

Female teachers' experiences of senior male colleagues' exercising of power in schools

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DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

A handwritten signature in black ink, appearing to read 'J. B. van der ...', is centered on the page.

Signature

Date:

05/12/2014

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Supervisor

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Support system

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ABSTRACT

Women in South Africa are discriminated against in various areas of their lives, specifically in the workplace where the power dynamics between men and women are not equally distributed. This qualitative research study in a critical phenomenological research paradigm has allowed me to explore, describe, explain and gain an understanding of the nature of female teachers' lived experiences of senior male colleagues' exercising of power. It has also allowed me to critically challenge and question female teachers' lived experiences by interpreting and making meaning of the power conundrum within a school context. Using a qualitative research design and methodology, I interrogated the power hierarchy in schools by initiating critical dialogue with the participants. This study serves as a voice for female teachers' lived experiences regarding the power conundrum.

Data was generated by 16 purposefully selected female teachers from various primary and secondary schools in the Dr Kenneth Kaunda district in the North-West Province, more specifically the Matlosana area. The data generation phases consist of two consecutive phases each with different stages. The first phase concerns the photo-elicitation-narratives (written). This is followed by individual photo-elicitation-interviews during the second phase. The data is analysed by means of interpretive phenomenology analysis (IPA). Thereafter themes and categories are identified, and verified during a consensus meeting with independent coders. Two main themes are identified: Theme one is that female teachers experience power as a behaviour that has the potential to evoke feelings that are (*im*)balanced, thus power evokes feelings of either being nurtured or feelings that are seen as degrading or destructive in nature. Theme two reflects female teachers' suggestions of promoting their own well-being. As well-being evokes a sense of meaningfulness and belonging in the workplace, it can lead to positive work relationships. When power is misused or abused in the workplace, it results in workplace bullying and abusive behaviour, which has a negative effect not only on employees' work performance, but also on their personal life and own health. If the detrimental effects of this phenomenon of power in a school context are ignored, female teachers will continue to experience loss of self-esteem and work withdrawal, and show signs of increased depression as well as high stress levels.

Key words: female; teachers; experience; male; photo-elicitation; power; critical phenomenology.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Women in South Africa face discrimination in various sectors of their lives, especially in the workplace where Paulsen (2009:8) argues that society sees women and their careers rather differently from the way it sees men and their careers. Even in today's society gender-based discrimination against women still prevails. It is now twenty years since South Africa's first democratic elections and nearly that since the Constitution of the Republic of South Africa Act No. 108 of 1996 (South Africa, 1996b) became the supreme law in order to "heal the divisions of the past and establish a society based on democratic values, social justice and fundamental rights". The Bill of Rights (South Africa, 1996b), which is included in the Constitution, "is the cornerstone of democracy in South Africa". One would think that any form of human dignity; equality; freedom and violation of discrimination; prejudice and stereotyping would be something of the past. It could be argued that not much has changed in the seven years since Lloyd and Mey (2007:95) commented that women face serious challenges in the workplace, not the least of which is trying to achieve an optimal balance between their career and their families.

Sexism is one of the root causes of the subordination of women in the twenty-first century: aspects such as negative attitudes towards women, prejudice and discrimination lead to "gender-inappropriate endeavours in the workplace" (Kendall, 2010:325). Thus, women today face gender-based discrimination in South Africa, which is still largely a patriarchal society. In their survey of perceptions of gender differences in the workplace, Lloyd and Mey (2007:97) identified barriers such as "cultural and traditional issues, prejudice and stereotypes" as well as a "lack of promotion and employment". The workplace can thus be seen as a site where power can be misused and abused, resulting in "conflict, harassment and bullying" when taken to extremes (Reyes, 2013).

1.2 PROBLEM STATEMENT

Paulsen (2009:7) posits that women are still not readily accepted in senior positions, or given the same promotion opportunities as their male colleagues. They are still underrepresented in leadership positions and are "less likely than their male counterparts to realize the power [the ability to exercise authority in order to be in control or to influence others] associated with the

position” even when appointed to senior positions (Ragins & Winkel, 2011: 377). Alluding to the influence of patriarchal society, Albelushi (2004:17) claims that “[a] culture’s dominant ideologies have a crucial influence on women’s work”.

The associated power with a certain position may lead to workplace bullying (Ragins & Winkel, 2011:377). Workplace bullying can be seen as a persistent action which has an “impact on the recipient” as well as a “negative effect on the victim”: it “is a pervasive and harmful feature of modern workplaces worldwide” and its prevalence in schools might be psychologically and physically toxic, especially to women (De Wet, 2010:1450). According to Binduko (2013:29), the Amay-MSF Trade Union views bullying of teachers at various hierarchal levels in the school context as the chief form of misuse of power. It undermines the victim’s self-confidence, causing stress. The perpetrator may be the principal, deputy principal, a head of department or even a colleague on the same post level; there can even be upwards bullying (Binduko, 2013:29). Workplace bullying has far reaching effects on the victims; they might feel threatened or even become physically and or mentally ill over a time period, or their emotional well-being may be affected (Binduko, 2013:36). Well-being here is the “state of being comfortable, healthy, or happy” without any influences of misuse of power (Oxford Learning Dictionary, 2014b); it is about how people feel and how confidently they function in their daily lives. As Sovereign Services (2013) notes, positive well-being increases social cohesion and productivity in the workplace. The converse is also true.

According to Ragins and Winkel (2011:367), emotion is one of the factors used to explain why power differences in the workplace exist, because men and women experience different types of emotions. Women “are more likely than men to report experiencing emotions associated with lack of power, such as fear, sadness, shame and guilt” and woman “are less likely than men to be perceived as having social power in their work relationships” (Ragins & Winkel, 2011:380;378). Lloyd and Mey (2007:99) posit that competent women leave the workplace because of what might be seen as a lack of power in power relations. Commenting on the school situation, Human-van der Westuizen (2012:3) argues that the assertion of power can take the form of one-on-one power struggles between any two colleagues, but female teachers are especially prone to being treated as subordinates. These power struggles can also influence interpersonal dynamics and lead to conflict in the workplace (Schieman & Reid, 2012:298). Workplace conflict can be seen as the involvement of “perceived or actual clash of expectations between individuals or groups” (Devine, 2008). It may result in “perceptions about exposure to negative forms of interaction that range from minor disagreements to more severe altercations, including violations of and/or insults to the self; perceptions of injustice, inequity, or unfairness;

goal impediments or thwarted aims; incompetence; and being the target of another person's verbal or physical antagonism or aggression" (Schieman & Reid, 2012:298).

One of the greatest strengths of South Africa's democracy is the South African Constitution (South Africa, 1996a). This clearly stipulates that racism; sexism; prejudice or gender discrimination is not to be tolerated in the workplace. However, gender inequality in the workplace is still the norm rather than the exception; the glass ceiling is still in place (Lloyd and Mey, 2007:102). In a patriarchal society, the main oppressors in the workplace are men (Haralambos & Holborn, 2008:101; Jarvis, 2013:35:41; Malefane, 2001:18). They act aggressively against women to secure their 'power' on a daily basis, reinforcing their dominant position and denying women the right to dignity and respect (Haralambos & Holborn, 2008:101). According to Lloyd and Mey (2007:97-98), discrimination based on stereotyping against women in schools is widespread, which severely constrains women's potential for "advancement, dedication and usefulness in the workplace". Similarly, Ragins and Winkel (2011:379) argue that "[o]verall, women are less likely than men to be perceived as having social power in their work relationships ... women are [seen as] less competent than men [because] ... men by nature are more agentic and influential than women."

These perceptions of male and female teachers may be a barrier to a creative and effective teaching and learning environment and the overall well-being of teachers. This is a situation that cannot be treated lightly. Malefane (2001:18) argues: "We should not choose convenient ways of dealing with oppression of woman by resorting to cosmetic approaches like Valentine's Day and Mother's day. Let us respect and promote the dignity of women as citizens, workers, parents and partners. This should be an integral part of our daily lives".

As is evident in the literature, little research has been done to date on the use of power to oppress women in workplace, especially in the school context. This highlights the need to explore how female teachers experience senior male colleagues' exercising of power in schools. This study aims to explore, describe, understand and explain how female teachers experience senior male colleagues' exercising of power in schools, as "subordination of women to men is prevalent" in various contexts not only at national level but all over the world (Ray, 2006:1).

1.3 PURPOSE AND SIGNIFICANCE OF THE STUDY

As mentioned above, power in the workplace manifests itself in various ways (Swart, 2007:189). In this study, I set out to explore, describe and explain in order to make meaning not only how,

but also why female teachers experience senior male colleagues' exercising of power in the way that they do. I decided to critically interpret the lived experiences of female teachers, using a critical phenomenological approach. In order to do this I engaged in critical dialogue with the participants to reveal their lived experiences, attitudes, perceptions and knowledge regarding the power of senior male colleagues in schools. Interpreting the manifestation of power as exercised specifically within South African school contexts required me to draw on a broader knowledge base of the phenomenon. This study further serves as a voice for female teachers in a variety of school contexts who may have been affected in hierarchal systems constructed by various post levels (Table 1.1 and 3.1) in school contexts.

1.4 RESEARCH QUESTIONS

In order to explore, describe, understand and explain the current conundrum as stipulated in the problem statement, this study was guided by the following main research question: How do female teachers experience senior male colleagues' exercising of power in schools?

In order to fully explore the main research question the following sub-questions were addressed:

- How do female teachers conceptualise power?
- How do female teachers view power hierarchy in schools?
- Why do female teachers experience senior male colleagues' exercising of power in schools the way they do?
- What is the effect of senior male colleagues' power on female teachers' well-being?

The above sub-questions led to the exploration, description, understanding and explanation of how and why female teachers experience senior male colleagues' exercising of power in school contexts. This study therefore was exploratory, descriptive, explanatory and contextual in nature (see 3.2.3).

1.5 AIMS OF THE RESEARCH STUDY

The following research aims guided the research process:

- to explore and describe how female teachers conceptualise power;
- to explore and describe how female teachers view the power hierarchy in schools;

- to identify and explain why female teachers experience senior male colleagues' exercising of power in schools the way they do; and
- to explore and describe the effect of senior male colleagues' power on female teachers' well-being.

In order to achieve the above aims, I meticulously adhered to the research design and methodology that is briefly discussed in section 1.8 and described in detail in Chapter Three.

1.6 CONCEPT CLARIFICATION

The following concepts which were relevant to this study will now be clarified:

1.6.1 Female

Haralambos and Holborn (2008:93) assert that the term 'sex' can be used to classify whether you are male or female, but 'gender' denotes the masculinity or femininity of an individual. The standard definition of a female is an individual "bearing two X chromosomes in the cell nuclei and normally having a vagina, a uterus and ovaries, and developing at puberty a relatively rounded body and enlarged breasts, and retaining a beardless face" (Dictionary.com, 2014). It is therefore biologically based. The concept 'female' is complex as is evident in four feminists' perspectives which will be elaborated in 2.3.2.

1.6.2 Teacher

According to the Employment of Educators Act 76 of 1998 (South Africa, 1998) a teacher is

any person who teaches, educates or trains other persons or who provides professional educational[al] services, including professional therapy and education psychological services, at any public school, further education and training institution, departmental office or adult basic education centre and who is appointed in a post on any educator establishment ...

The Department of Basic Education (South Africa, 1997:iv) states that a teacher is a person whose tasks involve "educating others at all levels of education, in any sort of education or training context, including formal and informal". A teacher is therefore not only a person who teaches others or provides education to others, but also someone who imparts knowledge (Harley, Barasa, Bertram, Mattson & Pillay, 2000:289). In a South African school system,

teachers can be appointed to different phases: Foundation Phase (Grades RR-3); Intermediate Phase (Grades 4-6); Senior Phase (Grades 7-9) and the Further Education and Training Phase (Grades 10-12) (DoBE, 2014). Table 1.1 shows the various post levels teachers hold in South African schools (Brunton & Associates, 2003:63).

TABLE 1.1 VARIOUS POST LEVELS

Adapted from Brunton and Associates (2003:64-67)

POST LEVELS		RANK
Seniority increases ↑	Post Level 4	Principal
	Post Level 3	Deputy Principal
	Post Level 2	Head of Department (subject, learning area or phase)
	Post Level 1	Teacher

In this study, ‘female teacher’ refers to a person whose duties are to facilitate teaching-and-learning at either a primary or secondary school and who is in a *less senior position*, i.e. a lower post level, than a male colleague.

1.6.3 Experience

An experience can be described as something you learn from doing or seeing, therefore an experience is the knowledge, skills and achievements that one receives over a period of time but everyone’s experience however will differ because of their personal encountering. Beard (2009:3) posits that to experience something, it will be enriched, not only by feeling the experience, but also through sensing, thinking, doing and or changing it. Fowler and Fowler (2004:339) further add that an experience is an actual observation which affects a person, thus a cognitive process where the internal and external environment is used to interpret information. Experience can thus be clarified as knowledge and skills that an individual has gained by doing something and it can be enriched by being in a situation through, sensing, feeling and thinking. A human’s experiences are thus the “point of multiple intersection of the various systems”, interacting with each other (Moreira, 2002:59). It is also “[t]he fact of being consciously the subject of a state or condition” (Beard & Wilson, 2002:13-14). An experience can also evoke different interpretations (Beard & Wilson, 2002:14). This study refers to the ‘experiences’ of the participants as ‘lived’ experiences which means recognising their knowledge and skills about

power as they live through their experiences within school context (Adams & van Manen, 2008:616).

1.6.4 Male

Martino (cited in Ponte, 2012:4) defines a male as “the dominant versions of masculinity” and Winter (cited in Heineken, 2011:119) states that masculinity is “built around an ideology of toughness and the image of the breadwinner that suggested the need for a range of alternative masculinities”. For the purpose of this study, the concept ‘male’ refers to any senior male colleagues (teacher) who has masculine traits at a school and who is senior to the female participants, i.e. holding a post level two grading (Head of Department), a post level three grading (Deputy Principal) or post level four grading (Principal).

1.6.5 Senior colleague

The Collins English Dictionary (2014a) explains the term colleague as a “fellow worker or a member of staff, department or profession”. In this study, a colleague specifically refers to a male colleague in the same work environment of the school staff who has a higher position than the female colleague, hence the term senior colleague.

1.6.6 Exercising

Oxford Learning Dictionary (2014a) defines exercising as “use or apply”: which means the way you exert, wield, utilize, apply or use something. Exercising in this study can be viewed as the way how the senior male colleagues exert, wield, utilize, apply or use their power within school contexts.

1.6.7 Power

According to Weber (cited in Fennell, 1999:24), power is to exercise one’s will and is therefore viewed as a legitimate force for controlling the environment, thus the ability to act on others (Swart, 2007:203). Power is a force that determines behavioural outcomes hence “the capacity to produce a desired result, act upon others” or “make things happen” (Holvino, 2007:367). Van der Walt and Bowman (2007:147) posit that power is always at play in the social world because

it is a singular or collective force of expression. Executing one's power can be seen as part of human interaction and a special relationship is formed when power is involved; one person will be the wielder of power whilst the other person will be the reactor (Fennell, 1999:25; Gordon, 2012). Holvino (2007:361-362) states that power is "the ability to impose one's will on others, [to] control others, including against their will". But Holvino (2007:361-362) attests to the fact that "[i]n mainstream theories, the debate over the meaning of power, is ongoing" where Foucault sees power as inherently relational, thus exerting power over others through your position. Power can thus be seen as an action (Swart, 2007:188). According to Adler, Laney and Packer (1993:104), "power" is sometimes connected to men and therefore conceptualised from a masculine viewpoint. It seems that women prefer the term "influence" to "power" (Adler *et al.*, 1993:104). For the purpose of this study power refers to the ability of an individual to exercise authority in order to control or to influence others.

1.6.8 School

According to the Employment of Educators Act, 76 of 1998 (South Africa, 1998), a 'school' can be defined as an educational institution managed and or subsidised by a provincial department that offers education. The South African Schools Act 84 of 1996 (South Africa, 1996a:4) states that a 'school' is a place which enrolls learners in various grades. A school enrolls learners in grades RR-12. Schools may be divided further into primary schools and secondary schools. A primary school enrolls learners in grades RR and/or R to grade 7, and a secondary school enrolls learners from grade 8 to grade 12 (Steyn, Steyn, De Waal & Wolhuter, 2003:105). 'School' in this study refers to both primary and secondary schools as places where teachers and learners work together for the purpose of teaching and learning.

1.7 LITERATURE REVIEW

A literature review is an overview of current and relevant information regarding the research phenomenon and assists the researcher to find the gap in the research thus far (Maree & Van der Westuizen, 2010:26). The research gap that I identified in the literature was the phenomenon of power experienced by female teachers specifically in school contexts (see 1.6.2 and Table 1.1).

According to Fiske (2010:546), "power is the ability to exert influence" or "the amount of force one person can induce on another". Others take a similar view. Swart (2007:203) views power

as “the ability to act on, influence or control the actions of other”. Eden (2001:97) notes the link between control and power and influence. This is supported by Fiske’s (2010:546) view of “power-as-control”. When individuals have power, they can control or influence the behaviour of others, thus having the power (Eden, 2001:97). The term control can be defined as the ability to have power to give orders (Oxford School Dictionary, 2000:99).

The power can be seen as having different facets: power through, power within and power over (Fennell, 1999:23-25). *Power through* is based on ownership through motivation, where individuals motivate each other to reach a common goal which includes the “ability to help others achieve a set of ends that may be shared, negotiated, or complementary without being either identical or antithetical” (Fennell, 1999:24-26). *Power within*, challenges the traditional power hierarchies whereas *power over* refers to “separate entities struggling amongst one another for strength, control, superiority, and their separate interests” (Fennell, 1999:24-26).

Table 1.2 below that provides an overview of the various forms of power as identified by Fiske (2010:546) and Lauby (2010).

TABLE 1.2 AN OVERVIEW OF VARIOUS FORMS OF POWER

Adapted from Fiske (2010:564) and Lauby (2010)

FORMS OF POWER	DEFINITION	
Coercive power	When an individual is in the position to punish someone	
Connection power	When an individual abuses relationships with those in higher positions.	
Expert power	Can be linked to the academic skilfulness of an individual.	
Information power	Can be gained if an individual has access to important information regarding a certain phenomenon.	
Legitimate power	When an individual’s formal position grants him/her legitimate power.	
Referent power	Referent power is gained where an individual’s references become applicable, thus emulating by targeting others.	
Reward power	Is based upon an individual’s ability to bestow rewards, such as job assignments, schedules and/or pay benefits.	
	Power can be: acquired, used and possessed	

Magee and Galinsky (2008:5) describe power as being associated with social hierarchy as “an implicit or explicit rank order of individuals or groups with respect to a valued social dimension”. The top of the hierarchy indicates the greatest power. Movement upwards reflects greater rank

or power and consequently status, and downwards the opposite (Magee & Galinsky, 2008:12-20).

In Chapter Two, I situate power in a detailed conceptual and theoretical framework in order to provide a more complex understanding of this phenomenon. The next section describes the research design and methodology that guided the empirical study.

1.8 RESEARCH DESIGN AND METHODOLOGY

A research design can be seen as the blue print which shows how the researcher intends to conduct the study. This includes who will be studied, where and when. In other words, the design shows which path to follow from the beginning to the end of the research process (Paulsen, 2009:33). Research methodology can be seen as the means by which the data is generated during the research process, the analysis as well as the interpretation of the generated data (Creswell, 2009:233). Since I intended to explore, describe, understand and explain the phenomenon of power in school contexts as well as the meaning female teachers assign to their lived experiences (Mtsweni, 2008:8), I chose a qualitative design. My intention was to interpret and make meaning of the experiences participants ascribe to certain phenomenon in this study (Creswell, 2009:4). This research was underpinned by a critical phenomenological approach. This allowed me not only to explore, describe, and understand the lived experiences of female teachers, but also to critically challenge and question the lived experiences of the participants with regard to the phenomenon of 'power' in school contexts. This qualitative research design and the methodological processes as well as the critical phenomenological approach I adopted are discussed in detail in Chapter Three.

1.8.1 Site and sample

The study was conducted in the Dr. Kenneth Kaunda district in the North-West Province, more specifically in the Matlosana area. A purposeful sample of female teachers was selected from primary and secondary schools that met the sample selection criteria (see Table 3.1 and 3.3.1). A purposeful sampling method was used in this research study which means pre-set criteria were used to select the participants (Boeije, 2010:35; Nieuwenhuis, 2010c:79). The rationale was that these participants were experts or the knowers who could provide rich individual data of a specific context (Griffin & May, 2012:450): they all had certain lived experiences of senior male colleagues' exercising of power in their schools.

1.8.2 Data generation

Data generation describes the theory and methods which a researcher uses “to create data from a sampled source during the research process by interacting with the data source (Garnham, 2008:192). There were two data generation phases with different stages of photo-elicitation strategies (see 3.3.2.1). Photo-elicitation as a data generation strategy is where photographs are taken by the participants to elicit further discussion and reflection as part of the process of making meaning of what had been depicted or captured by the participants’ photographs depicting their lived experiences of a phenomenon (Keegan, 2008:620).

