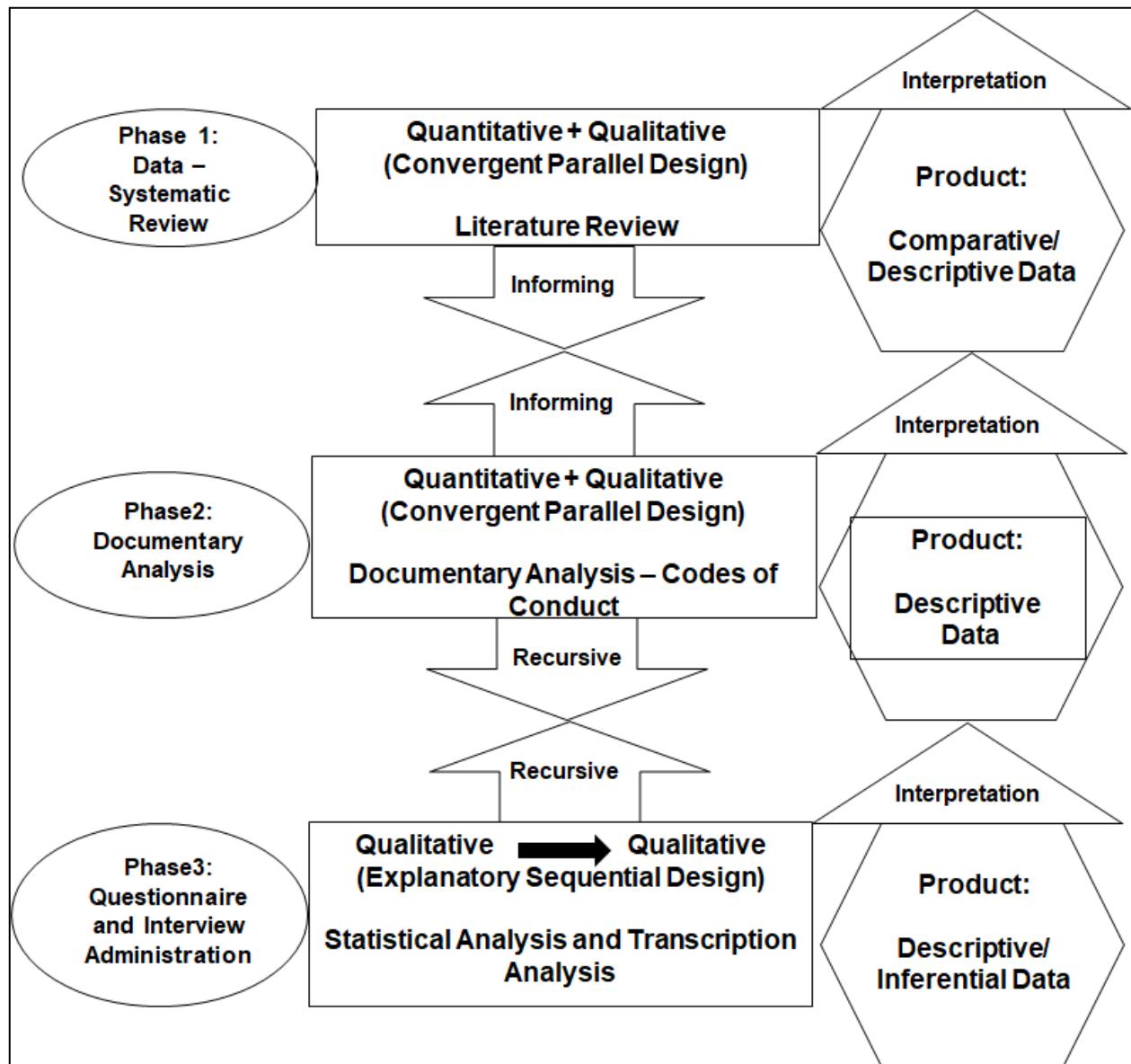


Figure 1.1: Mixed Method Design and Procedure. **Source:** (Punch, 2009)

1.8.2 Population, Sampling and Document Analysis

1.8.2.1 Population

The researcher focuses on women in leadership in schools, circuits, and districts. The participating women in leadership were selected across the Waterberg District. There are fewer women in leadership because these groups are the most affected group whom the researcher would like to generalise the results of the study. The respondents

will respond to a face-to-face interview and questionnaire administered to capture their biographical data, views, perceptions, facts, stories, and experiences on the discrimination of women in the workplace in schools, circuits, and district premises and working environment. The population under study consisted of 21 schools, 9 circuits, and 5 districts in Limpopo Province.

1.8.2.2 Sampling and Sampling Techniques

A sample is a specific group where a researcher will collect data and insight through interviews. The sample used is less than the total number of the population that participated in the research. The participants were selected based on their working experience to get more information and understand different aspects. The feedback is from only ten participants which are four principals, four circuit managers, and two senior district managers.

The researcher used questionnaires, focus group discussions, a voice recorder, reflective notes, and interviews to obtain information from the participants. The motive was to obtain information regarding the values, perception, feelings, beliefs, thoughts, attitude, and how participants respond to the topic. The instruments were used fairly without any favouritism, judgement, or discrimination.

1.8.2.3 Document Analysis as Data Source

The researcher used the information received before and after the interview sessions to develop the research themes, interprets the topic broadly, and analysed the findings. Permission to record the conversations was requested and granted by participants. The questions were based on the main and sub-questions of the research; however, the researcher received new emerging ideas throughout engagement with the participants.

1.9 VALIDITY AND RELIABILITY

In this study, validity was determined by the population sampling, sampling techniques, and samples, whereas reliability served the purpose of trustworthiness and

transferability of findings to others who experience the same workplace discrimination in leadership.

1.10 ETHICAL CONSIDERATIONS

The researcher submitted the ethical clearance application to the university's Research Ethics Committee, and the permission was granted on the understanding that the researcher would report any risks or unanticipated problems to the committee. The researcher upheld informed consent, anonymity, trust, and confidentiality requirements throughout the research. The researcher requested consent from the Provincial Head of Department, and the same letter was sent to the managers of the selected participants to grant permission for the researcher to conduct a study at their institutions. Permission was granted to the researcher in writing from the specific head office. Permission from all participants was obtained, allowing the researcher to proceed. Participating respondents also signed a consent form, and anonymity was guaranteed. The researcher explained that they could also withdraw at any stage if they felt like the researcher violated their rights and privacy. This study adhered to all ethical considerations as required by the university.

1.11 TRUSTWORTHINESS OF THE STUDY

Trustworthiness in qualitative research refers to the precision of the data received during the research process, and the truth of the findings or information received. Lincoln and Guba (1986) established four tenets of trustworthiness. The four tenets are dependability, transferability, credibility, and confirmability. The researcher requested permission from the participants to record the interview. The recorded information was transcribed in writing from the voice recorders. The researcher eliminated the information that was not related to the research topic. The interview questions were fair and phrased in such a way that it does not mislead or offend the participants. The questions were asked randomly and were not biased or based on previous experience. Only important information formed part of the thesis.

1.12 LIMITATIONS AND DELIMITATION OF THE STUDY

This research study is limited to women's discrimination in leadership in schools, district, and head office that falls within the jurisdiction of Limpopo Province. The study uses a mixed-methods research approach. This enables the triangulation of data and increases the credibility of the findings. Participants in the study were women who were randomly sampled. The researcher sought permission from the Superintendent General to conduct the study in circuits, schools, and all districts within the Limpopo province.

1.13 APPROACH AND STRUCTURE OF THESIS

Chapter 1 introduces the topic and the background of the study area, the derived problem statement, the aim and objectives, research techniques, the significance and rationale of the research, and the definitions of the terms used in the thesis.

Chapter 2 covers the literature review. The previous research topics were evaluated, considering how other countries dealt with the same situation, the legislation in place, and how they were implemented previously.

Chapter 3 covers the theories that are related to the title of the thesis.

Chapter 4 focused on implementing the research paradigm, the structural design, methodology, and recording data through interviews. It contains the approach that was employed in qualitative research. The ethical consideration and the role of the researcher are presented.

Chapter 5 covers the analysis of the data collected during the research, interpreting the data to provide the findings.

Chapter 6 covers the discussion of the findings and the recommendations.

Chapter 7 dealt with the summary and recommendations for further studies and the conclusion of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The literature review is the collection of data or information available from different sources. It is published by different authors in books, articles, journals, newspapers and other sources (Creswell, 2014). It gives a researcher an opportunity to relate to what has been done before, and to identify the gaps. It also assists the researcher or the writer to identify the research title, the problem statement, aim and objectives, research questions, and the thesis structure. “The review of literature can enlighten all the aspects of a research problem by providing a historical aspect of the problem, describing its contemporary status, supporting the purpose of the study, identifying gaps in the literature, becoming aware of the variables pertinent to the problem, identifying leading figures that contributed to the field of study, proposing useful theoretical aspects for the study, understanding the application of suitable methodological procedures and observing comparative studies that assist in analysing the data and interpreting the results” (Mamabolo, 2020). This section looks at previous theories and studies on gender stereotyping, leadership styles, and various barriers that make for women discrimination in their workplace. This study also analyses the LDOE and its legislative framework, specifically referring to the respondents participating in this research study. Therefore, it is recommended that the researcher begins work on Chapter Two on literature review before writing Chapter One (Lunenburg & Irby, 2008:137).

Thus, a thoroughly executed review of literature, in the words of Lunenburg and Irby (2008:137) “is a very important unifying factor to interrelate the other sections of the dissertation”. The workplace discrimination of women in leadership in schools, circuits, and districts has become a worldwide practice. The lack of women leaders in higher positions, as argued by Sharma and Sharma (2012), has become a global issue, disregarding the political, social, and cultural context. The researcher believes that each country has its way of appointing women in leadership and implementing policies that

suits them. The researcher used the following literature from different countries such as Israel, Europe, and the United States of America (USA) to understand the research topic on workplace discrimination of women in leadership.

2.1.1 Israel

In Israel, women are allowed to vote, but they also suffer from dual marginality. During the elections, women are not part of the influential positions (Sharma & Sharma, 2012). Women's labour force involvement rate has been very low in the Palestinian territories. Contrary to the mixed-gender schools found in Israel, female staff competes with male counterparts for advancement, as mentioned by Zulu (2007). Unlike Israel, women get promotions without competition with their male counterparts in Jordan and Palestine.

Morley (2013) identified a few issues related to gender-based discrimination and misrecognition in the leadership posts in the university sector. The author also believes that the opportunities are based on ideological and political aspects, not on fair and accidental positioning. There is no fair allocation or appointment of women in management positions, even if they qualify or are better off than their male counterparts are.

2.1.2 United Kingdom

In the United Kingdom (UK) schools, Lemke (2014) and Smith (2011) concur that the more male teachers are in leadership positions than women. They agree that the proportion of female teachers in management positions is growing slowly. Similar patterns of disproportionate representation, as supported by Catalyst (2016) and Shepherd (2017) are found in management positions in the universities, colleges, and private organisations outside of education. Lemke (2014) further posits that:

“There are changes in Europe; women lead at least eight countries. Females occupy few of their presidencies and prime ministers. In Germany is a different scenario. Chancellor Angela Merkel has been occupying the same position several times consecutively. In 2012, France and Italy appointed the first women to the cabinet. Some parts of America, Africa, and Caribbean appointed females as leaders since 2014.”

2.1.3 United States of America

Person, Saunders and Oganessian (2014) believe that Australia and Turkey have a lower percentage of women in management positions compared to the USA. The research conducted by Lumby and Azaola (2011:73), indicate that the arising issues at Turkish universities pose an example of gender discrimination. The research was also supported by White and Özkanlı (2010:16). The senior managers did not address the identified institutional barriers that were disadvantaging women from progressing and being promoted to management positions. The managers were embracing the cultural and traditional beliefs. The people interviewed in Australia also indicated obstacles hindering women from occupying management positions, such as motherhood, promotion processes, and cultural beliefs (Morley, 2013:118).

Ward and Wolf-Wendel (2012) conducted a study on mothers in academia, and how the different opportunities affected them regarding job security. They found that women could balance motherhood and work. Therefore, Cook (2012) and Eibeck (2012) suggest that programs can be implemented to uplift women to higher-level positions. The managerial skills for finance, business, and strategic insight can be part of women's workplace training and development. The UN Commission (1995) is responsible for, and ascertaining that women are not discriminated against and treated unfairly at the national level. The commission was formed from the Beijing World Conference for females to address the gender discrimination of women. It is also fully functional in the UN systems.

The final glass ceiling for females in worldwide sovereignty was addressed in 2011 by the International Monetary Fund. The fund employed Christine Lagarde to address women's discrimination in management positions in international organisations (Hack, 2014). Many obstacles remain in schools, circuits, and districts; the issues are not being addressed, creating a gap between male and female appointments in management positions. Should they be adequately addressed, females may be able to assume leadership positions. Purl (2015) believes that these obstacles show that women still

have a long journey to outstretch an equitable distribution of opportunities in schools, circuits, and districts (South Africa Democratic Teachers Union, 2014).

2.1.4 Australia

In Australia, managers are encouraged to display family-work balance and support working parents to avoid a situation where they feel abandoned and not supported at work (Singh, Zhang, Wan & Fouad, 2018). Furthermore, Fritz and Van Knippenberg (2018) support and promote leadership's desire for both genders; organisations can implement resourceful strategies to support work-life balance. Some of the initiatives include, but are not limited to, childcare at workplaces, leave of absence can be granted based on motivation, flexible working hours, and promoting working from home. According to Jogulu and Wood (2011), in Australia, male employees are progressing faster than females. Although the opportunities are there, women are not receiving the same treatment and salary packages.

In the LDOE, traditional gender and stereotypes weigh more than anything else does. Women try to advance and study further, but they are not afforded the same opportunities as their male colleagues. In reality, women leaders are discriminated in their workplaces in schools, circuits, and districts in the LDOE.

Ladge, Humberd and Eddlesto (2018) mentioned that many organisations in Australia promote the adoption of how male counterparts handle management positions. Women who adopt the style get an opportunity to be promoted and uplifted. This issue demoralises and demotivates younger females growing in their different positions. They consider their female managers incompetent and unwilling to fight for who they are, and how they want to manage their subordinates.

2.2 WORKPLACE DISCRIMINATION OF WOMEN IN THE AFRICAN COUNTRIES

Notwithstanding the progressive legislation, National Development Plans and Constitutions of Tanzania, Kenya, Nigeria, and Ghana, unfair discrimination against women has been pervasive and deeply entrenched. Like the rest of the continent, apart from Rwanda, these African countries are far from achieving their gender equity and

gender equality targets. Moreover, apart from the influence of colonialism in race and culture, the abovementioned African countries are patriarchal societies, thereby promoting gender inequalities. As pronounced in legislation, formal equality will not eliminate discrimination against women. On the contrary, it has the potential to even deepen it. Some researchers opine that cultural reorientation will be required to reverse gender inequality and its attendant effects for the sake of the economic development of almost all African countries.

Chiloane-Tsoka (2010:1) highlighted that women are appointed in the low salary package posts and the rank levels in Mozambique, Ghana, Uganda, Nigeria, Kenya, Tanzania, Zimbabwe, Zambia, and Malawi. Ndebele (2018) also reinforced the statement, by indicating that there is unequal treatment and appointment of women and men in management positions in Zimbabwe. Women's management status and ranks are still lower than their male counterparts are. However, workplace discrimination of women in leadership from the above countries is discussed below.

2.2.1 Zimbabwe

In the words of Chabaya et al. (2009) supported by different authors (Mayer, Tonelli, Oosthuizen & Surtee, 2018; Ndebele, 2018; Opoku, Anyango & Alupo, 2018), female school leadership in Zimbabwe comes across barriers that limit the promotion of gender equality and equity. For example, in some countries like South Africa, the percentage of women leaders in organisations has increased, and affirmative action policies and black economic empowerment programmes have been implemented to strengthen gender diversity in the workplace (Mayer et al., 2018). Opoku et al. (2018) also indicated that statistics for females are higher than for males. However, politics limit women from occupying higher-level positions in Zimbabwe. Women in Zimbabwe were only taught how to raise their children, farm, and braid hair.

2.2.2 Ghana

Ghana's Constitution of 1992 promotes gender equality. Similarly, its Vision 2025 is geared towards advancing the issues of gender equity. Agyeiwaa and Attom (2018:3)

state, “Discrimination against women existed for a long-time and most societies wrestle against it”. Despite the good intentions, the reality is that women are underrepresented, and the lack of equal opportunities prevents them from advancing to senior leadership positions (Appiah, 2020:14, Boateng, 2017:1). Agyeiwaa and Attom (2018:4) highlight that the glass ceiling is prevalent in Ghana. Appiah (2020:14) states that in Ghana, women are mostly seen as less than men are; they are oppressed and marginalised by a patriarchal society. The same view is supported by Amakye, Chimbutu and Darkwah (2021:1). They state that women are heavily underrepresented in organisational leadership positions in Ghana, despite the glass ceiling being broken.

2.2.3 Tanzania

Similarly, the Tanzanian Constitution also supports gender equity, gender inclusion, and empowerment. Mutarubukwa and Mazana (2017:3) reported that Tanzania is one of the African countries that introduced a clause in its Constitution to allow 30% women representation in parliament, and this target was an achievement in 2011. Because of this encouraging achievement, it has set gender equality at 50% in its National Development Plan. Furthermore, Tanzania adopted the Women and Gender Policy (2002) and National Strategy for Gender Development (2007). The government expressed its intention to promote gender equality and eliminate all forms of discrimination in all its manifestations. Boateng (2017:16) warns that although a legislative framework to direct gender issues is necessary, it is not sufficient to deal with gender-related barriers.

2.2.4 Nigeria

The Federal Republic of Nigeria similarly promotes that females and males should be treated equally, given equal opportunities, and their human rights must be respected as stated in the Constitution. Reported in 2016, the Nigerian Senate failed to pass the Gender and Equal Opportunities Bill, mainly because the majority of the males who formed the Senate did not support it. However, according to Eniola (2018:5), the same Bill was enacted in at least five states to promote gender equality and prevent gender-based discrimination. Adeosun and Owalebi (2017:166) identify patriarchs, cultural

stereotypes, and discrimination as barriers that marginalise women at the workplace. Similarly, Eniola (2018:4) cited gender, religious, and cultural religious factors, biological roles, and duality and stigmatisation of women. Adeosun and Owalebi (2017:168) confirmed that women discrimination happens in recruitment and promotion of low levels of education and training. According to Juma and Lehtomäki (2016:25), because of public opinion in Nigeria, women are expected to manage families and raise children, which reduce their status to be inferior to those of their male counterparts.

2.2.5 Kenya

Kenya enacted the Employment Act in 2007, whose purpose was to eradicate all forms of unfair discrimination at the workplace and promote gender equality. Similarly, Kenya in 2010 adopted a progressive Constitution, which promotes gender equity and gender equality. Furthermore, Kenya adopted Vision 2030, strengthening its commitment to gender equity. Legislation and policy frameworks are necessary but not sufficient to eradicate unfair discrimination against women everywhere. Juma and Lehtomäki (2016:31) noted that the underlying factors of gendered roles, male dominance, religious, factors militate against Kenya achieving gender equality after 30 years or more. Choge (2015:30) Juma and Lehtomäki (2016:30) state that gender bias, especially in women's leadership, is one challenge many women face daily in their workplaces.

Furthermore, he stated that public opinion in Kenya does not inspire women to fill management positions, and this view is entrenched by colonialism in the form of race and culture. Leadership has indeed been associated with men and male trait behaviour. Juma and Lehtomäki (2016:42) reported that lack of education prevents Kenyan women from being appointed in public and private sectors. This stigma must be resolved and everyone must be given a chance to learn. Women must be given a fair chance to go to school to gain knowledge and skills. Education is free and accessible; it does not matter where you are or how you choose to enrol.

The Constitutions of Tanzania, Ghana, and Kenya have embraced the principles of Human Rights Universal Rights of the UN. Still, they have also supported equality in

their Bill of Rights. Furthermore, in 2008 it created a Ministry of Gender and Children (Choge, 2015:30). Similarly, in Ghana, Vision 2025 is geared towards advancing the issues of gender equity. Despite the good intentions, the reality is that women are underrepresented, and the lack of equal opportunities prevents them from advancing to senior leadership positions (Appiah, 2020:14). It can be argued that the same reality can also be extended to Tanzania, Nigeria, and Kenya. It points to the fact that unfair discrimination against women at the workplace in particular and in society, in general, is still rampant and pervasive. Choge (2015:32) identified that the discrimination of women in the workplace is due to lack of promotion, lower salaries than males, lack of training, responsibility, and negative attitudes from subordinates inclusive of other women themselves. Gender inequalities permeate all aspects of societies (Adeosun & Owalebi, 2017:167; Boateng, 2017:1).

Juma and Lehtomäki (2016:12) posit that the problem of gender is institutionalised in structure, and it can be addressed by dismantling policies and practices that unfairly discriminate against women. Choge (2015:30) highlights that socio-cultural stereotypes are deeply entrenched in workplaces and societies, thus making gender equality a complex and difficult issue to deal with. Agyeiwaa and Attom (2018:1) similarly agree that traditional beliefs and family factors are some of the obstacles that female managers experience in their quest to develop their careers. Interestingly, they posit, “Glass ceilings and walls are systematically constructed as a consequence of cultural beliefs, behaviours, and practices” Furthermore, women face almost a triple gendered role dilemma, which affects her as mother, wife, and leader or manager. Furthermore, Agyeiwaa and Attom (2018:1) warn that the power of cultural perception is intriguing as some schools justify the underrepresentation of women in educational management levels. However, they advised, “women should fight and challenge the social, cultural stereotypes and occupational stereotypes” if they have to occupy their rightful place in the leadership arena.

Juma and Lehtomäki (2016:30) state that gender bias, especially in women's leadership, is a challenge many women face daily in the workplace. Furthermore, he stated that public opinion in Kenya does not inspire women to occupy management

positions, and this view is entrenched by colonialism in the form of race and culture. Leadership has been related to male characteristics and behaviour. The situation of women leaders in rural areas is even worse, because men are staunch custodians of cultural stereotypes. It is defined as “an invisible and mysterious standard pattern of gender discrimination that prevents women from occupying well-paying management positions”. Most importantly, they argue that understanding leadership is somewhat gendered.

2.2.5.1 Recapitulation of the South African women in leadership position

According to Gouws and Kotzé (2007:2), South Africa is also slow to appoint women in higher positions in schools, circuits, and districts. Dr. Mamphela Ramphele was appointed as the vice-chancellor after the 2004 elections in the University of Cape Town. She was the first black woman to be appointed. While in Lithuania, Hungary, Denmark, and Luxembourg, only men headed the universities (Morley, 2013).

Research indicates that:

“Women of colour who are appointed to management positions in the academic sector are mistreated, isolated, dismissed, excluded in decision-making, experience condescension, and not being respected or credited for their good job. Linden (2012) postulate that women of colour could be of good use only if they could be given a chance. The organizations can empower women by providing guidelines, advertising posts internally, and by providing reporting procedures.”

The researcher is convinced that any transformation that may improve discrimination of women in the workplace will depend on bold leadership and new ways of doing things brought about by the school, circuit, and district senior managers. Therefore, such conviction leads to a close look at leadership, which underpins workplace discrimination of women in leadership by senior male counterparts in schools, circuits, and the district.

2.3 WOMEN IN LEADERSHIP

Hellriegel, Jackson and Slocum (2006:286-287) in Ngobeni (2009:25), regard “Leadership as the ability to guide subordinates to fulfil their goals and attain their ambitions.” An organisation's actions bring together individual inputs to achieve a goal. All the small things that have been done based on consistency: care, obsession, and passion come together to one goal. However, if the vision, mission, trust, and beliefs are different, the institution will not reach the goal. According to the mentioned authors in Ngobeni (2009:25), the concept insinuates two important aspects:

- Leadership includes sharing powers and duties amongst the leaders and the affected individuals within the group. Everyone acquires equal powers, and they contribute equally towards missions. All points are being taken into consideration and incorporated together. However, the leader has the final say and more powers described such as expert, referent, coercive, and legitimate powers. The greater the leader's allocated powers, the greater impact the leader can show.
- The followers' behaviour is more influenced by how they have been led, how the leader's attitude is and if any improvements have been noticed. The leaders must consider their ethics when they take any decision. The leader must win the trust of the group that they are leading.

A good leader will direct, persuade, and influence his or her team positively to reach a common goal for the organisation. The way that his or her subordinates behave will depend on how the three terms are being addressed. Ngobeni (2009:26), define leadership as the ability to influence how people behave daily, respond to questions and requests, and have the power to guide them towards the vision and mission of the organisation. You cannot lead yourself; leadership exists if there are people who support you and approve your set of ideas.

Leadership should not be fixed or be limited to one person. Everyone must get an opportunity if qualify, or can be appointed in the same leadership position (Calitz et al., 2002:46). A good leader will always engage his or her group in all decisions because it is a joint venture and not a one-person show (Calitz et al., 2002:46). A leader should

possess the skills of persuasion, team building, and goal setting. Lock (1991:2) indicated that a good leader would always encourage a spirit of change and development and be willing to take chances first. A good leader will always open a door for new ideas, consult the team or group for input, and consider their obstacles. A leader is the same as the herdsman; he or she must always remain behind his or her flock. A leader will always show that he or she cares, is willing to go out of his way and appreciate the group allocated to him or her.

Mutarubukwa and Mazzan (2017:1) posit that organisations must shift people's perceptions about leadership. Similarly, Agyeiwaa and Attom (2018:8) state that cultural orientation can be employed to reverse gender equality, hence gender justice. They further identified that women could be coached and mentored to gain competencies required to deal with women's discrimination. Awareness campaigns regarding women's issues can be waged against gender biases. Boateng (2017), as cited by Appiah (2020:17), throughout history, women who wanted to succeed in STEM (Science, Technology, Engineering, and Mathematics) as male-dominated careers had to fight hostility, ridicule, and other forms of social sanctions.

Despite the gender bias and stereotypes, Amakye et al. (2021:13) suggest that a long term of empowering a girl child at a school must be initiated. They further asserted that opinion leaders such as religious and traditional leaders and civil society should be lobbied to support girl child programmes. The issue of social capital in the form of networking is seen as an important means of eradicating gendered barriers. (Appiah, 2020:17; Agyeiwaa & Attom, 2018:2; Amakye et al., 2021:19; Boateng, 2017:3). Boateng (2017:7) support the psychological empowerment of female leaders who should not only have self-confidence but also believe that they overcome all gender obstacles. Furthermore, Boateng (2017:7) advises that they should discard the "Cinderella Complex" in which they wait for the males to empower them. Hence, they should take their destinies in occupational advancement into their own hands.

Women's emancipation is complicated by triple oppression occasioned by race, gender, and class (Boateng, 2017:7). The issue of gender discrimination in African workplaces

is a reality that cannot be wished away. Despite their progressive policies and Constitutions, most African countries will struggle to reach their gender equality target of 50% representation in parliament and workplaces. Women should become activists and free themselves from barriers that deepen women's discrimination at different workplaces. The immediate task is to re-orientate the cultural and religious views and shift them towards embracing women as equal citizens. Women deserve to be treated equally (gender justice) since leadership has nothing to do with gender, but women's skills can make them succeed in their leadership roles.

2.3.1 Characteristics of Women Leadership

Senior male employee representatives at schools, districts, and circuits must motivate the employee to appoint or give women opportunities to occupy leadership positions (Day, 2000:113). Women should not be judged how they lead because others apply leading collaborative style or autocratic leading style. Every situation can be handled differently or using the same approach. It depends on how the leader decides to lead the flock, and the leader must be allowed to show who they are and what they are capable of doing. Good employee representatives seek friendly advice and ideas from employees, develop a good trust and honest environment, and allow their employees to partake in decision-making.

Leader characteristics differ and depend on how the leader treats their subordinates. White (2005) indicated that honesty plays a crucial part in leadership. Honesty is one form of good leadership characteristic. A leader must be honest and not biased in every decision that he or she takes. Every action comes with consequences, and a good leader will always show integrity and sincerity if he or she is wrong. Principles and values guide leadership. The employees must respect the principles, values, mission, and vision of their organisation. Leadership decision taking does not depend on emotions, sentiment, and vehemence. The leader must set an example for his team. Other people are not go-getters; they might be underlying with great leadership skills.

It is always advisable to give everyone a chance to lead instead of waiting for him or her to request a chance to lead. Other people cannot come forward; they enjoy staying in

their own accord. Leaders have to seek out assortment by being courageous, calm, broad-minded, and straightforward. Leaders must demonstrate wisdom and sound judgment by gathering information first, applying professional knowledge, checking all the facts, considering the applicable legislation, considering the organisation's goals and objectives, and seeking inputs from experts or advisors. Successful leaders visualise their goals and the strategies needed to meet these goals. They must show confidence and stand their ground by manifesting physical, mental, and spiritual endurance (Ngobeni, 2009).

If all the good leaders' characteristics can be combined and integrated with leadership skills, all organisations will reach their mission and fulfil all the objectives. Another important fact for successful leadership is self-introspection; it is an important process of self-awareness. Self-introspection assists with self-behaviour, feelings, and decision-making skills. A leader renders service and makes decisions. A leader is willing to be different even in the way he or she elicits a response from his or her followers (Ngobeni, 2009).

2.4 SOUTH AFRICAN LEGISLATIVE FRAMEWORK IN THE CONTEXT OF THE WORKPLACE DISCRIMINATION OF WOMEN IN LEADERSHIP

According to South Africa records, Booysen and Nkomo (2010) state that women are certainly absent from leadership positions. The authors also indicated that this obstacle could be eliminated only if women's discrimination in workplace is addressed. The major challenges that women still experience in their workplaces are less promotion, sexual harassment, salary scale differences, intolerance, and fear of asking for a salary increase. Women are trying to balance their lifestyle and work by providing financial stability, birthing and raising children, finding time for exercise, preparing healthy meals, time with friends, and the occasional moment of relaxation. They are still being oppressed at workplaces. "The government must empower women to participate in all social issues. Freedom can only be reached if females are no longer being oppressed" (Mandela, 1994).

Following the elections that took place on 22 April 2009, South Africa drastically moved from a lower position to authority making positions in terms of the global ranking of women personnel in parliament (Tshabalala-Msimanga, 2009). Person et al. (2014) also emphasise that although the extreme movement of women in management positions in South Africa, it is only for window dressing. The major changes of the reinforcement of the constitution and appointment of women in leadership positions were due to Affirmative Action. Despite the oppression and lack of opportunities, women still progress and develop professionally (Person et al., 2014).

Moorosi (2006) stated that irrespective of the passion of women willing to develop themselves professionally, based on the study that she conducted, some women principals are still experiencing gender discrimination at their workplaces. Their male counterparts are given opportunities, and only women are denied, even during their first attempt. Even if woman principals were appointed in management positions, they still experience challenges and stumbling blocks. There are always obstructions that interfere with women principals relating to career progress. Other subordinate female teachers also indicated that they are even afraid to apply for such positions because of what they observe daily.

2.4.1 South Africa Constitution

South Africa is trying to address the issue of gender discrimination through legislation, policies, and acts. The legislation promotes a fair chance and opportunities for women. If a post is vacant, it must be advertised, qualified candidates must be shortlisted, and the candidate who scores the highest must be appointed in the post. The supreme law of South Africa is the Constitution. It states that everyone is the same before the law and deserves equal benefits, and their rights must be protected (RSA, 1996). Equality means fairness or justice, equal rights and freedom, and equal opportunities. It addresses where there is evidence of harassment, discrimination, victimisation, disadvantage, lack of understanding, lack of participation for individuals with protected characteristics.

Discrimination might be deliberate or not, but it will always be noticed. It can be displayed by discrimination against religion, belief, gender, age, language, culture, sex, disability, conscience, colour, pregnancy, sexual orientation, birthplace, race, and marital status, ethnic, or social origin. Chiloane-Tsoka (2010:1) states that notwithstanding having the supreme law in South Africa, which is well established and enforcing equal rights, structural inequalities and cultural factors, discriminatory practices and discriminations, are still taking place. Chiloane-Tsoka (2010:1) also indicated that few of them are appointed to management positions despite women being highly qualified and dominating the teaching profession. It proves that employers in education in Limpopo must pull up their socks and improve in terms of appointing and empowering women in management positions.

However, Person et al. (2014:11) highlighted that in South Africa, people are stereotyped that male leaders are better than female leaders; having said that, leadership does not include ethics, race, and all genders. Black women experience oppression, harassment and discrimination when applying for management positions, especially in the education sector (Lumby & Azaola, 2011). Akala (2019:16) asserts that “education can be used to free women from domestication and given them space to function meaningfully in a society”. Legislation and policy frameworks are necessary but not sufficient to eradicate unfair discrimination against women everywhere.

2.4.2 Employment Equity Act 55 of 1998

South Africa is one of the most economically diverse, culturally and racially. The EEA was developed to ensure equal opportunities and fair treatment in workplaces. EEA, 55 of 1998 is the top governing legislation in South Africa that guides the country regarding even-handedness in workplaces. It strives that employers must make decisions based on evidence rather than discrimination, favour or being biased. The act also encourages fair employment opportunities through the eradication of gender discrimination. It covers the following spectrum:

- Executing affirmative action measures,
- Equal representation in the workplace,

- Equal and fair treatment, and
- Encouragement of comparable opportunities.

Section (9) of the EEA further states that:

“Everyone is entitled to freedom, and their rights must be respected. No one must be discriminated based on culture, disability, birth, colour, age, gender, social origin, language, religion, ethics, belief, marital status, race, political opinion, health status, pregnancy, and sexual orientation.”

Wilson-Strydom (2011) explained that equality is equal treatment, no direct or indirect discrimination, impartiality, equitability, and the same under the law. Everyone must be offered an opportunity to partake in economic, cultural, social, and national decisions or developments. All South Africans should be allowed to identify their skill gaps, develop, and hone these skills. Equality means noticing, identifying and realising the rights that have been repudiated because of attitudinal discrimination, cultural boundaries, organisation behaviour, and bias. Discrimination against women denotes:

“Any distinction, exclusion, or restriction made based on sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, based on equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field (RSA, 1998).”

Equality plays a crucial part in creating a peaceful work environment. All employees must live in harmony with mutual respect for each other. No one should be discriminated against based on jurisdiction, international boundaries, political issues, and the international status of the country or any other constraints of supremacy (Wilson-Strydom, 2011).

2.4.3 Gender Bill on Equality and Women Empowerment

The Women Empowerment and Gender Equality Bill (WEGE) was developed and passed in 2013 to address equality amongst women and men in South Africa. WEGE

promoted equality and allowed the introduction of programmes that grant women to hold a certain percentage in governing structures. It gives the effect of section 9 of the supreme law known as the Constitution of the Republic of South Africa. WEGE address the following points:

- Social and economic challenges,
- Empowerment of women,
- Gender equality,
- To align all legislative frameworks addressing women's social justice and capacity building, and
- Appointment of women in management and higher authority positions.

De Klerk and Radloff (2010) emphasised that a lot has been said and legislations have been developed, but there is no execution. According to statistics, Eastern Cape Province has forty-five municipalities, and women lead only two municipalities. Santos (2015) indicated that legislations are only there for compliance; in reality, women are still far from reaching equal treatment when it comes to an appointment in management positions.

2.5 AWARENESS OF WORKPLACE DISCRIMINATION OF WOMEN IN LEADERSHIP

The discrimination against women often continues in various leadership positions and work under several circumstances in their respective workplaces. Women also experience challenges in terms of being appointed in management positions, and they continue to face discrimination even when they are eventually appointed to these leadership positions. Male stereotyping at workplaces is one barrier that affects women to be appointed or given a chance to occupy management positions. When men are appointed in management positions, they intimidate women and disregard their inputs during decision-making. Women experience what is called the unhealthy stereotypes of the male box (Zulu, 2009):

- Acting tough: a man should always have a final word or fight back.

- Rigid gender roles: men should only provide for their families, and women should care for the family chores.
- Hyper sexuality: A real man can date as many women as he wants.
- Self-sufficiency: a real man must always have a solution and not confide in others.
- Heterosexuality and homophobia: a gay male is not recognised.
- Physical attractiveness: men should look good at all times.
- Aggression and control: men must be respected, and their word goes without saying.

An old African adage by Kayi (2013) says, “If you educate a man, you educate an individual, but if you educate a woman, you educate the nation”. When women engage about how they are treated in their different workplaces, they indicate that they are labelled, ignored, discriminated against, harassed, and stereotyped by their male counterparts. Kayi (2013) suggests that women should raise their voices, take their obstacles as a trial, find solutions and work together, not oppress one another. It is unusual to find a male employee fighting with another male employee; they support each other.

Howe-Walsh, Turnbull, Papavasileiou and Bozionelos (2016) stated that it is always good to have both genders at work dominating. If the other gender is more dominating, the other will be excluded from many things, such as work trips, work sessions, networking sessions outside work, and decision-making. Women should not be denied an opportunity to lead based on social circumstances, personality, and background. It does not matter where you come from, or which school you attended, if you are competent, you must be given an opportunity. Negativity should never stop individuals from trying and proving that they can do it. If one door closes, the other one will surely open.

Many barriers militate against women occupying leadership positions. Dominant masculine culture, negative attitudes from other male and female subordinates, women's natural roles, low levels of commitment and confidence, lack of time to

socialise and network are some of the significant barriers that stand in the way of gender equality. Society is in more ways than one responsible to created and allocating gendered roles to perpetuate male superiority and female victimisation. These different barriers stereotypes entrench women's discrimination and compound the strategies employed to root it out. Despite the damage that unfair discrimination causes on women's emancipation, different strategies can be used to eliminate it (Kayi, 2013).

Davis and Maldonado (2015) indicated that gender discrimination is no longer taking a drastic increase; however, it has been overtaken by subtle forms of institutional structural arrangements. In addition, institutional practices, cultural ideologies, and gendered roles recreate patriarchal ideologies.

2.5.1 Glass Ceiling

A glass ceiling is a figure of speech referring to an invisible obstacle that prevents women from occupying a high level or management position (Broadbridge & Weyer, 2007). This metaphor was introduced by Wall Street in 1986. Feminists firstly used it to indicate the limiting factors that disadvantage women from occupying management positions. The concept is also applied in the USA, and it refers to barriers obstructing the progress of minority women and men.

The United States Federal Glass Ceiling Commission construe “the glass ceiling”, a hidden obstacle restricting women and minorities from occupying well-paying and high-level positions beside their qualifications and work experience (Federal Glass Ceiling Commission, 1995:13-15). David Cotter and fellow workers construed four characteristics that must be considered before a conclusion can be taken that a glass ceiling exists (Cotter, Hermsen, Ovadia & Vanneman, 2001:655–81), which are:

- Racial or gender difference that is not part of the requirements when a vacant position is advertised.
- A racial and gender difference observed mostly in management positions as opposed to lower or junior positions.

- A racial and gender unfair treatment regarding advancement in management positions.
- Racial and gender inequality that escalates throughout the career progression.

Commissioned research shows affirmation that “a glass ceiling does exist and that it operates substantially to exclude women from top-level positions of management” (Jackson, 2001). Eagly and Karau (2002:537) defined “A role congruity theory” as a theory that proposes that a specific group's characteristics and social role will be positively evaluated. They also indicated that discrimination towards women leaders became an ongoing issue because unpredictability exists between the attributes of female gender stereotype and the attributes linked to management.

It takes actions and implementations to break the glass ceiling. Offering mentorship will not assist if the person is only mentored and not appointed. According to Rivers and Barnett (2013) research, it has been proven that mentorship without an appointment is fruitless. Women were complaining that their organisations provide mentorship, but there is no advancement. According to Schulte (2013), internships, bursaries, and sponsorships could be improved, and can be considered a feasible solution. Davis and Maldonado (2015) supported the statement and indicated that mentors provide guidance and training, while sponsorship and other forms of advancement provide room for promotion. Contrary to that, men are given more opportunities as compared to women.

2.5.2 Family Responsibility

Wood and Newton (2006:8) indicated that parenting is one obstacle that deprives women of advancement and having time to do what they want to do. Working hours are currently not favouring women because they are expected to work and balance the home chores. It is straining to work more hours and come back to feed people, bath them, and make sure that the house is clean. Sometimes the day care centres assist, but they are expensive. Organisations must provide a provision to subsidise such. Liff and Ward (2001:23) highlighted that women face a huge challenge and cannot manage. Balancing schoolwork, reporting to work every day and taking care of their families is

difficult. Lukaka (2013) further suggests that most women who are already occupying high-level positions are even afraid to give birth because they are struggling already without children. They indicate that children will jeopardise their careers and opportunities for them.

After giving birth, women are reluctant to go back to work. They choose to resign due to obstacles they encounter at work. Baxter and Wright (2002) indicated that organisations prefer men more than female employees due to women's different reasons. The structure of organisations and the assigned duties directly affect family life and responsibilities. Other aspects that affect family life are the type of work, work-related travel, nature of the work schedule, the amount of time worked, work location, and the environment (Liff & Ward, 2001:23).

Malovi (2014) indicated that females occupy junior positions in public service, and males occupy high-level positions. Work-family balance can be challenging for women; they sacrifice their careers for their children and spouses. The required time to prepare for household chores before and after work can cause stress and depression. Yam, Reynolds, Zhang and Su (2008) highlighted that women are expected to be caregivers outside their homes and workplaces. They are expected to show affection after work after all the responsibilities and commitments they had for the day. In China, women improvise their career advancement for their loved ones. They push their spouses and sabotage what they want to achieve. Women put their cultural roles first before their professional dreams (Malovi, 2014).

Organisations should encourage women's advancement and create a user-friendly working environment for women. Greenhaus and Powell (2006) and Grzywacz and Bass (2004), not only women will gain from the organisation when the organisation is conducive and providing support to its employees; they will perform better and try by all means to achieve their targets. According to Hoobler, Lemmon and Wayne (2014), family issues become less pessimistic if the culture is conducive at work. Organisations must bear in mind that women are faster than men are. They will push more work and encourage men to do better instead of sabotaging their work progress.

Blair-Loy (2009) asserts that, “childbearing and household management play major roles in women’s lives and pose dilemmas in fulfilling career goals and maintaining family harmony”. Other people still denounce “women who seek a family life and a successful career” in American society, as their professional aspirations are not appraised fully feminine (Dean, Bracken & Allen, 2009:241). In the past, black women were expected to be in control of the protection, comfort, and happiness of their families. They were expected to fulfil these responsibilities instead of obtaining an education (Phendla, 2008). Gender stereotypes are barriers that disadvantage women to get an opportunity to occupy management positions. Men feel like women cannot control them; they are the head of the house. They consider themselves as breadwinners of their households and women as the caretakers of the household chores. Children are exposed to stereotypical assumptions at a very young age. Gender stereotypes emit men as more competent, competitive and assertive; on the other hand, women are seen as emotional but caring and supportive (Davis & Maldonado, 2015).

2.5.3 Barriers Hindering Females

There are challenges in this evolution and requires additional leadership and guidance (Herbst & Conradie 2011). People choose not to adapt to new concepts or ideas. Adler and Izraeli (1994) highlighted that the belief that men are competent and women are not, or willing to work does not have any literature support. Appelbaum et al. (2003:47) demonstrated that women employees feel unsafe, unwelcomed, and treated unfairly at work due to gender discrimination. Other African and American women appointed in higher education in management positions “reported experiences of being invisible, voiceless, discriminated, isolated, undermined, treated unfairly, oppressed, challenged, and demoted. These negative experiences of race and gender discrimination seemed to dominate the conversation when the participants reflected on their past experiences” (Davis & Maldonado, 2015:61). Lesbians face challenges when they want to come out and are being judged and disrespected (Santovec, 2010).

Oakley (2000) indicated that the barriers that hinder women from progressing and occupying management positions are corporate practices, such as career development,

training, compensation practices and promotion policies. Career development does not end after being employed or occupying a certain position. It comprises personal choices, attributes, self-knowledge, decision-making, and exploration that shape your career. Tsoka and Mathipa (2006) ascertain that women who occupy management positions are always oppressed due to gender stereotypes. They are being belittled, and they end up feeling uncomfortable. Their self-confidence is being challenged when they occupy such positions. Mazibuko (2006:117) and Zulu (2007) highlighted that lack of mentorship to women when employed plays a crucial role in determining their success after occupying management positions. Tsoka and Mathipa (2006) also indicated that professional development programmes are the major barrier-limiting women from progressing in their career paths. Inequality is clear in parliament; women are a minority in high-level positions. Women occupy lower status, lower salary packages positions and are not part of decision-making (Shidiye, 2013).

Gender can separate or shape power; it depends on how individuals view it. Ramphela (2008) indicated that lack of power for women could be influenced by climate issues, psychological barricades, and personal agenda. Mitroussi and Mitroussi (2009) conducted research regarding women in leadership positions in UK and Greece. According to their findings, women indicated that they do not apply for management positions because of the stress and having been disrespected. For peace's sake, they occupy lower-paying positions. Greenhaus and Powell (2006) and Greenberger (2007) documented cases of sexual harassment and gender discrimination against women who occupy higher-level positions. The intention was to assist women to be promoted and get paid according to the correct pay scale. Tsoka and Mathipa (2006:324) contend that self-image can be a barrier for women to occupy management positions.

“Less career orientation: as a sign of less interest in women as leaders; Lack of assertiveness: as a habit more associated with women than men; Less confidence: as an argument that women, unlike men, generally lack the will to achieve; Poor performance: a myth used as an excuse for employing fewer women in demanding occupations; Discrimination: as a sign of low interest in the recruitment of women into

leadership positions; and Demotion: as a form of punishment thought to suit women better as they are perceived to be lazy and arrogant (Tsoka & Mathipa, 2006:324)”.

Coleman (2002) emphasised that the belief in 'natural order exists. The natural order functions according to the natural and physical universe as distinguished from supernatural laws. A woman is expected to be powerless, accommodating, obedient, and quiet. A 'real man', by contrast, is powerful, in control and outspoken. Women occupy lower authoritative and lower-level positions globally (Northouse, 2011). They are disproportionately placed in management positions; they cannot set goals, oversee, provide inputs, or determine the processes. Women can be a good example of authoritative leaders; they can be able to show employees how to complete tasks and let them continue independently. Morley (2013:117) suggests that women lack knowledge of the regulations and policies governing management; this is why they are side lined when occupying management positions. Women should be offered an opportunity to gain managerial skills. Creating a managerial development programme can lead to the formation of successful managers who can help the company move forward.

2.5.4 Income Gap between Males and Females in South Africa

There is a huge wage gap amongst men and women; even in positions where women are highly paid, they are not paid the same rate as men. (UNESCO Report, 2012:25) states very clearly that women try to study further, but they are being oppressed and discouraged because they will not receive the same salary scale as men. They are also discouraged that they will struggle to occupy top-level positions no matter what they can do to study further (UNESCO Report, 2012:25). The Eye Witness News (2013) claims that men are the highest earners and women are the lowest-paid employees. South Africa is one country that contributes to high-income inequality, and women occupy lower positions. Bhorat (2004) conducted a study that focused more on earnings inequality due to gender, race, location, and educational background. Landelani (2013) indicated that South Africa has an overall gender disparity of twenty-five percent based on health, education, participation, political empowerment, and opportunities. The UN

Millennium Development Goals (MDG) 2003 identified important fundamental values to address gender inequality. The identified values were not limited to but included:

- Combating HIV/AIDS
- Eradicating poverty
- Promoting education
- Promoting gender egalitarianism
- Minimise infant mortality
- Enhance maternal health
- Ensure resource-efficient

Promoting global collaboration, the Division for the Advancement of Women (DAW) promotes equality with men for peace and security, sustainable development, human rights and governance (Nations, 2005). Watson (2009:2) indicated that women must be given a platform to raise their voices. They must not be threatened and bullied. They must not be silenced and harassed. Jackson (2001) suggests that women must see other women as their role models, not their competition. McGrath (2011) highlighted that women learn leadership through challenges and difficulties. Women have a dignity that must be valued and respected by social institutions and laws. It is the modern democratic practice globally. Dignity does not depend on financial status or family background. It describes equal treatment, whether female or male, rich or poor, and it does not depend on where you stay. Creating workplace dignity can benefit both employers and employees. Eliminating gender discrimination at workplaces can promote equality and empowerment of women. The organisations can invest in women's organisations, address the multiple forms of discrimination women face daily, implement laws and policies promoting gender equality, political commitment and leadership, and allocate resources to prevention (Nussbaum, 2011:227).

2.5.5 Observation by unions during recruitment, Selection Process and Promotion of Women in Leadership Posts

As stated in the Limpopo Province ELRC Chamber Collective agreement 2 of 2020, clause 5.1.6 (a) and (b), indicates that Unions that are party to the Limpopo Chamber of

the ELRC have a right to appoint one representative per union, as observers to the processes of recruitment, selection, promotion and ranking of candidates by the interview committee. However, the observer will not be directly involved in the process of short listing and interviewing but will verify that approved procedures and practices are adhered to in a fair, consistent and uniform manner. The researcher observed that Unions in Limpopo always dispute the processes due to interest and negative attitude especially where a female candidate immerge as a possible winner (PELRC, 2020).

According to Cummings, Dinoflo and Kohler (2011), women are absent in management positions due to a lack of commitment from the Chief Executive Officer and a lack of sponsors to women. Elmuti, Jia and Davis (2009) highlighted that only a few women qualify to occupy senior executive positions. Women are discouraged that men counterparts do not respect their decisions and do not follow their orders. Men occupy management and senior executive positions in large corporations and female CEOs are rare (Oakley, 2000).

According to Yakowicz (2014), a joint study was conducted by the University of Chicago and North West University regarding managers' recruitment of mathematical tasks. The applicants had equivalent experience and skills; however, male counterparts were hired. According to Pew Research Center Social and Demographic Trends (2015), the major identified issue was that men could work hard, and women still need to prove that they can work hard. As a result, women have to outperform men, work extra hard, and exceed set standards to prove their competence.

2.5.6 Lack of Mentoring

Mentorship is an agreement between women and men to reach a common goal. The goal can be professional development or skill enhancement. Fox (2012) indicated that female mentors contribute more than male mentors do. Unfortunately, the mentorship is also compromised due to few women occupying the leadership positions. Women as mentors always help their subordinates explore where their career is going and promote an environment to learn and develop specific skills and knowledge of their subordinates. Arifeen (2010:6) highlighted that women mentors could play an important role to other

women subordinates. Other women can talk freely and share their problems without being judged by their superior leaders. Women can relate and understand better, when another woman encounters similar situations or problems. A study conducted by the National Gambling Board indicated that male leaders are still occupying the higher-level positions within the gambling sector than women (Jonkheid & Mango, 2008 cited in Botha, 2014).

Bernardi, Bosco and Vassill (2006) indicated that there are factors that contribute to the glass ceiling, such as lack of career development, corporate policies, and compensation. Recruitment and promotion processes are not conducted as per policies. Human resources always make a mistake or select their favourite candidates. It is often a waste of time to even follow up or query why you were not selected for interviews. Women are generally given the easier activities to report on while men counterparts are given harder strategic work, which will enhance their experience. Akpinar-Sposito (2013) supports this by stating, “Female leaders generally tend to be concentrated in lower management positions and have less authority than men”. Goodall and Osterloh (2015) argue that women in leadership have less self-confidence and men tend to exaggerate their abilities. Women are always an easy target due to their emotions and not being strong.

When men are appointed to leadership positions, they oppress their subordinates (women) instead of mentoring them and enhancing their skills. Men sometimes request more from women like sex in order for them to be promoted into management positions. This proves that fewer females will be seen in leadership ranks in an environment where growth is not promoted, and females are not motivated (Madsen, Longman & Daniels, 2012). Jealousy and competitiveness destroy the bond between women. They do not support each other because they think that they will take their positions if they train their female subordinates.

2.5.7 Organisational Culture

Botha (2014) indicated that the organisation's structure could also be one barrier that limits women to occupy a management position. The organisation structure determines

how the employees must conduct certain activities to achieve the company's objectives and aims. These activities can include roles, responsibilities, policies, regulations, and rules. The structure also plays a crucial role on how the information can be displayed and distributed. In some organisations, women are not given a chance to share their ideas and knowledge. They are always treated as followers. Jakobsh (2015) indicated that some organisations sponsor only male work occasions or gatherings. This is another way of barricading women from engaging with other clients, learning, and sharing their ideas. They are afraid that if women meet potential employees, they will leave their organisation. According to Tlaiss and Kauser (2010), institution discrimination can be observed in lack of mentoring and limited training, lack of development and empowerment, limited access to networking processes.

The National Center for Education Statistics (NCES) reports that in the year 2011-12 approximately 76% of teachers in the USA were women; however, they are underrepresented in leading positions. Studies relate the challenge of women leaders' underrepresentation to the challenges associated with various factors that exist at various levels such as family obligations and barriers (Barmao, 2013; Coleman, 2012; Derrington & Sharratt, 2009). Xiang, Ingram and Cangemi (2017) emphasise entry level to leadership and personal influence, whereas Coleman (2012), Derrington and Sharratt (2009), and Miller, Washington and Fiene (2006) see structural and social factors such as recruitment and gender to be factors influencing culture of appointment of women in the workplace. Shepherd (2017) is in agreement with Brunner (2000) and Niesche and Keddie (2011) that gender discrimination, culture, organisational structure, structural factors, and family concerns challenge females' capabilities of not only making it to the leading position but also preserving them in education and other fields.

2.6 GENDER EQUITY AND EMPOWERMENT AS TRANSFORMATIONAL STRATEGIES

2.6.1 Gender Stereotyping

According to Naidoo and Kongolo (2004:132), gender stereotyping is one of the barriers that limit the success of black women. They are being employed in social departments

like health and education. They occupy lower-level positions that pay less. Gender stereotypes make hostile decisions that limit a woman's capability and willingness. Due to stereotypes, women and men are forced to disregard their characters, personality qualities, and distinctive characteristics. Women are forced to adhere to cultural beliefs of femininity and masculinity. Women's roles are related to household responsibilities and giving birth. Men are given a chance in politics and community affairs. Panday (2008:504) support the above statement by indicating that men are afforded an opportunity to public circle and women are expected to shape their family sphere. The well-being of women is influenced by traditional practices, violence, and political chaos.

2.6.2 Equity

EEA (1998) aims to achieve fair treatment of Coloured, Blacks, and Indians by eliminating the barriers that oppress their development. The act wants to achieve demographic inequity. Affirmative Action falls under the Economic Empowerment Policy that was instituted through the Department of Labour in 1998 to facilitate the upliftment of the previously marginalised communities in South Africa. Among the beneficiaries of this group are women and men classified as "Black". Southern African Development Community (2008:10) in trying to move obstacles for women to claim their rights and wanted:

"Recognition and respect for their work in their homes and workplaces. They claimed full and equal participation in creating a non-sexist, non-racist democratic society (The women's charter for Effective Equality, 1994). Everyone is equal before the law and has the right to equal protection and benefit of the law".

2.6.3 Transformational Leadership

Transformational leadership is defined as leadership that promote changes, implementation of new ideas and changes in social systems of the organisation. Bass and Riggio (2006) defined transformational leadership as a process whereby the followers and the leaders engage to assist one another; it is not based on one party.

The decisions of transformational leadership are not biased or based only on what the leader is saying. Lussier and Achua (2015) suggest that leadership or management theory strive to outline the distinctive traits accounting for leadership success. In an effort to recognise a set of characteristics that all successful leaders have, researchers analysed the following psychological and physical characteristics; aggressiveness, high energy levels, appearances, dominance, self-reliance and persuasiveness.

Transformational leaders work together with their subordinates in order to achieve their organisation's goals (Bass & Riggio, 2006). Some organisations reward their employees according to their performances. This motivates their employees to do better and work hard (Kreitner & Kinicki, 2008). Transformational leaders motivate their subordinates to take challenges as barriers that will take them to another step. They motivate their subordinates to work beyond, to learn, and to prosper. Bass and Riggio (2006) indicated that transformational leaders pay attention to their followers' needs and support. They empower their followers and assist them with their personal development.