Phase One entailed *individual photo-elicitation-narratives (written)* which entailed the participants taking a maximum of five photographs which best depict their lived experiences on the phenomena, followed by providing a caption for each photograph and then writing a short narrative of what the photographs depicted with regard to the phenomenon under investigation. Phase One also prepared the participants for the *individual photo-elicitation-interviews* in Phase Two. These were audio recorded and then transcribed so the data could be analysed. The individual photo-elicitation-interviews drew on Mitchell’s (2011c:60) SHOWED questioning techniques (see 3.3.2.1.2 and Diagram 3.3). The two photo-elicitation data generation phases were combined not only to generate rich data but also to strengthen the voices of the participant, and to provide the participants with the opportunity for critical reflection.

The data generation process is described in detail in 3.3.2.1. I also made use of field notes, including observational, theoretical, methodological and personal reflective notes, so I would not be distracted during the data generating process (see 3.3.3).

1.8.3 Data analysis

The aim of the data analysis process is to verify and clarify the data in order to find similarities and relationships to understand the phenomena (Walliman, 2005:301). Interpretative phenomenological analysis (IPA) was used in this study aimed at understanding and interpreting the participants’ lived experiences of the phenomenon of power in school contexts (Griffin & May, 2012:447). The data analysis process is discussed in detail in 3.3.4.

1.9 LITERATURE REVIEW

Denscombe (2010:29) states that a literature review is done by locating the research within the literature which already exists. I therefore conducted a literature review in order to justify and support the findings discussed in Chapter Four. This review assisted me to situate the research and to support my findings. By comparing the findings to other empirical studies and literature to find similarities and differences, it was possible to identify the unique contribution this study makes.

1.10 TRUSTWORTHINESS

Nieuwenhuis (2010a:113-115) explains that trustworthiness refers to the reliability of the findings, which can be established by using methods such as triangulation through multiple data generation strategies, verification of all raw data, and stakeholder checks and maintaining confidentiality and anonymity. Guba's (1981) trustworthiness model was used, which includes four trustworthiness criteria (truth value, applicability, consistency, neutrality) as well as four strategies (credibility, transferability, dependability and confirmability) (Krefting, 1990:217-221). These trustworthiness criteria and strategies are discussed in detail in 3.4.

1.11 ETHICAL CONSIDERATIONS

Denscombe (2010:59) refers to ethics as a "system of moral principles by which individuals can judge their actions as right or wrong, good or bad". The entire research process needs to be rigorously ethical. Before the study was conducted, permission was obtained from the Ethics Committee of North West University Faculty of Education Sciences, the Department of Basic Education of the North-West province (Addendum A), the School Governing Bodies (Addendum B) and the principals of the respective schools (Addendum C)

A number of primary and secondary schools in the Matlosana area were purposefully selected. After providing them with a written and oral description of the aims of the study, the principals were asked for their permission to do the research. Once this had been obtained, I purposefully selected female teachers. After fully informing them about the aims of the study and what their involvement would encompass, I invited them to take part in the research voluntarily. The female teachers who were willing to do so gave their consent in writing. Since a researcher may not force any participants to take part in a research study, I stressed the fact that participation

was voluntary and that they were entirely free to withdraw from the research process at any time. I obtained their consent before each of the two data generation processes because it was important for me to ask for consent before each data generation phase, especially since photographs were to be used as visual material.

Confidentiality in this study meant that all the data that was generated had to be carefully safeguarded. Ogden (2008:111) highlights the fact that confidentiality goes hand in hand with human dignity and a researcher must protect participants at all times. This was achieved by omitting all the participants' names and their schools when the audio recordings were transcribed. Anonymity was maintained throughout the research process by using codes: this protected the privacy and identity of participants and their schools. Any information that could identify participants or their schools was omitted during the transcription of the individual photo-elicitation-interviews. All data generated through both phases was kept in a secure location to which only my supervisor and I have access (Clark, 2008:196). Further details on how the ethical requirements were met are given in 3.6.

1.12 CHAPTER DIVISION

This research study was divided in the following chapters:

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

CHAPTER TWO: CONCEPTUAL AND THEORETICAL FRAMEWORK: POWER

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION OF FINDINGS: FEMALE TEACHERS' EXPERIENCES OF SENIOR MALE COLLEAGUES' EXERCISING OF POWER IN SCHOOLS

CHAPTER FIVE: CONCLUSIONS, SUGGESTIONS, RECOMMENDATIONS FOR FURTHER STUDY, LIMITATIONS AND SUMMARY

1.13 SUMMARY

Chapter One provided an overview of the research study. This included the problem statement, the rationale of the research, the research design and the possible significance of the study. The concepts relevant to the study were also clarified and key considerations were outlined. The next chapter provides the conceptual and theoretical framework of the study.

CHAPTER TWO

CONCEPTUAL AND THEORETICAL FRAMEWORK: POWER

2.1 INTRODUCTION

A conceptual framework can be viewed as a system of concepts which assists the researcher to broaden her understanding of a certain phenomenon (Sitko, 2013). It assists the researcher to make sense of the generated data and provides a tool to identify similarities and differences between the patterns that emerge and those in previous findings in the literature on a specific phenomenon (Fischer, 2011:46). Diagram 2.1 shows how the conceptual and theoretical framework draws on salient literature.

2.2 THE NATURE OF POWER

As discussed in Chapter One, power is a complex phenomenon and comes in various forms. Like most behaviour which people display, it is “either deliberately or inadvertently” learned “through the influence of example”, i.e. on how other people behave (Bandura, 1971:5). In broad terms, power is a human force that determines behavioural outcomes. This implies an ability to impose one’s will on others to obtain a desired result (Holvino, 2007:361-367; Swart, 2007:203; Weber (cited in Fennell, 1999:24). The exercise of power can be positive or negative. As Van der Walt and Bowman (2007:43) explain, power is often conceptualised as a “repressive or negative force applied to individuals by other individuals or a group of individuals” but it can also be productive, depending how it is being used. The next section will highlight the various sources of power.

POWER Workplace (school context)

FORMS OF POWER

Organizational power

Formal power

Legitimate power

- Positional power
- Influence others' **behaviour**

Judith Butler Theory

- Power differences in men and women
- Subordinate positions between males and females
- 'Male' title: automatic authoritative behavior

Expert power

- Influence people **behaviour** due to expert power
- knowledge skills

Social Hierarchy theory



Reward power

- Ability to award/remove things
- Ability to influence/control others' **behaviour**
- Ability to affect relationships

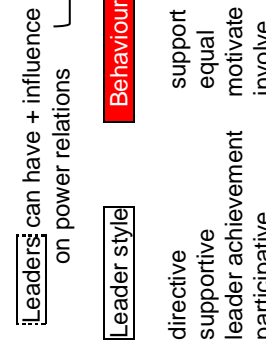
Social Exchange Theory

- Behaviour and social interaction in workplace
- Exchange of rewards – used as power
- Social relationships – positive and/or negative

Referent power

- Admiration of an individual
- ↓
- behaviour**
- ↓
- Respect
- ↓
- Positive power relations

Theory: Path-goal Theory



Coercive power

- Threats/punishments/reprimands
 - Used negatively
- ↓
- arbitrarily unethical
- ↓
- behaviour**
- ↓
- violent/bullying
- ↓
- Power-Approach theory
Reward/threat asymmetries

Metaphoric theory

- Powerful individuals use rewards to control people - positive and/or negative

Transactional Leadership theory

- Leaders use power a reward/punishment to influence subordinates

Negative effects on well-being

- Reduced self-esteem
- Withdrawal from work
- High stress levels
- Depression
- Psychological effects
- Physical effects
- Emotional effects

Positive effects on well-being

- Sense of meaning
- Sense of belonging
- Positive work relations
- Better work performance
- Satisfaction
- Happiness

Factors which influence well-being negatively

Discrimination, victimisation, prejudice, inequality, oppression, stereotyping, conflict, aggression, harassment, bullying

Behaviour affects well-being

POWER AND GENDER

Feminist perspectives and patriarchy

Radical Feminism

- Females struggle in a male world (oppression)
- Aggressive **behaviour** by men: way of securing their power

Marxist and Social Feminism

- Males benefits from females
- Females: automatic mothering role – unpaid work

Liberal Feminism

- Oppression: prejudice **behaviour**
- Female are to be empowered to obtain the same rights as males

Black Feminism

- Women of colour are more vulnerable to oppressive **behaviour**

Intersectionality

Focus on the different relationships amongst gender, race and ethnicity

↓

understand the power relationships

Sexual Stratification Theory

Women are stratified sexually by race

Social Role Theory

Gender roles – interactions amongst gender as developed by social system

Traditional Male gender Role Theory

Assertiveness; dominance; strength of personality; forcefulness; aggression

2.2.1 Forms of power

The various forms of power identified by French and Raven (Lunenburg, 2012:2) are summarised in Diagram 2.2. Each of these different forms of power is discussed below.

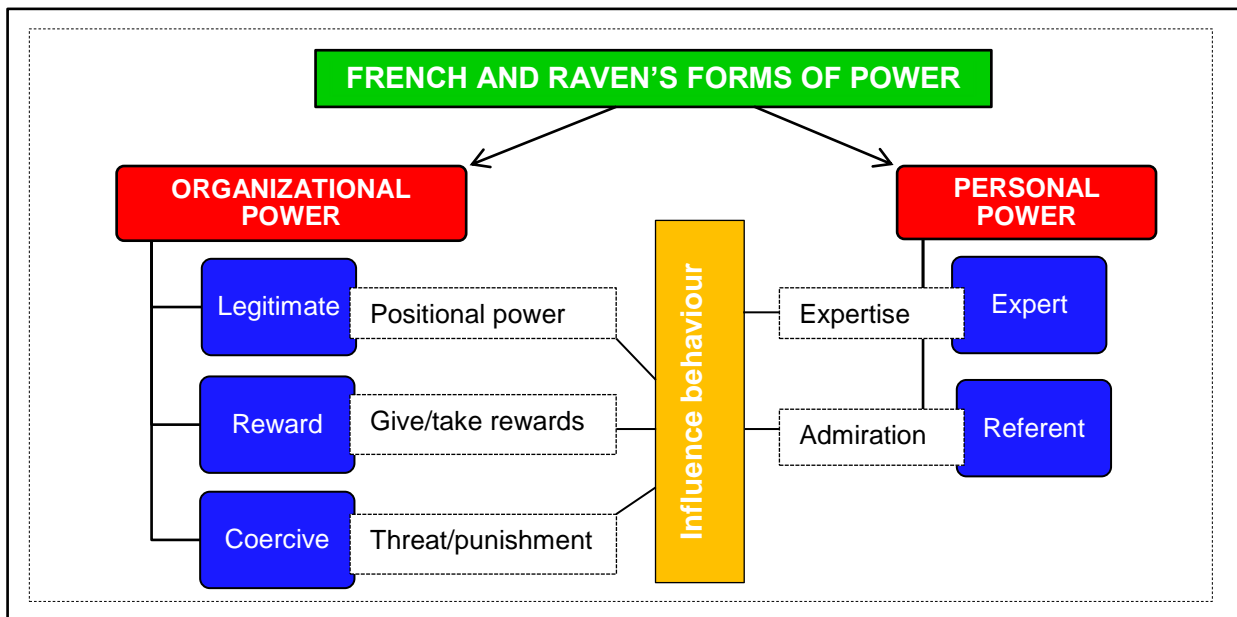


DIAGRAM 2.2 FRENCH AND RAVEN'S FORMS OF POWER

Adapted from Lunenburg (2012:2)

2.2.1.1 Legitimate power

Lunenburg (2012:2) defines legitimate power as positional power; an individual has the “ability to influence others’ behavior because of the position that person holds within the organization” thus legitimate power can be viewed as power stemming from “authority inside the organization”. Faiz (2013:385) defines this kind of power as “the capacity of a person to bring/inculcate a sense of obligation and responsibility on another person” as a result of having a right to influence others. Power may also be legitimated by cultural norms. The Judith Butler theory describes power differences between men and women as a “normal phenomenon” that has been “naturalised” in today’s society: women are subordinate to male authority because individuals socially and culturally construct views of being male as synonymous with authority and superiority (Haralambos & Holborn, 2008:91; Jarvis, 2013:38; Subrahmanian, 2005:398). Thus an individual will have more or less power simply by dint of being a male or a female (Lauby, 2010).

2.2.1.2 Reward power

Reward power can be viewed as the “ability of a person to provide someone with the things which he desires and to remove those things which he does not desire” (Faiz, 2013:385). Thus the behaviour of other individuals can be influenced merely by rewarding them by providing them with things they want to receive, such as a promotion or a bonus (Lunenburg, 2012:3). An individual who exercises reward power can exercise control or influence the individual’s behaviour in ways that lead to performance enhancement. This can have either a positive or negative effect on the relationship between the superior with the reward power and the subordinate (Lunenburg, 2012:3; Wahl, 2014:35). These power relationships can range from “strongly positive association between the two variables to weakly positive and no relationship at all between the two” (Lunenburg, 2012:3).

The Social Exchange Theory (SET) provides an understanding of why individuals behave the way that they do, especially in the workplace setting where individuals’ behaviour and social interactions are based on exchanges of certain rewards or benefits (Zafirovski, 2005:1; Wahl, 2014:30). Social relationships are formed by the exchange of benefits or rewards that can be used to gain ‘power’ (Zafirovski, 2005:6): “One of the basic tenets of SET is that relationships evolve over time into trusting, loyal, and mutual commitments” (Cropanzano & Mitchell, 2005:875). In other words, “[s]ocial exchange relationships evolve when employers “take care of employees” in ways that translates into beneficial consequences (Cropanzano & Mitchell, 2005:882). Since SET assumes that power is needed to “gain an advantage over the other individuals”, an element of reward will always be evident (Wahl, 2014:31).

2.2.1.3 Coercive power

An individual’s behaviour may be influenced by the use of coercive power, generally in the form of perceived threats or punishments such as “reprimands, undesirable work assignments, withholding key information, demotion, suspension, or dismissal” (Lunenburg, 2012:3). Care should be taken to avoid using coercive power “arbitrarily and unethically” or without restriction (Lunenburg, 2012:3). There is a close link between the misuse of coercive power and behaviour such as violence or bullying (Swart, 2007:189). Violence can be defined as the “infringement of a rule, a law or the right of another person”, but it can also refer to making an individual act against his or her own will, thus a form of coercion or bullying (Swart, 2007:189). Coercive power can also be exercised through “threat, confrontation and punitive behaviour”, which has an effect on the power relationships between individuals, but it can also have a collective effect

(Faiz, 2013:386; Swart, 2007:191-193). Collective violence or collective coercion occurs in a group and its “particular social agenda” is accompanied by “inequality, marginalisation and fragmentation”. This is still evident in the legacy of racial oppression in South African society (Swart, 2007:191-192).

The Power-Approach Theory is based on “reward/threat asymmetries” or power irregularities amongst individuals where “different situational pressures on behaviour” are created by the various levels of the social hierarchy system (Magee & Galinsky, 2008:24-25). The Power-Approach Theory assumes elevated power where high-powered individuals are associated with “increased access to rewards” (Magee & Galinsky, 2008:24). Thus, individuals who are higher up the hierarchal system automatically have the ability or ‘power’ to behave in a certain way or to create their own set of rules, which low-powered individuals have to obey (Magee & Galinsky, 2008:25). The opinions and behaviour of low-powered individuals are thus influenced and shaped by those individuals who have a higher rank. When low-powered individuals try to voice their opinions to “reduce the gap in power, they are likely to feel that their voice has fallen on deaf ears” (Magee & Galinsky, 2008:27). The misuse of power can be linked to bullying. The Metamorphic Effects Theory states that powerful individuals will use rewards to control others below them, bullying them and influencing subordinates who try to “ingratiate” themselves with powerful individuals (Fiske, 2010:548). When colleagues repeatedly mistreat other colleagues it becomes a form of bullying, which De Wet (2010:1450) argues “is a pervasive and harmful feature of modern workplaces worldwide”. De Wet (cited in Binduko, 2013:5-6) found that ineffective leaders often tend to bully subordinates in the workplace, thus misusing their power. This is directly relevant to this study, which focuses on how female teachers experience senior male colleagues’ exercising power. The manner in which senior male colleagues lead or use their power affects their colleagues, the school climate and the overall success of the school. Transactional Leadership Theory illustrates how a leader uses his power derived from reward and punishment to influence his subordinates (Motsiri, 2008:31). This kind of leadership style is characterised by the exercise of power and control: there is no room for the subordinates to be creative, to give their opinions or suggest new ideas (Nikezić, Purić & Purić, 2012:286-7).

2.2.1.4 Expert power

Expert power can be seen at work when an individual influences another’s behaviour as a result of having specific knowledge and skills (Lunenburg, 2012:3). Faiz (2013:385) sees expert power as the “ability [to] provid[e] expert advice, knowledge and the information required by others”, which is directly related to “the extent to which followers attribute knowledge and expertise to

the power holder” according to Lunenburg (2012:4). Diagram 2.3 shows that even if an individual is on the lowest rung of the hierarchy, he/she still has expert power based on his or her specific knowledge in a certain field (Lunenburg, 2012:3-4). Expert power is evident in social hierarchy as it can be viewed as an “implicit or explicit rank order of individuals or groups with respect to a valued social dimension”. It can be divided into two categories, formal and informal hierarchy (Magee & Galinsky, 2008:5-7). *Formal hierarchy* refers to the “differentiated structure of roles”: power is accorded to each individual on the basis of the hierarchy level he or she is on, often related to an individual’s expertise (Magee & Galinsky, 2008:6). As time progresses, an individual has the opportunity to move up as more knowledge and experience are gained, and thus more ‘power’ (Magee & Galinsky, 2008:7). *Informal hierarchy* occurs in groups where “individuals form inferences and make judgements of other’s competence and power based on only seconds of observation” which are immediately linked to “stereotyped-based expectations” (Magee & Galinsky, 2008:7-8).

Social hierarchy creates social order, which indicates different ranking orders such as “specialized role in the division of labor connected through hierarchical relations”, and has “a motivational function, providing incentives for individuals to try to ascend to higher positions” (Magee & Galinsky, 2008:10-11). These functions lead to control-related-needs which refer to the desire to gain more skills and knowledge to move up into a higher rank position, thus incentives can be provided to motivate individuals to work harder to reach a common goal of the organisation (Magee & Galinsky, 2008:11-12). Power and status can be seen as the basis of the social hierarchy and individuals are consequently ranked according to the amount of “resources” and power they have (Magee & Galinsky, 2008:12-13). Magee and Galinsky (2008:20) therefore argue that “power can lead to status, and status can lead to power”: status is a measure of the degree to which a group admires an individual, and thus “the extent to which an individual or group is respected” where power is a social relation and resources are valued through asymmetric control (Magee & Galinsky, 2008:13;16). Diagram 2.3 illustrates the basis of social hierarchy and the link to expert power.

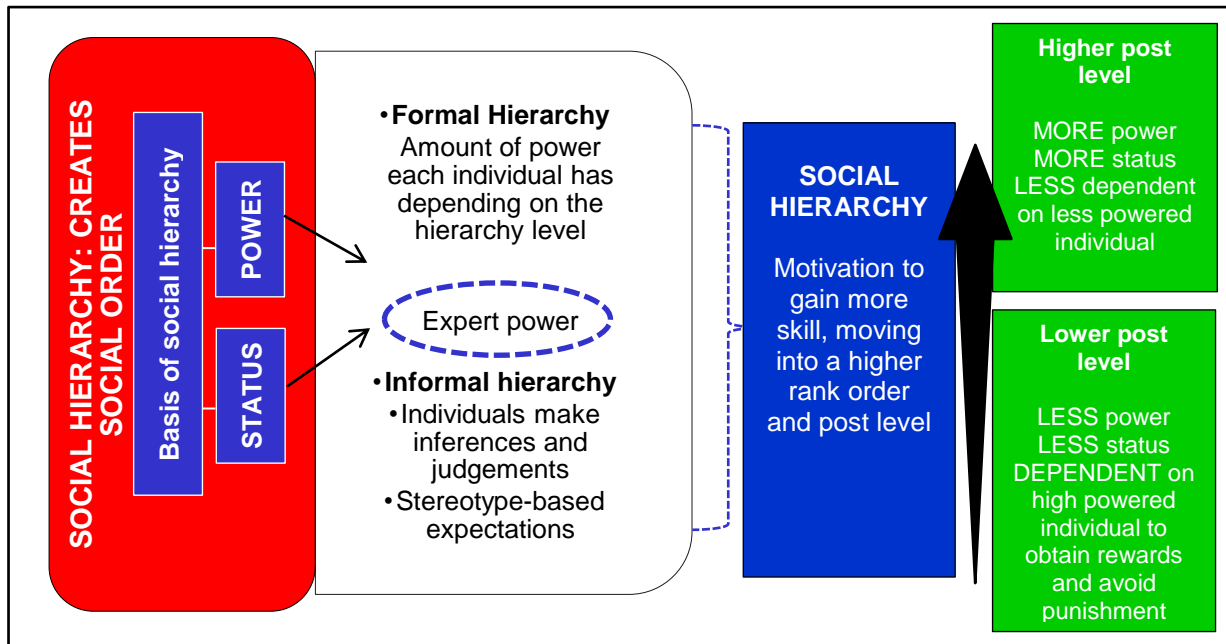


DIAGRAM 2.3 THE BASIS OF SOCIAL HIERARCHY

Adapted from Magee and Galinsky (2008:5-7)

2.2.1.5 Referent power

Referent power “develops out of admiration of another and a desire to be like that person” (Lunenburg, 2012:4). Thus positive feelings such as “approval, personal acceptance and worth” can be evoked by it (Luthans cited in Faiz, 2013:385). In such cases, an individual with less power may adopt certain behaviour in order to be similar to the person with more power. According to Path-goal Theory, leaders can have also a positive influence on their subordinates depending on which leadership style they use. Schermerhorn (cited in Motsiri, 2008:29-30) and House (1996:326-327) identify four leadership styles in which referent power is evident. Diagram 2.4 below illustrates leadership styles based on referent power.