2.7 SUMMARY OF CHAPTER

This chapter covered the literature review of the workplace discrimination of women in leadership and the nature and extent, legal policies and prescripts, awareness, and strategies for resolving women's workplace discrimination in leadership. The next chapter will focus on the theoretical framework in this study.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

In Chapter two, the researcher reviewed the literature in details. Brewer (in Bell, 2000:105) defines theory as “a set of interrelated abstract propositions about human affairs and the social world that explain their regulations and relationships”. Framework tells us more about the topic and that it is constructed to organise and interpret observations about which people desire the knowledge. Theory also helps us to see the relationship between different variables and events. Theory is very important in every study because it guides research.

3.2 THEORETICAL FRAMEWORKS

As only two theories were briefly discussed in Chapter one, the following five basic theoretical frameworks are relevantly positioned to be discussed in this Chapter as follows:

3.2.1 Critical emancipatory theory

Recent humanist researchers, who also believe that humans are speaking subjects and can never be predicted, refute the phenomenologists’ claim of a possibility of starting without preconceptions or bias. These researchers advocate the validity of the critical emancipatory theory. In critical emancipator theory, context is important for the understanding of experience, behaviour and phenomenon. By taking context into consideration, information is seen in a new light. The critical emancipatory theory is a theoretical lens for this study to determine the nature, extent and to establish causes of the workplace discrimination of women in leadership understudied.

3.2.2 Trait theory

A study by Von Hippel et al. (2011:113) revealed the vast differences between feminine and masculine communication. The researchers established that feminine

communication was more indirect, detailed and emotional, while masculine communication was more direct, brief and instrumental. On the other hand, Els (2004:18) showed that women in executive positions had dual mind-sets. Women in leadership were expected to be masculine, strong, powerful and in control. Conversely, in schools, circuits and districts in Limpopo, women in leadership are expected to have traditional feminine characteristics of, nurturing, cooperating, and sharing. Shangase and Proches (2014:276) contend that women in leadership have organisation and management skills of envisioning, planning, teamwork, motivation and evaluation.

3.2.3 Contingency Theory

Thomson and Graham (2005:113) suggest that the best contingency on workplace discrimination of women in leadership is that females should just act normal, lead their lives as females and value the unique contributions they bring to a situation. Jones (2005:1) cited that, on average, women use more expressive, tentative, and polite language than men do, especially in situations of conflict, while men in the Department of Education in Limpopo are viewed as more likely than women to offer solutions to problems, in order to avoid further, seemingly unnecessary discussions of interpersonal problems.

3.2.4 Feminist Theory

Feminist theory is most championing for giving a voice to women in all sectors of the economy including education and highlight the several ways female have contributed to society. Proponents of liberal feminism maintain that gender differences are not based in biology. They argue that women and men are not all that different. Their common humanity supersedes their procreative differentiation (Lorber, 1997). Implications of this view in law are that women and men are equal before the law; have the same rights and have equal access to educational and work opportunities. The researcher support Appelbaum, Audet and Miller (2003:48) who concur and point out that research from a number of sources such as Turner and Maschi (2015:152) validates the claim that in the workplace, males and females approach leadership in different ways.

Eagly and Karau (2002) contend that, when a female adopts a man's style or behaviour, chances are that she may not be accepted as a leader. In contradiction, Appelbaum, et al., (2003:45) suggest that female leaders should adopt male leadership characteristics and feminine characteristics. This is argued by Maschi (2015:152) will enable women not to be discriminated but to have better opportunities of rising to a leadership position. The gender difference perspective examines how female's position and expertise of women in social environment differ from men. Also, the diverse responsibilities allocated to women and men in the education sector in Limpopo better explain gender difference. Women are therefore seen as objects to enhance man's being and are deprived of the leadership opportunity for self-realization as they are capable to do so (Maschi, 2015:152).

Okin and Mansbridge (1994:79) trace the inequality of women from the philosopher Aristotle when emphasizing that women are naturally lower to men and that they are therefore naturally ruled by them. According to Aristotle the only people who need to possess a full complement of reason are men. Okin and Mansbridge (1994) feminists generally come to an agreement that the disparities between sexes that exist throughout the world including Waterberg Education Department in Limpopo are intolerable and that they must be known in order to be reduced and ultimately eliminated. The above view or discussion is manifested in the public domain whereby society sees women as inferior as they are always put at the end of the ladder.

3.1.1.4 Sex role theory

Advocates of the sex role theory maintain that children become aware of what appropriate sex-roles are within society from a very young age (Smit, 2005:14). Literature records that from the age of three years, children construct their own sex-role identities by observing adult behaviour. Societal constructs on feminine and masculine roles is riddled with stereotyping which promote beliefs about the difference of capabilities between boys and girls (Snyman, 2013). As a result, Zulu (2009:99) agree with Snyman (2013) that this may have an effect at adulthood, whereby women or men

may feel inadequate when performing certain tasks considered to be done better by the opposite sex. This is the current practice in Limpopo schools, circuits and districts.

Zulu (2009:99) states that society teaches girls and boys from a young age that certain behaviour differentiates them on a lot of behaviours such as how girls should be modest, submissive, affectionate, and nurturing, as well as people-oriented and emotionally expressive; while boys should be aggressive, assertive, independent, and rational, as well as task-oriented. These beliefs as emphasized by Zulu (2009) are embedded in women in leadership positions in the rural schools, circuits and districts where their life and style of thinking impact how they behave at work during their adult years of employment.

3.2.5 Participative theory

The effectiveness of participative leadership can be misconstrued by managers to be the result of empowerment and this may cause misunderstanding of the needs of non-managerial subordinates to women in leadership in Waterberg Education District in Limpopo (Ricketts and Ricketts, 2011).

3.3 THE NATURE AND EXTENT OF WORKPLACE DISCRIMINATION OF WOMEN IN LEADERSHIP

Studies on African cultures reveal that women are viewed in terms of what they should be or do for men. This is evident in marriages in which the woman is expected to enhance her husband's career goals, by providing him with moral and emotional support. Malovi (2014:12) notes that the woman is left with all the family responsibilities and chores, while the husband is away, either studying or working. In Limpopo Department of Education, women can only pursue their professional dreams after fulfilling their culturally accepted roles (Malovi, 2014:12). Makus and Kitayama (1991) observe that an average African woman has a low status, particularly lack of power to make decisions on matters affecting her life and those of her family. This status quo is perpetuated further through the unequal allocation of resources relative to gender.

The boy child is considered first and the girl child last (Mutekwe & Modiba, 2012:279). He furthermore in support of Caliper (2014) pointed out that, previously, boys and girls were taught different practical and vocational subjects, with boys having to study technical subjects, such as metalwork, woodwork, agriculture, technical graphics and building, and being encouraged to pursue science subjects, whilst girls were offered domestic science subjects, and typing and shorthand, and encouraged to pursue the arts subjects.

These stereotypes and behavioural perceptions are seen by Marumo (2012) to be blocking women's progress through casting doubts about their leadership abilities and by forcing them to personally conform to those doubts. As a result, women in leadership positions experience the challenge of having their leadership competency questioned, which then requires them to outperform men and to be seen as equally competent (Msimang, 2011).

According to Jonsen, Maznevski and Schneider (2010:551), myths and stereotypes serve to keep females in their place, justify their lack of progress and place blame on females instead of gender discrimination. Gender stereotypes and prejudices are major obstacles in women's ascent to the corporate heights, with judgments of competence, aptitude and intrinsic leadership ability often stacked against women, as well as charges of uneven treatment and performance appraisal (Eagly & Carli, 2011).

Being a complex and a subtle phenomenon, women discrimination has to be investigated from different theoretical perspectives. Akala (2019:1) states that women experience triple oppression of classism, sexism and racism. Agyeiwaa and Attom (2018:3) state that "discrimination against women has been a long-standing issue that most societies continue to wrestle against". Appiah (2020:1) investigated gender equity from perspective of Role Congruity Theory of Prejudice of Eagly and Karu (2002) in Ghana. Accordingly, this theory identifies different stereotyped and gendered roles and why they persist despite the policies which are trying to dismantle them. Furthermore, the theory focuses on role of gender and leadership behaviours. Moreover, the Schein's

Theory (2010) of organisational culture was employed to study this phenomenon because discrimination is embedded in cultural stereotypes and practices.

In Tanzania Maturubukwa and Mazana (2017:4) leaned towards the Liberal Feminist Theory, which stated that gender differences are not biological but are socially constructed and contend that men and women should enjoy equal rights in education and work opportunities. Most importantly gender roles are created by tradition and socialisation of women. Therefore, women can be trained and empowered to occupy leadership positions. Gossetti and Rusch (1995) cited in Agyeiwaa and Attom (2018:4) assert that Feminist Theory showcases “its power by challenging current theories, knowledge and assumptions women discrimination. It becomes part of contemporary dialogue and experiences and often fill the gaps and blank spaces created by dominant cultures, knowledge bases and behaviours. As a result of this challenge, new, open and democratic views on gender equality are canvassed.

Empowerment Theory which states that female can be mentored and coached to be good leaders like men is also relevant to investigate gender inequalities in Limpopo Department of Education. Similarly, Raw and Keller (2005) as cited by Juma (2016:29) posits that “women empowerment is the capacity to be economically self-sufficient and self- reliant with control over decision affecting their life options and freedom from violence and discrimination: Other African researchers in Uganda and Nigeria subscribe to a social justice theory which argue that women rights should be promote in order for justice to be achieved in workplace and societies. Choge (2016:34) employed Fullan’s Theory of Educational Change which states that it is not enough to develop women development policies but that it is equally important to practically implement such policies.

The relevance of this theory can help to identify underlying causes and factors that militate against gender equity after 30 years or more women are still underrepresented in leadership positions and women discrimination is still prevalent. Furthermore Choge (2016:30) also supported the use of Riggs Theory of Prismatic Society which mainly states that within a prism, there is a stage where diffraction starts but remains

incomplete. Similarly in the society the traditional and modern values co-exist but do not replace each other but becomes a mixture of both values.

In general many African researchers also subscribe to the Social Justice Theory of Rawls 1970 in Akola (2019:10) posits that Social Justice Theory can shed light on the issues of gender equity and furthermore states that gender equity is a matter of social justice. She defines social justice as the fair and equitable distribution of power, resources and obligations in society to all people, regardless of race, or ethnicity, age, gender, ability, status, sexual orientation, religious or spiritual background. Kechen (2013:5) identify equality, equity, rights and participation as fundamental principles of social justice.

Akola (2019:12) argues that it is the means or tools that must be used to achieve social justice is equally important in pushing back the frontiers of gender injustices. It therefore shows that entrenched socio-cultural barriers have to be eliminated not only at workplaces but at the society at large since society is that produces gendered perceptions. Limpopo Department of Education in South Africa should emulate other African countries to pursue gender justice which is fully equality and equity between women and men in all aspects of life.

3.4 SUMMARY OF CHAPTER

The workplace discrimination of women in leadership is an ongoing activity, which is done in schools, circuits and districts, in particular the Limpopo Province. Based on the theoretical framework, it has been established that position of women in leadership play the most significant role in their workplace. Presently, the researcher is currently appointed as the Director in Waterberg Education District and her main duties are to oversee, monitor and support the performance processes for the district. The next chapter deals with the methodology used in detail.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

Maree (2010:70) is convinced that research methodology focuses on the research process and the kinds of tools and procedures to be employed in the study. In this chapter, the research design and methodology employed are discussed. Maree (2010:70) and McMillan and Schumacher (2010:20) contend that a research design encompasses all the procedures the researcher must follow when conducting research, which includes when, from whom and under which conditions the data will be collected. The study followed a quantitative and a qualitative approach in order to add scope and breadth to the phenomena under investigation (Creswell, 2013:215).

4.2 RESEARCH DESIGN

The researcher specifies the plan that was used to obtain data in order to respond to the research question. The researcher selected the participants, identified the data-gathered techniques and data-analysing methods based on the chosen research study. Based on the nature of the problem and the research questions, the approaches used in this study were Quantitative and qualitative, using an interpretivist lens to interrogate the problem. Data was collected Quantitatively through questionnaires and qualitatively through interviews and was analysed using tables, paragraphs and figures (Creswell, 2013:215).

4.3 RESEARCH PARADIGM

Research paradigms that underpins quantitative and qualitative researches are based on three basic aspects, that is, what is the truth about the research (ontology), how can one find out the methods to get to that truth (epistemology) and what are the methodologies or conceptualisations available to the researcher (Nieuwenhuis, 2010:47). Some of the basic research paradigms are discussed as follows:

4.3.1 Positivism

“Positivism, as a philosophy emerged in the nineteenth century and positivists believe that scientific method is the best way to produce effective knowledge. Scientists heralded scientific method, objectivity and fixed reality as the sole approach to the discovery of knowledge” (Byrne, 2001:34). Research was soon to be dominated by this scientific method or positivism. Positivists observe knowledge and reason as neutral and universal, rather than social constructions that reflect particular ideologies or interests. The researcher used positivism due to the trustworthiness of the qualitative and quantitative collected data in the study.

4.3.2 Interpretivism

Cohen, Manion and Morrison (2007:21) assert that the interpretive paradigm focuses on the actions of the participants and the researcher depends on those actions in order to find the intentions of the participants in sharing the experience. Maree (2013:59) explains that the interpretive paradigm assists to uncover the meanings imparted, to improve the researcher’s comprehension and helps to develop a sense of understanding of the research study. The interpretive paradigm assists the researcher in understanding what happens at one place at a time as compared to what happens at different places and times. The paradigms were quantitative and qualitative researches. Since the researcher personally collected data from the participants, the interpretive paradigm assisted in understanding the participants’ experiences of the study in their different work places. The different paradigms mentioned above are going to be operational by examining them within the context of this study. These paradigms are used along with the approaches mentioned below.

4.4 PHENOMENOLOGICAL PHILOSOPHY

The researcher followed the phenomenological philosophy in order to gain an actual understanding of what the participants perceive in their daily lives. Maree (2016:77) asserts that the phenomenological philosophy focuses on determining what the participants perceived by providing comprehensive descriptions of their own

perceptions. The researcher gained an understanding of what the participants perceived from their descriptions (Roulston in Flick 2014:302).

The researcher had the opportunity of revealing the participants' view with respect to the research topic under investigation. Creswell (2009:13) explains that in a phenomenological philosophy a researcher identifies the quality of human agonies about the study as described by the participants by studying a small number of participants. The researcher used the design in order to identify what is common in their perceptions about the study. Johnson and Christensen (2012:385) elucidate that phenomenological researchers do not assume that individuals are completely unique, but they assume that there is some commonality in human perceptions that need to be understood. The common experiences identified by means of the design assisted the researcher in understanding the relationship that exists in human agonies and how it affects the study.

4.5 RESEARCH METHOD

The researcher chose mixed method research because she wanted to understand the workplace discrimination of women in leadership as it occurs in its natural setting (Creswell, 2014:42).

4.5.1 Qualitative research approach

Creswell (2009:175) defines a qualitative researcher as a person who collects data in from participants with experience by observing their behaviour during the interviews. Creswell (2013:234) contends that in qualitative research the researcher does not bring participants into a laboratory. The researcher was granted the opportunity issuing questionnaires as well as of speaking to participants, observe them in their natural setting and act in relation to the study. White (2005:81) explains that qualitative research deals with understanding the phenomenon from the participants' points of view in their daily lives. The researcher chose the qualitative method because first-hand information was obtained from the participants and also made sure that their behavior is not manipulated or controlled and no external interferences occur (McMillan and

Schumacher, 2010:321). The researcher did not manipulate the information in the study (Yin, 2011:7-8).

Johnson and Christensen (2012:376) asserts that qualitative research might involve participants by trying to ascertain their reasoning or judgements in certain areas by focusing on events and situations of their experiences rather than simply asking them their views. The data in this study were obtained from 100 questionnaires completed by participants and out of which ten (10) were selected to participate in the focus group interviews and were the principals, circuit managers and senior managers in the districts. The researcher used questionnaires and interviews to collect data.

4.6 LOCATION

The research study was conducted at four schools, four circuits and two districts in the Limpopo Province of South Africa. The location is more accessible to the researcher.

Figure 4.1 below illustrates the map of Limpopo Province as one of the nine provinces of South Africa in which the study was conducted.



Figure 4.1: Limpopo Province in South Africa Source: Mamabolo (2019)

4.7 POPULATION AND SAMPLING

Mills and Airasian (2011:130) argue that the following sub-sections provides an overview of a sample selected as well as a description of the population.

4.7.1 Population

Population refers to individuals in the universe who possess specific characteristics (Pandey & Pandey, 2015:41). (Walliman, 2011:175). The target population for this study includes 100 women in leadership position who are (4) principals, (4) circuit managers and (2) district senior managers from Limpopo Province. All the women experienced discrimination in their workplaces were the focus of this study.

4.7.2 Sampling

The participants selected were well versed with the topic and assisted the researcher in collecting relevant data. The researcher chose convenience sampling from different levels of the education department with a view to understand the relationship that may exist since respondents who participated are from the same education system. Cohen, Manion and Morrison (2007:92) are convinced that the quality of research stands or falls as a result of the suitability of the chosen sampling strategy. The study is about the workplace discrimination of women in leadership. Four principals, four circuit managers and two district senior officials out of 100 participants participated in the study. In total ten respondents were selected to participate in the focus group discussion and to be interviewed in the study.

4.8 DATA COLLECTION TOOLS

Data collection is very important to enable the researcher to understand the phenomenon being studied. The choice of the strategies to be used for data collection is vital in the research process because making the wrong choice can also affect how the researcher analyses and interprets data (Maree, 2010:34). According to Pandey and Pandey (2015:57) data collecting tools or techniques guide the researcher in data collection and evaluation; they vary in complexity, interpretation, design and

administration. The techniques used to collect data for this research include focus group, questionnaire and interview.

4.8.1 Focus group discussions

A small group of ten (10) participants described as a focus group, typically representative of the study purpose were used as a common qualitative research strategy. The individuals who make up the group were identified under the population sampled. The interviewer talked to the group regarding the topic and questions and the group were people that are more affected or related to the topic. The following aspects outline how the group discussion was done:

- (i) The relevant discussion topic was selected;
- (ii) The questions or discussion prompts were selected beforehand;
- (iii) A focus group questionnaire was prepared;
- (iv) The researcher was the notes-taker;
- (v) The participants were recruited and scheduled.

Group discussions allowed an organised discussion in an equal and flexible manner. It allowed the host to control dominant and submissive participants. More information was collected in a short space of time.

4.8.2 The questionnaire in the research

The researcher collected data quantitatively using 100 questionnaires and they were all returned. The questionnaire (Appendix A), used for gathering relevant data from this research was divided into two sections. Section A covered the biographic details of the respondents. These include experience, name of the workplace, and age group. Section A (that is, Appendix A 1-biographical related questions) of the questionnaire was more introspective. The 20 questions in section B covered indicators in total with five alternative responses presented for each question with a value ranging from 1 to 2 for each alternative: Agree = 1 and Disagree = 2.

The questionnaire consisted of twenty items on workplace discrimination of women in leadership. Specific items covered include experience, nature of the workplace, areas for improvement, strategies to be used, causes of workplace discrimination of women in leadership, impact caused by discrimination, perception on leadership and legal remedies. To observe Covid 19 safety measures and protocols, the questionnaire were developed and emailed to the respondents. They were expected back from them immediately after the interviews with the principals, circuit managers and senior district officials.

A questionnaire, like any other data collection technique, has its pros and cons.

Advantages of using a questionnaire

The main reasons for using the questionnaire as a tool for the research is that its distribution saves travelling costs, time and money (Cohen, Manion, and Morrison, 2005:245).

Disadvantages

Despite the advantages associated with the questionnaire as a method of collecting data, the researcher did not overlook the disadvantages during the construction and administration of the questionnaire, so that a favourable response could still be attained (Babbie and Mouton, 2001:239 and Neuman, 2003:247).

Characteristics of a good questionnaire

The researcher's questionnaire is considered to be good because it adheres to the characteristics identified by researchers such as Chipeta (1993:213), Babbie and Mouton, (2001):

- It deals with the specific topic and the significance is clearly and carefully stated on the questionnaire or in the letter accompanying it
- Assistance from an expert was requested to validate the questions against the literature review and the background information. This helped the researcher to

refine the questions, and he was advised to include the covering letter and self-addressed envelope if the questionnaires are not personally administered.

The questionnaire has the greatest influence on the reliability and validity of the collected data. To this end, great care was taken in the construction of the questionnaire for this study. A well-designed questionnaire boosts the reliability and validity of the data to acceptable levels of tolerance (Babbie and Mouton, 2001:116).

4.8.3 Administration of the questionnaire

Permission and support for the research project was secured from the Limpopo Province in the Department of Education. With the help of the circuit managers and district directors, the list of participants and their location was easily obtained. This information helped the researcher to email copies of the questionnaire to all the participants. Principals, Circuit managers and district senior managers participated in the project and completed the questionnaire. The researcher received them, two weeks before the end of December 2021.

The following data-collection techniques were used: interviews, taking down field notes and recording.

4.8.4 Interviews

Maree (2013:85) is of the opinion that a good interviewer is a good listener who should maintain good eye contact and give the participants time to respond without interrupting them. White (2005:143-144) elaborates on the sensibility of choosing to interview the participants by explaining that even though interviews have the disadvantage of consuming time and of requiring the researcher to travel, interviews had to be flexible in order to assist in probing specific answers and repeat questions in case the respondent misunderstood the question. Both White and Maree agree that an interview environment need to be standardised by making sure that they are conducted in privacy and in a space where it is relatively quiet. This will assist the researcher to have control over questions being asked, all questions are answered, are in order and answers are spontaneous and informative.

Creswell (2014:241) supports the view that interviews are useful when the researcher cannot directly observe the participants, participants can provide historical information and the researcher can also control her way of questioning. Kumar (2011:142) states that in complex and sensitive areas the interviewer has the opportunity of preparing a respondent before asking sensitive questions and of explaining complex questions to respondents in person. He further contends that information obtained by means of interviews can be supplemented with those gained from observation and non-verbal reaction and interviews can be used with almost any type of population such as children, people with disabilities, illiterate persons or those that are very old.

Interviewing also provides the participants with important opportunities in respect of the research. Creswell (2013:218) contends that open-ended questions grant the participants the opportunity of creating the option of responding and voicing their experiences unconstrained by any perspectives of the researcher or past research findings. Creswell contends that even though interviewing is time-consuming, and the researcher summarizes the participants' views, the interviewer can control the type of information she seeks to obtain by asking specific questions to obtain information. Mason (2002:64) asserts that relevant contexts are brought into focus by means of the interaction between the researcher and the participants. Interviewing will allow the researcher to obtain data that may not be readily available in any other form and the researcher is also able to prepare the questions in advance. However, the researcher also has the opportunity of revising or approaching the questions from different angles during the interview in order to allow the participants to respond freely.

Semi-structured interviews were chosen to conduct the research because the researcher asked new questions as follow-ups to the participant's reply. Bryman (2012:470) contends that in qualitative interviewing the researcher is interested in the interviewee's point of view and this gives the researcher insight into what the interviewee sees as relevant and important. The researcher was able to change the wording of the questions or to vary the order of questioning in order to accommodate the participant. Bryman (2012:392) further contends that semi-structured interviewing tends to be flexible and responds to the direction in which the participants take the

interview and perhaps adjusts the emphases in the research as a result of significant issues that emerge during the interview. Maree (2016:93) asserts that the researcher should be attentive to the responses from the participant in order to identify new emerging lines of inquiry that are directly related to the phenomenon being studied.

4.8.5 Note taking and audio recordings

McMillan and Schumacher (2010:350) contend that the researcher should take notes to record what is seen or heard and reflect on what has occurred during and immediately after the interviews. This will allow the researcher to access the information before it is forgotten or mixed because it will be used for data analysis and for further recommendations for future studies. Similarly, Hancock (2002:9) maintains that the researcher can record interviews of people, a situation or an environment by making notes of what has been observed so that they could be used later.

Creswell (2009:183) contends that even if the researcher records information from the interview, note taking should also be done. Audio recording assisted the researcher to focus on what is being said, to follow up on interest points being made and not to be distracted by concentrating on taking down notes on what is said. White (2005:163) asserts that the researcher should not only rely on her memory during observations - other techniques such as note taking and recording should be employed. Maree (2013:92) agrees that recording can be used to capture elements that the researcher was unable to identify during note taking. Kumar (2011:136) contends that recording an interaction allows the researcher to listen to it several times before interpreting an interaction or drawing any conclusions from it and can also invite other professionals to listen to the interaction in order to arrive at more objective conclusions.

The researcher was able to play back and listen to a part that might have been unclear; without interference from anything. According to Bryman (2012:482) audio recording allows for thorough examination of what people say and permits repeated examination of the interviewees' answers. Audio recording afforded the researcher more time to listen to the participants' responses and to examine it thoroughly for better

understanding. Audio recording assisted the researcher in capturing the information that she was unable to capture either through writing or during the interviews.

4.9 DATA ANALYSIS

During this process the researcher took all the collected data from the interviews and notes taken during the interviews and started to form a clearer understanding of the information. This allowed the researcher to reduce the collected data to small numbers of categories which require critical analysis. Green (2007:25) explains that a thematic analysis is one that looks across all the data to identify the common issues that recur and identify the main themes that summarize all the views collected. During the interview, the researcher used the voice recorder to ensure that voice recordings were kept and were accurate, as all the participants agreed with the idea of using the tape recorder.

“Qualitative data involves very serious attention on the part of the researcher to become familiar with information”. During this process the researcher took all the collected data, including field notes and interview transcripts and began to form clearer understanding of the information. The researcher then coded the data, specific words from which themes are identified were summarized. Creswell (2013:236) asserts that the data analysing procedure is a process that requires understanding of how to make sense of data collected with the purpose of creating answers to the questions.

Dey (2005:46) contends that classifying does not only deal with breaking the data up into bits, it also deals with assigning these bits in categories or classes which bring these bits together again in such a way that bits that ‘belong’ to a particular category are brought together; and in the process the criteria for allocating data to one category or another is identified. Maxwell and Chmiel in Flick (2014:24) contend that in coding a data segment is labelled and grouped by categories; they are examined and compared both within and between categories. The researcher used coding categories to sort the collected descriptive data so that the material bearing on a research study could physically separate from other data.

Creswell (2014:245) reported that even though text data are dense and rich, not all information can be used in a qualitative study. The researcher should focus on some of the data and disregard others. Yin (2011:178) contends that data analysis begins by compiling and sorting the field notes accumulated from the fieldwork and other data collection. Field notes accumulated were sorted in such a manner that it assisted the researcher in categorising and understanding them. This process assisted the researcher in identifying the information that was important and to disregard those parts that were less important for data analysis and interpretation.

McMillan and Schumacher (2010:370) assert that transcription is the process of taking data collected during observation and note taking, interviews and audiotape-recorded interviews and converting them into a format that will facilitate analysis. The researcher transcribed data collected by herself to include all important prompts. Maree (2013:104) emphasises that when transcribing data collected by digital means such as tape-recordings, laughter or gestures should not be ignored because they add meaning to the spoken word, and everything should be written verbatim in order to avoid being biased. Verbal information collected was taken into consideration during data analysis because it contained special meaning and contributed positively to the overall results of the research. The following section deals with trustworthiness of the study.

4.10 TRUSTWORTHINESS

Maree (2016:123) points out that trustworthiness is important in qualitative research. According to Maree (2013:114), participants can be granted an opportunity of commenting on whether the interpretations of data are in line with personal experiences that they tried to express during the interviews. Yin (2011:19) asserts that to build credibility and trustworthiness the researcher should be transparent, he/she makes the research accessible to the public so that other people have access to the information. Johnson and Christensen (2012:265) contend that even though biasness tends to be a problem in qualitative research, the researcher engages in critical self-reflection on her/his potential biases and predispositions.

Kumar (2011:168) contends that reliability is maintained when the researcher obtains similar information from the same or similar condition using the same instrument. The researcher conducted the research at three different institutions from the same province in order to maintain the reliability of data. According to Creswell (2009:190), reliability can be maintained by constantly comparing data with the codes and by writing memos about the codes and their definitions. The researcher always checked and compared data with codes like for example PRS for (school principals), CM for (circuit manager) and DSM for (senior manager in the district) to make sure they corresponded with one another.

4.10.1 Dependability

“Dependability refers to the degree to which the audience can be convinced that the findings did indeed occur as the researcher claimed” (Maree, 2013). Participants can also be allowed to verify the data gathered during the interviews or the informal conversations with the researcher to correct some errors of facts or to verify whether the researcher’s interpretations of the participants’ information are correct. Maree (2013:114) believes that allowing the participants to verify the information gathered by the researcher may inform the researcher to change data gathering techniques in order to strengthen the study. Bryman (2012:392) asserts that to establish the merit of the research, the researcher should keep the complete records in an accessible manner so that participants are able to verify whether the correct information had been reported.

4.10.2 Credibility

According to Maree (2016:123), the researcher can exercise credibility by submitting the transcripts or field notes to the participants to correct their errors. Creswell (2013:202) refer to credibility “as the assurance that the researcher’s conclusions that emanate from the data are accurate”. During the informal conversation the researcher asked participants to verify whether the interpretation of data gathered from the interviews were correct. Similarly, Bryman (2012:390) believes that credibility can also be ensured. The researcher submitted the research findings to the participants for validation to ensure credibility. The participants were asked to verify whether the information had

been accurately captured and presented by the researcher. Maree (2013:114) contends that the researcher should allow the participants and other people who may have a specific interest in the research to comment on or assess the research findings, interpretations and conclusions to enhance the credibility of the findings. Accessibility to the research findings were made available to all concerned so that they could make comments or assess the information.

4.10.3 Transferability

Transferability refers to the findings being applicable to other similar situations or that have some similarity in another comparable context (Lincoln and Guba, 2010:32). To show transparency to the participants the researcher provided them with a copy of the findings of the study so that they could see how data were collected and analysed. Green (2007:11) defines being transparent as the methods used to collect data should be written so that readers understand how the data were collected and analysed. The researcher ensured that the participants were clear about the research study and that the researcher would provide a complete understanding of the context. The researcher described data in such a manner that readers can determine whether the research findings and recommendations are transferable to their own circumstances.

4.10.4 Confirmability

Confirmability refers to the researcher being neutral in data analysis and interpretation (Cohen, Manion and Morrison, 2013:112). The researcher attempted to be as neutral as possible during the research process in order to avoid bias and misunderstanding. White (2005:205) contends that neutrality has to do with the freedom from being biased in the research procedures and results. The researcher should be objective and not influence the research by prolonging the periods of observation. The researcher did not spend too much time during the interview or the observation session with a view to avoid any negative influence on the research study. The researcher observed participants for approximately thirty to forty-five minutes to ensure objectivity (Bryman, 2012:392).

4.11 ETHICAL CONSIDERATIONS

Creswell (2013:210) maintains that researchers should seek permission for the study through the approval process of the institutions review board by developing the description of the project, designing informed consent and having the project reviewed. The researcher submitted the application letter to the Superintended General (SG) requesting permission to conduct research at Head office, the district and schools within the province and the permission was granted. Johnson and Christensen (2012:108) recommend that before participants agree to take part in the study, they should be given a description of all the features of the study that might influence their willingness to participate. Research permission was requested from the Research Ethics Committee of the Central University of Technology. Permission letters were submitted to head office, district and school principals and deputies to explain the intentions of conducting the research and requesting consent for participating in the study. Consent letters were only submitted to the head office officials, district officials, principals and deputy principals who were identified as part of the research.

4.11.1 Informed consent

Blackstone (2012:61) contends that human beings as research subjects must give consent to their participation in research and identities and the information they share should be protected by researchers. The researcher explained to participants how the study was to be conducted and to ascertain whether volunteers would be available and willing to participate in the research study before conducting interviews. Brooks, Riele and Maguire (2014:80) contend that participants should be provided with information about the research project that is sufficiently complete and accessible for their decision about whether to participate. The researcher respected the participants who took part in the study. The participants were informed that participation was voluntary and that should they wish to withdraw from the study, they would be allowed to do so.

Participants have the right to know when and how the information will be shared and if they do not want to receive the findings of the study they should not be forced to do so - their decision would be respected. Cohen et al (2007:61) contends that privacy may be

violated during the research or denied after it has been completed. The researcher did not violate the privacy of the participants during the research process, nor when releasing the information. In this study the identities of the participants were protected by using names that do not belong to the participants (Creswell, 2014:138).

4.11.2 Anonymity

All participants information and responses shared during the study was kept private and the results were presented in anonymous manner in order to protect the identities of the participants (Blackstone, 2012:64). Schumacher and McMillan (2010:121) explain that in anonymity no one should be able to identify who said what from the collected information. Therefore, the participants in this study were given names that allowed the researcher to interpret the data correctly while the participants remained anonymous and protected from anyone who will read the findings of the report. Cohen *et al* (2005:61) add that the researcher should guarantee the privacy, especially if information is personal or sensitive. The participants should feel that they provide the information out of their own will because they may not trust or have confidence in the researcher.

4.11.3 Integrity

It is very important for the participants to trust the researcher with whatever information they impart during the research study. According to White (2005:151), the researcher should maintain a sound relationship of trust, she should not raise false expectations, and participants should be treated with honesty. The researcher under no circumstances should promise any expectations such as payments or rewards to gather data from them. The researcher should be honest and inform participants that there will be no payments, rewards or any bribe that will be given to gather data from them and that their participation in the research is at their own free will.

4.11.4 Confidentiality

It is very important not to betray the trust of the participants in a research study. Brooks, Riele and Maguire (2014:54) explain that confidentiality refers to personal information about the people being protected from disclosure and misuse and safeguarding data

both during and after data collection. Cohen *et al.* (2007:65) state that the way of protecting participants' right to privacy is by promising confidentiality, which means that although researchers know who the participants are, they will in no way make this information public.

The researcher under no circumstances released the names of the participants or made it possible for people to identify the participants by means of the collected data. The participants were told that they would be informed about the outcomes of the research and that they would be given a copy of the findings after completion of the study, should they need it. Johnson and Christensen (2012:116) contend that confidentiality refers to the agreement with the researcher about what can be done with the information gathered from the participants about the study.

4.12 SUMMARY OF CHAPTER

This chapter dealt with the implementation of the research design and approach in which quantitative and qualitative method of the study was done by women in leadership positions which include the principals, circuit managers and district senior managers. The research paradigms, ethical considerations, how data was collected and analysed were also discussed. The next chapter deals with the analysis and interpretation of the data collected.

CHAPTER 5

DATA INTERPRETATION

5.1 INTRODUCTION

This chapter describes the empirical studies undertaken. It explains the methodology employed and how the research was conducted. The data, quantitative and qualitative, collected through a questionnaire and interviews are summarised, analysed, interpreted, and discussed. The analysed data is presented in percentages, tables, figures, themes and sub-themes.

5.2 BIOGRAPHIC AND DEMOGRAPHIC DATA

The biographic and demographic characteristics of respondents in any research are vital because these help researchers to know who the respondents are in terms of experience, name of the workplace and age. A total of 100 respondents were involved in this research, and all of them returned the questionnaires given to them.

5.2.1 Work Experience of Participants

The respondents were asked to state their work experience. This information was important as their work experiences could influence the respondents' views. Table 5.1 below indicates that the majority (15%, 24%, and 28%) of the respondents have work experience of more than ten years. When opportunities arise, they must be given chance and try their luck due to their work experience. This statement should be considered because more working experience can be of great value in utilising accumulated skills needed to take the school, circuit, or district in a better leadership position.

Table 5.1: Work Experience

Work Experience (Years)	Number of Respondents	%
5-9	24	24
10-14	5	5
15-19	18	18
20-24	15	15
25-29	10	10
30+	28	28
TOTAL	100	100

Work experience is an important variable in leadership. Women envisaged to be leaders must possess some leadership experience to execute the roles expected of them and face the challenges inherent in the position.

5.2.2 Name of the Working Place

Respondents were requested to state their current working places. Furthermore, the views held by the principal as the accounting officer are likely to differ from those held by the circuit manager and district senior manager.

Table 5.2: Current name of the working place of respondents

Positions Held By Participants	Number of Respondents	%
Principals	56	56
Circuit managers	27	27
District senior managers	17	17
TOTAL	100	100

The participants were requested to indicate the current name of their working places. Table 5.2 reveals that the majority of the respondents, 56% were principals, whereas 27% were circuit managers, and 17% were senior district managers. This shows that most women principals are discriminated against by the leaders in their workplaces,

followed by circuit managers, and worse in the senior district management at the time of the study.

5.2.3 Age Group of Participants

The researcher used different age groups because they could differ in views. The respondents reported their different ages by selecting between (30-65) age groups.

Table 5.3: Age group of the respondents

Age Group Of Respondents (30-65)	Number of Respondents	%
Principals	47	47
Circuit managers	31	31
District senior managers	22	22
TOTAL	100	100

According to Table 5.3, 47% of respondents (principals) experiencing workplace discrimination in leadership are between 40-49 years, 31% (Circuit managers) are above the age of 50-59 years, and 22% of senior district managers are between 55-65 years old. The respondents over 60 years are likely to be out of the education system within the next ten years. It is important for the DoE in the Limpopo Province not to discriminate against women in any leadership positions in the workplace.

5.3 TOPIC RELATED QUESTIONS ON WORKPLACE DISCRIMINATION OF WOMEN IN LEADERSHIP

The table below captured the responses that were received from the selected participants regarding the discrimination of women in leadership. The percentage calculation of the assessment was based on the participants that agreed and disagreed. The assessment questions covered the nature, root causes, impacts, and legal solutions that are in place for women discrimination in leadership positions.

Table 5.4: Topic related questions on workplace discrimination of women in leadership

Assessment of the situation regarding the nature and extent of the Workplace prejudice of Women in leadership		Agree	Disagree	Total %
Question 2.1	Freedom from workplace discrimination of women in leadership cannot be attained unless women have been liberated from all forms of maltreatment	89	11	100
Question 2.2	Women have the agony to study further; they are motivated to do better and apply for higher-level positions that have been advertised	93	7	100
Question 2.3	There are fair and equal opportunities during the selection and recruitment of advertised posts	53	47	100
Question 2.4	Departmental policies are applied effectively in my workplaces	65	35	100
Question 2.5	There is no glass ceiling that prevents women from accessing higher positions in my workplace	75	25	100
Assessment of the root causes of gender discrimination in the workplace		Agree	Disagree	Total %
Question 2.6	Household responsibilities are barriers to the career advancement of women	37	63	100
Question 2.7	Stereotypical assumptions such as childbearing have been identified as barriers limiting women to be promoted into senior positions	32	68	100
Question 2.8	Personal and psychological issues limit women from opportunities for powerful or	54	46	100

	higher positions			
Question 2.9	Earning inequalities is also a contributory factor to gender discrimination in the workplace	47	53	100
Question 2.10	Lack of mentoring due to jealousy and competitiveness contributes to gender discrimination in the workplace	65	35	100
Assessment of the situation regarding workplace discrimination impact on women in leadership positions		Agree	Disagree	Total %
Question 2.11	I am accepted as a leader in my workplace	75	25	100
Question 2.12	Managers provides employees with moral and emotional support in my workplace	71	29	100
Question 2.13	Gender inequality in my workplace is reflected in the sense that females are not receiving equal treatment as their male counterparts	49	51	100
Question 2.14	Women are jealous of one another, and they disadvantage themselves from the opportunity of learning from other women	47	53	100
Question 2.15	Organisational structures interfere with female advancement in my workplace	39	61	100
Assessment of the situation regarding the nature of legal remedies available to victims of workplace discrimination		Agree	Disagree	Total %
Question 2.16	My manager is a transformation leader in my workplace	84	16	100
Question 2.17	There is respect and support for human rights in my workplace	77	23	100

Question 2.18	Chapter 2 of the Employment Equity Act (EEA) states that everyone must be treated fairly is being considered at their workplaces	76	24	100
Question 2.19	It is still believed that male counterparts offer solutions to problems in their workplace compared to female counterparts	50	50	100
Question 2.20	Women should be treated fairly, and their rights must be respected the same way that men's rights are respected	97	3	100

Question 2.1 to 2.5 dealt with assessment of the situation regarding the nature and extent of the Workplace discrimination of Women in leadership.

Question 2.1

Eighty-nine (89) respondents agreed that freedom from workplace discrimination of women in leadership cannot be attained unless women have been liberated from all forms of maltreatment, whereas eleven (11) disagreed. Out of hundred respondents, the (84) that agreed are from schools, nine from the circuit, and 16 are from the districts.

Question 2.2

Ninety-three percent (93) respondents agreed that women are passionate about developing professionally and moving to higher levels as educational leaders. Only a minority of seven (7) disagreed. The ninety (90) respondents that agreed are from the schools, three (3) are from the circuits, and seven (7) are from the districts.

Question 2.3

Fifty-three (53) respondents agreed that there is a fair and equal opportunity during the selection and recruitment of advertised posts, whereas 47 disagreed. Fifty-three (53)

agreed respondents are from schools, twenty-four (24) from circuits, and twenty-three (23) from the districts.

Question 2.4

Out of 100 respondents, sixty-five (65) agreed that departmental policies are applied effectively in their workplace, and thirty-five (35) disagreed. Thirty of the agreed respondents are from schools, twenty (20) from circuits, and 15 from the districts.

Question 2.5

Seventy-five percent agreed that there is no glass ceiling preventing women from accessing higher positions in their workplace, and twenty-five (25) disagreed. On this question, 75 are from schools, 17 from circuits, and 8 from districts.

Assessment of root causes of gender discrimination in the workplace is analysed from question 2.6 to question 2.10 as follows:

Question 2.6

A minority of 37 respondents agreed that family responsibility is a barrier for women to advance to senior management positions, whereas the majority of 63 respondents disagreed. Seventeen (17) respondents are from circuits, 20 from districts, and 63 from schools.

Question 2.7

A minority of 32 respondents agreed that stereotypical assumptions (such as childbearing) make it difficult for women to be promoted into senior leadership positions, and a majority of 68 disagreed. Twenty (20) are from circuits, 12 from districts, and 68 from schools.

Question 2.8

Fifty-four (54) respondents agreed that several factors contribute to a lack of power for women in leadership positions, such as psychological and hidden issues. Only 46

respondents disagreed. Fifty-four (54) respondents are from schools, 19 from circuits, and 27 from districts.

Question 2.9

Out of 100 respondents, 47 agreed that earning inequalities contribute to gender discrimination in the workplace, and 53 disagreed. Thirteen (13) are from districts, 34 from circuits, and 53 from schools.

Question 2.10

Sixty-five (65) respondents agreed that lack of mentoring due to jealousy and competitiveness contributes to gender discrimination in the workplace, and 35 respondents disagreed. Sixty-five (65) are from schools, 19 from circuits, and 16 from districts.

The following is about assessment of the situation regarding workplace discrimination impact on women in leadership positions and the analysis is from question (2.11 to question 2.15).

Question 2.11

The majority of seventy-five (75) respondents agreed that they are accepted as leaders in their workplace, whereas a minority of 25 disagreed. Seventy-five (75) are from schools, 16 from circuits, and 9 from districts.

Question 2.12

The majority of 71 respondents agreed that managers in their workplace provide employees with moral and emotional support, whereas a minority of 29 respondents disagreed. Seventy-one (71) are from schools, 20 from circuits, and 9 from districts.

Question 2.13

Forty-nine (49) respondents agreed that gender inequality in their workplace is increasing, and females are not receiving equal treatment as their male counterparts,

and 51 respondents disagreed. Nine (9) are from the districts, 40 from the circuits and 51 from the schools.

Question 2.14

Not a convincing number of forty-seven (47) respondents agreed that women do not support one another. They do not take it as an opportunity to admire and be motivated by another woman in key leadership positions in their workplace, and only 53 agreed. Seventeen (17) are from the districts, 30 from the circuits, and 53 from the schools.

Question 2.15

A minority of 39 respondents agreed that organisational structures interfere with female advancement in their workplace and sixty-one (61) disagreed. Nineteen (19) are from the districts, 20 from the circuits, and 61 are from schools.

Questions on assessment of the situation regarding the nature of legal remedies available to victims of workplace discrimination are from question 2.16 to 2.20.

Question 2.16

The majority of 84 respondents agreed that their managers are transformational leaders in their workplace, and 16 disagreed. Eighty-four (84) respondents are from schools, 11 are from circuits five are from the district.

Question 2.17

The majority of 77 respondents agreed that there is respect and support for human rights in their workplace, whereas 23 respondents disagreed. Seventy-seven respondents are from schools, 13 from circuits, and 10 from districts.

Question 2.18

The majority of 76 agreed that Chapter 2 of the EEA states that everyone must be treated fairly is being considered at their workplaces; 24 disagreed. Seventy-six (76) respondents are from schools, 14 are from circuits, and 10 are from the districts.

Question 2.19

Out of 100 participants, 50 respondents agreed that it is still a belief that male counterparts offer solutions to problems in their workplace compared to female counterparts, and a half (50) disagreed. Twenty-nine (29) respondents are from circuits, 21 from the districts, and 50 from the schools.

Question 2.20

The majority of 97 respondents agreed that women should be treated fairly and their rights must be respected the same way that men's rights are respected. The work opportunities must be fair to everyone, whereas only a small number of three respondents disagreed. Ninety (90) respondents are from schools, seven from districts, and three from the circuits.

5.4 INTERVIEW QUESTIONS FOR DISTRICT SENIOR MANAGERS, CIRCUIT MANAGERS AND PRINCIPALS

The purpose of the interview with the senior district managers, circuit managers, and principals was to determine their experiences on workplace discrimination of women in leadership. Table 5.5 contains the areas on which questions were asked during the interviews. The full interview schedule is provided in Appendix C.

Table 5.5: Interview schedule with Principals, Circuit managers, and District senior managers

Guiding questions	Possible interview questions
What is the nature and extent of the Workplace discrimination of Women in leadership in Limpopo schools, circuits, and districts?	• In your own words, what do you understand by the concept “discrimination of Women in leadership” within the context of your workplace? • Give us an example where you experienced the discrimination in your work place. • What is your role in terms of leadership issues in your work place?

	• To what extent do you think the discrimination influenced your leadership performance? • Given the recent job description, what are the areas, which need improvement or reform? • How can leadership be reinforced in order to enhance the Workplace discrimination of women? • In brief, explain the root cause of the discrimination against women in your place of work. • Which theory do you think can be used as an action plan to improve the workplace discrimination of women in Leadership positions?
What are the root causes of gender-discrimination in the workplace?	• What do you understand about legal and policy prescripts in current context of the workplace discrimination of women in leadership and why? • What do you think are the key policy prescripts of the workplace prejudice of women in leadership and why? • As the head of the division in your work place, who do you think should carry out issues of leadership and its management and why? • In your view, who is responsible to monitor and evaluate the extent in which leadership delivery takes place? • To what extent do you think the discrimination of women affects leadership in your workplace?
How does workplace discrimination impact on women in leadership positions?	• Tell us about your experiences and observations about the discrimination of women in your workplace. • Which leadership style do you struggle with the

	most and why do you think this is the case? • If you were chosen to be the HOD, what is the most significant thing that you would implement to improve the workplace discrimination experienced by your peers? • According to your own knowledge what are the three most key elements that contributes to workplace discrimination of women in leadership positions? • What is the nature of support that you get from your senior/s in order to perform well in your leadership? • In your view, how do you perceive a good leader?
What is the nature of legal remedies available to victims of workplace discrimination?	• Which legal remedies do you think can assist victims of workplace prejudice? • In your view, how do you perceive the discrimination of women in leadership?

5.5 PRESENTATION OF FINDINGS

The interview proceeded as follows: four principals, four circuit managers and two senior district officials of the sampled respondents were interviewed. The interviewees were informed two weeks in advance. The researcher used round tables to conduct the focus group interviews and to allow flexibility. Approximately 30 minutes of face-to-face interviews with the participants were conducted. The following are the analysis of findings in themes and sub-themes.

5.5.1 Theme 1: Discrimination of Women in Leadership

The research focused on the workplace prejudice of women in leadership. The data that was collected from participants were presented verbatim. The following sub-themes and issues were developed. Sub-questions were derived from the main research question, and inform the main themes of the study. Therefore, different sub-themes emerged from

the main theme. The following sub-theme reflects the individual interviewees' responses on workplace prejudice of women in leadership.

SUB THEME 1.1: An understanding of the nature and extent of the workplace discrimination of women in leadership

Researcher (R): In your own words, what do you understand by the concept “discrimination of Women in leadership” within the context of your workplace?

The participants indicated that discrimination of women in leadership positions by their male counterparts need urgent, and serious attention and they responded to the researcher's interview question as follows:

PRS 1: *I applied for curriculum advisor posts, and there was no response. The SGB also misled me to act as the principal in a high school, but when the post was advertised, I was never shortlisted. They wanted a puppet on a string. I decided to return to my HOD post.... (I rather teach than be a play-ball).*

PRS 2: *In the current school where I am, a top post was advertised, and I applied. I was told that I could not lead in that school because I am a woman and they want a man. Those utterances affected me negatively in such a way that I even attempted to resign.*

PRS 3: *I would like to write a book about what I have experienced and have the experience of applying for deputy principal-ship, and the principal will go and say no, they do not want a female in the post. Male counterparts see women as less assertive with limited access to established networks.*

PRS 4: *Women are discriminated according to class, colour and sexism. I was appointed as a principal, but the SGB challenged my appointment, indicating that they want a man; it shows that I am discriminated based on gender.*

Reflecting on what PRS1, PRS2, PRS3, and PRS4 articulated shows that they all complement each other about what they understand by the concept “discrimination of women in leadership” within the context of the workplace. They all mentioned that they were discriminated on one way or the other and some were even told why they are

discriminated. On the same note, the following managers from the circuits were asked the same question and they responded that:

CM1: *Discrimination is when someone discriminates you because of his beliefs or culture. Discrimination of women in leadership is where a woman in a leadership position has been not treated well, for example, not allowed to lead a certain committee or project. This shows that all these are planned to suppress women from being elevated in higher posts should opportunities arise.*

CM2: *Unjust treatment of one race and gender in a workplace, especially women who are undermined and underestimated with whatever decisions they take/make. I acted for five years as a circuit manager, and during the shortlisting, only five males were shortlisted. The interviews went on, and a male candidate was appointed.*

CM3: *Discrimination of women in the workplace means not considering them, especially in leadership positions. Women are seen to be unable to lead. They are always discriminated based on their gender by male employees. They even think that women cannot make valuable decisions.*

CM4: *We are not given an opportunity when it arises, especially when you have an interest and you qualify. For example, I was allowed to act in a new district but not recognised and deliberately given staff and financial resources. The aim was to make me fail and be seen as incapable of leading.*

Reflecting on what CM1, CM2, CM3, and CM4 said, they all mentioned that the biggest problem is that the strong leadership character of women threatens men, and as such, they would rather accept promoted men in leadership than women. On the same note, the following district senior managers were asked the same question, and they responded as follows:

DSM1: *Discrimination of women in leadership is the neglect of men not wanting women to occupy leadership positions. I applied for several promotions and I was told that only men are needed for appointment in that position. I was given work to do even that is not relevant to my position.*

DSM2: *Discrimination means a situation where women are not seen to be occupying leadership positions. Both men and women do not support those who occupy these positions. When I applied for a principal post, a male deputy principal acted as a principal, and he was not shortlisted. He contested my appointment up to ELRC Limpopo, where he lost the case. He had a group of male and female teachers who supported him to sabotage me. When I applied for a promotion at the district where I am currently appointed as the chief education specialist (CES), a male was acting in the position. He literally sabotaged me until he applied for a transfer, which he called a “fed up” transfer.*

Reflecting on what DSM1 and DSM2 said, they all mentioned that they were sabotaged and they were seen as incompetent, their seniors believed in men and not in women. Discrimination of women in leadership negatively impacts their performance and affects them emotionally and spiritually. Most women cannot perform because males do not want to carry out lawful instructions from women.

5.5.2 Theme 2: Causes of Gender Discrimination in the Workplace

It is important to have legal and policy prescripts to address the current context of the workplace prejudice of women in leadership. The following sub-theme reflects the individual interviewees' responses on the root causes of gender discrimination in the workplace.

SUB THEME 2.1: An understanding of legal and policy prescripts in the current context of the Workplace discrimination of Women in leadership

Researcher (R): What do you understand about legal and policy prescripts in the current context of “the workplace discrimination of Women in leadership”?

The participants indicated that legal and policy prescripts by their male counterparts need to be employed in addressing the current context, and they responded to the researcher’s interview question as follows:

PRS 1: *Traditional views of women having an inferior position to men must be addressed accordingly. Policies such as affirmative action must be considered to assist strong, talented women in making a career shift. For example, I have worked 35 years of none breakable service of teaching and being discriminated against as it happened many times; I feel the time has come for me to make such a decision. I cannot continue working like this under such discriminatory circumstances.*

PRS 2: *Gender equity is the best policy where women are prioritised. All stakeholders must be involved in recruitment, selection, and appointment processes. Affirmative action is key, and women need to be given such chances and opportunities.*

PRS 3: *The main causes of discrimination of women in leadership positions are race, disability, sex, age, religion and colour. Even though some policies and prescripts protect women from being discriminated against these root causes, male counterparts do it deliberately, especially if they refuse to offer sex for promotion.*

PRS 4: *As far as I know, there is nothing in place to address workplace discrimination of women in the workplace. We need equal treatment according to the available policies and prescripts. As the accounting officer and a leader, the principal should carry out issues of leadership and its management.*

Reflecting on the above responses, one notes that all the PRS are aware of policies and prescripts to be implemented in their workplaces during recruitment and selection of suitable candidates for the advertised promotional posts. They mentioned that their challenge is that their male seniors deliberately discriminate due to gender, sex, age, religion, and colour. The same question was asked to the CMs, and they responded that:

CM1: *Key policy prescripts that can help discrimination of women in leadership are the constitution of South Africa, which says, “People are equal in the eyes of the law”, labour law and the employment equity Act. As the head of the division in my workplace, I should carry out leadership and management issues because I am better positioned to control the situation.*

CM2: *In my opinion, the key policy prescript that can assist in this regard is gender equity. Men and women should know their roles and support each other. My role as a leader is to support both men and women, make sure that they are not discriminated against, and empower them in terms of gender equity.*

CM3: *The main causes of gender discrimination of women in leadership are culture, religion, jealousy, environment and level of education on the site of our seniors, especially males. Most of them do not even bother to further studies. If you are a woman and you are more educated than your male senior is, you will forever be discriminated based on your qualifications. Equity is the best policy that encourages both genders to be treated equally. Women should take issues of leadership more seriously because they are organised and good planners.*

CM4: *I can say that the main causes of gender discrimination of women in leadership are ethnicity, being undermined, and jealousy. Legal and policy prescripts in place such as affirmative action are easily manipulated. For example, five shortlisted candidates for an interview can all be women to discriminate others. I am talking from experience as it happened to me. There was no gender equity in the shortlisted candidates.*

Reflecting on the above responses by the CMs, one may conclude that there are policies and prescripts in different workplaces, and they are not correctly implemented. They all agree that gender equity is key in addressing issues of ethnicity, gender, culture, religion, and jealousy during recruitment, selection, and appointment of suitable and relevant candidates in promotional posts. District senior managers were also asked the same question as the CMs, and they said:

DSM1: *To tell the truth, sometimes it feels as if your skills and capabilities become a threat for your leader, and it is then where your leader will be saying hurtful things such as being accused of wanting to take their jobs when you are only trying to assist and strengthen your section. In my workplace, there is no gender equity in promotional posts. The more you come up with ideas of promoting equity during meetings, is the more you are discriminated and called names such as (Mrs know it all). I am not on good terms with my male senior in my workplace, but I am tolerating him.*

DSM2: *Implementation of the provincial equity plan is the best practice to do away with gender discrimination in our workplaces. In my workplace, males dominate the leadership posts. Some women leaders are sabotaging other women. Most women are very strict, and therefore, lazy personnel will not support women to be in leadership positions, which is exactly what is happening in my workplace.*

Reflecting on the above, one may argue that EEA mandates that all designated groups, which were previously disadvantaged, should be appointed to promotional posts if qualified. The provincial equity plan must be available to all workplaces so that seniors in those workplaces familiarise themselves with it to solve the challenge of gender discrimination of women in leadership in the workplace.