The behaviour of a high-powered individual is very influential. Social Learning Theory (SET) argues that “[m]ost of the behaviors that people display are learned, either deliberately or inadvertently, through the influence of example” (Bandura, 1971:5). Zafirovski (2005:1) and Wahl (2014:30) assert that when individuals interact with each other, some individuals will exchange their rewards to maximise their own needs: this exchange of reward among individuals is directly related to power. Thus social interaction is a means by which individuals obtain power in order to fulfil their own needs and gain an advantage over another individual (Chibucos, Leite & Weis, 2005:137; Wahl, 2014:30).

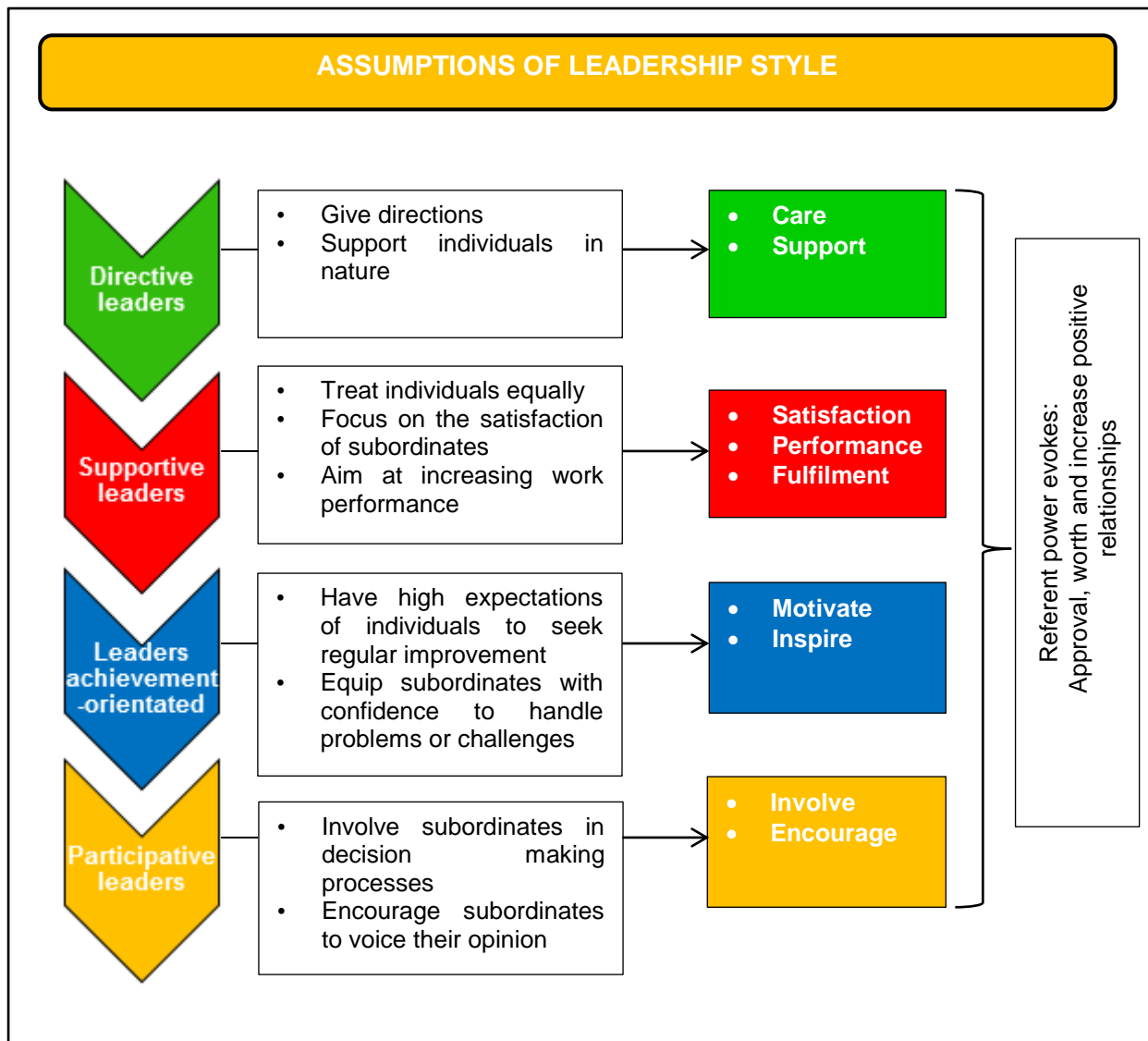


DIAGRAM 2.4 LEADERSHIP STYLES ASSOCIATED WITH REFERENT POWER

Adapted from Schermerhorn *in* Motsiri (2008:29-30) and House (1996:326-327)

2.2.2 Power and well-being

Power dynamics may greatly affect individuals' well-being depending on the type of power being exercised (Swart, 2007:189). Every aspect of an individual's lived experiences can influence his or her state of well-being. Well-being evokes a sense of meaning and belonging in the workplace and can lead to positive work relationships. Negative relationships have the opposite effect. As soon as power is misused or abused in the workplace, it can lead to workplace bullying and abusive behaviour, which has a negative effect on the employee's "work performance, home life, and health" (Bell, 2007). The Safety and Health Assessment and

Research for Prevention (SHARP) Program (2011) states that individuals who are subjected to bullying at the workplace are likely to experience a loss of self-esteem; work withdrawal; depression; and high stress levels. Thus, when power is abused or misused, it can have an effect on the recipients' well-being. According to the NASUWT (2010:6), pressure can help an individual to perform better. However, when pressure is applied excessively on the long-term by an individual with more power, it can lead to negative stress. This may lead to behavioural changes such as anxiety and panic attacks which negatively affect the individual's well-being. Individuals whose well-being is being affected "are often reluctant to disclose the fact because of the fear that it will affect the way that they are treated within the workplace" (NASUWT, 2010:14). Ryff and Singer (cited in De Kok, 2010:19) regard well-being as the "subjective appraisal" the life quality of individuals based on their daily experience of life.

Diagram 2.5 illustrates the negative effect of various forms of power misuse in the workplace on the well-being of individuals.

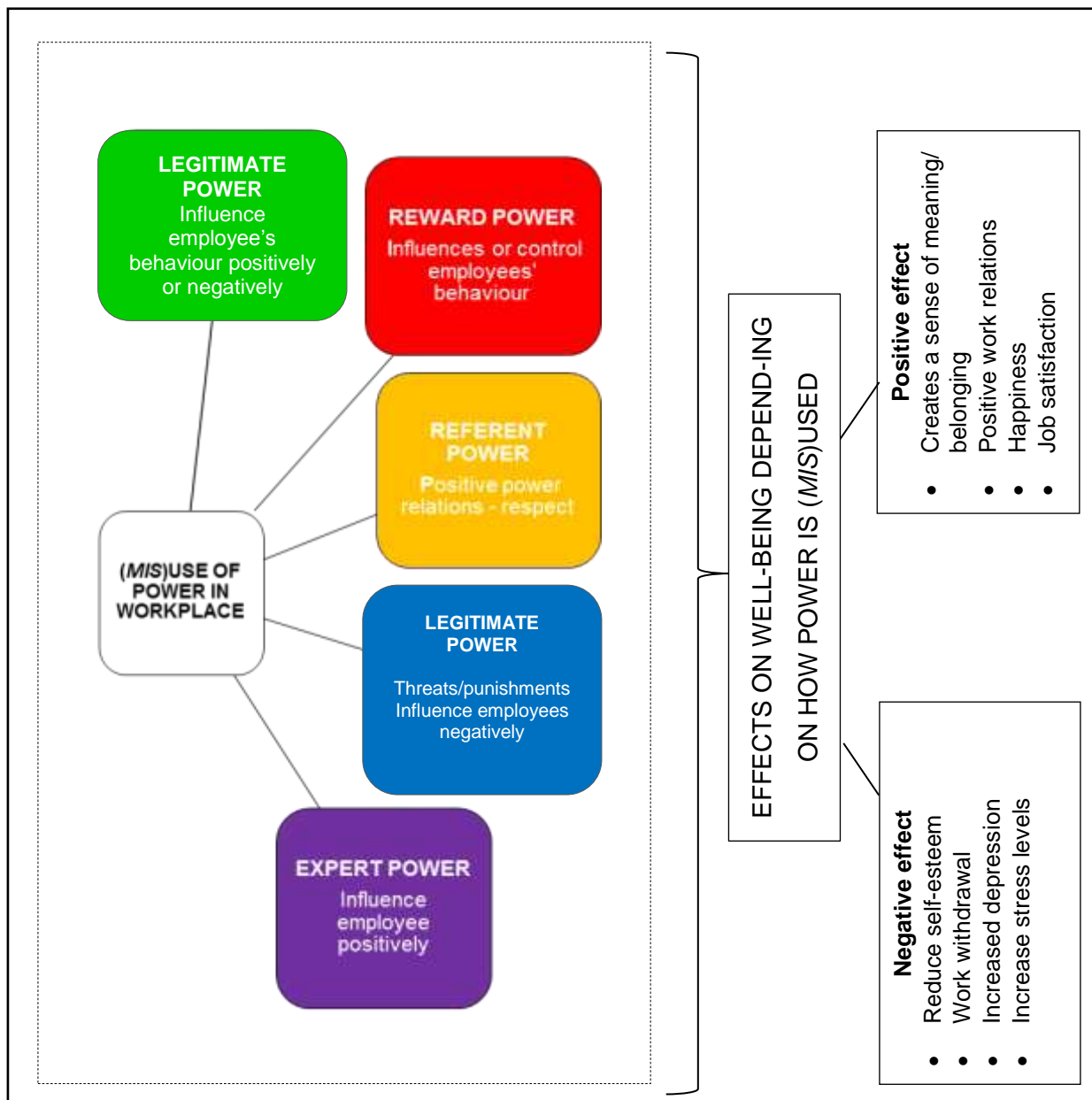


DIAGRAM 2.5 (MIS)USE OF POWER IN THE WORKPLACE

2.3 POWER, GENDER, PATRIARCHY AND INTERSECTIONALITY

2.3.1 Power and gender

According to Kendall (2010:320), gender is related to every social activity in people's daily experiences. The American psychoanalyst, Robert Stroller distinguishes between gender and sex and the psychological and cultural connotations of these terms. The term 'sex' is used to denote whether one is male or female, but 'gender' denotes the masculinity or femininity of an individual (Haralambos & Holborn, 2008:93). Kendall (2010:319) confirms that 'gender' has

masculine and femininity denotations, but asserts that gender is also related to masculine and feminine cultural qualities. Gender and sex are not necessarily independent of each other: to be a male does not automatically mean you are masculine. Human-van der Westuizen (2012:29) posits that gender is constructed by society's different views and perspectives of people therefore gender is "constructed by a wide range of social forces and dynamics".

According to Adler *et al.* (1993:104), 'power' sometimes has a strong association with masculinity. Many women thus prefer the term 'influence' to 'power'. Human-van der Westuizen (2012:29) asserts that men treat women as subordinates because they are used to seeing females in a low-powered position, for instance in the "domestic and social sphere". This spills over to the workplace and can result in gender-harassment.

2.3.2 Feminist perspectives

Human-van der Westuizen (2012:29) posits that traditional gender roles influence the way women are treated by men in the workplace. Women have to fight for social positions in society whereas men see their positions as a given: "sexism is [an] interwoven" part of a patriarchal structure and is evident in today's society where men control different structures through their given authority (Kendall, 2010:326). Their well-being can be greatly affected by male behaviour at the workplace that "intend[s] to put down or offend" female targets (Human-van der Westuizen, 2012:30).

Diagram 2.6 provides an illustration of power in a patriarchal structure from feminist perspectives.

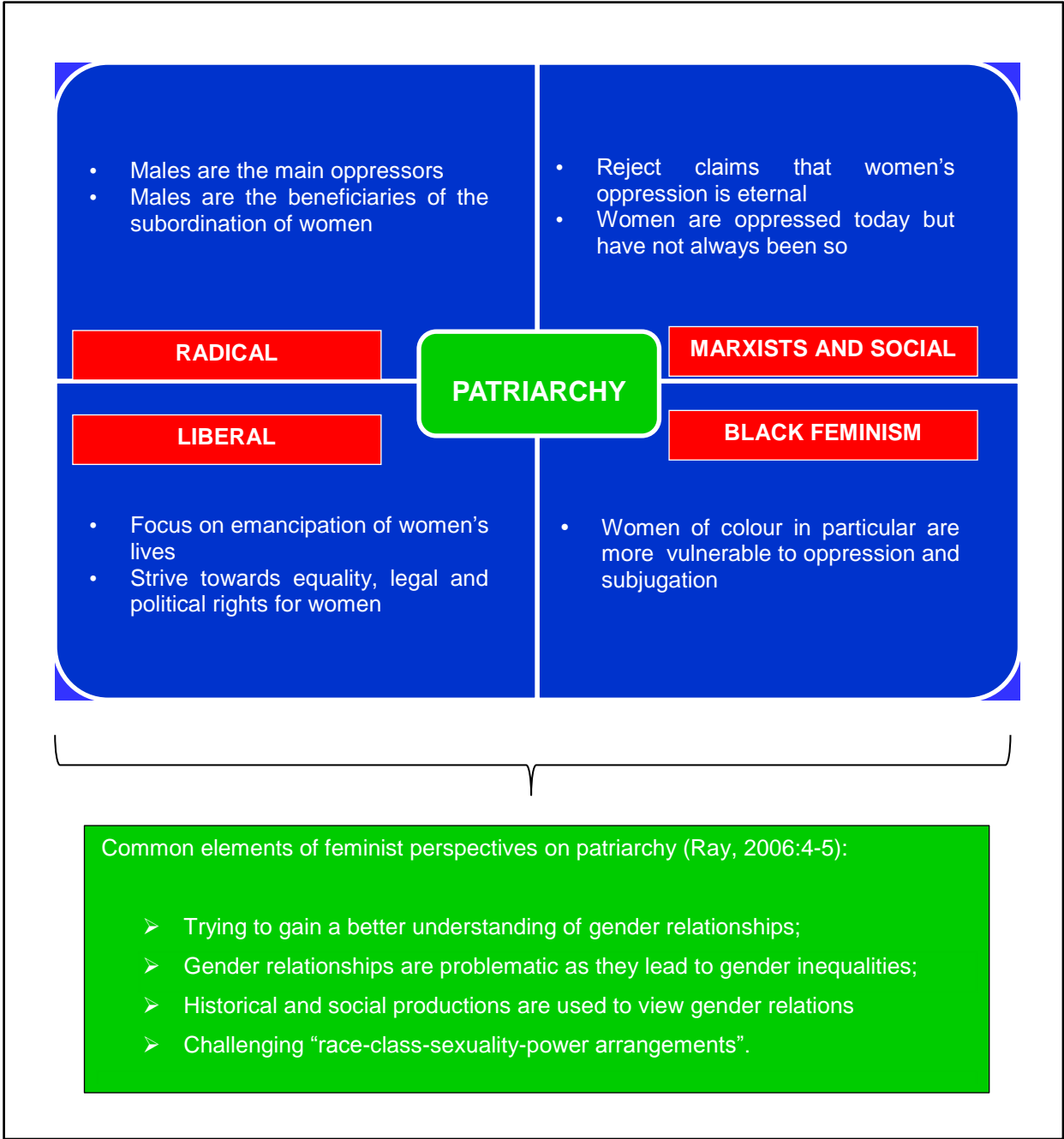


DIAGRAM 2.6 FEMINIST PERSPECTIVES ON PATRIARCHY

Adapted from Haralambos and Holborn (2008:99); Ray (2006:6-14); Walby (1990:3); and Brewer (2004:9)

2.3.2.1 Radical Feminism

Radical feminists view society as a patriarchal system in which females have a constant struggle to liberate themselves from male oppression (Haralambos & Holborn, 2008:101).

Radical feminists therefore view males as the main "beneficiaries of the subordination of

women” (Walby, 1990:3), who use aggression and violence against females daily as the way of securing their ‘power’: unless “sexuality is reconceived and reconstructed in the image and likeness of women, the later will remain subordinate to men” (Mandel in Ray, 2006:13). Consequently, radical feminists constantly urge women to break free from the masculine clutches of society (Ray, 2006:13).

2.3.2.2 Marxists Feminism and Social Feminism

Marxist Feminism and Social Feminism view capitalism as the main cause of female oppression rather than the patriarchal system. Engels argues that early society was matriarchal, but women were robbed of their power when animals were domesticated, and the livestock became men’s responsibility (Haralambos & Holborn, 2008:107). Since the livestock were the community’s most important means of survival, men ‘owned’ more power than women (Haralambos & Holborn, 2008:107; Brewer, 2004:9). During this time “[m]en seized control over the households, women became degraded and slaves to men’s lust and were the instruments for reproducing more children” (Brewer, 2004:9) and a patriarchal family system evolved. As a result of the association between property ownership and power, the beginning of the capitalist system, “maternal authority gave place to paternal authority” (Ray, 2006:7). Women were relegated to doing certain unpaid duties such as domestic chores and motherhood (Haralambos & Holborn, 2008:102). The oppression of women can thus be seen as “a by-product of capital’s domination over labour” (Walby, 1990:4).

Marxist Feminism and Social Feminism thus argue that “while women are oppressed today and have been in the past, they have not always been so”; oppression evolved over time as a result of societal change and not as a biological given (Brewer, 2004:9). Marxist and Social Feminism believe that gender inequalities will only disappear if society strives towards a communist society in which there is common ownership and thus equality between males and females (Haralambos & Holborn, 2008:101-102).

2.3.2.3 Liberal Feminism

Liberal Feminism focuses on the emancipation of females’ lives and strives towards the “equal legal and political rights for women to enable them to compete” equally in the public realm (Haralambos & Holborn, 2008:101; Ray, 2006:6). The constant denial of equality for women in society is a matter of great concern for Liberal Feminism, who sees the oppression of women as

mainly the result of prejudice (Walby, 1990:4). Liberal Feminism believe that gender inequalities can be traced back to the pre-industrial period in Britain where the whole family was seen as part of the household process, but as the industrialisation slowly developed, home industries were replaced by factories (Haralambos & Holborn, 2008:108). Women had to leave their jobs to take care of their children as child labour was restricted by the Factory Act of 1819 (Haralambos & Holborn, 2008:108). The First World War meant that increasing numbers of women were employed in factories (Haralambos & Holborn, 2008:108). However, opportunities were limited to the lower levels of the job market and women were paid less than men.

2.3.2.4 Black Feminism

Black Feminism argues that “women are not subject to common forms of oppression due to their sex but ‘women of colour’ in particular are more vulnerable to oppression and subjugation” (Ray, 2006:15). Black Feminism developed as a result of the refusal by black campaigners like Sojourner Truth to accept the passive role black women had been assigned through racism. She wanted them to show how “brave, proud and strong” they were (Haralambos & Holborn, 2008:104). However, stereotyping of black women as motherly or servile continues even today (Jarvis, 2013:38). Culture can be a “force of liberation or oppression” (Mugambe in Jarvis, 2013:39). In traditional black families, the mother’s responsibility is to teach her daughters to obey willingly (Paulsen, 2009:7-9). Daughters are taught from a young age that women must put family, children and partners first and wait on the males in the family (Paulsen, 2009:7-9). This can be seen in traditional Zulu culture in South Africa where men automatically have more power than women. A Zulu woman without a husband is viewed as a woman without a voice and therefore without power in the community (Jarvis, 2013:39). Ray (2006:15) contends that “oppression of class, sexuality and race become extensions of patriarchal domination”.

2.3.3 Intersectionality

Intersectionality is a theory that focuses on the relationships among “gender, race ethnicity, disability, sexuality, class and nationality” and identifies inequalities and their role in various social and cultural categories (Knudsen in Lanehart, 2009:2). Nash (2008:2-3), however, focuses particularly on “the intersection of race and gender” as a way of conceptualising identity. Nash (2008:5-6) and McCall in Lanehart (2009:3-4) suggest three approaches to interpreting intersectionality as indicated in Diagram 2.7 below.