5.5.3 Theme 3: Impact of Discrimination on Women in Leadership Positions

Workplace discrimination negatively impacts women in leadership positions and affects families deeply. The following sub-theme reflects the interviewees' responses on the discrimination impact on women in a leadership position.

SUB THEME 3.1: Experiences and observations about the discrimination of women in the workplace

Researcher (R): Tell us about your “experiences and observations about the discrimination of women in your workplace”.

The participants mentioned that they experienced and observed disrespect, hatred, and jealousy by their male counterparts, and they responded to the researcher's interview question as follows:

PRS1: *I observed that women are belittled in my workplace, and our male counterparts do not believe in us. Bureaucracy is on the rise; for example, we receive circulars with important information very late or even sometimes. We are not treated equally by our seniors. Men get first preference in all respect. Our seniors still believe that women belong in the kitchen and cannot give wise advice as men do. I become emotional when I talk about what I went through as a woman in leadership in my workplace. When I was*

still a school principal, my appointment was challenged because of the influence of teacher components. The case went through the association of SGB; they said they want a man; we are too many women in the SMT. Now the promotional post has come, and they have applied. I don't know what do they think because they want men, which means they also close they don't want to be promoted because they say there are too many women in the SMT, so you can see the agony that we are in as women in leadership we don't get the support enough though the department is trying to give us support when coming to social, cultural factors and psychological factors people are still there. So as women, we need to encourage each other instead, they do what we call Pull her down syndrome.

PRS2: *The experience was bad because I was treated badly by a woman who was supposed to support me. My senior would just come to my school unannounced and demand things we never talked about. To add to my frustrations, she would send people from head office to come and audit my school finances without informing me to prepare such books for them. Sometimes, she would do all these surprise things knowing that finance books are with the auditors. One day I found a guy from the district in my office. I asked him why? He said, "Because you stole the school fund," I said to him, I need to inform the SGB because you took their books. He said, "even if you inform the SGB, there's nothing you can do; we are here to investigate that you stole the school fund." I tried to photocopy those papers, but they were so many. This experience was so overwhelming in such a way that I even decided to resign. I submitted a resignation letter to HR, and the person who received my letter said, "Busi, you cannot go, your proposal is so weak". That guy just removed the chair and pulled up a file; he just said to me, Busi, when you look at this file, all those educators who have resigned, they want to come back to the system, and they are suffering we don't want you to repeat what they have done. "Busi, you love working at Mokolo; everything that we want, we get it, don't go". I said I'm going to think about it and then write you a letter of withdrawal; he just said no Busi, you don't even have time to type, then I took the pen and wrote that I'm no longer resigning the important thing is that I'm resigning because of the circuit manager.*

PRS3: *During my time as a teacher, I experienced serious discrimination when I applied for promotional positions. There was a time when I applied to be a secondary school principal. The SGB appointed a primary school educator with no experience with secondary school and then not being able to do admin of secondary school required like timetables and that type of thing. In the second attempt, a deputy principal post was advertised in the same school I was teaching. I did not even apply because I knew I would never get the post, but I applied for the principal-ship post for the third time again, and I did not get it. It was once again given to a man.*

PRS4: *I am going to say today is an emotional day for me because of the road that I have travelled, which is so painful. I was appointed in 1995 at Nelsonskop. Things were going well then in 2006; I became a departmental head at Nelsonskop. My agony started in 2009 when I was appointed as a deputy principal at one of the villages in Shongoane. I applied to Nelsonskop, but I was not shortlisted. I do not know the reason behind it. Then, the principal was a woman; when they called me for an interview at Shongoane, she said, why you are going there? They do not know you; they will not appoint you. I said, "Mam, let me go and see what happens there". I went to two schools; the first one did not take me the second one also gave me position 3. In July 2009, I got a call from one of the governance saying that I had been appointed at Shongoane. When I arrived there, the principal was a woman she called a staff meeting to introduce me; the first thing she said was things did not go the way we planned; after that, she did not even induct me.*

I just kept quiet; she just said, you will sit in the library, remember it is a big space; I just sat there alone. As time went on, she would say we did not have a formal letter indicating that I am her assistant; she told me in passing, today, you are going to do this. But since I'm a slow learner, I learned through difficulties. I opened policies and checked with other people how I should go through as deputy principal at Shongoane. I also got some support from the late Mrs van Vuuren. May her soul rest in peace. She encouraged me to stay to be focused. In 2012, I got a horizontal transfer back to Nelsonskop; things started to change. Female educators were not supporting me and were unhappy that I came back to Nelsonskop.

The school principal retired in 2019. The policy stated that the deputy principal should be the one who is acting in the position. It was I, and the other man was my deputies. So those ladies belong to teacher components we don't want Molebalwa; we want so and so. You can't believe I was informed the day the principal left that I was going to act, but I accepted and just said, God, you are the one who put me here; it's my destiny. Then 2020 promotional posts came. I applied when the appointment came; things started to be from bad to worse. Before then, during our SMT meeting, one SMT member attacked me in front of those ladies, shouted at me said many things. Those ladies didn't say no, Mam; this is not the right place; after that, I told them that if a CS1 teacher would attack you in front of me, I won't allow that I would protect you from that teacher. But what you did today shows that you are not supporting me. The lady attacked me. I even went to do a lower back operation due to stress. I realised the social and cultural factors they contributed a lot when coming to me. They believe that women cannot lead women and then they believe in the male-dominated leadership style

Reflecting on the responses, one may argue that women are not respected in their workplace, and are discriminated against. This theory is called *treble oppression*, where senior leaders categorise people according to class, racism, and sexism. Women leaders need to support each other in the workplace. In responding to the same question, CMs said:

CM1: *My experiences and observations are so painful. I was discriminated by my senior because he wanted to make sure that our schools were always underperforming by tempering with our work schedule. He would display all my negatives and weaknesses during principals' meetings. The other things that I observed were discrimination due to age, gender and marital status, whereby married women's views were regarded as invaluable and useless.*

CM2: *My journey is a very painful experience, and I never thought a time like this would come, whereby I sit with people who went through what I went through. My story started when I was a CS1 educator, and there was a farm school without a school principal, so*

they were struggling to find someone who could go and work there. I sacrificed my kids; my lastborn was then 4years. I left my kids with a helper and volunteered to work there. As soon as I moved to that farm school, community people started to ask questions, and the war started. They were even threatening to come to school and burn tires, and then we were moved to another farm school. There was some predicament when we were there. We were moved to a certain place named Klein Rustenburg between Lephalale and Seleka. Now that's where the real trauma started. We were supposed to be placed at the nearby school because our school was relocated due to unforeseen circumstances. In April, I was placed in another school. I don't know whether I should say God's grace saved me or what. When I got there, a CS1 educator was acting on the principalship position because the principal went on a pension the year before I was placed at that school. Remember that I came there as a principal and worked under the acting CS1 educator. The acting principal abused me and poisoned everyone to hate me because he did. Sometimes I found myself sitting alone. Nobody wanted to sit next to me because I came to take over this post. The Department of education was engaged regarding this issue, and they indicated that we must follow protocols. At the later stage, the post was advertised, and I applied. I was not shortlisted, and he was shortlisted. I had SGB support, and I lodged a dispute. One of the panel members came to me and said Mam, I'm a Christian, and I am not allowed to do what we did. You qualify for that post, but we were instructed by the union members that we should not shortlist you. They said if we shortlist you, it is obvious that you will get the post. Then the post was re-advertised, and I applied again. Fortunately, I got the post, and I was appointed. When we started at that school, the circuit manager was also a male, and he hated me when I greeted him, he was not even responding. Whilst I was staying in a hostel with the learners whom I came with from my previous school, we were struggling with transport from where we were staying to the school. I decided to sacrifice and utilise my private car to travel daily with the learners. One day, the circuit manager told me that he wishes that I could be involved in an accident with those learners. The circuit manager is the person who is supposed to support me and appreciate that I wanted the learners to learn. I even compromised, I risked my life, and I risked my job. It was time for IQMS; he refused to sign my documents. He said I was not in his circuit. I had to

take my documents to the district because he refused to sign them. There were two schools around the area, a lower primary and a higher Primary. The Department of Education came and indicated that there could never be a situation where two schools are next to each other. The schools should merge, and we must consult with other stakeholders. The male principal and I agreed to run the whole process together; when the Department came for consultation, he was even the one who was volunteering to say we could become one. But after they left, he said this one she came to take the principalship post. One day we were going for QMS training in Lephalale. I called him because I knew that he did not have transport. I always travelled with him, but he did not answer my calls, so I decided to leave him. I sent him a sms saying I was gone. Little did I know that he called the community meeting on the same day. He told them that I'm so powerful and I am the one who instructed the Department of education to merge the schools. I'm not coming from the village, so because I was coming from Rustenburg, the principal of the neighbouring school and my HOD, who was then my acting principal, are from the same village. They alluded that a woman cannot lead them, so the community must come, and they must remove me from the school and the village. It was so painful; they even told me that we could have killed you if we found you that day. The way they were so angry, they were fed with wrong information, and my HOD knew better than anyone he did not have the qualifications that were needed. He was only acting, and the post was advertised. So when the community came, I remember they asked where is that principal and my educators said, Mam you must not go outside. I said to them I am going outside. They want to see the principal, and I am the principal. When I got there, they were telling me so many stories. I remember that I was once attacked by parents of learners who are still at the lower primary. They were telling me how rude I am. I have never seen them before, and I don't know their children. Before I left the office, I prayed. I said, "God, you know what led me here, I'm going to stand in front of them"; they talked, talked and talked and left.

Recently the principal of the neighbouring school is the one who is against me because I'm always at school on time. When people from the department, whether the head office, will always call me to say we are calling this principal to come, we can't get hold of him. Please tell him that we want this because he is never at school. So I'm always at

school, so he sees me as a disturbance. I'm always at school and emphasise to educators that they must always work hard. They know that they must fill out leave forms whenever they go, so now educators in his school don't like me. They say I am strict; I think I'm better than everyone. Because it's a competition, we are two schools with the same policies, but we are different, so that's how people hate me, but I thank God that through everything I'm still here, and I don't remember even one day having to account for what I did not do. Then one day, the acting principal said to the circuit manager that I refused to go to the classroom, and the district sent people. Mam Mogashoa was one of them; they came to the school to check whether I was not teaching learners. When they came, I told them they must not ask me to go to any class. I gave them class workbooks and the scripts. I said this is the evidence you must even take photos because I am going to the classroom, and he is not even the principal. I am respecting him, so as you speak, colleagues, the very same person he is the one who, together with the principal of the neighbouring school who went to the community to say they must come and remove me because they didn't want the investigation to go through. The circuit manager said they must fire me; they don't want me. They should send me back home. Then afterwards they removed the learners that were supposed to come to my school they said they must go and register at other schools. They didn't register; only a few did, but 85 learners dropped out after a week. The very same people came to the school and confessed that the principal and the HOD told us to do this. The sad part about everything, in 2017, when I was attacked there at the farm school, I lost my mother. I did not have a chance to be there for my mother because I was also stressed. I did not have the energy. I was so bitter I didn't even have the chance to love my mother the way I was supposed to because I was always with this anger and bitterness. When the community attacked me, I was looking after my husband. He was sick and admitted to a hospital because he was stressing a lot. He passed on in May. So I went through hell, and I lost people who were very close to me. Sometimes I even pushed them away because I thought everybody who came nearer to me was plotting against me. I didn't want my friends and family to come close to me. I didn't want my husband. I was married to a very good husband, but I pushed him away. I do my job with diligence, and I am content with what God has given me. I don't

even envy other people who have 900 learners or 1000 learners. I am so content with what God has blessed me with.

I was speaking to one of my colleagues. He was a friend of mine. I asked him where he was because we had an appointment and had something to do at the school. He said we are in a union meeting. All SADTU principals were invited to the meeting. I told him that I did not receive any invitation. They told him not to invite me because they would talk about me. These circuit manager posts at Palala south and Palala north were advertised. They wanted to plot against me and develop strategies that could stop me from applying for those posts. Then one day, I went to NTA. I was there, and when I came back, I heard that I went for a private interview for the post of circuit manager while I was at Naboomspruit. Then last week one of my colleagues asked me how far your appointment is? I asked which appointment? She said, no, we heard you went for an interview for the circuit manager post. I said people who went for interviews have already been appointed. Where do you stay because those people they are appointed? I have realised that when you have the potential that God has given you, people will see something, then you will always wonder why me, why every time, because they can see the potential in you that you can make it. So never ever allow people to degrade you, to tell you that you are not good enough. Be comfortable and do your best on what you have now so that God can enlarge that territory. Don't envy other people when they are being promoted, and you are left out. You must know that your time will come. I always tell my colleagues that we are going to account one day. If God has trusted me with 300 learners and 10 educators, I need to make sure that I do justice out of those people. The very same people who were prosecuting me here is my colleague. She can bail me out; I have forgiven them. I am the one who is even assisting them to get promotions, even that gentleman who was acting last week. I took him for an interview here in Modimolle. I drove him with my car because he didn't have a car. I was training him because we must see the fruits if you are a good tree. You cannot be a good tree, and your CS1 is not promoted. I didn't sabotage him. I could see that he was ready and accepted that this position is his. I told him that you might be fighting for this post level 2 post; meanwhile, your post is out there. So don't find yourself in a position where you fight for other people's positions because you can fool other people, but God sees your

heart. In the principalship post, it's painful because where I'm coming from, this neighbouring school had more than 700 learners. I only had 300 learners; it was drained and feeling the pain every morning. When I saw educators every morning coming late, the principal not being at school every week, I was hurt. When we take these learners because they are feeding us, we start from grade R. You are looking at that with your own eyes to say and these very people they are taking their learners to model schools and they are playing with these learners. So that's the situation we find ourselves in. He is irresponsible. I am responsible, and every time the circuit manager will always say Seleka higher Primary, it creates hatred and jealousy that's the situation. Where I am working, my colleagues don't like me. I've been accused of being a baby to the district everything that is being done; I feed the district with the information. If we have to do that, I always say we wouldn't be sitting on these chairs. They could have expelled us so; basically, the system can change. QI was listening to you; Mam I feel that the reason why maybe we are not performing is during interviews panel members it's only a day they appoint to say this is position 1. Still, when we go to the school, we are doing injustice, and it is so sad to find people who have more learners who are not responsible they take advantage. I don't know how this school enrolment can be balanced. It's a problem more learners are in the classroom nobody is doing anything. But I know that God will make a way, but I am proud they did not make a mistake where I'm standing. I will shine in this corner because I am capable, and I know that the All Mighty has a very big surprise for me. Because I am trusting him in this because I am doing miracles and I'm expecting everyone who is my leader and my subordinate to do so. So basically, that's my story, and I'm a prayer warrior. All that bitterness went away. I have found comfort in Christ. So, colleagues, I was taken to court to the tribal office because I went to church with my colleague. I'm a Christian, I'm a child of God, and after the passing of my husband, sometimes I struggle to get out of bed. I knew that the only place to find comfort is to go to church, my church is very far from Northam, and I decided to visit the nearer church my friend was taking me she is also born again. I would go and visit her church, all of a sudden, I received a letter; I was summoned to come to Moshate. I was instructed not to attend church; I must go to work and town if I need food. So for the past six months of my husband's passing, I was restricted to go

where I find comfort so if your faith is not strong, you will fall. I knew that distance was not a barrier. I locked myself and did my own church in my home. So fortunately, by the grace of God, six months is done; I took my husband's clothes Saturday, so I said to them I'm a Christian I don't believe in putting black clothes in drinking anything I did not wear any black clothes. The only thing that I said I'm doing it for my husband as I took his clothes and put them away after six months. So I was told that I must stay at home until six months so now it's so many months. I don't know what else is going to come. So for the whole six months, I did not attend my church and did not even tell my prophet. She was always sending me invitations. I would acknowledge. I didn't want to share with her; I wanted to see what was happening. Now the six months is over, you have removed my husband's clothes. I don't know what else to expect, and the person who is doing this is the very same person he is pretending because he is still angry. He is not doing this directly; he is influencing people, that's why sometimes I still get letters. I said to them I'm Moshate because I went to court. I said to them, the only place that can heal me is this same place that you are removing me from. They said we are instructing you. You are not going to go to church. I've never heard or seen anything like that; that's how abused I was as a woman especially coming from far taken the post that was supposed to be ya ngwana wa mmu (child of the soil). Thank you very much.

CM3: *I'm a teacher by profession. I started teaching as an ECD practitioner. I moved to a primary school. I taught at boys secondary, another combined secondary school, and Girls High School. I was a very active teacher. I was promoted as a deputy. Problems started when I was acting as a principal. I acted in that school for five years producing 100%, and when the post was advertised, I wasn't shortlisted. They started with Phase 1 qualification, Phase 2 and phase 3. And then because now they were left with 6 applications, there were five males and one woman they've started with whatever they could do to put me out. It was unfortunate because out of the six people, 5 men were shortlisted, and I was the 6th. And the reason for me not being shortlisted, which was one of the criteria, was that they wanted a sportsperson. And fortunately, I did sports management at my university. And now they are saying we want someone who will go to the ground. Unfortunately, I couldn't, so I wasn't shortlisted. But it is a long process for me. It will take years for me to sit like this and tell you my experience. Other people*

advised me to take it to the high court to cut it short. So many things were going on. One year I was home doing nothing crying because the man was abusive. And I didn't want to hear learners passing in my streets. I had to take tablets in the morning, so I don't see learner. But eventually, the court ruled out it was a walkover; then, I got an award to say I must be shortlisted, interviewed, and appointed. That is how it happened. Fortunate enough, I was appointed as a circuit manager. When I was appointed as a circuit manager, they said I don't qualify again. I was appointed because I slept with the district director. So you can see I went through hell. Then still, when I arrived at the circuit, the circuit was at 46% underperforming. But for now, let me tell you, the revenge of a woman is to be successful, to work hard and commitment. I'm now the best circuit manager in the province. In 3years, the circuit was number 3 but still no recognition from the men. They still believe that they can do more than we can do. So since 2011 to date, I was never in position 5 and above. I've been between the position of 1 and 2. And for sure, even in the province, I might be top 10. Lucky enough, God has heard our prayers recently. The Bowasa awarded me as one of the best women in the province, circuit performance for my leadership. So hence I'm saying you work hard, the revenge of a woman is to work hard and commit yourself. You dedicate you pray like a woman and then succeed and forget about the pain. I am not troubling you. That is how I wanted to introduce myself; thank you very much.

CM4: *When I talk about my experiences and observations and how I was discriminated in my workplace, I become emotional because my family was hurt. I was hurt; I'm still hurt and will die being hurt. I was undermined by my seniors only because I am a woman. I applied for different promotional senior posts, but I was not shortlisted irrespective of having relevant qualifications. As women, we are not taken seriously. I want to encourage every woman to walk and talk the talk. We must make sure we further our studies like District Director. She has a very good position. She didn't take advantage to say I'm a District Director; the salary is enough and whatever I'm earning is enough. She's still studying beside her position. The other thing that makes these people undermine us is our qualifications. You can't fight for a post when you only have a teacher's certificate and honours. Honours is no longer anything these days. Let us try, and we will be there because whatever you plan, God will always help you achieve*

that. Don't fight for something you don't have the right weapons for. Make sure that you further your studies, you get yourself qualifications. So that when you say, "I say I must be a District Director", you got the right qualifications. Don't be ashamed if somebody is trying to make you a fool in a meeting because people who plan before the meeting would try to talk in such a way that they are cowards because they can't face you.

Reflecting on the above, one may agree that women experienced and observed a lot during their journey to leadership positions in their workplaces. The processes are not fair and just. They were deliberately hurt emotionally and mentally so that some nearly resigned. In responding to the same question, the DSMs said:

DSM1: *I am Dr Mamabolo Machabaphala. I don't know where to begin; there is a lot to share. I was a teacher at a particular school after that myself and somebody we were transferred to a new school. The school did not have a principal, and they said they needed people with high experience. By that time, I had 39 years of experience, which is why I was transferred to that school. The other male educator I was transferred with to this new school had less work experience than me. We both acted on the principal post until the post was advertised. We were both shortlisted and went for interviews. I got the post, and I was appointed. The male educator contested the decision and lodged a claim that he was acting on the post and was not appointed. He requested that the post be re-advertised and qualifying educators be shortlisted. The interviews were conducted again and got the post even for the second time. That's when the big drama started. The SGB drove to Polokwane; they met with the HOD and MEC. During that period, the rule of natural justice never applied to me because I was never even called to come and have a say. Until they ruled the letter off to say this lady must step down. But they didn't tell me; I continued to be a principal there. They called an urgent meeting, in that meeting, there were people from head office who said MEC sends us to tell you that the process of interviews was not done properly. Therefore, you should step down from today, meaning that I was no longer the principal the following day. It was very unfair to me because you can't tell me today that you are not principal from tomorrow. The way that I was treated it's unfair labour practice. I should have been warned before to prepare myself for that. And it was a shock at the same time; even now, I'm still shocked*

like the former speaker has alluded the pain is still there, and it will never go away. When they gave me that letter, the SGB was emulating. I don't know for what good reason. And their main reason they said they don't want a female in that principal post they want a man. Irrespective of my qualifications and experience, they didn't want to listen to that. Now I refused to take the letter because the content was not relevant to me. That was not something I could accept until the circuit manager, who was about a month in the circuit, requested me to acknowledge receipt and show that I don't agree with the content. I also refused until we were sitting and all of us were just quiet. In the end, the circuit manager said, please, we are very late; we have another meeting. I also want to bring this to you, dear women; when we go through some difficult times whereby we are hurt, only a few people care about that, and after that impact, you will not get counselling. No one will bother; it will be you and your money. You have to go through the psychologist, go to a psychiatrist, and they don't care even when they meet you. Meaning they don't care; they have achieved what they wanted to achieve. At the school level, you will see this thing called discrimination. For example, during the staff meeting, you will see the men attacking their women counterparts. You even feel like you are not a human being, and you are disrespected in front of everyone. But unfortunately, they would take the men's side instead of supporting you as a woman, and you could see that it was discussed before. You know there's a difference between an unplanned meeting and a meeting held before. Say, for instance, the staff meeting is scheduled for tomorrow. If there was a meeting before held separately, you would see by the responses in that particular meeting. That's what happened in my situation. The person who was disputing the post will always have a separate meeting with whoever, and then in the morning briefing, I see people their responses. Then I see that this one was with this one, and I always crush those kinds of responses. I say this is not meant for this meeting. Nna (me) colleagues, in this file, I have the letters written by learners being instigated by teachers to say write so and so about Mam. The very same person will always instigate other people to be against me. I remember I was very strict. I told them that, when the bell rings after a break, you should not find the learners in the classroom. They should find you in the classroom. Do you know what that male educator would do? He would say to the teachers when they run to the classroom, "why

do you run to the classroom” then the teachers would say, Mam, said learners should find us in classrooms. Then he will sit in the stuff room alone, continue to be or read something to show them that he doesn't respect me. Unfortunately, he was given that power by the SGB. Remember, colleagues, our SGBs, I don't undermine them they are the parents and have children in those schools, but just bear in mind that some of them don't even read the constitution about the discrimination. They are not even aware of the policies that are in place. I hope that in future, these SGBs must be trained. Those people don't know the constitution. Some of them, of course not all of them and they also don't know the policies. The other thing is that at the circuit during my time, at least the circuit manager supported me verbally, so he supported me. I even went to head office to ask for permission to say something about the whole situation because nobody invited me. Do you know what happened when I went there? I went to the HOD office; the PA asked me, who are you? I said I'm Mrs Machabaphala. She asked me, from which school? I said the name of the school. She said I'm sorry the HOD said I should not allow you to come through. I came back. I started planning again to go and see the MEC. I went there; the PA asked me the same question who are you? I told her, and then in connection with what? I told her in connection with the principalship post. That didn't go well; she said no; unfortunately, the MEC said I should not allow you to come in. I have evidence; this is the file I'm always carrying. It's everything, the letters to the MEC whoever, whoever. I even have the letters of the learners, which were called by the teachers and asked them to tell them about me. When they provide positive feedback, the teacher would say, “no, no, is there anything wrong that the Mam is doing”? You know a learner is a learner; he/she will say, yes, Mam is doing so and so because you are pushing the learner to say something that is not there. Nna (me) I learned the hard way, and I'll never forget. But you know the Bible says everything happens for a true purpose; this experience pushed me to study harder and harder, that is why today I'm Dr so and so. I wanted to change the situation and further my studies. Colleagues, I can talk the whole day, and if I can talk more than this, I'll end up being emotional. I've got a bad experience. Let us empower ourselves and support women MaMadela as the DD; even if men at the district can say 1, 2, 3 bad things about her, we as women let us support her. Mrs Mogashoa as CES of curriculum, a very big

section where men are dominating. If they are ill-treating her as a woman in that unit, let us support her so that she's the winner, and those men will fall off. But if we group ourselves with those men, men will never allow women to be leaders. You know this comes from our culture and sometimes even in our religion. Hence, please, I beg you, let us support one another as women; if you see something wrong, don't say it in front of those enemies call MmaMogashoa somewhere in a corner and say Mam here you are making a blunder let it be between the two of you. But not in front of those people, thank you very much. People, I'm hurt and drinking medication for that particular incident. I am the deputy chief education specialist (DCES) now.