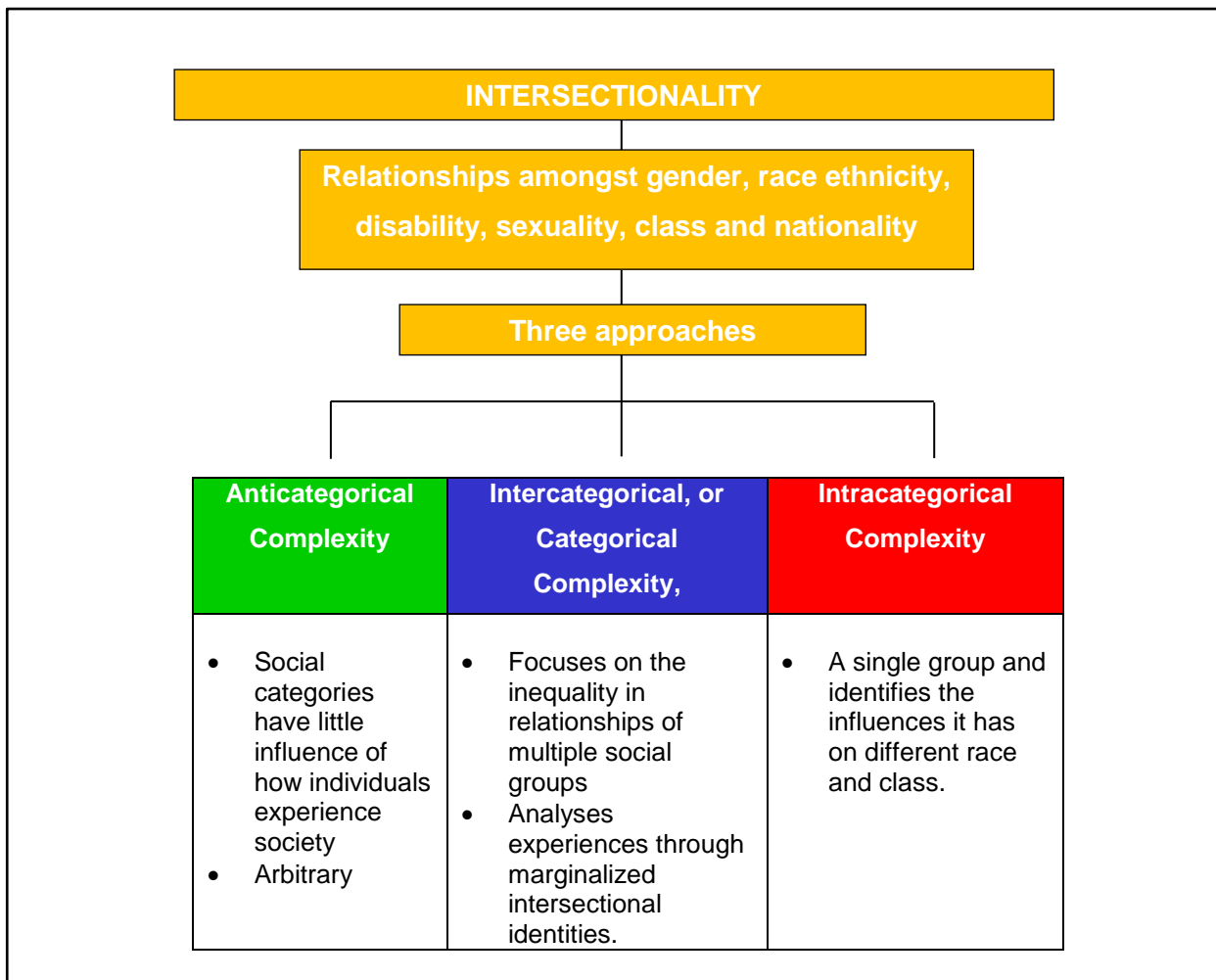


DIAGRAM 2.7 THREE APPROACHES OF INTERSECTIONALITY

Adapted from Nash (2008:5-6) and McCall in Lanehart (2009:3-4)

Knudsen (cited in Lanehart, 2009:4) explains that intersectionality seeks to understand the intersections of class, gender, race amongst others on various levels by analysing social hierarchy through numerous approaches. Lanehart (2009:6) posits that “[i]ntersectionality might be more broadly useful as a way of mediating the tension between assertions of multiple identities and the ongoing necessity of group politics”. Thus, structural, political as well as representational are three forms of intersectionality mentioned by Crenshaw (cited in Lanehart, 2009:5):

- structural intersectionality refers to the division between two groups namely women of colour from white women due to racist and classist society;
- political intersectionality states that women of colour do not always experience the same kind of racism as men of colour; and

- sexual intersectionality relates to the Sexual Stratification Theory which stipulates that “women are stratified sexually by race” (Lanehart, 2009:5).

2.3.4 Gender roles

Gender roles can be viewed as “belief systems that guide the way [individuals] process information, including information about gender” (Crespi, 2003:7). The way that an individual behaves and thinks can be seen as a product of daily socialisation in which individuals learn what is viewed as “appropriate and improper for both genders” The way that an individual behaves and thinks can be seen as a product of daily socialisation in which individuals learn what is viewed as “appropriate and improper for both genders” (Crespi, 2003:2). When an individual first meets someone new, gender will be the first thing to be noted because the “process of categorizing others in terms of gender is both habitual and automatic” and this gender stereotypical behaviour can be seen as a cognitive process (Crespi, 2003:2-3). Stereotypical behaviour is thus part of the socialisation process that influences individuals’ everyday behaviour which can be seen as the assumptions of masculinity (Kimmel cited in Dong Chan, 2009:3).

Traditional stereotyping still pervades society: males and females are labelled in terms of their traditional gender roles, for example males are the breadwinners and females have certain domestic roles to fill (Crespi, 2003:4). The traditional male gender role included characteristics such as “assertiveness, dominance, strength of personality” as well as “forcefulness, [and] aggression” Social Role Theory focuses on the historical division of labour and responsibilities between males and females, arguing that assigning of gender responsibilities is based on fixed assumptions (Moss, 2008). Earlier, Crespi (2003:5) made the point that to get a better understanding of the stereotypical behaviour of males and females; one has to focus on the norms and the roles which have developed in the culture concerned. As is evident, Social Role Theory concerns itself with the interactions between males and females within “groups, societies, and economic systems as developed by social systems” (Dulin, 2007:104). Social Role Theory explores the way men and women develop perceptions of what constitute social norms (Dulin, 2007:105). It also highlights the way gender-related behaviour is learnt and reinforced (see 2.2.1.2) as “a result of day to day interactions” (Crespi, 2003:7). The way that individuals behave influences the behaviour of the individuals that observe them.

2.4 SUMMARY

This conceptual and theoretical framework, not only assisted me to describe the phenomenon, but also to critically understand the essence of the problem. Drawing on Merleau-Ponty's philosophy, I was able to understand human experience as a "point of multiple intersections" (Moreira, 2002:59), thus various factors influence and give meaning to experiences. Power is complex and interacts at various levels with factors such as race, gender and ethnicity. A critical phenomenological approach helped me not just to explore power at face value, but to discover its complexity.

The next chapter describes the research design that provided the blueprint for this empirical study. It also details the various aspects of the research process.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research design and methodology that was used to guide the research process. An account is also given of particular aspects such as the ways the trustworthiness of the research was enhanced, my role as a researcher and the ethical considerations that were taken into account.

3.2 RESEARCH DESIGN

Creswell (2009:4) posits that “qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem”. A qualitative research design consists of a set of ideas or conceptual frameworks which helps the researcher to define the theoretical underpinnings of the study. As Morgan and Sklar (2012:70-72) explain, qualitative research is primarily interested in how and why people experience a phenomenon the way they do, as well as with the interpretation and meaning of a specific phenomenon which individuals assign to the phenomenon. Thus to explore, describe, understand and explain the phenomenon of power in a particular context, a qualitative research design was the best choice.

Diagram 3.1 illustrates the research design and methodological process as which was followed in this study.

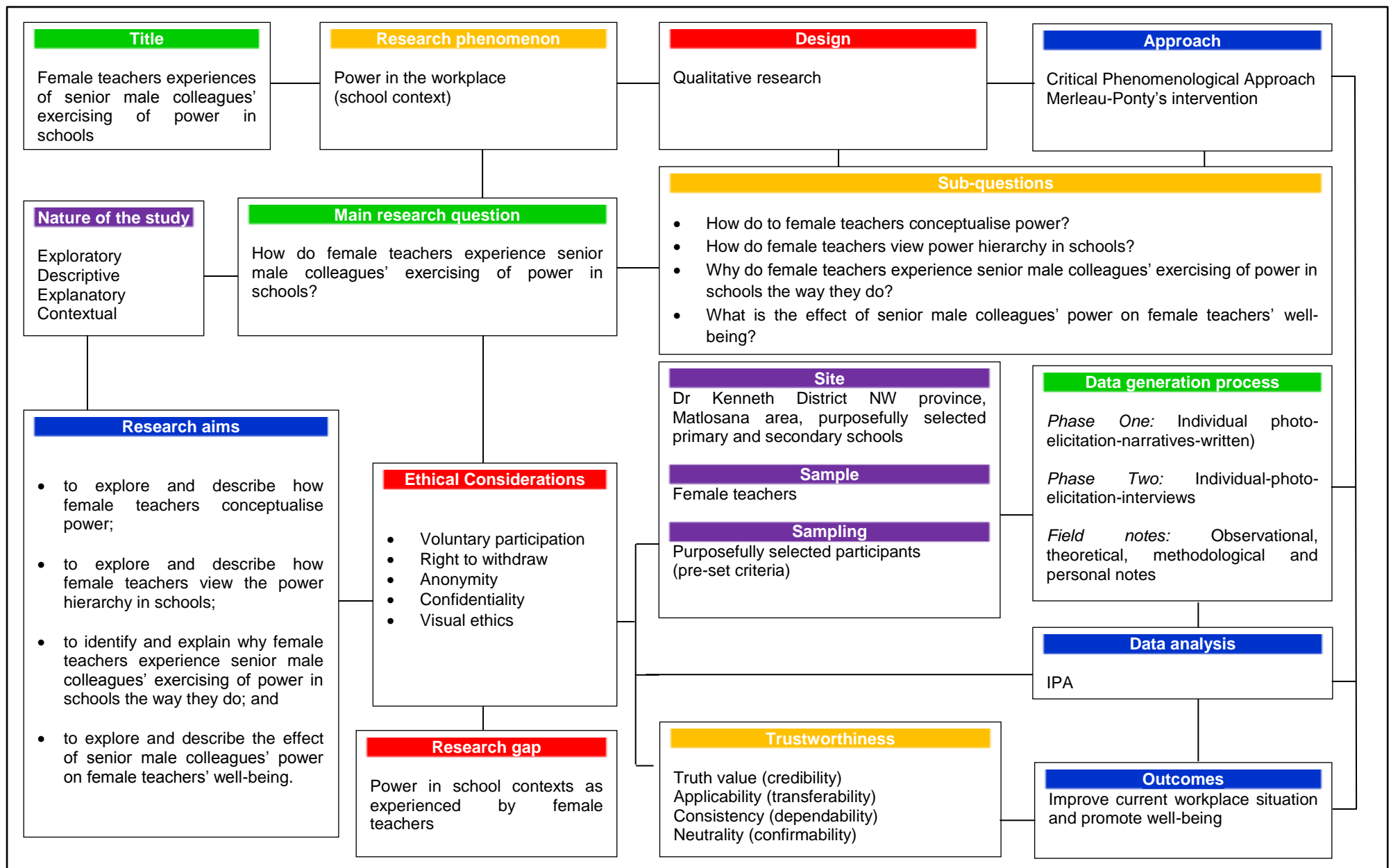


DIAGRAM 3.1 RESEARCH DESIGN AND METHODOLOGICAL PROCESSES

3.2.1 Qualitative research

Qualitative research is concerned not just to explore but to understand the essence of a certain phenomenon and the specific meaning which particular individuals ascribe to it (Creswell, 2009:4). The qualitative research design I chose enabled me to explore, describe and explain how and why female teachers assign certain meanings to their lived experiences of senior male colleagues' exercising of power in schools (Nieuwenhuis, 2010b:51; Creswell, 2009:4; Mtsweni, 2008:8).

3.2.2 Critical phenomenological approach

I adopted a critical phenomenological approach based on Merleau Ponty's philosophy (Guedes & Moreira, 2009:247-257). This French philosopher sees phenomenology as two-directional: firstly, it "describe[s] experiences regardless of their causal origin", and secondly, it "tries to understand the relationship between the experience and the world" (Heinämaa, 1999:50). An experience does not happen in advance, but it "happens unexpectedly" when a specific phenomenon is being experienced (Heinämaa, 1999:62). I chose this specific critical phenomenological approach so I could endeavour to make meaning of the "immediate experience, the world of meanings such as it manifests itself" (Moreira, 2012:57).

The main aim of a critical phenomenological approach is to critically disclose the hidden ideological assumptions by focusing on the "contest, conflicts and contradictions in contemporary society" and thus highlighting the important role of context when trying to understand a certain phenomenon (Nieuwenhuis, 2010b:62). Critical theorists analyse discourse on the phenomenon in order to disclose the power relationships in a specific context and thus reveal the oppressive nature of this relationship (Nieuwenhuis, 2010b:62). They seek to identify the "essence of human experiences" by understanding the participants' lived experiences of a particular phenomenon (Creswell, 2009:13). In order to recover lived experiences of the phenomenon in question, they engage in a "reflective study of pre-reflective or lived experiences" to give structure to it and to describe and interpret the participants' unique lived experiences within a certain context (Adams & van Manen, 2008:614).

This critical phenomenological approach requires that the "phenomenological researcher conducts critical interventions in the interview" (Guedes & Moreira, 2009:247). In my research, the intervention aimed at revealing the oppressive nature of power as experienced by the participants (see 3.3.2.1). Merleau-Ponty's philosophy refers to intervention in the context of secondary talk, which can be a helpful means of gaining a better understanding of the

participants' experiences (Moreira, 2012:59). 'Primary talk' or 'real speech' is the term used to describe the first time that a participant talks about the phenomenon, whereas reflection on the phenomenon is the 'secondary talk' (Moreira, 2012:59; Guedes & Moreira, 2009:250). This can be viewed as an intervention process. This was achieved through the use of specific interview questions such as the SHOWED model (Diagram 3.3). This interview intervention is "an intentional effort to bring about beneficial change" and is a means of "solv[ing], improve[ing] or accept[ing]" (Edwards, 2001:1-2) current challenges.

The rationale for using individual photo-elicitation-narratives (written) firstly followed up by individual photo-elicitation-interviews was to provide an opportunity for primary and secondary talk (Moreira, 2012:59). By using questions from Mitchell's (2011c:60) SHOWED model, I endeavoured to elicit critical dialogue through the individual photo-elicitation-interviews by evoking secondary talk. My aim was to help the participant not only to discuss power as a phenomenon as depicted in their photographs while responding to the open-ended interview questions, but also to empower them to critically re-think their experiences by posing questions drawn from the SHOWED model. The secondary talk helped the participants to voice their experiences by enabling them to re-experience them. It was an "intentional effort to bring about beneficial change" by means of their own suggestions and thus promote their well-being (Edwards, 2001:2), which formed part of the research aim of the study.

This critical phenomenological approach guided the research process which was not just "committed to examin[ing] of how people make sense of their major life experiences" but also to exploring why participants (female teachers) experience the phenomenon (power) in the way that they do (Smith, Flowers & Larkin, 2009:1). It was possible to arrive at more "acute and refined comprehension" of the participants' experiences by being given a sense of the "visible and the invisible" experiences of the phenomenon (Moreira, 2012:59).

3.2.3 The nature of the research study

This study is *exploratory* in nature because it "set[s] out to explain and account for the descriptive information" and to provide substantiated reasons as to why things are what they are (Punch, 2006:32). It thus focuses on the "cause-effect relationship" or why female teachers experience the exercising of male colleagues' power the way they do (Denscombe, 2010:10). This is a newly emerging phenomenon which has not yet been fully explored within school contexts or specifically with regard to female teachers (Boeije, 2010:32). This study gives a rich meaningful description of the female teachers' lived experience regarding the phenomenon in the natural setting in which it occurred, using the participants' own words (Boeije, 2010:32;

Denscombe, 2010:11; Nieuwenhuis, 2010b:59). Furthermore, their critical reflections on how they conceptualised power enabled the participants to explain why they experienced the phenomenon the way they did (Punch, 2006:32). This study is thus also *explanatory* in nature as it enabled me not just to explore, describe and understand the phenomena, but also to explain female teachers' lived experiences of the phenomenon. Lastly, it is *contextual* in nature in that it generated new meanings of female teachers' lived experiences within a specific context.

3.3 RESEARCH METHODOLOGY

Research methodology includes the various ways in which a researcher selects a sample and generates analyses and interprets the data (Creswell, 2009:233; Schensul, 2008:516-517; Mtsweni, 2008:59). The following section highlights the research methods and strategies that were used in this study.

3.3.1 Site, sample and sampling

In order to achieve the research aims of the study, the sites and sample were selected purposefully. Maree and Pietersen (2010:178), Welman and Kruger (2000:63) describe a purposeful sample as a group selected with a specific purpose in mind. In this study it was to explore, describe and explain female teachers' experiences of senior male colleagues' exercising of power in schools. Permission to conduct the research was firstly obtained from the North-West Province Education Department (Addendum A & H). This study was conducted in the Dr. Kenneth Kaunda District Department in the North-West Province, Matlosana area where various primary and secondary schools were purposefully selected to voluntarily take part of this research study. Once I had secured the necessary permission to do research in the schools in question, I talked to the whole staff at each of the respective schools and invited those who wished to take part in the research study to make contact with me.

The main aim of choosing a purposeful sample is to make it possible to collect information accurate, rich data that fits the purpose of a particular inquiry. In this sample, all the participants were female teachers that had certain lived experiences of the phenomenon in a school context. They were thus able to provide accurate, rich information.

The sample selection criteria are presented in Table 3.1 below. Paulsen (2009:38) stresses that the researcher must have a clear understanding of the reasons for selecting particular participants and not others.

TABLE 3.1 SAMPLE SELECTION CRITERIA

CRITERIA	DESCRIPTION												
Gender	Participants must regard themselves as female having a less senior position than their male colleagues at school. This means that the female participants must be appointed to a lower post level than the male colleagues (see designation below).												
Geographical location	All participants must be employed by the Dr. Kenneth Kaunda District Department of the Department of Basic Education in the North-West Province, Matlosana area.												
School	All participants must be teaching at a primary or secondary school in the Matlosana area.												
Designation	<p>All participants must be females teaching in either primary or secondary schools, who wanted to take part in this study, and were in a less senior position of a male colleague in the specific school as the study focuses on the exercising of power by senior male colleagues. Thus, participants could be in one of the following Post Levels in Primary and Secondary schools:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding-right: 20px;">Post Level 1:</td> <td style="text-align: center;"> </td> <td>Teacher</td> </tr> <tr> <td>Post Level 2:</td> <td style="text-align: center;"> </td> <td>Head of Department</td> </tr> <tr> <td>Post Level 3:</td> <td style="text-align: center;"> </td> <td>Deputy Principal</td> </tr> <tr> <td>Post Level 4:</td> <td style="text-align: center;">↓</td> <td>Principal</td> </tr> </table>	Post Level 1:		Teacher	Post Level 2:		Head of Department	Post Level 3:		Deputy Principal	Post Level 4:	↓	Principal
Post Level 1:		Teacher											
Post Level 2:		Head of Department											
Post Level 3:		Deputy Principal											
Post Level 4:	↓	Principal											

As this qualitative study was situated in a critical phenomenological approach, I did not stipulate the exact number of participants that would take part in this research study before the data generation process commenced. Qualitative research is concerned with obtaining rich and dense information, rather than with the number of participants. The selection of participants continued until data saturation occurred. Saumure and Given (2008:196) explain that this is the moment when a researcher sees that no new themes are emerging, in other words when there is no need to continue the data generation process. In this study data saturation occurred after the sixteenth photo-elicitation-narrative (written) and individual photo-elicitation-interview.

3.3.2 Data generation

Photo-elicitation is the use of photographs in conjunction with other strategies such as “stimulus material to encourage comments on a subject” (Arolker & Seale, 2012:584). In this study individual photo-elicitation-narrative (written) and individual photo-elicitation-interview were used in two sequential phases in order to generate data. There were two reasons for combining photo-elicitation-narratives (written) and individual photo-elicitation-interviews. The first was to provide participants with an opportunity for ‘primary’ and ‘secondary’ talk (see section 3.3.2.1). Merleau-Ponty refers to this as the intervention during the interviews that underpins the critical phenomenological approach. The second was to strengthen the voice of the participants by allowing them to critically engage in dialogue and critically reflect on their experiences of the phenomenon. The data generation process therefore consisted of photo-elicitation that was conducted in two sequential phases with different stages (see Diagram 3.2). Phase One involved individual photo-elicitation-narratives (written), which prepared the participants for the individual photo-elicitation-interviews in Phase Two. The opportunity for participants to engage in critical reflection on their previous experiences stimulated discussion in Phase Two.