DSM2: *When I joined Waterberg, I was from Kwa-Ndebele as a CS1, and I was appointed as a teacher at one of the schools named Thefpan. When I went there, this woman said we need to do a cross transfer to a school in the township in Bela. Then we agreed and did the transfers; it was successful. The principal who received me was a woman, you that woman never liked me. I remember she once said I am tsibinki, meaning I think I know too much. And when I got to that school, there was a principal, one teacher, and myself. There were no extramural activities at all. The way she hated me, I remember I approached her to say, Mam, I want to teach these girls netball because there was nothing. May you kindly buy me some balls. That woman got so angry, and I got amazed because it was something so good for these poor souls. The post I occupied was for a teacher who was a treasure of the school. So the principal said that woman is gone, so you must be a treasure. I never hesitated, and I continued to be a treasure. Then we had disagreements here and there. When I requested something, or let me put it this way, I was supposed to take the school fees money to the bank after receiving it. I would go to town to a bank without compensation. One day I was not planning to go to town. Then I requested the principal and this other teacher to kindly assist me. The principal said, "no way, I'm going to town, but I won't take the money to the bank. It is your responsibility to do so, and you wanted to come to this school. Then I said, no, Mam, I don't have any issues taking the money to the bank. But today, I was not planning to go to town, and I didn't even claim any money from the school. I told her that now you are going to see my true colours. I'm not planning to go to town, and I won't take this money to the bank. Then I put it on top of the table. Then*

she called the SGB for a meeting. The SGB came, and they called me. They said ever since it's the first time we called a teacher to a meeting. Now it is you, and we know the principal has never had a problem with teachers. Then I said no, sorry, maybe I'm in the wrong meeting. May I Kindly leave and call some people who know me because you know the principal. May I also call people who know me and attest to my conduct because nobody is talking about me. Then the principal realised that I wanted to call SADTU. Then the principal changed and started calling me her beautiful teacher. So finally in that meeting they agreed to buy me the balls for the girls, you won't believe me Mam, the principal and the other teacher they would leave me with the learners and I would remain alone with the learners. I started teaching them how to catch the ball and how to do footsteps for netball. Finally, we went to the provincial competitions. The principal post was advertised, the same principal acting when the advert was issued she didn't show me the advertisement. She showed this to the other teacher. Then God is very good; I don't know if it's God or what happened because she was evil. She even forgot to apply. She missed the closing date. Then I was told by this other teacher that the principal-ship post had been advertised anyhow I was not interested then finally we got a male principal. Then this acting woman resigned. Then I remained with this male principal. I supported the male principal then the school grew. I still remember when I had to be the acting HOD we were 10, and how I used to work hard, we were permanently appointed teachers. It was a male principal and 3 women, and all of us were working in a foundation phase. All other 8 teachers were temporary and working in the intersen phase. Then one day, it was 2006, if I'm not mistaken. They said the school should appoint acting HOD and acting SMT members. That was the first acting that paid a lot of money by that time. Then, the principal, left the school he came back. I was working very closely with him, but he never uttered a word that acting posts must be filled. He called a staff meeting, then after he shared whatever he wanted to share with us, he said today, before we get out of this room, we must have someone acting as a HOD. Then we had 3 teachers. It was Mogashoa, and this other female educator. He then said I'm going to allow yourselves to vote, and when we go out there, we have a name. Then permanent teachers were allowed to vote for themselves. I voted for myself, and all other ten teachers, including the principal, voted for Mogashoa, and I

only lost the votes from the two ladies because they voted for themselves. Then I acted as a HOD. Two years down the line, our school grew because we worked very hard. Our school qualified for a deputy principal post and this other post for HOD. I applied, and all other teachers said Mam, we are not going to contest with you for the deputy principal; it is yours, apply alone. We will fight down here for the HOD post, and then I applied. I got the post for two years as if that was not enough. Then after two years, there was a principal post advertised from another local school, and I was very hesitant to apply. Then one day, I was in Truworths, a teacher from another school asked me and said Julia have you applied for the principal-ship post and I said no. I don't think I am interested because it is a Tsonga speaking school. Then I said I knew they would look for a Tsonga speaking person. Then she said no, apply; you have the confidence. We were somewhere, and they were saying the school needs someone of Julia's calibre, then I got motivated to apply. I applied, and I was shortlisted. When we had to go to interviews, a male acted on that post, and that male was not shortlisted. He knew that I was recently appointed as a deputy principal, then he lodged a grievance in my name that I must not be shortlisted. Still, there was this woman who was also shortlisted, and she's was only two years old in the deputy principal post. I complained; I told them that I had more work experience as a deputy principal than her. Then thereafter the interviews were stopped, and they had to shortlist again. When the shortlisting was done for the second time, apparently, there were some flaws again other than me. I was shortlisted, and he was not shortlisted again for the second time. Then we went for interviews. He took the dispute to ELRC in Limpopo. Before I could be appointed, rumours were already saying that I would get the post. I got appointed as the principal of that school. When I was there, the reception was very bad. The acting principal had some teachers who were supporting him. They were divided, some supported me, and some were angry and bitter. Remember, I've been a HOD and a principal before. So, fortunately, I knew what to do without their support. So I pushed for 3 months without their support, and they came around. My school got an award for ANA. My school was one of the best schools in ANA. The way that we worked hard, I remember the day our boss, our district director, saw me. It was the day that the minister of education, Angie Motshekga, visited the school. It was the first day of

reopening, and she said on national TV that all the schools today that we visited at least there's hope. Then with regards to this male who sabotaged me, I worked, and I read policies because they will make you read when things get tough. I knew the policies like nobody's business, and I managed. I remember one day he was angry, and he left the school without my permission. He came back because I called him, then he said I went out. I told him it is my responsibility to manage you until post level 1. So you must tell me when you leave it's me who should permit you. Finally, I started to soften him, though he was still bitter. I didn't care what he was doing; I just pushed and worked. Then I applied for this post that I'm currently occupying though it took long before we could be shortlisted and called for interviews. I got the post, and I was finally appointed. Another experience I encountered: I remember I was not well received as a principal because somebody was acting. I came here as a CES, and somebody was acting. Then this man was bitter. You know the whole province knew me before they even met me because it was said the district director had appointed a friend of hers. We didn't even know a primary school principal; we didn't even know her. She knows nothing about curriculum, all those things; it was so sad. I was known as somebody who knows nothing; then God is good, God will never give you a post or a promotion and after that leave you because he said I'll never leave you or forsake you. You know I was never supported, to the extent that I requested for attendance register of the department of education they refused to give me. A group of old subject advisors just said we would never support this woman, and I remember they even created a WhatsApp group. And I was told they said let's not support this one, let's frustrate her and all those kinds of things.

Little did I know that this group was talking about me, but then the acting CES promised the District Director that he would hand over everything. He would agree to hand it over, but he would postpone until today when the day comes. The last time I said to him, now I'm giving you the last time to hand over, he said, no Mam, everything I have done was for myself. So start everything yourself from scratch because nobody handed anything to me. Why do you want everything from me? Then I said it is fine, I don't need anything you developed. But give me anything you just got from the province and the department; he said there's nothing, and I left. Remember, I was at a District level, so

there's no way that I can know everything. I just wanted somebody to bring me on board to say, you do this and this, and you know what happened; I learned the hard way. I was forced to learn hard, then every meeting the province would call whether I was sick or had commitments, I would attend because nobody because I wanted to learn. I was never inducted. The district director once told me, Mam, you are appointed in the post; it is not vacant. You said you are available. I attended every meeting, and I never slumbered. I would never miss any point, and I would concentrate. I don't get angry easily, but there was this woman. I was very disappointed with her attitude. I knew her younger sister, and she would be there on every occasion at home, but today she turned her back on me. Thereafter I would leave the district for a meeting. I would leave her to be in charge with a smile. I treated them with a smile. They realised that we were fighting a losing battle because this woman was not angry with me. Then what happened is that in one of the meetings with DCESSs, one male DCES said colleagues let's take this as if we were in summer now we are in winter. We have to change our wardrobes, meaning we fought this woman for nothing. Let's change and continue to support her. He supported me, that male educator, until he retired. I would develop intervention strategies to improve results and give them. I just gave them the idea; then, I would let them fine-tune and run with that idea. That's how I managed them, and finally, we got position one last year, and everyone was happy. The very same principal of a primary school who knew nothing is the CES now. Every quarter we submit reports to the province; they submitted late all the time. Because I was there, they started submitting on time. You'll never believe me; I taught them how to report and how to answer questions on a table. For example, when they say how many hours have you trained teachers? You know the old and experienced CES who said school principal would never manage them; they would say 4 schools and 15 schools. When they say the number of teachers trained, remember we want the number, then you say 20 schools, and I had to come back and flag the report and say, let understand what is needed here. If the question is how many hours, then the answer should be in hours. When they say numbers of teachers, we must write 10 teachers, not schools. This is how I taught them. I was fortunate because I had the experience of all the positions. But unfortunately, in these two positions, the reception was very bad, but finally, God gave

me strength and wisdom. I always prayed to say, God; please give me the wisdom to manage these people so that they can realise I was blessed whilst I was in the womb of my mother. So ladies, in situations like these, I studied and made sure that I know the curriculum like nobody's business. When I present principals, I give you instructions without looking back, Mam. I gave these principals instructions when I stood in front of them and presented. But on a serious note, I had to study and do my work so that people know that I know my story and I am leading. I am in charge, and they must follow and support me. Today I am the happiest CES ever.

Reflecting on the above responses, one may conclude that women are brave, and you cannot let a good person down. They both went through rough discriminatory patches, but they pulled through to the district where they currently serve the department with pride and diligence. They all mentioned that forgiveness is the medicine for progress in life's journey. Whoever did whatever to them was forgiven, and life became easy, and they could perform as leaders in their workplace.

5.5.4 Theme 4: Legal Remedies for Victims of Workplace discrimination

There are legal remedies available to victims who are discriminated against in their workplace. The following sub-theme reflects the individual interviewees' responses on such legal remedies.

SUB THEME 4.1: Legal remedies to be used in assisting discriminated women in leadership

Researcher (R): Which legal remedies do you think can assist "victims of workplace discrimination"?

The participants said that they perceive discrimination against women in leadership to be inhuman. They responded to the researcher's interview question as follows:

PRS1: *I believe that consultation with legal prescripts such as Affirmative Action and Employment Equity Act can play the most important role in alleviating workplace*

prejudice of women in leadership. Consultation, where there is a misunderstanding, is very key.

PRS2: *Any woman treated unfairly by seniors in the workplace must report all the discrimination concerns to the legal departments, such as police offices. Must also request protection orders, especially if the discrimination continues, the alleged perpetrator is a threat, and the victim feels unsafe.*

PRS3: *All the available legal prescripts from the Department of Education, such as labour division and HR, need to be consulted. Workshops and implementations of legal policies must be structured to empower women about their rights in the workplace.*

PRS4: *Employees who purposely discriminate against women in the workplace must be legally exposed. Women need to support one another and share different experiences and perceptions. The legal way to register a complaint or dissatisfaction is to complete a grievance form, submit it to the employer, and request answers within seven working days. If you want to warrant a disciplinary hearing, let it be. Women are humiliated, and most of them do not have voices.*

Reflecting on what the respondents said, one may conclude that all the participants know what to do when they are discriminated in the workplace. The CMs were also respondents on the same question, and they argued that:

CM1: *Department of Education should have a strong legal team that must support us when we need legal assistance. Some of us become shy and withdrawn to approach the legal personnel because we are afraid to be judged, which must come to an end. I thank God for giving me the courage to partake in this research because I have been bottling up a lot of dissatisfaction which I wanted to cough out but not knowing how. This interview is a healing process, and thank you for choosing me as a participant.*

CM2: *Policies should be formulated to accommodate victims of discrimination in the workplace. The implementation of the policies must be monitored and supported by both the legal team and HR. All employees are to be trained on gender equity. The relevant unit does counsel the affected individuals.*

CM3: *The department must be accountable for all the suffering endured by discriminated women in the workplace; they must arrange counselling and pay psychologists and medication that might be needed. If the problem is not solved, follow the legal route by referring the matter to the labour unit.*

CM4: *Grievances and disputes must be dealt with to the latter. Labour unit personnel to be monitored on the outcomes of cases dealt with. Discrimination of women in leadership is destroying moral and confidence and belittling once dignity.*

Reflecting on the responses, it is clear that when discriminated women in the workplace report such incidences, they are not taken seriously. It is evident that women have been marginalised for decades, and to date, they are still discriminated. This is mostly influenced by a lack of respect for women and undermining women as if they cannot lead. DSMs were asked the same question by the researcher and they said:

DSM1: *Victims of leadership discrimination must consult the legal department and seek advice. In former model C schools, direct discrimination is rife, especially in sports. Most leaders are appointed because of interest in a certain sporting code. For example, most appointed leaders are appointed because they can coach rugby, which is unfair.*

DSM2: *Victims of discrimination in leadership have to consult legal division within the workplace. Victims should be capacitated on how to prepare or write a grievance. Such grievances must be taken very seriously. Women who deserve the position or to be promoted must be afforded the opportunity. It is patriarchal to deny women leadership opportunities.*

Reflecting on the DSMs responses, one may argue that they all agree that justice is not done to victims of workplace prejudice in leadership. No follow-ups are made to cases reported to labour, and no counselling is offered to them for what they went through. They are now deeply hurt, sick, stressed, and depressed, and victims' families are also affected. Regular induction workshops and training on legal and labour prescripts by the employer is key.

5.6 SUMMARY OF CHAPTER

This chapter was based on the four main themes, which were broken down into sub-themes. All the main themes of the chapter are based on workplace discrimination of women in leadership. This is a serious concern, especially during this new dispensation, where education has changed drastically in considering issues of gender equity and affirmative action during the appointment, selection, and appointment of women in promotional posts. Chapter six deals with a discussion of the findings from chapter five.

CHAPTER 6

DISCUSSION AND INTERPRETATION OF THE FINDINGS

6.1 INTRODUCTION

Chapter 5 presented the feedback or correspondence that emerged from the themes. Background information of the participants such as the principals, circuit officials, and senior district managers were presented in the form of a table that reflected the following information: experience, name of the workplace, and age. The participants were labelled according to the first letter of the workplace's name and the first letter of their position. This chapter focuses on interpreting the data that is in line with the research questions and possible interview questions asked in Chapter 5, which the study is trying to answer. The literature substantiated the results of these discussions in Chapter 3. The following main themes and sub-themes, which emerged in Chapter 5, are used to discuss the study's findings.

Main themes:

- Discrimination of women in leadership
- Causes of gender discrimination in the workplace
- Discrimination impact on women in a leadership position
- Legal remedies to victims of workplace discrimination

Sub-themes:

- The nature and extent of the workplace prejudice of women in leadership
- Legal and policy prescripts in the current context of the workplace discrimination of women in leadership
- Experiences and observations about the discrimination of women in the workplace
- Legal remedies to be used in assisting discriminated women in leadership

From the above findings, it is evident that there is a need to train, induct, and workshop employees about employment prescripts and policies such as gender equity, affirmative action, and the EEA. It is also emphasised that employers must take the responsibility to ensure that employment prescripts and policies are implemented efficiently and effectively in the workplace.

6.2 DISCRIMINATION OF WOMEN IN LEADERSHIP

Discrimination of women in leadership is a serious concern in the SADC countries. Chiloane-Tsoka (2010:1) confirmed that women occupy the lowest positions and the lowest occupational levels of women in Ghana, Tanzania, Nigeria, Mozambique, Uganda, Kenya, Zimbabwe, and Malawi. The statement was also supported by Ndebele (2018), who stated that in Zimbabwe, women's leadership and occupational status in general, is still below in terms of wages. There is an unfair depiction in leadership positions of males and females doing the same job with the same qualifications.

Reflection

It is evident from the findings that South Africa is no exception in discriminating against women in leadership. Women contribute a lot; however, they earn salaries of the lowest ranks or levels. The literature also indicates a 25% gap in South Africa of gender inequality. The calculations were based on health, economic participation, education, political empowerment, and other factors (Landelahni, 2013). Male counterparts earn more than female counterparts do, although they are doing the same job. Sometimes females contribute more than males, but it is not even noticed.

6.3 CAUSES OF GENDER DISCRIMINATION IN THE WORKPLACE

Naidoo and Kongolo (2004:132) indicated that few women occupy senior management positions. Gender stereotyping contributed to the employment status of women. Women settled for social sector opportunities such as health, education, and others. They are occupying lower positions that pay less. The literature revealed that gender stereotypes cause ridiculous obstacles that disadvantage women and stall their progress. Literature proves that gender stereotypes suppress both genders. They are forced to disregard

who they are in terms of character and personality. Due to traditional and cultural beliefs, they are forced to omit their different characters and obey the cultural belief of femininity and masculinity. Women are suppressed, and their rights are being violated in this country. They are not enjoying their constitutional rights as compared to men. They are not treated the same way as male counterparts, based on household responsibilities and natural reproduction, whilst community engagements and politics are classified as unsuitable for women.

Reflection

In reflecting on the findings, it is clear that women need to be perceived as equal and capable of the same job as men. The women related issues such as gender discrimination and empowerment of women to occupy the highest paying positions were strongly addressed by the United Nations MDG in 2003. Due to these issues, few goals were set to empower women; mentoring, job recruitment, retention, job assignment, training, promotions, rewards allocation systems, and balancing work and household chores.

6.4 IMPACT OF DISCRIMINATION ON WOMEN IN LEADERSHIP POSITIONS

Wood and Newton (2006:8) indicated that giving birth or family planning also has a disadvantage on women compared to men. This stalls their progress and promotions to senior management levels. It depends on whether the employer understands you or sabotages your progress as a woman. Working hours also differs with the organisation or institution. Some companies believe that if their employees work the longest hours, they will see their ability and productivity. Liff and Ward (2001:23) also indicated that time plays a crucial role in women's lives. They must balance their work and household responsibilities. With that being said, they must be punctual and manage their time. Jakobsh (2015) also reported that women are denied an opportunity to grow in different corporations. They are not invited to work gatherings, limiting them to meet potential clients, learn, observe, and grab more information that they can use to grow. There is an opportunity to be empowered and to grow in your work field during such interactions. Women's slow career progression is due to lack of mentoring, the anti-female nature of

corporations, gender discrimination, and lack of development opportunities (Tlaiss & Kauser, 2010).

Reflection

It is clear from the above reflection that women need to be given platforms to share their ideas, be motivated, and inspired. They should also be allowed to attend workshops, work-related training, mentorship, networking processes, and skills development. The primary federal entity is the NCES, which collects and interprets education-related data. It revealed that in the year 2011-12, approximately 76% of educators located in the USA were women; however, they are underrepresented in leading positions.

6.5 LEGAL REMEDIES FOR VICTIMS OF WORKPLACE DISCRIMINATION

It is evident from the literature that EEA of (1998) is one of the legal remedies to victims of workplace discrimination. It intends to promote equality in South African workplaces. It forces employers to eliminate the barriers that deprive Indians, Blacks, and Coloureds to be empowered and promoted. It also caters to disabled people, specifically women that have different factors and opportunities to excel. It allows them or gives them a chance to be promoted to leadership positions through anti-discrimination and affirmative actions or programmes. The extent of social and class stratification depends on how equity and access are being preached. This plays an important role in democracy, social stability, and labour (CHE, 2000:27). Equality can be achieved if everyone is treated fairly, they must have freedom of speech, and their rights must be respected. The Republic of South Africa Constitution, Act 108 of (1996) states that to promote equality, the ruling party must take appropriate actions, legislations that are in place must be implemented and adhered to, and protect people that are encountering unfair discrimination. Southern African Development Community (2008:10) addresses the obstacles women encounter every day in their workplaces and at home. It empowers women to be respected, recognised, and to claim their rights. To be treated with decency and respect is a sign of equality. It shows that people are willing to listen to you, and work with you despite your gender. A good working environment improves

productivity and time management. People must familiarise themselves with the available legislation, regulations, ordinances, and laws.

Reflection

All government entities, whether local, provincial, or national, are expected to submit information to the Department of Labour about the application of these pieces of legislation, but their information indicates that there is a high degree of discrimination against women in leadership positions. The EEA of 1998 and Labour Relations Act of 1995 govern the non-discrimination of labour. The intention is to promote and ensure that non-discrimination is addressed. The three spheres of the government, known as national, provincial, and local, are expected to inform the Department of labour regarding the non-discrimination practices in their different spheres. However, their information indicates that there is a high degree of discrimination against women in leadership positions. Affirmative Action falls under the Economic Empowerment Policy that was instituted through the Department of Labour in 1998, to facilitate the upliftment of the previously marginalised communities in South Africa. Among the beneficiaries of this group are women and men classified as “Black”.

6.6 SUMMARY OF CHAPTER

Chapter 6 covered and discussed the findings of the study. The nature and context of workplace discrimination of women in leadership, legal prescripts, and policies in the current context, experiences and observations, and remedies to be used in assisting discriminated women in leadership were discussed. The research outcomes and findings emerged from the literature review in Chapter 2 and data analysed in Chapter 5. Chapter 7 summarises the study's findings, the conclusion is drawn, and recommendations for new approaches and further studies are made.

CHAPTER 7

SYNOPSIS, CONCLUSION, AND RECOMMENDATIONS

7.1 INTRODUCTION

Chapter 6 presented a discussion of outcomes and findings. The current chapter draws certain conclusions and summarises the findings. This chapter also provides relevant recommendations for this study. A new model for collaboration is presented in this chapter and interpreted in the workplace discrimination of women in leadership. Suggestions are also made regarding directions for further study.

7.2 APPRAISAL OF THE RESEARCH PROBLEM

The study was conducted based on the workplace discrimination of women in leadership positions. LDOE is no exception compared to other provincial education departments in South Africa. The researcher observed that policies such as EEA, Act 55 of (1998) and resolutions about equity to empower women and people living with disabilities to occupy positions in various institutions, are not implemented. The study gained fertile grounds after observing that in the LDOE, several women were appointed to act in positions of power on the levels of acting as principals, circuit managers, and district directors. Still, during recruitment, selection, and appointment, irrespective of commitment and passion, they were disadvantaged. They were left with bitterness, anger, frustrations, and disappointment; hence, the researcher deemed it necessary to research how deep these actions are and how the situation can be transformed for the better.

7.3 MAIN CHAPTER SUMMARY

The thesis was divided into seven main chapters, and the summary is given below.

Chapter 1 covered the background of the research. The research problem was also formulated. In this chapter, the reader is introduced to the study's main ideas (elements). Chapter 2 discussed relevant literature related to the study and similarities and differences of the work of other scholars for comparison. Chapter 3 described the

theoretical framework applied. Chapter 4 was based on the methods that were used for the research. It covered the research approach, population and sampling, research design, the research paradigm and data collection instruments. Chapter 5 discussed the feedback received from the participants and summarised the information. Chapter 6 deals with the findings and implications thereof and concludes the findings. It also includes the recommendations that were made after the data analysis. Chapter 7 summarises the study's findings, suggest conclusions, contribute to new understanding, and provide recommendations for future studies.

7.4 SUMMARY OF THE FINDINGS

The prominent findings of this research are summarised below in terms of all the research sub-themes discussed in Chapter 5. The key information about the sub-themes is consolidated. This summary allows the readers to view less information about each sub-theme.

7.4.1 Research Sub-Theme 1.1: An Understanding of the Nature and Extent of Workplace discrimination of Women in Leadership

The nature and extent of the workplace discrimination of women in leadership led to the development of the Women Empowerment and Gender Equality Bill. The Bill was developed by Department of Women, Youth, and Persons with Disabilities and passed on in the National Assembly in 2013. This Bill gives effect to section 9 of the Constitution of the Republic of South Africa (1996). It caters for women empowerment and gender equality. This legislative framework deals with the discrimination against women in the workplace, and is aimed to align laws, ordinances, legislation related to women empowerment, and the appointment process.

7.4.2 Research Sub-Theme 2.1: An Understanding on Current Legal and Policy Prescripts of Workplace discrimination of Women in Leadership

Affirmative Action of 1998 is the legal policy prescript in the current context of the workplace discrimination of women in leadership. This tool emphasises the effort to improve educational background, employment status, and other opportunities for

everyone who has been subjected to discrimination. It does not matter whether it is gender discrimination or other types of discrimination. Affirmative action is covered in the EEA of 1998, which strives to promote equality, opportunity, equity, development, growth, and fair remuneration for all employees in the workplace. Affirmative action gives everyone equal opportunity to apply for advertised positions if they qualify. The shortlisting, interviews, and appointments should be fair. Historically in South Africa, Black, Indian, and Coloured people were treated unfairly instead of white people and women and disabled people. The African National Congress policy supports affirmative action and guides us toward democracy in South Africa.

7.4.3 Research Sub-Theme 3.1: Experiences and Observations about the Discrimination of Women in the Workplace

One of the experiences and observations about the discrimination of women in the workplace is called “the glass ceiling”. It prevents women from occupying higher levels and senior management positions. The writers of the Wall Street Journal introduced this term in 1986. The term represents the barriers and obstacles that women and other minority individuals experience or come across in the workplace, and hinder them from being promoted (Broadbridge & Weyer, 2007). The barriers differ per institution and working environment. The feedback received from the participants indicated that women also discriminate against one another. Not only men discriminate against women, and jealousy plays a crucial role among women.

7.4.4 Research Sub-Theme 4.1: Legal Remedies to Use in Assisting Discriminated Women in Leadership

Legal remedies to assist discriminated women in leadership are clearly described in the literature review in chapter three. In the words of Wilson-Strydom (2011), equality is described as equal treatment of everyone. It also means everyone is treated fairly under the law, and given an opportunity to grow and develop their potential aptitude. The remedies also outline the rights and responsibilities of everyone; it does not discriminate. Every citizen has the right to partake in economic, social, and cultural development and national politics. Legislations must be enforced, and penalties must be

implemented. The research focused mainly on women's discrimination. Non-discrimination can only be achieved if women's rights are respected and realised. The companies deny women their rights due to institutional culture and behaviour, cultural beliefs and attitudes towards women. In the context of this study, violation of women's rights includes exclusions made based on gender, colour, and race. Post consultations must be available for women that cannot afford to go to private doctors for consultation. If the discrimination remedies are not in place, it is useless to try and avoid it or even fight against it. The policies are also not the same, and they differ with the institutions' practices. Sometimes the interpretation differs within the corporation. We should never make a mistake to think that the passing of legislation, which is signed into law, and the development of policy guarantee that citizens' needs and expectations will be met. Law and policies, which outline what government, will do, and aims to achieve for society as a whole are put into effect in a context that is often characterised by volatility, uncertainty, complexity, and ambiguity.

7.5 CONCLUSION

It can be concluded from the data that the UN principles on women empowerment could be used as the remedy in assisting discriminated women in leadership. The following can be implemented:

- (i) Promoting education;
- (ii) Ensuring the health;
- (iii) Training and professional development for women;
- (iv) Establishing high-level corporate leadership for gender equality;
- (v) Implementing enterprise development;
- (vi) Safety and well-being of all women and men in the work place;
- (vii) Measuring and publicly reporting on progress to achieve gender equality;
- (viii) Promoting equality through community initiatives and advocacy;
- (ix) Treating all women and men fairly at work;
- (x) Supply chain and marketing practices that empower women;
- (xi) Respect and support human rights and non-discrimination

7.6 CONTRIBUTION TO A NEW APPROACH

As discussed in the previous chapters, the study was undertaken in schools, circuits, and districts in Limpopo Province. However, the research has revealed some critical implications for successful non-discrimination among the employer and the employee (woman) in schools (principals), circuits (circuit managers), and districts (senior district managers) in Limpopo province.

7.6.1 Proposed Madela Non-Discrimination Framework of Women in Leadership

Non-discrimination denotes equal treatment during recruitment, selection, and appointment, using relevant prescripts and policies such as gender equity and affirmative action. This framework suggests how this might be promoted among schools, circuits, and education districts.

7.6.1.1 Principals

The principals must know their roles and responsibilities concerning recruitment and selection of relevant candidates in the promotional post, so that they can assist the women who applied to close the gap on gender equity and affirmative action in the workplace without favour and discrimination.

7.6.1.2 Circuit Managers

All the documentation must be signed by all the panel members starting from the shortlisting through to the interview processes, before submitting it to the circuit manager for further processing.

7.6.1.3 District Senior Managers

The senior district manager must scrutinise all the submitted documents and verify for him/herself that relevant eligible panel members signed all documents; minutes of all the processes concerning shortlisting, interviews, and recommendation of the suitable candidate are attached before effecting an appointment. The following framework below concluded that if the three divisions fairly implement employment policies and

prescripts, women would never be marginalised and be discriminated against in the workplace.

The framework is illustrated diagrammatically below:

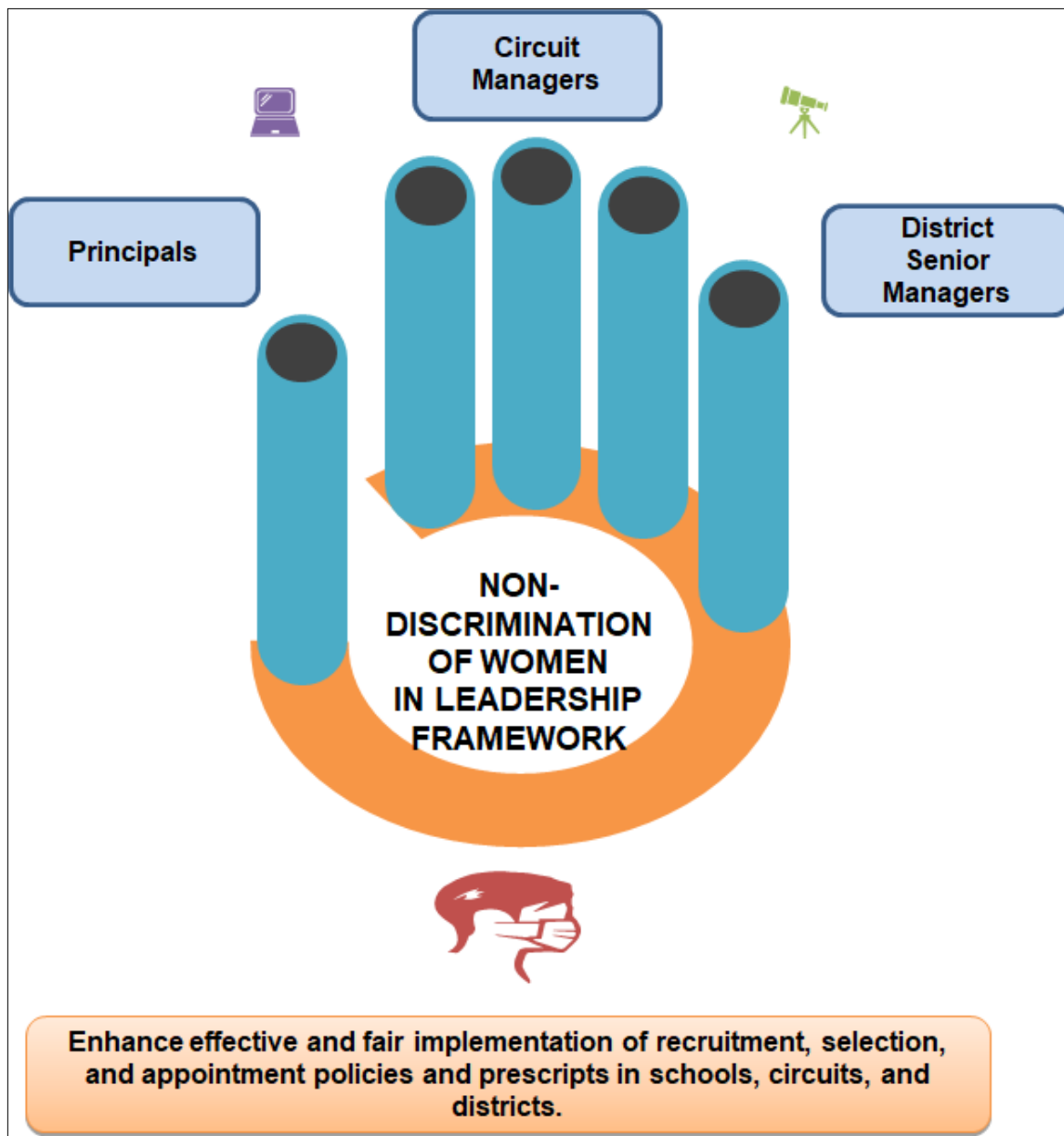


Figure 7.1: Proposed Madela framework for non-discrimination of women in leadership

7.7 ADVANTAGES OF USING THE PROPOSED FRAMEWORK

It will guide employers to apply the correct legislation and take legal actions against individuals that promote gender discrimination. All employees will be treated fairly, and equal opportunities will be given to everyone as and when they arise.

7.8 RECOMMENDATIONS

7.8.1 Comprehensive Annual Training for Women on Gender Equity

Gender inequity is deeply rooted in cultural and societal practices; therefore, it needs to be uprooted through training and education. The fact that the progressive gender legislation has not resolved many gender issues, shows that it is not enough to have gender policies. Gender bias, stereotyping, and attitudes cannot just be washed away. The best way is to establish a Training Programme that must identify and deal with gender issues that serve as barriers to the appointment of women in management positions. The Training Programme should be deliberately infused into the Business and HR processes if it succeeds.

Management can introduce gender-mainstreaming programmes that are geared towards promoting gender justice. The training programme should be seen as part of the organisational strategy of normalising gender relations and creating a conducive environment in incubating women leaders. The programme should be women-led and should make the males aware of their contribution to gender barriers and their propensity to perpetuate and contribute to gender injustices. The best way is to create a girls' programme to make girls at high school level aware of gender issues and current leadership qualities and theories needed in a 21st century organisation. The programme for women may include identifying women's leadership talent, which includes monitoring and coaching. Such a programme can be monitored and assessed through a performance management plan not to be ignored. Women should be prepared for positions of influence, and a programme to do so must be monitored and evaluated every year. A long-term commitment to gender issues is a necessity.

7.8.2 Removal of Observers from the Interview Room

Certain organisations have recruitment and selection policies that do not allow labour to sit and observe interview processes. The value added by observers when panel members know and understand their mandate is not convincing. It is argued that observers push the interest of their members at the expense of the quality of leadership required by an organisation. Sometimes they are seen lobbying for their members who are not ready to lead, leaking information about the recruitment process, and promoting labour disputes over promotion. At times, they are alleged to support the appointment of women for different reasons. Once the targets and gender programme are communicated and appreciated by the interview panel, the need for observers is obliterated.

7.8.3 Correct Interpretation of Recruitment, Selection, and Appointment Policies

Management with a transformation mind set will use a recruitment and selection policy vigilantly to ensure that the whole value chain of the recruitment process is understood, to avoid a situation where the process itself excludes women with the potential to lead. The best way is to ensure that interview panels and leadership are trained to correctly understand and interpret the recruitment and selection policy. Most importantly, a diversity management programme embedded in a business strategy should be used to promote gender equity. Apparently, the best interpretation for the organisation will happen when gender issues are infused in Business and Human Processes, and are seen as part of the people who can add value to the organisation. Therefore, Human Resources support an organisation to achieve its strategic objectives, which women are thereby capable of doing.

7.8.4 Correct Interpretation of Levels of Qualifications (REQVs)

Women's qualifications are directly associated with the recruitment and selection of women in leadership positions. The qualifications from different institutions must be scrutinised against the NQF levels, credits, and the inherent requirements of a position

that needs to be filled. Failure to place candidates at their correct level will inadvertently lead to exclusion of women with leadership potential.

7.8.5 Correct Appointment of Capable Candidates

The right appointment of the right person in the right position is an important decision and can boost the organisation's performance. The issue of job-person must be determined since it can become a source of frustration. The consequences of making a wrong appointment are too costly, and affect an organisation in different ways. The best way is to allow the Department of Education to appoint interview panel members who are mature, trained in identifying talent, and who can make bold decisions. Besides, as a custodian of the process, HR should be vigilant and ensure that line managers do not compromise the whole chain. Most importantly, the appointment of capable leaders depends on the support they get from other leaders, availability of mentors and coaches, and self-drive. Even a capable candidate can struggle if HR does not properly induct him or her into their new role.

7.9 INFERENCE FOR FURTHER STUDY

This research only covered the schools, circuits, and two districts in the Limpopo Province. The same study can be conducted on a broader scale in other schools, circuits, and eight districts in the province to generalise the findings. This research was based on the workplace discrimination of women in leadership positions in education in Limpopo. Therefore, further study should be conducted on the workplace discrimination of women in leadership in circuits, schools, and districts. It is generally believed that the implementation of collective agreements on recruitment of suitable candidates into promotional posts should be discarded, because since its introduction it has never yielded the expected good results. Hence, the researchers may look at how the challenges encountered by women in leadership can be dealt with for better implementation of policies and prescripts dealing with gender equity and affirmative action in schools, circuits, and districts.

7.10 ASSESSING THE OBJECTIVES

The research objectives outline the important steps to take to achieve the main aim. Objectives elaborates who, when, how, what, and why questions. The study aimed to fulfil the following research objectives:

- To identify the extent and nature of women's discrimination in different workplaces.
- To investigate the main causes that contributes to gender discrimination in the workplace.
- To investigate how workplace prejudices impact on women in leadership positions.
- To recommend applicable legislation and policies for workplace discrimination of women in leadership.

The intended objectives were explained and achieved when the researcher reflect on the data collected through questionnaires and interviews. In line with Chapter 3 of the research, women's workplace discrimination in leadership in education has been discussed. The research also covered the impact caused by gender discrimination of women in the workplace. Finally, the study proposed a framework of no workplace discrimination of women in leadership that could assist principals, circuit managers, and senior district managers in ensuring that women are not marginalised during recruitment and selection processes. Therefore, the study has answered all the objectives.

7.11 CONCLUDING REMARKS

The research aimed to evaluate the workplace discrimination of women in management positions at schools, circuits, and districts. The study further attempted to reveal the challenges faced by discriminated women in schools, circuits, and districts. The study suggested that women in schools, circuits, and districts should be trained on gender equity and affirmative action to increase the appointment of women in decision-making ranks. The study also recommended the removal of observers in the interview room to allow the process to be free and fair. The study came up with a proposed no-workplace

discrimination of women in leadership framework that could be used to enhance effective and fair implementation of recruitment, selection, and appointment policies, and prescripts in schools, circuits, and districts. The proposed framework is named: Non-workplace discrimination of women in leadership. The framework is recommended for adoption by principals, circuit managers, and senior district managers in Limpopo Province, and if implemented correctly, it is sure to yield positive results.

REFERENCES

- Adeosun, O.T. and Owalebi, K.E. (2017). Gender Inequality: Determinants and Outcomes in Nigeria. *Journal of Business and Socio-Economic Development*, 1(2): 166-181.
- Adler, N. and Izraeli, D. (1994). *Competitive frontiers*. 5th ed. Cambridge: Blackwell.
- Agyeiwaa, R. and Attom, L.C. (2018). Gendered Perceptions and Challenges Facing Females in Educational Leadership Positions. *International Journal of Education, Learning and Development*, 6(7): 1-15.
- Akala, B.M. (2019). Intersecting Human Development, Social Justice and Gender Equity: A Capability Option. *Education as Change*, 23: 1-23.
- Akpınar-Sposito, C. (2013). Career barriers for women executives and the Glass Ceiling Syndrome: the case study comparison between French and Turkish women executives. *Procedia-Social and Behavioral Sciences*, (4)75: 488-497.
- Amakye, S.E., Chimhutu, V. and Darkwah, E. (2021). Beyond the Glass Ceiling: An Explanation of the Female Corporate Leaders in Ghana. *Journal of Human Behaviour in Social Environment*, 1(1): 1-20.
- Appelbaum, S.H., Audet, L. and Miller, J.C. (2003). Gender and leadership? Leadership and gender? A journey through the landscape of theories. *Leadership and Organization Development Journal*, 24(1): 43-51.
- Appiah, D.R. (2020). *A Study of Lived Experiences of Ghanaian Women in Leadership: (Doctor of Philosophy)*, Accra. Walden University. London: Sage Publications.
- Arifeen, S.R. (2010). The significance of mentoring and its repercussions on the advancement of professional, managerial women in Pakistan. *Global Business Review*, 11 (2): 221-238.

Arinder, J.A. (2018). Feminist Theory. [online] Available from: <https://opentext.wsu.edu/theoreticalmodelsforteachingandresearch/chapter/feminist-theory/> [Accessed on 22 June 2022].

Babbie, E. and Mouton, J. (2001). *The practice of social research*. Pretoria: Oxford University Press.

Barmao, C. (2013). Overcoming the causes of under-representation of women in primary school leadership in Eldoret Municipality, Kenya. *Journal of emerging Trends in Educational Research and policy studies*, 4(1): 38–46.

Bass, B. and Riggio, R. (2006). *Transformational Leadership*. 2nd ed. New Jersey: Lawrence Erlbaum Associate.

Baxter, J. and Wright, E.O. (2000). The glass ceiling hypothesis: A reply to critics. *Gender and Society. A Comparative Study of the United States, Sweden, and Australia*, 12(2): 275-294.

Bernardi, R.A., Bosco, S.M. and Vassill, K.M. (2006). Does Female Representation on Boards of Directors Associate With Fortune's "100 Best Companies to Work For" List. *Business and Society*, 45(2): 235-248.

Bester, S. and du Plessis, A. (2010). Exploring a secondary school educator's experience of school violence: a case study. *South African Journal of Education*, 30(2).

Bhorat, H. (2004). Labour Market Challenges in the Post-Apartheid South Africa. *South African Journal of Economics*, 72 (4): 940-977.

Blackstone, A. (2012). *Sociological Inquiry Principle: Qualitative versus Quantitative*. New York: Catalyst.

Blair-Loy, M. (2009). *Competing devotions: Career and family among women executives*. Harvard University Press.

- Boateng, F.K. (2017). Unfettering the Ball and Chain of Gender Discrimination: Gendered Experiences of STEM Women in Ghana. *Cogent Education*, 4(10): 1-15.
- Bolden, R., Gosling, J., Marturano, A. and Dennison, P. (2003). A review of leadership theory and competency frameworks. *Centre for Leadership Studies*, University of Exeter.
- Booyesen, L.A. and Nkomo, S.M. (2010). Gender role stereotypes and requisite management characteristics: The case of South Africa. *Gender in Management: An International Journal*.
- Botha, M. (2014). *The role of government in the South African gambling industry: Regulator versus Stakeholder* (Doctoral dissertation), North-West University.
- Broadbridge, A. and Weyer, B. (2007). Twenty years later: explaining the persistence of the glass ceiling for women leaders. *Women in Management Review*, 22 (6): 482-496.
- Brooks, R., Te Riele, K. and Maguire, M. (2014). *Ethics and Education Research*. London: Sage Publications.
- Brunner, C.C. (2000). Unsettled moments in settled discourse: Women superintendents' experiences of inequality. *Educational Administration Quarterly*, 36(1): 76–116.
- Bryman, A. (2012). *Social research methods*. 4th Ed. London: Oxford University Press.
- Burton, P. and Leoschut, L. (2013). *School Violence in South Africa: Results of the 2012 National School Violence Study*. Centre for Justice and Crime Prevention No. 12 Cape Town. March 2013.
- Calitz, L., Fugelstad, O.L. and Lillejord, S. (2002). *Leadership in education: Productive learning cultures*. Sandown: Heinemann.
- Catalyst (2016). *Catalyst census: Women and men board directors*. New York: Catalyst.

Chabaya, O., Rembe, S. and Wadesango, N. (2009). The persistence of gender inequality in Zimbabwe: Factors that impede the advancement of women into leadership positions in primary schools. *South African Journal of Education*, 29(2): 235-251.

Chen, L. (2019). *Impact of gender discrimination on work-place gender inequalities in China in the last decade*. Kuala Lumpur. China.

Chiloane-Tsoka, G. (2010). Perceptions of Barriers to the Advancement of Women in Management and Leadership Positions in South Africa. *Gender and Behaviour*, 8(2): 291-376.

Chipeta, D.P. (1993). *Teaching practice evaluation: A handbook for teachers and supervisors of instruction*. Gaborone: Faculty of Education, University of Botswana.

Choge, J.R. (2015). Gender Factor in Decision-Making: Challenges Facing Women Leadership Development in Primary Schools' Management in Kenya. *Journal of Education and Practice*, 6(12): 30-37.

Cohen, L., Manion, L. and Morrison, K. (2007). *Research methods in education*. 6th Ed. London: Routledge.

Cohen, L., Manion, L. and Morrison, K. (2013). *Research methods in education*. 6th Ed. New York: Routledge.

Coleman, M. (2002). *Women as Headteachers: Striking the Balance*. London: Trentham.

Coleman, M. (2012). Leadership and diversity. *Educational Management Administration & Leadership*, 40(5): 592–609.

Cook, S.G. (2012). Flexibility helps employees to do their jobs better. *Women in Higher Education*, 21(8):16–17.

Cotter, D.A., Hermsen, J.M., Ovadia, S. and Vanneman, R. (2001). The glass ceiling effect. *Social forces*, 80(2): 655-681.

Council of the Higher Education 2000. *Monitoring and Evaluation higher education*. Available:http://www.che.ac.za/media_and_publications/monitoring-and-evaluation/higher-education-south-africa-data-2000 (Accessed 3 December 2021).

Cox, K.R. (Ed.) (1997). *Spaces of globalization: reasserting the power of the local*. London: Guilford Press.

Creswell, J.W. (2013). *Research design: qualitative, quantitative and mixed methods*. 3rdEd. New Delhi: Sage Publications.

Creswell, J.W. (2014). *Research design: qualitative, quantitative and mixed methods Approaches*. Thousand Oaks, California: Sage Publications.

Creswell, J.W. and Creswell, J.D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th Ed. New Delhi: SAGE Publications.

Cummings, H., Dinoflo, S. and Kohler, J. (2011). *Sponsoring Women to success*. New York: Catalyst.

Dash, S. and Pradhan, R.K. (2014). Determinants and consequences of organizational citizenship behavior: A theoretical framework for Indian manufacturing organisations. *International Journal of Business and Management Invention*, 3(1): 17-27.

Davis, D.R. and Maldonado, C. (2015). Shattering the Glass Ceiling: The Leadership Development of African American Women in Higher Education. *Advancing Women in Leadership*, (12)35: 48-64.

Dean, D.R., Bracken, S.J. and Allen, J.K. (2009). *Women in academic leadership: Professional strategies, personal choices*. Stylus Publishing.

De Klerk, V. and Radloff, S. (2010). Measuring the effect of diversity interventions at a South African residential university. *The International Journal of Diversity in Organisations, Communities and Nations*, 10(2): 25-46.

Department of Education. (2020). *PERLC collective agreement number 2 of 2020*. Polokwane. Limpopo Department of Education.

Department of Education. (2011). *School-Based Violence Report, 2011*. Pretoria. Government printers.

Department of Education, (RSA). (1998). *Employment Equity Act, Act No. 76 of 1998*. Pretoria: Department of Education.

Department of Education (RSA). (2003). *Quality Learning Project. Annual Report*. Pretoria. Government printers.

Derrington, M.L. and Sharratt, G. (2009). Female superintendents: Breaking barrier and challenging life styles. *Delta Kappa Gamma Bulletin*, 75(2): 8–12.

Dey, I. (2005). *Qualitative data analysis: A user-friendly guide for social scientists*. London: Sage Publications.

Doyle, A. (2020). EEOC: Discrimination by Type. [online] Available from: <https://www.thebalancecareers.com/types-of-employment-discrimination-with-examples-2060914#citation-12> [Accessed on June 22, 2020].

Eagly, A.H. and Carli, L.L. (2011). Gender and leadership. *The Sage handbook of leadership*, 6(22): 3-117.

Eagly, A.H. and Karau, J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological review*, 109(3): 573.

Eibeck, P. (2012). Opportunities taken or not: A woman president's journey. *Women in Higher Education*, 21(4), 1–2.

Elmuti, D., Jia, H. and Davis, H. (2009). Challenges Women Face in Leadership Positions and Organizational Effectiveness. *An Investigation Journal of Leadership Education*, 8(2): 21-31.

Eniola, B.O. (2018). Gender parity in parliament: A panacea for the promotion and protection of women's rights in Nigeria. *Frontiers in Sociology*, 3(10): 34.

Eye Witness News. 2013. *The Gender Income Gap as analysed by Eye Witness as researched by the Stats SA*. Available: <http://www.government.nl/issues/development-cooperation/equal-treatment-for-women-worldwide> (Accessed 3 December 2021).

Flick, U. (2018). *An introduction to qualitative research*. North America: Sage Publications.

Flick, U. (2014). *Managing Quality in Qualitative Research*. London: Sage Publications.

Fox, C. (2012). *7 myths about women and work*. Sydney: New-South Publishing.

Fraenkel, J.R. and Wallen, N.E. (2009). *How to design and evaluate research in education* (7th ed.). Boston: McGraw Hill Higher Education.

Fritz, C. and Van Knippenberg, D. (2018). Gender and leadership aspiration: The impact of work–life initiatives. *Human Resource Management*, 57(4): 855-868.

Geldenhuys, J. (2020). Employment equity in tertiary education: the pitfalls of fast-tracking academics. *South African Journal of Higher Education*, 34(3): 65-88.

Gouws, A. and Kotzé, H., 2007. Women in leadership positions in South Africa: The role of values. *Politikon*, 34(2): 165-185.

Goodall, A.H. and Osterloh, M. (2015). *Women have to enter the leadership race to win: Using random selection to increase the supply of women into senior positions*.

Green, J.L. (2007). *Handbook of complementary methods in Education Research*. New York: New-South Publishing.

Greenberger, M. (2007). Equal rights amendment is still needed. *The Wall Street Journal*, (2): 66-69.

Greenhaus, J.H. and Powell, G.N. (2006). When work and family are allies: A theory of work-family enrichment. *Academy of Management Review*, 31(1): 72-92.

Grzywacz, J.G. and Bass, B.L. (2004). Work, family, and mental health Testing different models of work-family fit. *Journal of Marriage and Family*, 65(1): 248-262.

Hack, K. (2014). Breaking Barriers? Women's Representation and Leadership at the United Nations. *Global Governance*, 37-54.

Hallinger, P. (2018). Surfacing a hidden literature: A systematic review of research on educational leadership and management in Africa. *Educational Management Administration & Leadership*, 46(3): 362-384.

Hellriegel, D., Jackson S.E. and Slocum J.W. Jr. (2005), *Management a competency-based approach*, Cengage Learning, New Delhi.

Herbst, T. and Conradie, P. (2011). Leadership effectiveness in Higher Education: Managerial self-perceptions versus perceptions of others. *SA Journal of Industrial Psychology*, 143: 28-46.

Hoobler, J.M., Lemmon, G. and Wayne, S.J. (2014). Women's managerial aspirations: An organizational development perspective. *Journal of management*, 40(3): 703-730.

Howe-Walsh, L., Turnbull, S., Papavasileiou, E. and Bozionelos, N. (2016). The Influence of Motherhood on STEM Women Academics' Perceptions of Organizational Support, Mentoring and Networking. *Advancing Women in Leadership Journal*, 36: 54-63.

Jackson, J.C. (2001). Women Middle Managers' Perception of the Glass Ceiling. *Women Management Review*, 16(1): 30.

Jogulu, U. and Wood, G.J. (2011). Women managers' career progression: an Asia Pacific perspective. *Gender in Management: An International Journal*, 26(8): 590-603.

Johnson, B. and Christensen, L. (2012). *Educational Research: Quantitative, Qualitative*. Sage Publications.

Jakobsh, D.R. (2015). Feminizing the Khalsa: Text, narrative and image within the virtual realm. *Sikh Formations*, 11(1-2): 190-209.

Jonkheid, E. and Mango, T. (2008). *Regular Gamblers' Perceptions of Measures to Promote Responsible Gambling*. Qualitative Research Report by the National Gambling Board. South Africa.

Jonsen, K., Maznevski, M. and Schneider, S. (2010). Gender differences in leadership – believing is seeing: Implications for Managing Diversity. Equality, Diversity and Inclusion. *An International Journal*, 29 (4): 549-572.

Juma, S. and Lehtomäki, E. (2016). Moving towards inclusion: how Zanzibar succeeds in transforming its education system? *International journal of inclusive education*, 20(6): 673-684.

Kayi, N. (2013). *The progression of women to senior management positions at a South African University in the Western Cape*. Cape Town: Cape Peninsula University of Technology.

Kechen, M. (2013). Social Justice: Concepts, Principles, Tools and Challenges. *Economic and Social Commission For Western Asia*, 1(3): 1-25.

Khumalo, K.E. (2017). *Working against and working towards: narratives of South African women principals* (Doctoral dissertation), University of Pretoria: Pretoria.

Kreitner, R. and Kinicki, A. (2008). *Organization Behavior*: 2nd ed. Singapore: McGraw-Hill International.

Kumar, R. (2011). *Research Methodology: A Step-by-step Guide for Beginners*, (3rd edition). Los Angeles, London, and New Delhi: Sage Publication.

Ladge, J.J., Humberd, B.K. and Eddleston, K.A. (2018). Retaining professionally employed new mothers: The importance of maternal confidence and workplace support to their intent to stay. *Human Resource Management*, 57(4): 883-900.

Lemke, L. (2014). Women in leadership: Can Women Have it All? Paper presented at the 2014 Max Weber Conference. Center for European and Mediterranean Studies: New York University.

Liff, S. and Ward, K. (2001). Distorted Views Through the Glass Ceiling: The Construction of Women's Understandings of Promotion and Senior Management Positions. *Gender, Work and Organization*, 8(1): 19-36.

Lincoln, Y.S. and Guba, E.G. (1986). But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. *New directions for program evaluation*, 1986(30): 73-84.

Lincoln, Y.S. and Guba, E.G. (2016). Trustworthiness and authenticity in naturalistic evaluation. *New directions for program evaluation*, 2016(125): 87-91.

Linden, P. (2012). *Women and the organizational chess game: A qualitative study of gender, discourse, power, and strategy*. London: Routledge, Taylor and Francis Group.

Lock, J.D. (1996). *Developing an integrative model of leadership* (Doctoral dissertation), The University of Tulsa.

Loh, J. and Snyman, R. (2020). The tangled web: consequences of workplace cyberbullying in adult male and female employees. *Gender in Management: An International Journal*.

Lorber, J. (1999). Crossing borders and erasing boundaries: Paradoxes of identity politics. *Sociological Focus*, 32(4): 355-370.

Lukaka, E. (2013). *Influence of culture on women leadership in managerial position: a case of Eldoret municipality, Kenya*. University of Nairobi.

Lumby, J. and Azaola, C. (2011). Women Principals In Small Schools in South Africa. *Australian Journal of Education*, 55(1): 73-85.

Lunenburg, F.C. and Irby, B.J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Corwin press.

Lussier R.N. and Achua C.F. (2015). *Leadership. Theory, application, & skill development. 5th edition*. United States: South-Western, Cengage Learning.

Madsen, S.R., Longman, K.A. and Daniels, J.R. (2012). Women's leadership development in higher education: Conclusion and implications for HRD. *Advances in Developing Human Resources*, 14(1): 113–128.

Malovi, P.M. (2014). *A Study of Socio-Economic Elements Influencing Gender Imbalance in Elective Governance Positions in Kenya: The Case of Kilgoris Sub-County*. Kenya.

Mamabolo, M.M. (2020). *Evaluating the implementation of IQMS in Warmbad Circuit. A supervisor's perspective*, Pretoria. Tshwane University of Technology.

Maree, K. (2007). *First steps in Research 1st*. Pretoria: Van Schaick Publishers.

Maree, K. (2010) *First steps in research*. Pretoria: Van Schaik Publishers.

Maree, K. (2016). *First steps in Research*. Pretoria: Van Schaik Publishers.

Markus, H.R. and Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological review*, 98(2): 224.

Marumo, K.M. (2012). Empowerment: *Making sense of the voices of women about their journey towards their leadership identity in higher education*, 77(25): 260-285

Mason, J. (2002). *Qualitative Researching*. 2nd Ed. London: Sage Publications.

Matotoka, M.D. and Odeku, K.O. (2021). Mainstreaming Black Women into Managerial Positions in the South African Corporate Sector in the Era of the Fourth Industrial Revolution (4IR). *Potchefstroom Electronic Law Journal*, 24(1): 1-35.

Mayer, C.H., Tonelli, L., Oosthuizen, R.M. and Surtee, S. (2018). You have to keep your head on your shoulders: A systems psychodynamic perspective on women leaders. *SA Journal of Industrial Psychology*, 44(1): 1-15.

Mazibuko, F. (2006). Women in academic leadership in South Africa: conventional executives or agents of empowerment? *Alternation*, 13(1): 106-123.

McGrath, M. (2011). *Women and Leadership*. Wharton School of the University of Pennsylvania.

Mcmillan, H. and Schumacher, S. (2010). *Researcher in Education*: 2nd ed. Boston: Pearson.

Miller, S.K., Washington, A.C. and Fiene, J.R. (2006). Female Superintendents: Historic barriers and prospects for the future. *Journal of Women in Educational Leadership*, 4: 219–242.

Mitroussi, A. and Mitroussi, K. (2009). Female educational leadership in the UK and Greece. *Gender in Management: An International Journal*, 24(7): 505-522.

Mkhonto, T.V. (2019). *Women and Promotability in rural South African Schools: listening to the voices of female teachers in Ehlanzeni District Municipality* (Doctoral dissertation), University of Pretoria: Pretoria.

Moorosi, P. (2006). *Policy and practice related constraints to increased female participation in education management in South Africa*. (PhD thesis), University of KwaZulu-Natal.

Morley, L. (2013). The rules of the game: women and the leadership turn in higher education. *Gender and Education*, 25: 116-131.

- Msimang, S. (2011). Affirmative action in the new South Africa. *The Politics of representation, law and equity women in action*, 1(2): 106-189.
- Musavel, M., Ahmed, R. and Simon, C. (2011). *Perceptions of gender-based violence among South African youth: implications for health promotion interventions*. Oxford University Press.
- Musetsho, M., Isac, N. and Dobrin, C. (2021). Gender Inequalities in the Workplace: Case Study of South Africa. *Management and Economics Review*, 6(1): 70-81.
- Mutarubukwa, P. and Mazana, M.Y. (2017). Challenges Facing Women Leaders amongst Local and Central Government Authorities in Tanzania. *Business Educational Journal*, 1(3): 1-12.
- Mutekwe, E. and Modiba, M. (2012). Girls' career choices as a product of a gendered school curriculum: The Zimbabwean example. *South African Journal of Education*, 32(3): 279-292.
- Naidoo, V. and Kongolo, M. (2004). Has affirmative action reached South African women? *Journal of International Women's Studies*, 6(1): 124-136.
- Ndebele, C. (2018). Gender and school leadership: Breaking the glass ceiling in South Africa. *Géneros*, 7(2): 1582-1605.
- Ngobeni, E.T. (2009). *Leadership in the "trapped schools of the North-West province [South Africa]*. (Unpublished thesis) ,North-West University-Mafikeng Campus.
- Niesche, R. and Keddie, A. (2011). Foregrounding issues of equity and diversity in educational leadership. *School Leadership and Management*, 31(1): 65-77.
- Nieuwenhuis, J. (2010). *Introducing qualitative research designs and data gathering techniques*. Pretoria: Van Schaik Publishers.
- Nilsen, P. (2015). Making sense of implementation theories, models and frameworks. *Implementation Science*, 10(53): 1-14.