The rationale for using photo-elicitation strategies was that it “offers the researchers in the social sciences an innovative orientation in ways” (Mitchell, 2011a:1). Photographs can be used during data generation of the study to give the participants a creative voice (Chonody, Ferman, Amtrani-Welsh & Martin, 2013:84). Through the chosen naturalistic method, the participants were given the opportunity to voice their lived experiences, opinions and views in a metaphorical way and not merely through ordinary, conventional data generating methods such as questionnaires. Carlson, Engebretson and Chamberlain (2006, 836-852) as well as Castleden and Garvin (2008:1396) posit that the use of photo material can be an effective way of communication especially when different power positions are being researched. Wang (cited in Castleden & Garvin, 2008: 1395) states that using photographs as a “catalyst to engage” gives participants the opportunity to voice their experiences during the data generation process. Over and over, photo-elicitation holds advantages as a strategy (Castleden & Garvin, 2008:1396) as it:

- assists participants to record and reflect on the phenomenon being explored as well as sharing their lived experiences of the phenomena; and
- is useful when a dialogue on a specific issue needs to be encouraged. In this study, it provided participants an opportunity to reflect on their experiences through engaging in critical dialogue. This enabled me to arrive at more “acute and refined comprehension” of

the lived experiences of participants because it also revealed their “visible and invisible” feelings about the phenomenon (Moreira, 2012:59).

3.3.2.1 Data generation process

The following section will focus on the data generation process illustrated in Diagram 3.2.

3.3.2.1.1 Phase One: Individual photo-elicitation-narratives (written)

Phase One of the data generation process comprised five sequential interrelated stages:

- Stage 1

During this stage the context and the aims of the study were discussed with the participants as well as what photo-elicitation-narrative (written) data generation strategy entailed. All participants were informed that individual photo-elicitation can be described as a data generating strategy that involves images such as photographs in one way or another (Karlsson, 2007:185) and is seen as a useful tool in educational research (Mitchell, 2008:368). It was vital for them to know what the research, particularly their own participation, entailed and for them to give their informed voluntary consent (Addendum D). I reiterated that their participation was entirely voluntary and that they could withdraw from the study at any point if they so wished, without any repercussions.

- Stage 2

During stage two the different ways of taking photographs were discussed; from-the-knee-down photographs; a crowded scene from a distance; a group of people with their backs to the viewer; and photographs without any faces were used as examples (Mitchell, 2011b:21). Mitchell (2011b:25) states that ownership is important when using visual materials such as photographs. This makes it essential to obtain permission to use the participants’ photographs.

Ethical considerations with regard to visual material such as photographs were discussed in detail and a form was given to participants who wanted to formally and voluntarily indicate their willingness to participate in the study (Addendum D). All the participants consented to allow me to use their photographs in this study for the purpose of eliciting a critical dialogue during the individual photo-elicitation-interviews on the power phenomenon as well during the discussion of my findings in Chapter Four. The consent form (Addendum D) that was used during the data generation process was adapted from the example used by Mitchell (2011b:25).

- Stage 3

The aim of using individual photo-elicitation-narrative (written) as a strategy was to enable the participants to record and reflect on their lived experiences in writing of senior male colleagues' exercising of power in schools by using photographs that depict their own lived experiences with regards to the phenomenon. All the participants were requested to take a maximum of five photographs which best depict their experiences regarding senior male colleagues' exercising of power in their own schools. Participants could use their cell phones to take pictures and then send them either by email, MMS (multimedia message service) or any smart phone application so I could print the photographs. Disposable cameras were made available if the participants opted not to use their cell phones.

All the participants were given the same prompt provided below to help them visually capture their experiences when taking their five photographs:

Prompt:

“Do you experience senior male colleagues' exercising of power at your school? If so, take five photographs depicting how you experience senior male colleagues' exercising of power at your school”

- Stage 4

All photo images were either sent to me within two weeks or I collected them from the participants. I allowed enough time for the participants to view and reflect on the photographs they had taken. After receiving the participants' photographs electronically, I printed all the photographs in colour to be used during stage five of Phase One.

- Stage 5

Each participant scheduled an appointment to take part in the individual photo-elicitation-narrative (written) stage. Photographs were handed back to each participant before just the photo-elicitation-narrative (written) stage commenced. Each participant was asked to choose two photographs that best depict her lived experiences of senior male colleagues' exercising of power at her school. They were also asked to write a caption/title for each of the photographs and a short narrative of what each of them depicted. Providing a caption/title for each of the two photographs was helpful to refer to each participant's work during Phase Two of the data generating process as well as during data analysis.

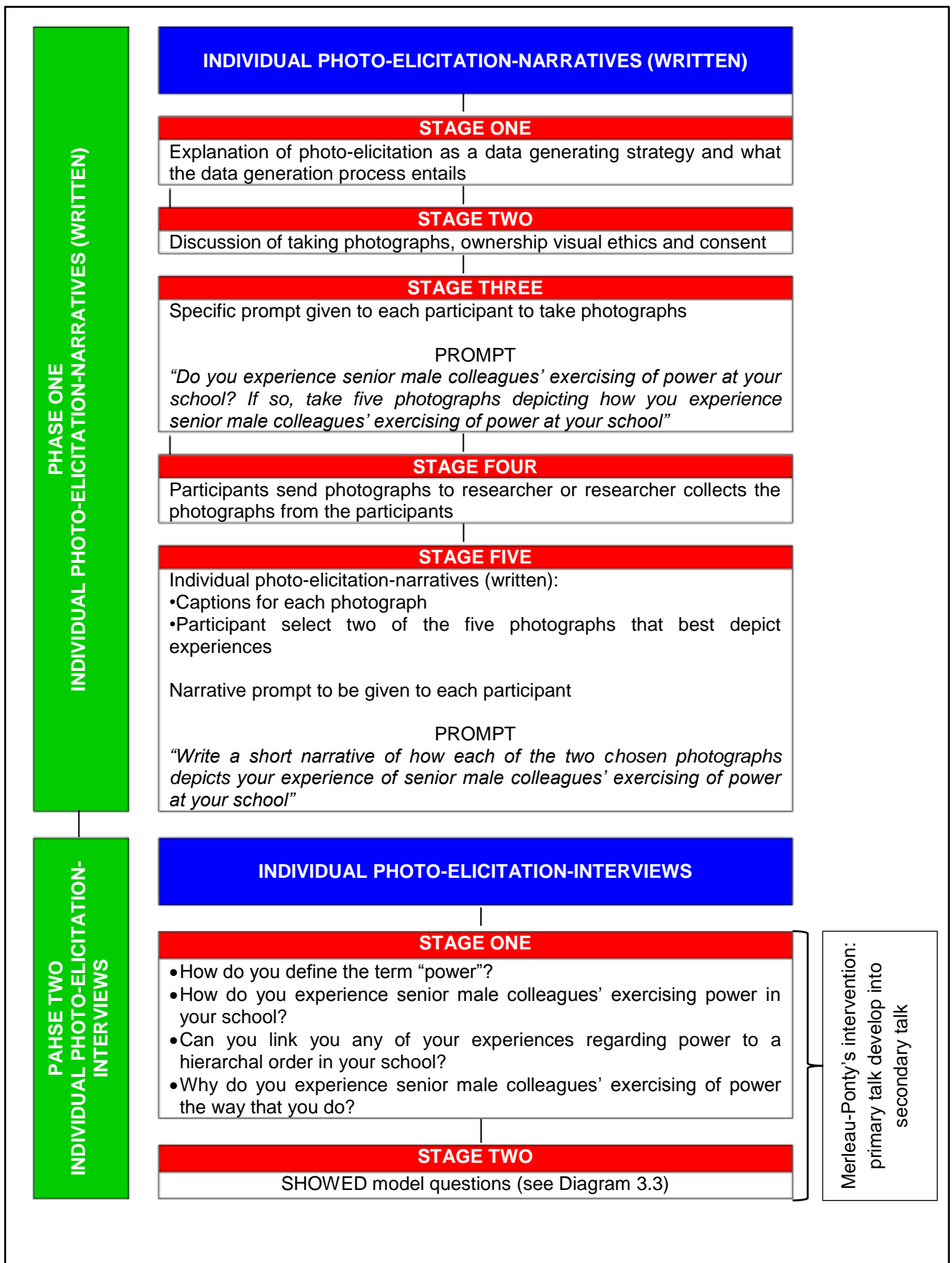


DIAGRAM 3.2 DATA GENERATION PROCESSES: PHASES AND STAGES

According to Van den Hoonaard and Van den Hoonaard (2008:187), narratives enable participants to elaborate on the photographs and thus provide a “richer version of the events and experiences”. The prompt provided for the photo-elicitation-narratives was as follows:

Prompt:

"Write a short narrative of how each of the two chosen photographs depicts your experience of senior male colleagues' exercising of power at your school"

The following section explains Phase Two of the data generation process that followed Phase One.

3.3.2.1.2 Phase Two: Individual photo-elicitation-interviews

An individual photo-elicitation-interview was scheduled so each participant could complete Phase Two of the data generation process. All participants filled in a consent form giving written consent for their photographs to be used in the study (Addendum D) and for the photo-elicitation-interviews to be audio recorded for transcription purposes.

- Stage 1

Firstly, the following open-ended questions were posed to each of the participants (Addendum E) during the individual photo-elicitation-interview:

- How do you define the term “power”?
- How do you experience senior male colleagues' exercising power in your school?
- Can you link any of your experiences regarding power to a hierarchal order in your school?
- Why do you experience senior male colleagues' exercising of power in the way that you do?

The above open-ended interview questions were specifically used to evoke ‘primary talk’ in which the participants recount their experiences of the phenomena.

- Stage 2

These above open-ended questions were followed up by the SHOWED model (Diagram 3.3) to evoke ‘secondary talk’, in which the participants elaborated on the power phenomena depicted in their photographs and critically reflected on their experiences.

Diagram 3.3 illustrates the SHOWED model adapted from Mitchell (2011c:60) that was used which can be described as an acronym for certain questions which can be employed as an interaction method between the participants and their photographs (Larkin, Lombardo, Walker, Bahreini, Tharao, Mitchell & Dubazane, 2007:36).

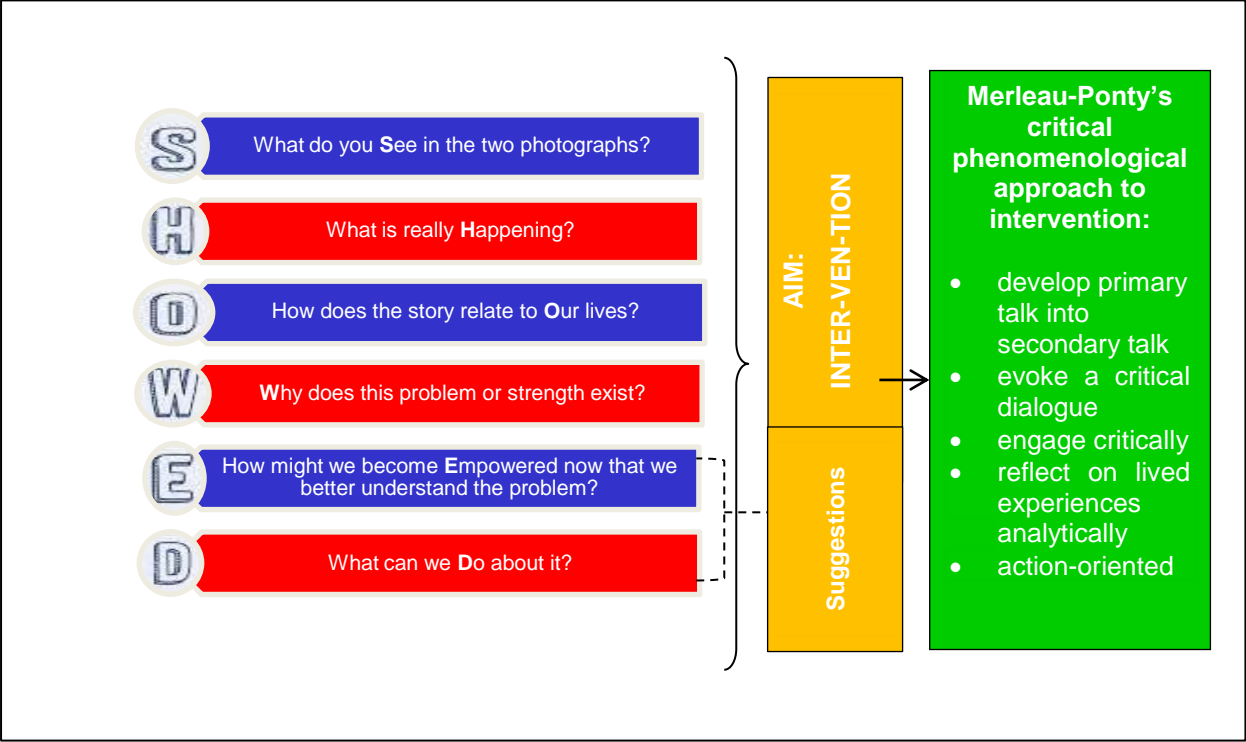


DIAGRAM 3.3 SHOWED MODEL
Adapted from Mitchell (2011c:60)

The questions listed in Diagram 3.3 were used to help the participants to critically reflect and engage in dialogue in which they elaborated on their lived experiences of senior male colleagues’ exercising of power in schools, that is to be “analytical and action-orientated” with regards to the phenomena (Simmonds, 2013:137). By using the participants’ own chosen photographs during the individual photo-elicitation-interviews, the spoken word was complemented by the visual images and then used as a stimulus to help them elaborate on their experiences of the phenomenon. Thus a critical dialogue on the power phenomena was evoked for discussion (Keegan, 2008:619).

This SHOWED model (Mitchell, 2011c:60) was used to move away from a discussion on what the photographs depict to a critical reflection. This revealed the oppressive nature of the senior male colleagues’ exercising of power in schools. Thus, the SHOWED model’s questions helped to “invoke a variety of feelings and represent a number of meanings that reflect an individual’s

perspective on his or her life, culture, and social reality” by creating a critical dialogue with the various questions (Berg, 2008:937). This method of intervention allowed primary talk to develop into secondary talk, thus creating an opportunity to obtain a deeper understanding of the phenomenon.

The site of the interview is really important. For that reason, the setting chosen was one that was familiar to the participants and comfortable and quiet, free from any unnecessary interruptions (Smith *et al.*, 2009:63). I had to be aware of the interview dynamics so I could give each participant enough time to elaborate on each question and also give them the opportunity to revisit early questions at a later stage of the interview, should the participant want to add to any of them (Smith *et al.*, 2009:67-68).

All individual photo-elicitation-interviews were audio recorded with a digital voice recorder and transcribed verbatim directly after each individual photo-elicitation-interview transcripts. The photo-elicitation-interviews were verified by two independent coders. Later a consensus discussion was held between the independent coders and me to decide on themes and categories. All audio recordings were destroyed and the typed interview transcripts as well as the photo-elicitation-narrative (written) were stored in my supervisor’s safe. Electronic versions of the transcripts were saved in password protected files that can be accessed by only my supervisor and me. All the names of participants and schools names and any other indications of their identities were omitted when the audio taped data was transcribed. Codes were used during the data analysis to ensure the anonymity of the participants and that of the schools.

I also made use of field notes during both the data generation phases to help me make meaning of the data that had been generated (Brodsky, 2008:341). The next section provides the field notes that were relevant during the data generation process.

3.3.3 Field notes

Field notes are in-depth notes that are made during the data generation phases to help the researcher retain a high level of focus and to help him or her articulate meaning during data analysis (Brodsky, 2008:341). In this study field notes were used to record information directly after each data generating phase so that the quality of the field notes would not deteriorate (Walsh, 2012:256). These notes “consist of accurate accounts of what was observed” by me, as a researcher (Maree, 2012:91). I made use of the following field notes as suggested by Lincoln and Guba (1985:183), Jonker (2005:23), Gray (2009:397), Newbury (2001:5), and Bernard, (2011:297):

Observational notes were taken during the data generating processes to enable me to record the relevant visual and auditory information necessary to capture the context. *Theoretical notes* helped me to reflect critically on what I experienced during the data generation process and to highlight meaningful data in the observation note made. *Methodological notes* were all my notes on the operational practices during the research process. These notes dealt with the data generation strategies which I used during the entire data generation process. *Personal reflective notes* helped me to keep a record of all my personal feelings and observations during the data generating process such as my first initial reactions and experiences. These notes can be seen as my own reflections and feelings during the data generation process.

An account of these field notes is given in 4.3.

3.3.4 Data analysis

Mouton (2005:108) explains data analysis as the breaking up of the generated data into themes and relationships. Data generation and data analysis strategies were not viewed separately but as interconnected processes. The use of qualitative data analysis helped me to establish how the participants made meaning of the phenomenon by “analysing their perceptions, attitudes, understanding, knowledge, values, feelings and experiences in an attempt to approximate their construction of the phenomenon” (Nieuwenhuis, 2010a:99). The aim of the data analysis process was to verify and clarify the data obtained in order to find similarities and relationships and thus understand the phenomena (Walliman, 2005:301). I used Interpretative Phenomenological Analysis (IPA) during the data analysis process of the study. IPA is a “method of interpreting people’s accounts of their own experiences” to “understand lived experiences” regarding a specific phenomenon (Griffen & May, 2012:447). It can be described as an approach that helps the researcher to examine the participants’ daily lived experiences in a specific context, thus “exploring experiences in its own terms” (Smith, *et al.*, 2009:1).

IPA is based on the Merleau-Ponty theory which refers to the “embodied nature of our relationship to that world and how that led to the primacy of our own individual situated perspective on the world” (Smith *et al.*, 2009:18). I support Merleau-Ponty’s notion that the fundamental character of the world is being shaped by individuals’ own world’s embodied position (Smith *et al.*, 2009:19). IPA is underpinned by the assumption that human beings are sense-making creatures of their own experiences (Smith *et al.*, 2009:3).

I used IPA to analyse the generated data of both the photo-elicitation-narratives (written) and the transcripts which gave me a deeper understanding of the power conundrum as experienced

by female teachers. As IPA is idiographic, it gave me the opportunity to explore the similarities and differences of each participant's experiences, meaning that each particular individual's photo-elicitation-narrative (written) and individual photo-elicitation-interview transcript (addendum J) was analysed and interpreted in detail and then the analysis and the interpretation were verified by two independent coders (Addendum I).

3.3.4.1 Data analysis process

The IPA process was conducted in six steps as stipulated in Smith *et al.* (2009:79-107). These steps were used to analyse both individual photo-elicitation-narratives (Addendum G) and individual photo-elicitation-interview transcripts:

- *Step 1: Reading and re-reading*

The first step of the IPA involved getting a holistic view of the data (each individual photo-elicitation-narrative and individual photo-elicitation-interview transcript) by reading and re-reading it. This was done in order to ensure that the analysis focused on the participant's given data only in order to have an active engagement with the data (Smith *et al.*, 2009:82).

- *Step 2: Initial noting*

During the second step, initial noting took place. I examined and explored the semantic content of the generated data by using free textual analysis. Through this step, I began to identify specific ways that each of the participants experienced the phenomena through their use of language, by writing initial exploratory notes or comments. Smith *et al.*'s (2009:84-89) different ways of commenting were used. The commenting included a variety of descriptive, linguistic and conceptual factors: *Descriptive comments* were used to analyse the narratives and transcripts by describing the content of the narrative and interview transcripts, thus describing what the participant said. *Linguistic comments* assisted me to identify and explore certain language trades that were used by the participants where hidden metaphors were identified and critically analysed. *Conceptual comments* were used in the third level of annotation were I "focused on engaging at a more interrogative and conceptual level" (Smith *et al.*, 2009:84). This involved the focusing on the participants' "overarching understanding" of the phenomenon that was reflected on during critical dialogue (Smith *et al.*, 2009:88). This led me to identify certain interrelationships between each participant's experiences of the phenomena within their school contexts.

The above ways of commenting helped me not just to get a holistic overview of the data that was generated, but also provided a way for me to engage with the text by exploring hidden metaphors that arose, taking it to a more interpretive level (Smith *et al.*, 2009:91).

- *Step 3: Develop emerging themes*

Step 3 entailed identifying certain themes by recalling the initial noting that was done in step two. The data was re-organised in specific themes where interrelationships, connections and patterns were identified.

- *Step 4: Searching for connections across emergent themes*

All the interrelationships, connections and patterns that were identified in the third step were then clustered together through abstraction (identifying patterns between the emerged themes), subsumptions (cluster a series of themes together), polarization (focusing on the differences of the theme, and critically analysing them), contextualization (identify contextual elements amongst the emerged themes) and function.

- *Step 5: Moving to the next experience*

After the first four steps had been completed with regard to a participant's narrative and transcript, these steps were applied to the next experience, but at the same time each experience was dealt with on its own terms (Smith *et al.*, 2009:100).

- *Step 6: Identify patterns across cases*

During this last step, patterns were identified across the data sets (all the narratives and transcripts) which led to relabeling some themes.

IPA is a systematic process in which content is summarised in order to view it through different angles to understand the raw data that are obtained through various noting methods and ways to find emergent themes (Nieuwenhuis, 2010a:101). In this research, the IPA analysis was an "inductive and iterative process where [I] look[ed] for similarities and differences in text that could corroborate or disconfirm theory" (Nieuwenhuis, 2010a:101). All of the findings were verified through qualified independent coders in order to ensure the trustworthiness of the findings of the generated data and the findings of the study.

3.4 TRUSTWORTHINESS

To enhance the rigour of this qualitative study, I adapted Guba's (1981) trustworthiness model (Krefting, 1990:217-221) as illustrated in Diagram 3.4.

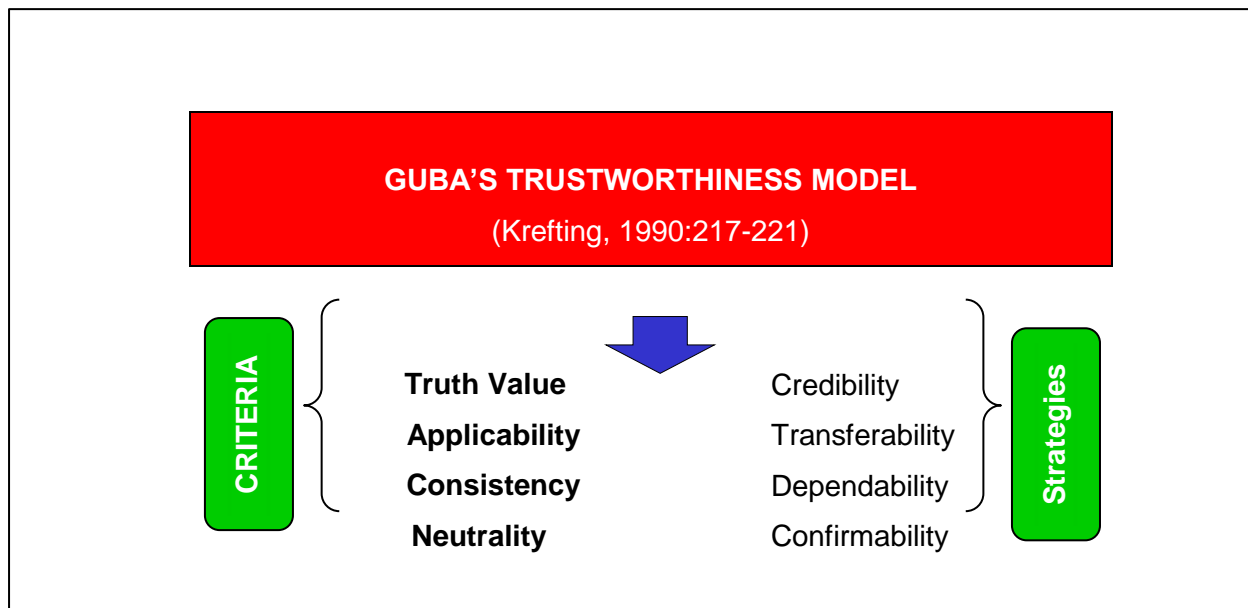


DIAGRAM 3.4 GUBA'S TRUSTWORTHINESS MODEL
Adapted from Krefting (1990:217-221)

3.4.1 Truth value (Credibility)

It was important to allow for an extended period of time with the participants in order to allow participants' experiences to be sufficiently acknowledged and checked (Krefting, 1990:217). The use of individual photo-elicitation-narratives (written) and individual photo-elicitation-interviews, as well as member checking played an important role in establishing credibility. All participants were asked to verify the raw data by reading through their own written narratives in and to clarify any information that was not clear to me so I could avoid misinterpreting the raw data. The transcripts were also given to the participants to allow them to make comments and to verify that the interviews were correctly transcribed and that I had "accurately translated" their experiences (Krefting, 1990:219). It thus helped me to remain as unbiased as possible throughout the data generating processes and not to contaminate the data with my own perceptions, views, ideas and prior knowledge regarding their experiences of the phenomenon. Using multiple data generation strategies such as individual photo-elicitation-narratives (written), individual photo-elicitation-interviews as well as field notes also enhanced the credibility of the findings (Nieuwenhuis 2010a:113-115; Creswell, 2009:190-193). The independent coders also

assisted me during a consensus meeting to verify the quality and correctness of the data analysis process.

3.4.2 Applicability (Transferability)

It was my responsibility to “provide an adequate database to allow transferability judgments to be made by others” (Krefting, 1990:221). In order to do so, I have provided a detailed account of the research design and methodology, as well as a dense description of the site, sample, the two data generation phases and stages as well as the data analysis processes used in this study.

3.4.3 Consistency (Dependability)

Krefting (1990:221) states that “dependability criterion relates to the consistency of findings” and that it is very important that: “[t]he exact methods of data gathering, analysis, and interpretation in qualitative research be described”. The dependability of the study was enhanced through multiple data generating strategies as mentioned above where the “weaknesses of one method of data collection [could be] compensated by the use of alternative data-gathering methods” (Krefting, 1990:221). By using both individual photo-elicitation-narratives (written), individual photo-elicitation-interviews and combining them with field notes, the dependability was strengthened.

3.4.4 Neutrality (Confirmability)

In Guba’s trustworthiness model (1981), neutrality is not viewed as a “researcher[s] objectivity but as data and interpretational confirmability and described the audit strategy as the major technique for establishing confirmability”. Guba (1981) notes “that an investigator should provide documentation for every claim or interpretation from at least two sources to ensure that the data support the researcher’s analysis and interpretation of the findings” (cited in Krefting, 1990:221). In this study, I drew on the literature as well as my field notes when interpreting the findings of the study. In addition, the field notes were included during the audit to enhance the confirmability of the study (see 3.3.3).

3.5 RESEARCHER'S ROLE

Maree and van der Westhuizen (2010:41) posit that a researcher should build a collaborative partnership with the participants throughout the data generation and analysis processes, with a view to reaching an understanding of the phenomenon being studied. Within the critical phenomenological research approach my role included being an active listener; creating opportunities for primary and secondary talk (intervention); being a good interviewer and interpreter; and evoking critical dialogue, while not being judgemental or biased towards participants or making any assumptions, but making meaning of the meaning that the participants assign to their lived experiences (Nieuwenhuis, 2010a:114). The role further required that I follow the planned research design and methodology as set out in this study, specifically with regard to the research questions and aims. I ensured the trustworthiness as well as adhering to the ethical considerations of the study as provided in the following section.

3.6 ETHICAL CONSIDERATIONS

Denscombe (2010:59) refers to ethics as a “system of moral principles by which individuals can judge their actions as right or wrong, good or bad”. Before the study was conducted, permission was obtained from the Ethics Committee of the North West University Potchefstroom’s Faculty of Education Sciences, the Department of Basic Education (DoBE) of the North-West province, School Governing Bodies and principals of respective schools. In addition, informed consent was obtained from all the participants before the commencement of each of the data generation phases and stages. Ethical considerations included voluntary participation, anonymity, confidentiality and visual ethics.

- **Voluntary participation, and the right to withdraw**

I strove to be honest and respectful towards all participants during the whole research process. I ensured that participants understood fully that their participation in the study was voluntary, and that they could withdraw at any time during the research process without any repercussions (Addendum D). I commenced the data generation process only after all the participants had given their written consent to participate. Whenever a participant needed a time for debriefing after any data generation phases or stages, I allowed time for this purpose and also had a psychologist on call if the participant needed to be assisted.

- **Anonymity and confidentiality**

Due care was taken to ensure that participants could not be identified and that their right to confidentiality was fully respected (Denscombe, 2010:64; Jamison, 2007). The raw data generated by means of the photo-elicitation-narrative (written) and individual photo-elicitation-interviews will be stored in a secure location for five years: only my supervisor and I have access to the written narratives and the transcripts. The names of all of the participants and the schools as well as any other information that could identify them were removed and replaced with codes during transcription of the photo-elicitation-interviews as to ensure anonymity. Any information given to me was treated in the strictest confidence and participants had the assurance that the recorder would be switched off at any time that they felt uncomfortable during the photo-elicitation-interviews. The data cited in Chapter Four can therefore not be traced back to any of the participants (Jamison, 2007; Hennink, Hutter & Bailey, 2011:71).

- **Visual ethics**

As the use of visual materials such as photographs formed the major part in the data generation process, rigorous adherence to visual ethics was crucial. Participants voluntarily completed a consent form giving me permission to use their visual images (photographs) during the research process and for publishing purposes (Addendum D). Other important ethical considerations have also been taken into account such as “how images are constructed” and “how images are consumed” (Wiles, Prosser, Bagnoli, Clark, Davies, Holland & Renold, 2008). Each of the photographs was viewed in context. All participants were given strict instructions not to take photographs of any people without their full permission. It is not possible to identify a person or persons in any of the photographs that were used in the research.

3.7 SUMMARY

Chapter Three presented a detailed description of the research process. This included the research design, the site, sample selection, sampling strategy, and data generation and analysis. Particular attention was given to my role as a researcher, the strategies used to enhance the trustworthiness of the research and the ethical considerations that were involved. Chapter Four presents the data analysis and discussion of findings on how female teachers experience senior male colleagues’ exercising of power in schools, supported by research findings from the literature review.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS: FEMALE TEACHERS' EXPERIENCES OF SENIOR MALE COLLEAGUES' EXERCISING OF POWER IN SCHOOLS

4.1 INTRODUCTION

This chapter presents the results of the data analysis and discusses the findings. The use of pre-set criteria to select a purposeful sample of participants was discussed in 3.3.1, as was the data generation process. Data saturation was reached after the sixteenth individual photo-elicitation-narrative (written) and individual photo-elicitation-interview. The sample consisted of six Black, six White, two Coloured and two Indian female teachers who were willing to do the individual photo-elicitation-narrative (written) and the individual photo-elicitation-interview. They were free to use English or Afrikaans. The participants were between 20 years and 47 years of age (Addendum F). The qualitative data generated was analysed by means of Interpretive Phenomenological Analysis (IPA). The results of this analysis were verified by two independent coders. In the discussion in the next section, I draw on the literature and the field notes to substantiate my findings. I focus on the two main themes and sub-categories which emerged during the data analysis process.

4.2 DISCUSSION OF FINDINGS

The verbatim quotations from the participants play a central role in the discussion of the two themes and their respective categories and sub-categories. This reflects the "importance of the participant's voice" in the meaning making process (Griffen & May, 2012:453). The use of verbatim quotations also assists the reader to gain a better understanding of the participants' interpretation and experiences of the power phenomena in a specific context (Griffen & May, 2012:453). The photographs included in this chapter are used with the necessary consent of the participants (Addendum D). These photographs have been specifically chosen to illustrate the metaphors which participants refer to in their photo-elicitation-narratives (written) and photo-elicitation-interviews.

Theme 1 reflects female teachers’ experience of power as a behaviour that has the potential to evoke feelings that are *(im)balanced*. Participants experienced feelings that are negative or positive, hence *(im)balanced* feelings. Theme 2 reflects the participants’ own suggestions to promote their own well-being. Table 4.1 provides an overview of the identified themes, categories and sub-categories that are discussed in detail below.

TABLE 4.1 IDENTIFIED THEMES, CATEGORIES AND SUB-CATEGORIES

THEME 1	FEMALE TEACHERS EXPERIENCE POWER AS A BEHAVIOUR THAT HAS THE POTENTIAL TO EVOKE FEELINGS THAT ARE <i>(IM)BALANCED</i>.
	Category 1: Female teachers experience power that evokes feelings of being nurtured
	Category 2: Female teachers experience power as degrading <i>Sub-category 2.1: Female teachers experience power at all levels of their lives</i> <i>Sub-category 2.2: Female teachers associate power with authority and control</i>
THEME 2	FEMALE TEACHERS PROVIDES SUGGESTIONS TO PROMOTE THEIR OWN WELL-BEING
	Category 1: Effective communication
	Category 2: Teamwork towards collective excellence
	Category 3: Dual supportive roles
	Category 4: Gender equality

4.2.1 Theme 1: Female teachers experience power as a behaviour that has the potential to evoke feelings that are *(im)balanced*

Theme 1 reflects the participants' experiences of senior male colleagues' exercising of power as *(im)balanced*. As the following quotations from the transcripts clearly show, exercise of power evokes positive and negative feelings:

[VB1]' *"I see power as the authority or the position one person exercise over another. But I see power not only as negative but I some cases it can be positive."*

[VB2] *"Power is within, and can be used to either negatively or positively influence people."*

[VA3] *"The term power is either a physical, emotional or mental state that can either benefit or harm in particular our school society."*

Cunningham (2007:205) argues that when power is used in the workplace by the employer and the employees, there will always be a specific strategy involved. Kreitner and Kinicki (cited in Cunningham, 2007:205) illustrate this by referring to "McClelland's two faces of power", the view that power can be used in two ways, either positive or negative. An example of the negative face of power is the use of personal power to "treat others as objects to be used to get ahead" and thus directly benefit oneself. On the other hand, an example of positive power is the use of social power to "create motivation" and "to accomplish group goals" (Cunningham, 2007:205). Thus, the individual's motive determines whether power is used in a positive or negative way.

The following section elaborates on the two categories which were identified in Theme 1 to provide greater clarity on the *(im)balanced* feelings which participants experienced. The one category reflects their positive feelings and the other reflects their negative feelings about the use of power.

¹KEY: V= Verbatim quotation; B=Schools; 1=Participant of specific school.

4.2.1.1 Category 1: Female teachers experience power that evokes the feelings of being nurtured

The female teachers are reasonably positive regarding the power phenomena in schools and experience the use of senior male colleagues' exercising of power as a way of nurturing them. They tend to speak collectively as can be seen in the extracts below:

[VD1]² *"... they [the senior male colleagues] use their power in a way that doesn't make us feel ashamed. Generally they [the senior male colleagues] use the power given to them effectively, so they do not intimidate us by controlling us with their power. They respect us ... the male and female colleagues presently at my school have formed relationships based on respect and when there is a disagreement that occurs between the two genders, we try reaching mutual agreements amongst each other ..."*

[VE3] *"... our males and females have respect for each other and it doesn't matter in which position you are employed in. We treat each other as equals."*

[VE1] *"... nobody overpowers nobody and they [the senior male colleagues] respect each other, respect each other's views and they also umm, implement everything with dignity and, and respect for others ... we [female teachers] realise that we can work together as a team to get things done without having a power struggle ... everyone is heard irrespective of their gender which makes working at [school's name] so much more enjoyable due to the sense of comfort and acceptance."*

These verbatim quotations show that these participants experience power positively and see themselves as a group working together, thus as having collective power, free of power struggles. They experience power as a form of nurture which can be seen as a means of support, care, protection, help, and a sign of trust (Oxford Advanced Learner's Dictionary, 2005b:1002). The participants shared their experience of a working relationship characterised by respect and trust which encourages teamwork. Lau, Lam and Wen (2014:112) argue the merit of treating others respectfully: this creates trust and builds positive working relationships. Interpersonal trust is a sign of mutual appreciation and a vital ingredient of a positive working relationship (Lau *et al.*, 2014:112). Trust assumes that one is willing to "assume risk[s] in a relationship based on positive expectations" and that social exchange perspectives apply (Lau *et al.*, 2014:114). In similar vein, Dirks and Ferrin (cited in Lau *et al.*, 2014:114) argue that when a superior and subordinate trust each other, "they engage in more citizenship behavior". There

² KEY: V=Verbatim quotation; D= School; 1= Participant

is a further advantage, Thomas (2002:5) cites Yukl to make the point that when a leader has “strong interpersonal relationship skills”, his or her supportive attitude towards all staff members, keeping promises and being trustworthy will strengthen his or her referent power.

Photograph 4.1 depicts participant’s E1’s experience of power as a form of positive respect which creates opportunities for teamwork in which male and female colleagues are encouraged to respect each other and work together towards a common goal.



PHOTOGRAPH 4.1 CAPTION: “POSITIVE REFLECTION” [PE1]

[VP1] *“A positive or good reflection of strength is being depicted therefore the power is not misused instead it is used to strengthen and improve. We try to work at the school as one team, so we have to give one another the opportunity to use each one’s power effectively, it doesn’t help to use your power to be better than your fellow colleague, I mean...we working for one goal.”*

This photograph depicts a sense of the balance of power between male and female colleagues within the school context of the participant concerned. This means that the system is not a hierarchal system, but one in which there is an opportunity for all staff to be heard and to be part of the team. Participant E1 experienced power as positive, strengthening and developing the potential of female colleagues in her school.

Fapohunda (2013:1) highlights the importance of “bring[ing] out the best in a team to ensure self development, positive communication, leadership skills and the ability to work closely together as a team to problem solve”. If staff members work as a team, they “can be united around a

common goal to generate greater productivity” (Fapohunda, 2013:1-2) and each individual member has the opportunity to contribute to success. Effective team work can strengthen trust amongst the team members, and encourage supportive behaviour and respect for and acceptance of similarities and differences in the team. Some participants described their experience of power as a positive phenomenon because it made them feel comfortable and accepted in the workplace. Acceptance here denotes feeling welcome in a specific environment or specific place (Oxford Advanced Learner’s Dictionary, 2005a:7-8) so power does not have a negative connotation.

The following quotations highlight the fact that power can be used in a positive and collective way to try to achieve a collaborative goal and enhance teamwork:

[ND1]³ *“... a positive or good reflection of strength is being depicted [photograph 4.1] therefore the power is not misused instead it is used to strengthen and improve.”*

[VD1] *“We try to work at the school as one team, so we have to give one another the opportunity to use each one’s power effectively, it doesn’t help to use your power to be better than your fellow colleague, I mean, we working for one goal. So if we work together and use all our power collectively, we will achieve our goal ...”*

Root III (2014) explains that teamwork is important in the workplace, as it can have positive effects on the employees’ work performance. Efficient teamwork can “maximize their job performance, and help to make an inviting and productive atmosphere” in the workplace thus strengthening the desire for collaboration amongst the staff (Root III, 2014). The combined experience and expertise of the team members leads to high levels of productivity (Root III, 2014). Photograph 4.2 depicts a slight imbalance of power. Nevertheless, there is no miss-use by senior male colleagues: individuals are respected and not controlled.

³ KEY: N= Narrative quotation D= School; 1= Participant of specific school



PHOTOGRAPH 4.2 CAPTION: “POWER STRUGGLE” [PE2]

[NE2] *“... It [photograph 4.2] shows how the power exerted by male colleagues only slightly tips the balance. Even though there are males in ‘power’ positions they [senior male colleagues] use their power to maintain order and balance in the running of the institution. They control the situations, not the people.”*

The above quotations emphasise the importance of working together as a group of individuals as it “may increase job satisfaction, enhancing an employee’s self-esteem” (Nordmeyer, 2014). Root III (2014) notes that when a group of individuals work together efficiently, it can be a means of conflict resolution as it teaches team members to listen and be ready to compromise in order to create room for each individual’s contributions. Teamwork also develops the group’s listening skills as it encourages a “method of consensus that is used to develop a solution the team can agree on” and individuals become more motivated to raise their level of work performance (Nordmeyer, 2014; Root III, 2014). Fapohunda (2013:2) stresses that fostering teamwork in the workplace requires the senior management to communicate well: each individual in the team must receive clear instructions and know exactly what must be done, why certain decisions are being taken and understand how to work efficiently with the others to reach a common goal. Angelis and Wilcox (2011:44) confirm that trust and respect “make it possible for teachers, principals, and other staff to collaboratively enact a shared vision for the success of every student, to take a critical look at results and make necessary adjustments, and to foster the social and emotional well-being that make it possible to focus on academics”. Referent power “develops out of admiration of another and a desire to be like that person” (Lunenburg, 2012:4). In turn, feelings such as “approval, personal acceptance and worth” as well as respect can be evoked through the use of referent power (Luthans cited in Faiz, 2013:385). This depends on positive power relations between individuals (Lunenburg, 2012:4). Respect will only be reciprocated when individuals are treated with respect (Lawrence-Lightfoot

cited in Wahl, 2014:62). Individuals in positions of authority, whose actions are respectful towards the rest of the staff, set a good example for those staff members with less authority. Individuals who purposefully try to foster respectful and trusting relationships create an opportunity for staff members with less power, to feel safe to voice their opinions and to ask for help (Angelis & Wilcox, 2011:44; Wahl, 2014:61). Their actions also encourage individuals with less power to emulate those with more power. As the General Systems Consulting Group (2001:3) argues, when power is used effectively and positively in the workplace by a senior colleague (leader), the rest of the staff will directly benefit. Conversely, disrespectful actions can lead others to feel “broken down personally” or to feel worthless and disheartened (De Kok, 2010:27, 35).