Nkani, F.N. (2006). *Factors that explain gender-based violence amongst secondary school learners in the Inanda area*. (Unpublished Master's dissertation), Durban: University of KwaZulu Natal, Edgewood Campus.

Northouse, P.G. (2011). *Introduction to leadership: Concepts and Practice*. 5th ed. Sage Publications.

Nussbaum, M. (2011). Capabilities, Entitlements, Rights: Supplementation and Critique. *Journal of Human Development and Capabilities*, 12(1).

Oakley, J.G. (2000). Gender-based barriers to senior management positions: Understanding the Scarcity of Female CEOs. *Journal of business ethics*, 27(4): 321-334.

Okin, S.M. and Mansbridge, J. (1994). *Feminism*, England: Edward Elgar Publishing.

Opoku, M.P., Anyango, B. and Alupo, B.A. (2018). Women in politics in Kenya: an analysis of participation and barriers. *Multidisciplinary Journal of Gender Studies*, 7(1): 1506-1530.

Pandey, P. and Pandey, M.M. (2015). *Research methodology: Tools and Techniques*.

Person, D., Saunders, K. and Oganessian, K. (2014). Building South African women's leadership: A cohort model for the PhD in student affairs. *Journal of Student Affairs in Africa*, 2(1): 235-360.

Pew Research Center Social and Demographic Trends. (2015). *Women and Leadership: Public Says Women are Equally Qualified, but Barriers Persist*. United States.

Phendla, T. (2008). The Paradox of luselo-lufhanga Metaphors: African Women Defining Leadership for Social Justice. *International Studies in Educational Administration (Commonwealth Council for Educational Administration and Management)*, 36(1): 22-40.

Prinsloo, S. (2006). State interference in the governance of public schools. *South African Journal of Education*, 26 (3): 355-368.

Potokri, O.C., Noah, A.O.K. and Perumal, J. (2018). Perceptions of immigrant Nigerian women in South African higher education about social change. *Educational Research for Social Change*, 7(2): 57-73.

Punch, K.F. (2009). *Introduction to Research Methods in Education*. London Sage Publications.

Purl, L. (2015). Women's input and leadership is essential for global challenges. In: *Proceedings of Women in Leadership*.

Ramphela, M. (2008). Diversity in leadership in higher education. Paper presented at the *Conference report of Institutional Cultures and Higher Education Leadership: Where are the Women?* University of Cape Town.

Republic of South Africa (RSA). (2008). *Southern African Development Community*. Pretoria: Government Printer.

Republic of South Africa (RSA). 1996(a). *The Constitution of the Republic of South Africa* (Act 108 of 1996). Pretoria: Government Printer.

Republic of South Africa (RSA). 1996b. *The South African Schools Act (Act 84 of 1996)*. Pretoria: Government Printers.

Ricketts, C. and Ricketts, J. (2010). *Leadership: Personal development and career success*. Cengage Learning.

Rivers, C. and Barnett, R. (2013). *The new soft war on women: How the myth of female ascendance is hurting women, men-and our economy*. New York, NY: Penguin Group.

Robinson, B. (2021, February 5). Gender Discrimination Is Still Alive And Well In The Workplace In 2021. [online] Available from: <https://www.forbes.com/sites/bryanrobinson/2021/02/15/gender-discrimination-is-still->

alive-and-well-in-the-workplace-in-2021/?sh=10d50b5e7f1c [Accessed on 22 June 2022].

Rodd, J. (2013). *EBOOK: Leadership in Early Childhood*. McGraw-Hill Education: UK.

Sadler, H.D. (2011). *Creating and Supporting Safe and Respectful School climates: The Principals' Role*. *International Journal of Diversity in organizations, Communities and Nations*, 10(6): 183-198.

Saflii (2019, October 30). South Africa: Consolidated Acts [online] Available from: http://www.saflii.org/za/legis/consol_act/poeapouda2000637/ [Accessed on 22 June 2022].

Santos, J. (2015). *Cell C's Take a Girl Child to Work Day*. [online] Available from: cellc.co.za/cellc/girlchild on the 15 Of February 2022.

Santovec, M.L. (2010). Women reflect on the SSAO job search process. *Women in Higher Education*, 19: 8–9.

Saunders, M., Lewis, P. and Thornhill, A. (2016). *Research methods for business students*. 7th Ed. Harlow Essex: Pearson Education Limited.

Schein, V.E. (1973). The relationship between sex role stereotypes and requisite management characteristics. *Journal of Applied Psychology*, 57: 95-100.

Schulte, B. (2013). Major national companies try sponsorship as new hammer to break glass ceiling. *The Washington Post*.

Selden, S.C. and Brewer, G.A. (2000). Work motivation in the senior executive service: Testing the high-performance cycle theory. *Journal of Public Administration Research and Theory*, 10(3): 531-550.

Sinden, E. (2017). Exploring the gap between male and female employment in the South African workforce. *Mediterranean Journal of Social Sciences*, 8(6): 37.

Sinyosi, L.B. (2021). *Leadership enhancement amongst female principals of secondary schools in Vhembe District of South Africa* (Doctoral dissertation), University of South Africa: Pretoria.

Shangase, N. and Proches, C. (2014). Leadership Challenges Facing Female Employees in the Telecommunications Industry. *Gender and Behaviour*, 12(2): 6275-6285.

Sharma, S. and Sharma, M. (2012). Gender equality in the workplace: the perceptive reality. *Social Sciences Directory*, 1(1).

Shepherd, S. (2017). Why are there so few female leaders in higher education. *Management in Education*, 31: 82-87.

Shidiye, A. (2013). *Determinants of women participation in leadership positions in National Hospital Insurance Fund in Garissa County, Kenya*. (Doctoral Dissertation), University of Nairobi.

Silverman, D. (2010). *Doing Qualitative Research*. London: Sage Publications.

Singh, R., Zhang, Y., Wan, M. and Fouad, N.A. (2018). Why do women engineers leave the engineering profession? The roles of work–family conflict, occupational commitment, and perceived organizational support. *Human Resource Management*, 57(4): 901-914.

Smit, A.L. (2005). *The Sex-Role Identity, Attributional Style and Self-Esteem of a Group of Female Students*. (Master's Degree). Stellenbosch: University of Stellenbosch.

Smith, J. (2011). Aspirations to and perceptions of secondary headship: contrasting female teachers' and head-teachers' perceptions. *Educational Management Administration & Leadership*, 39: 516-535.

Smit, D. and Du Plessis, V. (2011). Sexual harassment in the education sector. *Potchefstroom Electronic Law Journal/Potchefstroomse Elektroniese Regsblad*, 14(6): 173-217.

South Africa Democratic Teachers Union. (2014). *Policy brief promoting gender equality in higher education and research*. (online), Available: <http://www.sadtu.org.za/docs/>

Stapleton, F.B., Jones, D. and Fiser, D.H. (2005). Leadership trends in academic pediatric departments. *Pediatrics*, 116(2): 342-344.

Statssa (2021). Realizing women's rights for an equal future on Women's Day [online] Available from: <https://www.statssa.gov.za/?p=14559> [Accessed on 22 June 2022].

Thomson, P., Graham, J. and Lloyd, T. (2005). *A Woman's Place is in the Boardroom*. Basingstoke: Palgrave Macmillan.

Tlaiss, H. and Kauser, S. (2010). Perceived organizational barriers to women's career advancement in Lebanon. *Gender in Management: An International Journal*, 25(6): 462-496.

Tshabalala-Msimanga, M. (2009). Address by the Minister in the Presidency. In: *Proceedings of National Gender machinery Commission on the Status of Women*. Report Back Meeting. South African Government Information: The Presidency.

Tsheko, T. (2015). *Unfair Labour Practice Relating to Promotion in the Public Education Sector* (Doctoral dissertation), Nelson Mandela Metropolitan University: PE.

Tsoka, E.M. and Mathipa, E.R. (2006). Possible Barriers to the Advancement of Women to Leadership Positions in the Education Profession. *South African Journal of Education*, 21(4): 324-330.

Tovmasyan, G. and Minasyan, D. (2019). Gender Inequality Issues in the Workplace: Case Study of Armenia. *Business Ethics and Leadership*, 3(2): 6-17.

Turner, S.G. and Maschi, T.M. (2015). Feminist and empowerment theory and social work practice. *Journal of Social Work Practice*, 29(2): 151-162.

UNESCO. 2012. *World Atlas of Gender Equality in Education* Paris. (online), Available:<http://www.uis.unesco.org/Education/Documents/unesco-world-atlas-gender-education-2012.pdf> (Accessed 3 December 2021).

USAID (2008). Education from a gender equality perspective; A report by the equate project Management systems International. *Journal of Human Development and Capabilities*, 13(3).

Von Hippel, C., Wiryakusuma, C., Bowden, J. and Shochet, M. (2011). Stereotype threat and female communication styles. *Personality and Social Psychology Bulletin*, 37(10): 1312-1324.

Walliman, N. (2011). *Research Methods*. London: Routledge.

Ward, K. and Wolf-Wendel, L. (2012). *Academic motherhood: How faculty manage work and family*. New Brunswick, NJ: Rutgers University Press.

Watson, J. (2009). Polokwane–Taking Women One Step Forward or Two Steps Back. *Critical Review*, 16(42): 894-989.

White, C.J. (2005). *Research: A practical guide*. Pretoria: Ithuthuko Investments.

White, K. and Özkanlı, Ö. (2010). A comparative study of perceptions of gender and leadership in Australian and Turkish universities. *Journal of higher education policy and management*, 33 (1): 3-16.

Wilson-Strydom, M. (2011). University Access for social justice: A capabilities Perspective. *South African Journal of Education*, 31: 407-418.

Wood, G.J. and Newton, J. (2006). Facing the wall - equal opportunity for women in management? *Equal Opportunities International*, 25 (1): 8-24.

World Economic Forum. (2013). *The Global Gender Gap Report 2013*. In: Proceedings of. World Economic Forum, New York.

Xiang, X., Ingram, J. and Cangemi, J. (2017). Barriers Contributing to Under-Representation of Women in High-level Decision-making Roles across Selected Countries. *Organization Development Journal*, 35(3).

Yakowicz, W. (2014). *How to Remove Gender Bias From the Hiring Process*. London: Routledge Taylor and Francis Groups.

Yam, K.C., Reynolds, S.J., Zhang, P. and Su, R. (2021). The unintended consequences of empowering leadership: Increased deviance for some followers. *Journal of Business Ethics*, pp.1-18.

Yin, R.K. (2011). *Qualitative research from start to finish*. London: The Guilford Press. York: McGraw-Hill.

Zulu, C.B. (2007). *A comparative study of women in management in higher education in South Africa and the United Kingdom* (Doctoral dissertation), University of South Africa: Pretoria.

APPENDICES

APPENDIX A: Questionnaire

Dear participant,

Kindly complete the following questionnaire and submit back to the researcher.

Participants	Experience	Name of the working place	Age group (30-65)
Principals			
PRL 1			
PRL 2			
PRL 3			
PRL 4			
Circuit managers			
CM 1			
CM 2			
CM 3			
CM 4			
District senior managers			
DSM 1			
DSM 2			

2. Topic related questions (Section B)

Indicate with a tick (✓) your assessment of the situation concerning workplace discrimination of women in leadership in your institution

Make use of the following key to indicate your answer:

1. Agree 2. Disagree

<i>Your assessment of the situation regarding the nature and extent of the Workplace discrimination of women in leadership</i>	1	2
2.1. Freedom from workplace discrimination of women in leadership cannot be achieved unless women have been emancipated from all forms of oppression		
2.2. Women have the passion to develop professionally and move to higher levels as educational leaders		
2.3. There is fair and equal opportunities during selection and recruitment of advertised posts		
2.4. Departmental policies (such as gender bill on equality and women empowerment) are applied effectively in my workplace		
2.5. There is no glass ceiling that prevents women to access higher positions in my work place		
<i>Your assessment of the situation regarding the root causes of gender-discrimination in the workplace</i>		
2.6. Family responsibility is a barrier for women to progress to senior management positions		
2.7. Stereotypical assumptions (such as child bearing) makes it difficult for women to obtain the opportunity to be placed in senior leadership positions		
2.8. Amongst the factors that contribute to a lack of power for women, are personal and psychological barriers		
2.9. Earning inequalities is also contributory factor to gender discrimination in the workplace		
2.10. Lack of mentoring due to jealousy and competitiveness is a contributory factor to gender discrimination in the workplace		

<i>Your assessment of the situation regarding workplace discrimination impact on women in leadership positions</i>		
2.11. I am accepted as a leader in my workplace		
2.12. Managers provides employees with moral and emotional support in my workplace		
2.13 Gender inequality in my workplace reflect growing concerns that women are not receiving the same treatment as their male counterparts		
2.14. Women lack the opportunities to observe other women as role models in key leadership positions in my work place		
2.15. Organisational structures interfere with female advancement in my workplace		
<i>Your assessment of the situation regarding the nature of legal remedies available to victims of workplace discrimination</i>		
2.16. My manager is a transformational leader in my workplace		
2.17. There is respect and support of human rights in my workplace		
2.18. Chapter Two of the Employment Equity Act which states that 'no person may be unfairly discriminated" is always considered in my workplace		
2.19. In my workplace men are viewed as more likely than women to offer solutions to problems		
2.20. Women should have the same rights as men and the same educational and work opportunities		

APPENDIX B: Interview with Principals, Circuit managers, and District senior managers

Guiding questions	Possible interview questions
What is the nature and extent of the Workplace discrimination of women in leadership in Limpopo schools, circuits, and districts?	• In your own words, what do you understand by the concept “discrimination of Women in leadership” within the context of your workplace? • Give us an example where you experienced the discrimination in your work place? • What is your role in terms of leadership issues in your work place? • To what extent do you think the discrimination influenced your leadership performance? • Given the recent job description, what are the areas, which need improvement or reform? • How can leadership be strengthened in order to improve the Workplace discrimination of women? • In brief, explain the root cause of the discrimination against women in your workplace? • Which theory do you think can be used as a strategy to improve the workplace discrimination of women in leadership?
What are the root causes of gender-discrimination in the workplace?	• What do you understand about legal and policy prescripts in current context of the workplace discrimination of women in leadership and why? • What do you think are the key policy prescripts of the workplace discrimination of women in leadership and why? • As the head of the division in your work place, who do you think should carry out issues of

	leadership and its management and why? • In your view who is responsible to monitor and evaluate the extent in which leadership delivery takes place? • To what extent do you think the discrimination of women affects leadership in your workplace?
How does workplace discrimination impact on women in leadership positions?	• Tell us about your experiences and observations about the discrimination of women in your workplace. • Which leadership style do you struggle with the most and why do you think this is the case? • If you were chosen to be the HOD, what is the most significant thing that you would implement to improve the workplace discrimination experienced by your peers? • What do you think are the three most key factors that contribute to workplace discrimination of women in leadership positions? • What is the nature of support that you get from your senior/s in order to perform well in your leadership? • In your view, how do you perceive a good leader?
What is the nature of legal remedies available to victims of workplace discrimination?	• Which legal remedies do you think can assist victims of workplace discrimination? • In your view how do you perceive the discrimination of women in leadership?

APPENDIX C: General Info/Consent Covid 19 Compliant

The Workplace Discrimination of Women in Leadership: A case of Waterberg, District in Limpopo Province

Informed Consent Covid 19 compliant

Dear Teacher/Learner/SGB Chairperson/School Principal/Police Officer/Social Worker/Dept of Justice Official

My name is Julia Seanokeng Madela and I am a student researcher for Humanities department at Central University of Technology. You are invited to participate in a research on **The Workplace Discrimination of Women in Leadership: A case of Waterberg District in Limpopo Province**. You were selected as a possible participant because you are a role-player in the education sector. Please read this form carefully and ask any questions you may have before agreeing to be in the study. You must be 18 or older to participate in the study. If you are below 18 years old, your parents/guardian must give written consent to participate in the study.

KEY INFORMATION ABOUT THIS RESEARCH STUDY:

This study is conducted as a result of a concern about the continued prevalence of the agony of women in the work place in schools, districts and head office. Male employees who come from abusive households where their fathers abuse their mothers, they treat their female employees unfairly. The study will conclude on intervention strategies that could be implemented to transform **the workplace discrimination of women in leadership** in schools, circuits and districts. We expect that you will be in this research study for about 50 minutes. The primary risk of participation is minimal but some participants may feel uncomfortable, anxious or tired. The main benefit is that participants will be part of the recommendation to address the agony of women in the work place. Such recommendations, although not prescriptive, may be adopted and implemented by the LDOE.

STUDY PURPOSE:

The purpose of this study is to investigate the understanding of the Workplace discrimination of Women in leadership and its management practice in schools, circuits, and districts in the Limpopo Provincial Department of Education.

NUMBER OF PARTICIPANTS:

If you agree to participate, you will be one of 10 participants in the study. These includes but not limited to Principals, Circuit Managers, and District senior managers.

PROCEDURES FOR THE STUDY:

If you agree to be in the study, the researcher will ask you to complete a questionnaire and also to be asked different questions. She will ask you to tell her about **the Workplace discrimination of Women in leadership**. It might have happened to you or someone else. Whether such discriminations are reported to seniors, and if reporting it make things better or worse. Finally, you will be asked on the intervention strategies that could be implemented to transform **the Workplace discrimination of Women in leadership**.

It will take your ten minutes to complete the questionnaire. The interview session will last for about 50 minutes and it will be done after working hours to avoid disturbing you in your work places. The session will be recorded on a tape recorder or video. Your names will not be used in the study and your face will be hidden if we use video. Everything you say will remain a secret and will not be discussed with anyone.

RISKS AND INCONVENIENCES:

There are minor risks and inconveniences to participating in this study.

- You may be uncomfortable answering the questionnaire or interview questions.
- You may experience psychological distress or fatigue during the study.
- You may be inconvenienced by the duration and place of the interview.
- There might be a risk of possible loss of confidentiality.

- You may feel anxious and/or fearful of being exposed to COVID-19 in the study.

SAFEGUARDS:

To minimise these risks and inconveniences, the following measures will be taken:

- You may skip any questions that you feel uncomfortable answering while taking the survey or during the interview. Participants may skip any part of the questionnaire.
- You may be directed to a counseling or social support services.
- The, interviews, or questionnaire may be scheduled at a time that is convenient to the participant and at a place that is private.
- The study will use pseudonyms or code names to protect the participants.
- COVID protocols will be followed to the letter at all times.

CONFIDENTIALITY:

Your responses or personal information will be anonymous and confidential. Participants will be assigned ID numbers during the study and/or there is no master list with participants' personal information. Your name or other identifiable information such as e-mail address, phone number, address, birthdate, student ID, and/or social security will not be used. Only pseudonyms will be used during reporting of the data, and the personal information is only accessed by the researcher or the research team who is doing the study.

The results of this study may be used in reports, presentations, or publications but your name or other personal information as applicable will not be used. Results will only be shared in aggregate form. Data will be stored in password-protected files, password-protected computer, cloud servers, locked cabinets. Only the researcher or research team will have access to the data and the data will be retained for up to 3 years after the project is completed. Stored data will be disposed, either by shredding paper-based records, or erasing digital files.

VOLUNTARY PARTICIPATION:

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether or not to participate in this study will not affect your current or future relations with the Department of Education.

BENEFITS OF TAKING PART IN THE STUDY:

There are no direct benefits to participation in this study; however, your participation will help you understand the nature and impact of safe schools environment. Your participation will assist current and future women as well as Department of Education to improve on **the Workplace discrimination of Women in leadership** thereby improve education system.

PAYMENT OR INCENTIVE:

You will not receive payment for taking part in this study.

CONTACT INFORMATION:

If you have questions about the study, you can ask me now or anytime during the study. You can also call me at 0829540142 or e-mail me at madelasj.2@gmail.com . If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact Prof Sepeng P on 0827668986 and Dr Ngobeni ET on 0822180033. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact --
-----.

PARTICIPANT CONSENT:

By signing below, you are giving consent to participate in the study. Please check the option that applies to you before signing:

☐ I give permission for my interviews to be audio or video taped.

☐ I do not give permission for my interviews to be audio or video taped.

☐ I have been informed about the risk of exposure to COVID-19 in this study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

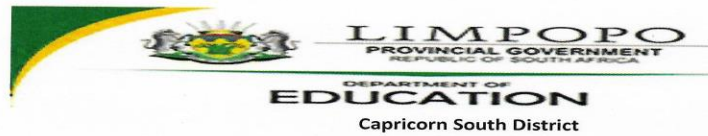
Name of the Participant: _____

Signature of the Participant: _____

Date: _____

Adapted from: <https://www.csusm.edu/gsr/irb/consent.html>

APPENDIX D: Permission to conduct the study – Capricorn District



Ref: 11980079
Enq: Nkuzana T
Tel: 015 633 9701
Email: NkuzanaT@edu.limpopo.gov.za

2021 July 15

Ms Madela SJ
Student Number: 221050244
PO BOX 183
Chromite
0362

RE: PERMISSION TO CONDUCT D.Ed. RESEARCH IN THE CAPRICORN DISTRICT SCHOOLS, LIMPOPO WITH CENTRAL UNIVESITY OF TECHNOLOGY

1. Receipt of your letter bearing on the above subject is hereby acknowledged.
2. In response thereto, please be advised that permission to conduct a research topic of **the workplace discrimination of women in leadership: A case of Waterberg District in Limpopo Province** in Capricorn South District Schools is hereby granted subject to the following conditions:
 - ❖ That the interviews will be conducted outside school working hours and will also not interfere with teaching and learning in schools.
 - ❖ The research will not have any financial implications for the Limpopo Department of Education.
 - ❖ The interviews will also depend on the willingness of Principals / Educators and SGB to be interviewed.
 - ❖ Upon completion of the research study, the researcher shall share the final product of the research with the Department.
3. The District appreciates the contribution that you wish to make and wishes you success in your research.
4. Regards.



District Director

APPENDIX E: Permission to conduct the study – Mogalakwena District



Ref: 11980079
Enq: Mangala N
Tel: 015 483 7549
Email: MangalaN@edu.limpopo.gov.za

2021 July 15

Ms Madela SJ
Student Number: 221050244
PO BOX 183
Chromite
0362

RE: PERMISSION TO CONDUCT D.Ed. RESEARCH IN THE MOGALAKWENA DISTRICT SCHOOLS, LIMPOPO WITH CENTRAL UNIVERSITY OF TECHNOLOGY

1. Receipt of your letter bearing on the above subject is hereby acknowledged.
2. In response thereto, please be advised that permission to conduct a research topic of **the workplace discrimination of women in leadership: A case of Waterberg District in Limpopo Province** in Mogalakwena District Schools is hereby granted subject to the following conditions:
 - ❖ That the interviews will be conducted outside school working hours and will also not interfere with teaching and learning in schools.
 - ❖ The research will not have any financial implications for the Limpopo Department of Education.
 - ❖ The interviews will also depend on the willingness of Principals / Educators and SGB to be interviewed.
 - ❖ Upon completion of the research study, the researcher shall share the final product of the research with the Department.
3. The District appreciates the contribution that you wish to make and wishes you success in your research.
4. Regards.



District Director

APPENDIX F: Permission to conduct the study – Waterberg District



Ref: 11980079
Enq: Lekola RK
Tel: 014 718 1501
Email: LekolaRK@edu.limpopo.gov.za

2021 July 15

Ms Madela SJ
Student Number: 221050244
PO BOX 183
Chromite
0362

RE: PERMISSION TO CONDUCT D.Ed. RESEARCH IN THE WATERBERG DISTRICT SCHOOLS, LIMPOPO WITH CENTRAL UNIVERSITY OF TECHNOLOGY

1. Receipt of your letter bearing on the above subject is hereby acknowledged.
2. In response thereto, please be advised that permission to conduct a research topic of **the workplace discrimination of women in leadership: A case of Waterberg District in Limpopo Province** in Waterberg District Schools is hereby granted subject to the following conditions:
 - ❖ That the interviews will be conducted outside school working hours and will also not interfere with teaching and learning in schools.
 - ❖ The research will not have any financial implications for the Limpopo Department of Education.
 - ❖ The interviews will also depend on the willingness of Principals / Educators and SGB to be interviewed.
 - ❖ Upon completion of the research study, the researcher shall share the final product of the research with the Department.
3. The District appreciates the contribution that you wish to make and wishes you success in your research.
4. Regards.



**Deputy Director
HRM**

APPENDIX G: Invitation to Participants

To: Schools, Circuits and Districts.

From: Ms Madela SJ
Student Number: 221050244
PO BOX 183
Chromite
0362

Subject: Invitation for focus interview group: The Workplace Discrimination of
Women in Leadership: A case of Waterberg District in Limpopo Province.

1. The above matter bear refers
2. As one of the special chosen woman you are cordially invited in the round table interview for the above mentioned study.
3. Please note that you will be part of the 10 chosen participants for focus interview as follows:
 - 3.1. Time: 10H00
 - 3.2. Date: 13/12/2021
 - 3.3. Venue: Wimpy Modimolle
4. Agenda: Face to face focus group interview.
5. Your participation, availability and support will highly be appreciated as you would be contributing positively to this D.Ed. Study.

Kind regards



Madela SJ
Cell: 082 3300 924

APPENDIX H: Letter from the Editor

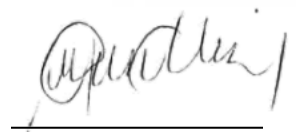


Marieta Grundling (MBA)

366 Rosemary Street
Grootfontein Country Estates
Pretoria, 0081
081 354 1596
edit@profeditmba.co.za
15 April 2022

To Whom It May Concern

This serves to confirm that the article: *The Workplace Prejudice of Women in Leadership: A Case of Waterberg District in Limpopo Province* by **Julia Seanokeng Madela** was edited. The language, presentation, referencing system (both in-text and against the Reference List), were checked and corrected.



M Grundling
15 April 2022

APPENDIX I: Clearance Certificate



RESEARCH ETHICS APPROVAL

Date: 12 September 2021

This is to confirm that ethical clearance has been provided by the Faculty Research and Innovation Committee [01/06/16] in view of the CUT Research Ethics and Integrity Framework, 2016.

Ethical clearance number:

HREIC 01/21/06 ST.M.Ed

Applicant's Name and student number	SJ Madela 221050244
Supervisor's Name for Student Project	Prof P Sepeng Dr ET Ngobeni
Level of Qualification for Student's Project	M.Ed
Title of research project	The Workplace Discrimination of Women in Leadership: A case of Waterberg District in Limpopo Province
FRIC approval number	FRIC 01/21/06

All conditions as set out below have to be met as set out in your LS 262 a form.
As this research focuses primarily on human beings you will be ethically responsible for:

- protecting the rights and welfare of the participants;
- gaining the trust and co-operation of all the participants with the assurance that the information collected will be kept confidential;
- informing the participants from the outset that their participation will be voluntary, and that the data collected will be conducted with the consent of the relevant Department of Education, the director of the relevant District, the principal(s) of the sample school(s), the teachers, and the learners;
- adhere to the principles of rigorous data collection, analysis and interpretation consistent with the design of the study;
- keeping a data trail for possible auditing purposes and safe-keeping of raw data for a period of three years after publication of the results/findings;
- respecting the confidentiality of the data.

We wish you success with your research project.

Regards



Prof JW Badenhorst
(Chairperson: Faculty of Humanities Research Ethics and Integrity Committee)