General Systems Consulting Group (2001:3) stresses the importance of understanding these three power motivation characteristics in order to understand the use of power in the workplace:

- impact belief power is related to the implications the use of power will have on individuals; the leader “sees a strong cause-and-effect relationship between his/her behaviour and change”;
- socialised power implies benefiting others: a leader sees power as “instrumental in bettering the organization and meeting the needs of others”; and
- avoiding personalised power suggests that effective leaders do not use power to benefit themselves but to “influence others to achieve positive goals for the benefit of others and the organization” rather than dominate others.

Thus, the way that an individual uses his power, has certain effects on the rest of the staff. Some participants, for instance, experienced power as a mean of being nurtured. This means that social power can be seen as present in their specific schools, where their senior male colleagues use their power to influence others positively. When a leader exercises social power, the following characteristics of leadership style will be evident in the workplace (General Systems Consulting Group, 2001:8-9):

- values working with others;
- is a team player;
- works towards a collaborative goal;
- sets realistic goals;
- shows no-defensive behaviour towards others; and

- motivates and influences others

Some of these characteristics are evident in the female teachers' experiences of how senior male colleagues in their schools exercise their power in a positive manner. Photograph 4.3 depicts a visual image of how in this specific school, their senior male colleagues evidence social power as they do not use power to benefit themselves, but instead lead, support and respect the staff.



PHOTOGRAPH 4.3 CAPTION: “MALES IN POSITIVE LEADING ROLES” [PA1]

[NA1] “... *he* [senior male colleague] *leads in a supportive, respectful, fair and non-discriminating fashion ...*”

[VE3] “... *they really treat everyone as though they are equal and they respect you even though they have a sense of power ... we treat each other as equals ... you feel welcome ...*”

Cunningham (2007:204) states that power can be experienced positively if the person with the power has the correct approach. People in higher power positions can choose how to use their power. Their decision will affect the individuals around them. Preston (cited in Cunningham, 2007:204-205) identifies several approaches which an individual with power can take to using their power to “project a power image” and to have a positive effect on the employees with less power:

- keep calm in difficult circumstances as it increases the thought process when approaching your employees;

- share your knowledge as it “creates a more informed environment” and better the decision making process;
- acknowledge employees’ strengths;
- give opportunity to all employees to voice their opinions as it “allows for more reflective and informed decision making”;
- justify all your decisions so that your employees have a clear understanding way you made that specific decision;
- do not pretend; and
- always own your power as it “cultivate[s] relationships” with employees and it will also enhance and develop “their power image”.

The above category highlighted that when power is used in the correct way, it can have positive effects on the individual. The main positive experience which the female teachers identified was being treated with respect by senior male colleagues. This can be seen as nurturing behaviour. When effective teamwork is evident in the workplace, respect and trust is likely to develop. Thus when teachers are treated with respect, they will feel trustworthy, worthy, accepted, heard, acknowledged, supported and protected as mentioned above. It will also enhance their self-development, leadership skills, increase their work performance, assure higher level of productivity and improve listening skills.

In the following section, category 2 of Theme 1 highlights female teachers’ experiences of power as degrading.

4.2.1.2 Category 2: Female teachers experience power as degrading.

As mentioned earlier, Theme 1 reflects female teachers’ experiences of power as (*im*)balanced, thus ‘positive’ feelings and/or as ‘negative’ in some cases. In this section, I explore power as a ‘negative’ experience thus degrading in nature in the workplace. The following verbatim quotations indicate that power is mis-used, creating degrading experiences.

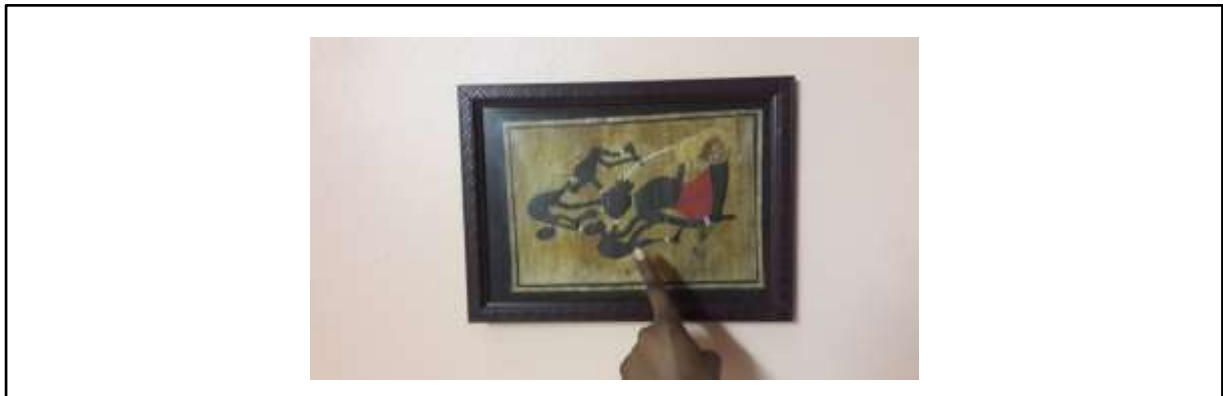
[VD1] *“... power can be experienced negatively and positively, but due to the lack of internal power, external power is misuse in our school ... obviously the male figure is superior and that is almost that he is overshadowing or overpowering us as female teachers ...*

the male person with the power dominates the actions and ideas of those below them.”

[VB1] *“... though I have the means to function independently, it is always dominated and limited by the senior male colleagues. Looking at our school and its teachers, most post level one teachers have become puppets in the hand of a few senior colleagues.”*

As mentioned above in Category 1 when a leader reflects the characteristics of socialized power, it is an indication that a leader desires to be “instrumental in bettering the organization and meeting the needs of others” (General Systems Consulting Group, 2001:8-9). However, when a senior male colleague mis-uses his personal power to benefit himself, his actions have negative consequences for the rest of the staff (General Systems Consulting Group, 2001:8-9). Those who use power to serve their personal ends, “tend to belittle others, assert their dominance and/or try to inflate their own self-importance”, and associated behaviours such as rudeness and being overbearing have a negative effect on the well-being of others (P General Systems Consulting Group, 2001:9). It can influence “productivity and commitment from workers” (Cheung-Larivee, 2013), who will feel they are being bullied.

Photograph 4.4 depicts how this specific female teacher experiences power as domination when female teachers in her school are bullied and forced to play traditional societal roles.



PHOTOGRAPH 4.4 CAPTION: “A WOMAN’S JOB?” [PA2]

[VA2] *“The woman is in fact on her knees, and she has a barrow in front of her, so she have fetched water, and everyone else in the background does not care at all, not even helping her. It is her job, she has to do it.”*

Crespi (2003:5) states that the traditional gender roles still prevail: “men are supposed to earn a living to support their families” whereas “[w]omen belong at home cooking, cleaning, and caring for children”. Acker, as well as Mahalik, Morray, Coonerty-Femiano, Ludlow, Slattery and Smiler (cited in Mallozzi and Galman, 2014:263) comment that teaching can be seen as a desirable job especially for females because of its stereotypically “feminine-associated traits of nurturance and caring”. Similarly, Cortina and San Roman, Galman (cited in Mallozzi and Galman, 2014:276) argue that female teachers view care as a form of pride, a “biologically attributed trait” which is “an aptitude of her womanliness”.

In Participant A2’s view, gender stereotyping is still evident in her school. The male teachers tend to limit female teachers to playing certain traditional roles. Drudy, Martin, Woods and O’Flynn (cited in Mallozzi and Galman, 2014:263) state that this domestic ideology can refer to a system of beliefs where “gender roles in the private sphere of home” can have an effect on what the expectations must be in “the public sphere of the professions”. Crespi (2003:5) describes this as “the act of following the norms”. McCarry (2009:22) found that traditional views are more likely to be held by younger men than younger girls and Murnen, Wright and Kaluzny (cited in McCarry, 2009:18) posit that there is a correlation between traditional gender roles and “attitudes towards male violence”. Conbell (cited in McCarry, 2009:19) highlights the association of violence and aggression with hegemonic masculinity. Because men have to “perform a normative type of masculinity” to be accepted, men are the “predominant perpetrators of interpersonal violence” (McCarry, 2009:17, 23-24).

Social norms are still influenced by gender stereotyping. If an individual is frequently exposed to certain group behaviour, the “chances are [strong] that the individual will conform to the group and do the same” (Crespi, 2003:5). For instance, if senior male colleagues see other male colleagues behave oppressively towards female teachers, there is a chance that they will adopt the same behaviour. McCarry (2009:28) argues that young men “still endorse a model of gender” where “men are seen as more dominant”. However, one needs to focus on gender roles and how they are “enmeshed” to understand gender normative behaviour, therefore understanding men’s attitudes with regards to their behaviour, can create a better understanding of interpersonal violence (McCarry, 2009:18).

As mentioned, domination can be seen as a form of bullying and Dragan (2011:14) describes bullying as “an unequal distribution of power between two people or groups of people”, while Kivimäki, Virtanen, Vartia, Elovainio, Vahtera and Keltikangas-Järvinen (2003:779) contend that

bullying is evident when an individual is “subjected to social isolation or exclusion” and when individuals’ “work efforts are devalued”. Botha and Twine (2014:433) argue that a common form of social aggression with the intention to do social harm can be seen as a form of isolation. Being isolated or excluded leads to “feelings of anxiety, despair, loneliness, rage, rejection and hurt” (Botha & Twine, 2014:433).

Dragan (2011:14) stresses the potential effect of bullying by defining it as “a severe single occurrence intended to hurt someone physically or emotionally”. When bullying regularly occurs, a pattern of power misuse is established. As Swart (2007:189) argues, there is a complex link between the misuse of power, especially coercive power, and behaviour such as violence or bullying. When an individual uses coercive power, there will be a concomitant implied threat of punishment (Lunenburg, 2012:3). Kivimäki *et al.* (2002:779) found that workplace bullying often leads to depression which may result in mental health problems for those individuals who are constantly subjected to it. Individuals who are bullied at the workplace “seem to be at greater risk of cardiovascular disease” as a result of stress and “[c]hronic overactivity or underactivity in cardiovascular and metabolic systems in relation to prolonged stress has been found to be an aetiological factor for cardiovascular disease and hypertension” (Kivimäki *et al.*, 2002:779). Thus, bullying can have a serious effect on an individual’s physical health and well-being (Dragan, 2011:25). Kivimäki *et al.* (2002:779) note that prolonged stress due to workplace bullying, “may also contribute to psychiatric disorders, including depression”.

Sub-category 2.1 will elaborate how the female teachers experience power on a number of levels.

4.2.1.2.1 Sub-category 2.1: Female teachers experience power at all levels of their lives

Some of the participants stated that their experiences of senior male colleagues’ exercising their power in their schools are mostly degrading, thus negative and destructive. Misuse of power, can thus affect the well-being of individuals as mentioned above, leaving them feeling depressed and stressed. The following verbatim quotations indicate how female teachers experience unnecessary or excessive use of power at all levels of their lives. Some of the participants were particularly affected emotionally and psychologically.

[VB1] *“This inhibits creativity and motivation in the teaching environment as we lost our passion because the stress factor is overwhelming.”*

[VA1] *“Hearing someone saying you are inadequate everyday makes you feel so unworthy. There is no motivation for us to reach our full potential, we feel again, unworthy as I said.”*

The majority of the participants indicated that the misuse of power in their schools leads to feeling stressed, demotivated, inadequate and unworthy. Stress can be seen according to the England Education Service Advisory Committee as an “unpleasant emotion, which arises when people worry that they could not cope with excessive pressures or other types of demand placed upon them” (Chan, Chen, & Chong, 2009). As Eres and Atanasoska (2011:59) note there can be a chain reaction: “When a person feels insufficient in dealing with demands and challenges faced in life, she/he experiences stress”. Reaction to stress varies. Baltaş (cited in Eres & Atanasoska, 2011:59) argues that stress can be physically and psychologically draining, or it can have a positive effect and “which gives energy in dealing with life” when it is positive. Generally, however, when an individual experiences excessive pressure on a daily basis, there will be a negative effect. It could not only threaten his or her self-esteem, but also his or her health (Chan *et al.*, 2009). Low self-esteem can have severe consequences as Donnellan, Trzesniewski, Robins, Moffitt and Caspi (2005:328) found in their study. It can lead to “[a]ggression, [a]ntisocial [b]ehavior, and [d]elinquency” and diminished well-being. Baumeister, Campbell, Krueger and Vohs (2003:1) posit that high self-esteem has a positive effect on individuals. For instance, they are more willing to voice their opinions in a group setting. There is a high correlation between happiness and a sense of personal confidence. The overall finding in Baumeister *et al.*’s (2003:1) study was that individuals with high self-esteem are successful in the workplace environment. Their confidence in their own abilities makes them willing to take the initiative and they expect to perform well. Battistich, Solomon and Delucchi (cited in Baumeister *et al.*, 2003:15) argue that individuals with high esteem are more popular, often because they are very likable. Others “may prefer to interact with [confidence], enterprising individuals and to avoid interacting with people who suffer from self-doubts and insecurities” (Baumeister *et al.*, 2003:15-16). Leary, Tambor, Terdal, Downs as well as Leary, Baumeister, Leary and Downs (cited in Baumeister *et al.*, 2003:16) contend that the Sociometer Theory of self-esteem is about an individual’s “interpersonal appeal and success”; social success boosts high self-esteem, but social rejection leads to a loss of self-esteem.

Participant PF1’s photograph depicts how power is misused by senior male colleagues at her school in ways that affect the female teachers’ identity and personality. This has had a negative

effect on her self-esteem. The following verbatim quotation clearly captures participant F1's daily negative experiences which affect her self-esteem.



PHOTOGRAPH 4.5 CAPTION: “STRIPPED” [PF1]

[VF1] *“... I am torn into pieces. I feel like I am a naartjie at our school, being stripped of my identity and personalities, I am really torn apart. Every day I am stressing about what my senior is going to say about me. The male colleagues strip the females of their total identity. The female members have to dance to their tune and are not allowed to have an opinion or help in the decision making of any kind. They believe that females should be seen and not be heard, they think we do not have ideas or opinions worth sharing and so we cannot contribute at all to anything.”*

Participant PA4 photograph below also depicts how rebuffed she feels because the senior male colleagues in her school disregard females' opinions completely. This has a negative effect on this particular female teacher's self-esteem because constant rejection makes her feel that her worth is not acknowledged and that she is inferior to her senior male colleagues.

When an individual feels rejected, her sense of belonging will also decrease. When female teachers are constantly rejected, they feel sad and hurt. This often leads to feelings of anger and aggression towards their rejector (Buckley, Winkel & Leary, 2004:14).



PHOTOGRAPH 4.6 CAPTION: “BENEATH” [PA4]

[NA4] *“... I feel like my opinions and suggestions are rejected. We as women are beneath the senior male colleagues because our suggestions are frowned upon and often not acknowledged. We are beneath them [senior male colleagues].”*

The above implies that some female teachers feel that they are stripped of their own identity because they are expected to be subservient to male members of staff. They feel rejected by and inferior to their male colleagues. This has a negative effect on their self-esteem. As Botha (2012:155) emphasises, social identity is very important as “it defines who people are”. The continual destructive criticism they endure “undermines the[ir] thoughts, worth, or self-esteem” (Lisette & Kraus, 2000:17-18).

Lisette and Kraus (2000:25) make the point that misuse of power can take the form of “making fun of [the] ideas, thoughts, [and] feelings” of those with less power. Thus some teachers feel unworthy, inadequate and inferior to their senior male colleagues as they are constantly ridiculed by them. Being belittled in this way also has a negative impact on the female teachers’ well-being especially if it is done in front of other staff; it can be seen as a form of dehumanization (Lisette & Kraus, 2000:25). If female teachers feel dehumanized, they feel unworthy. This decreases their self-esteem and has a concomitant impact on their well-being how they feel about themselves (Botha & Twine, 2014:433; De Kok, 2010:24). This loss of a sense self-worth is associated with not feeling unique and special anymore (De Kok, 2010:26-27).



PHOTOGRAPH 4.7 CAPTION: “STOP ABUSING YOUR AUTHORITY” [PC1]

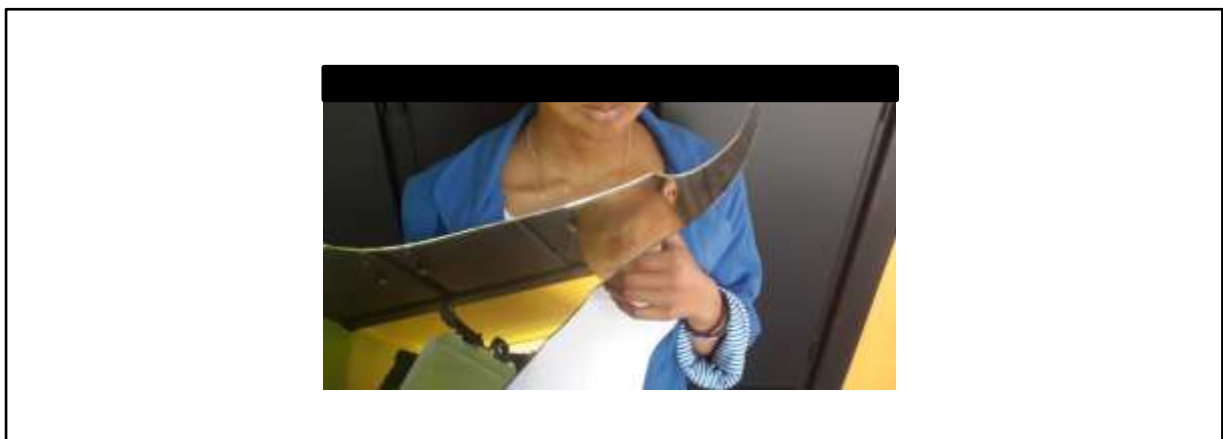
[NC1] *“This picture depicts a women who is restricted to her expression ... due to male superiority ... because of her silence she cannot reach her full potential. Females are too scared and restricted to voice their opinion [fear].”*

Ghilic-Micu and Stoica (2003:16) state that fear can be seen as the opposite of trust in the workplace. As mentioned earlier, trust is an important factor that enhances not only the synergy of the group, but also the employees’ performance. The comment above made by one of the participants indicates that some female teachers may experience a sense of fear when they have to approach a senior male colleague. Fear can be evoked by the lack of trust and can influence “employee turnover, marginal work, and sometimes sabotage among other behaviors” (Ghilic-Micu & Stoica, 2003:16). Fear in the workplace can be defined as the feeling of being threatened or victimised by fellow colleagues (Ghilic-Micu & Stoica, 2003:16). The daily experience of fear will have a negative effect on an individual’s well-being. Blase and Blase (2006:131) contend that this kind of experience has a “destructive effect”, psychologically, emotionally, physically as well as physiologically. The psychological and emotional effects can be seen as “shock and disorientation, humiliation, loneliness, self-doubt, lowered self-esteem, fear, anger, and post-traumatic stress disorder” whereas “chronic sleep disorders, chronic fatigue, stomach aches, headaches and migraines, nausea, weight gain, neck and back pain, diarrhea (*sic*), heart palpitations, auditory impairment, and blurred vision” are physical and/or physiological effects (Blase & Blase, 2006:131). When an individual experiences shock, they can be confused, disorientated and distracted.

These effects mentioned above, have further negative consequences not only for teachers in the school settings, but also on their lives outside the school context. Firstly, the relationships amongst colleagues are affected by the fear barrier which can lead to damaged friendships and work relations. Secondly, the decision process is affected as teachers are sometimes too scared to voice their opinion because of their fear of “overtly authoritarian-abusive” senior colleagues (Blase & Blase, 2006:131-133). If constant fear is also being experienced because one individual controls another individual or verbally harasses/abuses them, it is seen as a form of bullying. As Murray (cited in Stelmaschuk, 2010:np) states, bullying will lead to “constant feelings of stress and fear”.

The following narrative quotations and photograph indicate how female teachers feel that they are verbally abused:

[NC4] “... *ag come on ladies...* [said in a ridiculed way]”



PHOTOGRAPH 4.8 CAPTION: “SHATTERED TRUTHS” [PC4]

[NC4] *“I chose this picture specifically to show my situation in my school. If you look at the picture it’s a sharp edged mirror that is threatening to kill a ‘woman’ who works in a male dominated place. You have no voice, if you suggest something they will only take it to consideration if they like the idea, but then they will act if it’s actually their suggestion. They are the ones who thought of it. So, you have no voice, that’s way I will never make another suggestion in the staffroom again.”*

Participant C4’s experiences of a form of verbal harassment in her school is reflected in her comment that when she tries to voice her opinion, her senior male colleagues will tell her that her idea has merit, but later behave as if they came up with the idea. Photograph 4.8 depicts

her experiences where she is not given a platform to stand on and to voice her opinion, so she is voiceless. Being voiceless evokes feelings of not being heard or understood

The verbatim quotation above of participant C4 shows that this she is ridiculed and feels belittled by the way her senior male colleagues speak to her. Verbal harassment can also be seen as a form of bullying which has “extreme emotional damage” on an individual’s life and can “leave lasting scars” (Lisette & Kraus, 2000:29). Abusive acts such as “belittling, jeering, [and] taunting” individuals have a negative effect on the self-esteem of the victim, leaving her feeling inadequate and that they “can do little or nothing right” (Lisette & Kraus, 2000:29). Yet again, a loss of high sense self-worth leads to a loss of uniqueness which leads to a “diminished sense of self-worth” (De Kok, 2010:26-27). This leads to male dominance of female teachers through emotional abuse (Curnow, 2013:839).

This sub-category illustrates that female teachers experience the abuse of power on different levels of their lives. They see themselves as being oppressed personally, emotionally, mentally and even psychologically because of their feeling of being controlled in every way. The following sub-category will elaborate on how female teachers specifically associate power with authority and control in a negative way. Many female teachers associate power with authority and control, as well as bullying, to a significant degree.

4.2.1.2.2 Sub-category 2.2: *Female teachers associate power with authority and control*

Most of the participants associated power with authority and control in a negative way. These negative experiences are captured in the following verbatim quotations:

[VC4] *“Power is having, ag umm, one can say authority over a certain group of people.”*

[VB1] *“I see power as authority or the position one exercise over another, mostly in a negative way in my school.”*

[VC1] *“... [power is] the ability to have an authoritve (sic.) role ... they ignored us flat, they [senior male colleagues] have the power ...”*

These examples of participants’ association of power with authority can be seen as manifestations of their experiences of their senior male colleagues’ exercising an authoritarian

leadership style in a negative way. Authoritarian leaders (senior male colleagues) set out to control their subordinates to show that they are in charge. This often leaves them feeling discouraged and negative (Northouse, 2012:53). Furthermore, it can influence their subordinates' personal growth: they can lose their sense of individuality as a result of the constant control and consequently lose interest in their work or become dissatisfied (Northouse, 2012:54). When an individual feels dissatisfied with his or her work, it can lead to feelings of disappointment and displeasure (Collins English Dictionary, 2014b). Rosse and Saturay (2004:2) add that work dissatisfaction can lead to work withdrawal where the employee no longer makes much of an effort, because he or she has lost interest or motivation. Dissatisfaction about a particular incident can lead to negative emotions and feelings such as anger, sadness and disgust; highly dissatisfied individuals are more likely to resign or disengage (Rosse & Saturay, 2004:13-17).

This next section highlights how female teachers associate power with control:

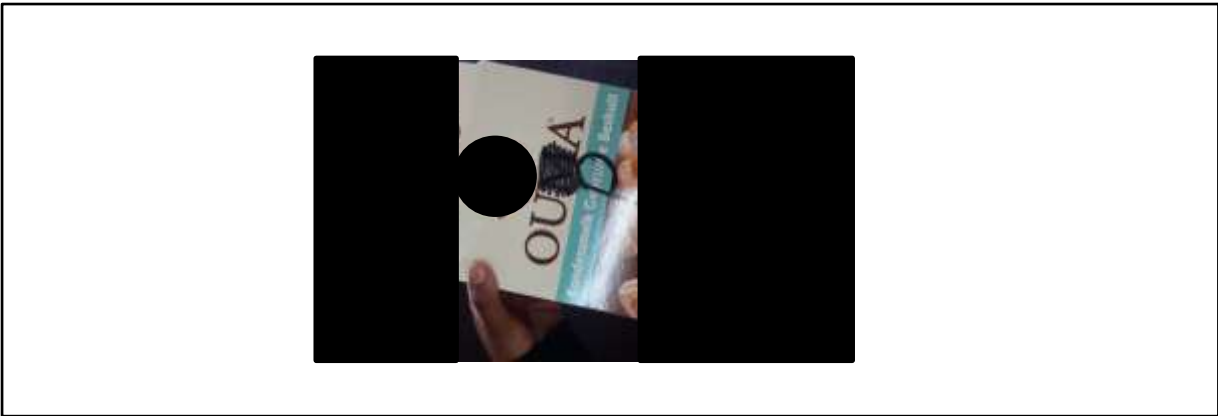
[VA4] *"Power is to control someone. To be in charge ..."*

[NB2] *"... they [senior male colleagues] are sticking females mouths together so that you are restricted to voice your opinion [control]."*

[VB2] *"The senior males here will turn you down and reprimand you in front of everyone just to proof a point that you are inferior to them. They have the power to control every situation in this school."*

[VA3] *"By controlling us, our intellect and abilities are not considered at all."*

The following photographs taken by participants depict senior male colleagues' exercising their power to be demanding or manipulative or to dominate female teachers against their will, thus controlling them in different ways:



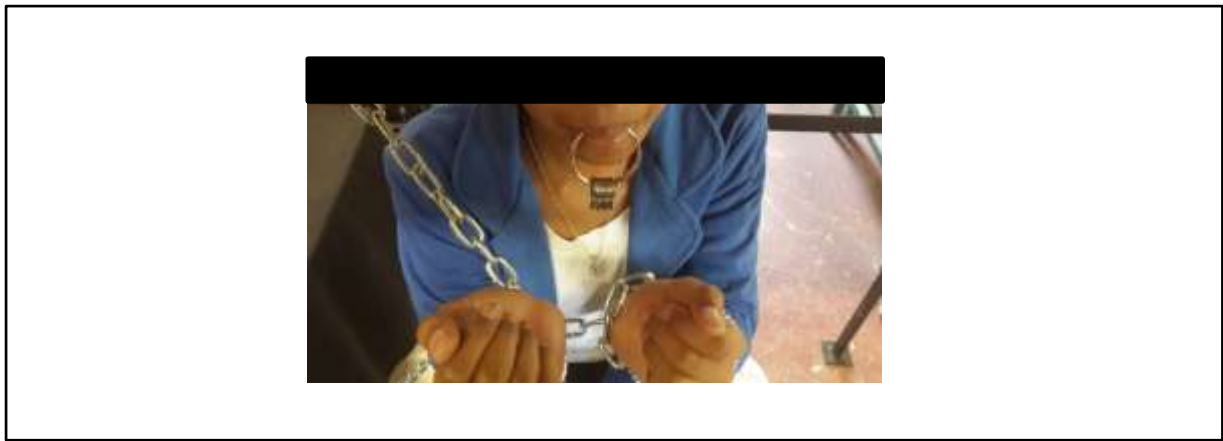
PHOTOGRAPH 4.9 CAPTION: “OUPA” [PC2]

[NC2] *“Male power is demanding, it does not compromise and the females are showed what to do. They [females] submit to what they are told”*



PHOTOGRAPH 4.10 CAPTION: “SILENT POWER” [PB1]

[NB1] *“The powered individual’s voice is all that may be heard. Often we are controlled, manipulated and degenerated by people, especially men in powered positions. We as women are prohibited to reach our full potential and our creative and innovative skills die as we become more robots in the person with power’s hands. The male person with the power dominates the actions and ideas of those below them.”*



PHOTOGRAPH 4.11 CAPTION: “CONTROLLED IN EVERY WAY” [PC4]

[NC4] *“This picture shows how I feel on a daily basis, controlled by men. We as women are trapped in a male dominated world were males have the power to “unlock” us. Women in the past were never given a voice [ignored]. Although women try and break through the male dominated places, they are still not given a platform to stand on and speak from. [Restricted]”*

Weber in Fennell (1999:24) and Swart (2007:203), state that power can be seen as a way of exercising one’s will and is therefore viewed as a legitimate force for controlling the environment, thus the ability to act on others. Holvino (2007:361-367) argues that power is a force that can determine behavioural outcomes hence it has “the capacity to produce a desired result, act upon others” or “make things happen”; it can also be seen as “the ability to impose one’s will on others, [to] control others” even against the individual’s will. The Irish National Teachers’ Organization (INTO, 2000:1) contends that the way that an individual is treated in the workplace, “can have far reaching effects on their self-esteem, their self-confidence, their performance in work and their interactions with others” (see 2.1). Thus, the manner in which staff and employees are treated in the workplace affects their well-being.

O’Niel in Don Chan (2009:14) highlights the fact that males see power and control as “essential for [their own] self-esteem and positive self-image”. Many men become obsessed with power as well as status and become aggressive competitors. In order to achieve their full potential, they use their power to dominate and manipulate others (Don Chan, 2009:14). In order for senior male colleagues to maintain their power, “they tend to resort to aggressive behaviour” (Botha, 2012:154).

These above images of senior male colleagues exercising their power in schools clearly indicate that the majority of the female teachers experience power as control exercised by male colleagues in the school context. They refer to actions such as restricting; demanding; manipulating; dominating; ignoring, and making them feel inferior, thus controlling them in different ways. These are patterns of emotional abuse. As Lissette and Kraus (2000:13) argue, emotional abuse is an “attempt to make another person feel dependent, afraid, guilty, confused, embarrassed, unworthy, or helpless” by the one with more power or control, in this case the senior male colleagues.

Lissette and Kraus (2000:13) list further manifestations of emotional abuse and that can be clearly linked to the experiences the teachers described:

- confusing behaviour/tactics;
- isolation; and
- threats.

Confusion tactics affect a victim of emotional abuse. The abuser often uses confusing behaviour to “act unpredictably and impulsively” and these unpredictable behavioural patterns or “erratic changes” give the abuser more power because victims are not sure when to expect “kindness” and when to expect “emotional or physical assault” (Lissette & Kraus, 2000:15). The abuser can also intimidate individuals by threatening or ordering them around or using a form of restriction and prohibition. Examples of this are that the abuser “force[s] them to perform degrading acts” or criticises their ‘inadequacies’ (Lissette & Kraus, 2000:19-20). One participant described feeling inferior because of the constant control.

When an individual controls or manipulates others, in ways such as the participant mentioned, it can be seen as a means of emotional abuse. Individuals who use emotional abuse “depersonalize or weaken others”. By doing this, they increase their own power by undermining the victim’s “confidence, boundaries, self-worth, independence and individuality” (Lissette & Kraus, 2000:14-15). Constant manipulation will lead to a lack of confidence and evoke feelings of unworthiness.

Thus the majority of female teachers experience power as degrading and destructive in nature. The following section focuses on Theme 2 where female teachers suggest ways to promote their own well-being in the face of constant negative experiences.

4.2.2 Theme 2: Female teachers provide suggestions to promote their own well-being

Theme 2 provides the suggestions made by participants of ways to promote their own well-being. The well-being of an individual can be affected by different aspects of an individual's life. Therefore it not only refers to emotional but to physical, mental and social health. Bell (2007) argues those who have a strong sense of well-being are likely to have positive work relationships. The converse is also true. An individual whose well-being is threatened by bullying or other forms of abusive behaviour is likely to experience negative effects in her "work performance, home life, and health" (Bell, 2007). These negative effects were discussed in the previous theme.

In the following section, the categories of Theme Two are used to summarise the suggestions that the female teachers made in order to improve their well-being are related to their own experiences.

4.2.2.1 Category 1: Effective communication

Category 1 focuses on effective communication as a means of improving the well-being of female teachers. However, they feel that the focus must not merely be on communication, but how individuals communicate with one another. Interpersonal communication is the "root of any healthy relationship" (Koen, 2014:19). If senior male colleagues improve their interpersonal communication skills in the workplace, it could be a way of showing empathy with and respect for female teachers. This reflects emotional intelligence: the ability to control one's impulse and regulate one's moods in order to overcome problems in professional relationships (Goleman in Koen, 2014:19).

[VA4] *"We need to focus on how we communicate."*

Paying attention to how you address another individual can influence the way the individual experiences what is said. Participant B2 commented on how she feels when her senior male colleagues do not give their female staff the opportunity to voice their opinions. This suggests that her male colleagues lack listening skills as well as effective communication skills. Devito (cited in Rens & Nel, 2014:175-176) raises another issue in warning that the way that senior male colleagues communicate with their female colleagues can easily offend them when

different cultures are involved, as certain words may not have the same meaning in different cultures. Thus senior male colleagues must become “conscious of cultural rules and customs of others” (DeVito cited in Rens & Nel, 2014:176).



PHOTOGRAPH 4.12 CAPTION: “POWER” [PB2]

The manner in which the senior male colleagues speak to their female colleagues is sometimes experienced as verbal abuse. Photograph 4.12 depicts how she feels “burned” or ridiculed when her senior male colleagues communicate with her. The negative effects of verbal abuse have been already discussed 4.2.1.2.1. Robbins (cited in Mmope, 2010:4) emphasises the main functions of effective communication: to control, motivate, and express emotions. Senior male colleagues (leaders) need to focus on how they communicate to their female colleagues so that the information that is being communicated (encoded and transmitted) is interpreted as it was meant.

Communication in the workplace includes communication processes between employees and their managers and how they address each other: often termed ‘diagonal communication’ which implies communication of individuals on different hierarchal levels. In this study, the communication is between senior male colleagues (*more authority*) and female teachers (*less authority*) because of their hierarchal post levels (Steinberg, Adey & Andrew cited in Mmope, 2010:5, 35-36). As discussed in Chapter Two, the Social Exchange Theory (SET) focuses on the social relationships which are formed by the exchange of benefits or rewards, which can be used as ‘power’ (Zafirovski, 2005:6). Neves and Eisenberger (2012:455) provide a link between SET and communication: if management communicates effectively with its staff, the social exchange approach will be evident as they (staff) “try to reciprocate the positive valuation

received”. Thus, the way that the senior male colleagues communicate with the female teachers can influence how the female teachers reciprocate. When management uses effective communication it shows employees that it values their contributions and cares about their well-being (Neves & Eisenberger, 2012:452). Consistent and coherent diagonal communication will make employees feel that they are understood and cared about and an open-door communication policy will encourage teamwork that achieves effective collectiveness (Al-Madi, Al-Zawahreh & Al-Sawadha, 2012:113; Mmope, 2010:56). Management’s way of communicating to their employees can affect their work performance.

The role of effective communication skills in enhancing teamwork aimed at effective collectiveness will be addressed in the next category.

4.2.2.2 Category 2: Teamwork towards collective excellence

Another suggestion made by the female teachers was to be open-minded in the workplace with regard to gender. In particular, male colleagues must stop underestimating a female’s abilities and potential, and be ready to acknowledge the merits of teachers without regard to gender. They should be ready to use everyone’s strengths in order to reach a common goal, “working in interactive teams rather than as atomistic competitors” towards collective excellence (Weaver-Hightower, 2003:477).

The following verbatim quotations and photographs highlight female teachers’ suggestions with regards to teamwork for effective collectiveness:

[VF1] *“If strength is used in the right way of developing, rather than breaking down ... “*

[VE2] *“Together we can achieve”*

Manzoor, Ullah, Hussain and Ahmad (2011:111) argue that when upper level management support all their employees, it will boost their confidence and increase their work productivity. Froebel and Marchington (cited in Manzoor *et al.*, 2011:111) note that working in a team enables individuals to increase their skills, knowledge as well as their abilities. Mears and Voehl (1994:9) list the many benefits of effective teamwork with regard to workplace relationships:

- An informal atmosphere is created where individuals are more relaxed;
- An opportunity is created to voice every individual’s voice;

- Disagreements are not suppressed; a platform is created to find the best solution;
- Constructive criticism is used; and
- Everyone is seen as equal in the group, the leader does not dominate but rather uses his/her power to empower the situation, not controlling the rests of the group members.

Teamwork is thus important. Effective teamwork fosters supportive behaviour and trust that is the “behavioural basis of teamwork”. When trust is established, it not only enhances synergy, but also improves work performance as mentioned in 4.2.1.2.1. Manzoor *et al.* (2011:113) stress the fact that trust encourages easy relationships within the group. It creates an environment in which they can “discuss their mistakes, accept criticism and freely express their feelings so this leads to more synergy” (Edmondson cited in Manzoor *et al.*, 2011:113). It is, of course, important to have a good leader who is an effective facilitator who ensures (Al-Madi *et al.*, 2012:108). Being a good facilitator will encourage the rest of the team members to participate freely. This will help the team to become more self-directed (Al-Madi *et al.*, 2012:108).

As highlighted previously, teamwork fosters supportive behaviour that includes dual supportive roles for team members.

4.2.2.3 Category 3: Dual supportive roles

This category highlights the importance of dual supportive roles which female teacher teachers identified as an important way to break free from feeling degraded that were elaborated on in Theme 1.

Participant F1’s main suggestion was to support each other as everyone has a role to fulfil. The importance of support also depicted in Participant E1 and Participant B3’s respective photographs. The ladder and the broken chair depict that when the members of staff support each other, they can all realise their potential, regardless of gender or what is being viewed as gender performance. Gender performance can be analysed through “performed behaviour” (Francis, 2010:478). Stereotyping can have an influence on gender performance where characteristics such as “rational, strong, active” are being associated as masculinity where as “emotional” and “weak” as femininity (Francis, 2010:478-479).

[VF1] “Support each other ... “



PHOTOGRAPH 4.13 CAPTION: “SUPPORT” [PE1]



PHOTOGRAPH 4.14 CAPTION: “THE LACK OF SUPPORT” [PB3]

[VC3] *“... you can only let males dominate you if you want them to do so, you can only change if you want to change, otherwise men will always supress you.”*

Maslach, Schaufeli, and Leiter (cited in Vintilă and Istrat, 2014:611) state that there is a cause-and-effect relationship between a lack of support in the workplace and burnt out teachers: social support not only increases an individual’s self-esteem but it also helps the individual cope with problems. This view is echoed by Russell, Altmaier and Van Velzen (cited in Vintilă and Istrat, 2014:611) who found that “teachers with high levels of support from their superiors were less vulnerable to experiencing burnout”. In similar vein, De Kok (2010:46) found that female teachers who are supported daily experience positive emotions such as “belonging, and feeling worthy” as well as “valued and cared for”. As mentioned above in Theme 1, Baumeister *et al.*

(2003) found that high self-esteem has a positive effect on individuals. They are more willing to voice their opinions in a group setting and have more confidence in themselves. They are also likely to perform better and be more willing to use their initiative (1).

4.2.2.4 Category 4: Gender equality

The following verbatim quotations represent the participants' suggestions on how they could promote their own well-being by referring to stereotyping and hegemonic gender abilities that is underscored by notions of gender equality.

- [VA1] *"We must not look at each other as the 'male' or the 'female' because stereotyping is long dead"*
- [VA3] *"We have to get to a point where male-female's personal abilities are important and not by means of gender."*
- [VE2] *"We need to be open-minded and positive towards both genders' abilities; we have to work together as a team, both males and female. Learn how to use both male and females' abilities. We cannot change the face of the nation; it must start at home"*

Traditional stereotyping is still pervasive in today's society: males and females are labelled in terms of their traditional gender roles, males as the breadwinners and females as the homemakers (Crespi, 2003:4). The main suggestion that was made by the female teachers was that people should be judged on their own merits, not on their gender: gender stereotyping in the workplace must be eliminated. As mentioned above, gender stereotyping is a cognitive process, but it also affects an individual's social behaviour (Crespi, 2003:2-3). One participant stated that females must empower themselves not to allow themselves to fall victim to oppression. The literature provides evidence that factors such as oppression, suppression, control, domination, intimidation, isolation ridicule and dehumanization as well as threats are emotional abuse negatively affect the well-being of victims (Lissette & Kraus, 2000:13-32). When female teachers have these negative experiences daily, their teaching is likely to be affected: "[w]ellbeing has been identified as a foundation for effective teaching and learning" (Vintilă & Istrat, 2014:610). When an individual experiences any form of abuse, especially emotional abuse, a "decreased work engagement and job satisfaction" can result and "prolonged absenteeism of staff due to burn-out syndrome" can become a problem (Vintilă & Istrat, 2014:610). Eliminating these negative experiences could increase the level of female

teachers' confidence in their abilities and their job satisfaction and have a positive effect on their well-being.

However, effective leaders would also be necessary. Conway (2014:11) suggests that to achieve the necessary gender equality in the workplace requires effective leadership and a commitment to accountability. Therefore leaders who are not competent should be given training in effective leadership styles. This would enable them to investigate and identify why gender inequality is being experienced in their work environment and to promote accountability and commitment to collective goals.

The female teachers believe that a focus on effective communication, teamwork aimed at excellence, dual supportive roles and gender equality in the workplace will be the best way of eliminating hegemonic power structures. The following section focuses on the field notes I made, which assisted me through the data analysis process.

4.3 FIELDNOTES

The following field notes were made to articulate meaning during the data analysis process, and assisted me to remain focus with regard to explaining, describing and understanding the participants' experiences within their contexts.

4.3.1 Observational notes

My observation notes were taken during the data generation process to enable me to record the relevant visual and auditory information necessary to capture the context. I observed that all participants engaged eagerly in both of the data generation phases. Although some participants wrote only a short narrative during the individual photo-elicitation-narrative, it was clear that they had reflected carefully in response to the specific prompt they were given. All the participants gave permission for me to use their photographs in my studies and were not at all reluctant to share their own lived experiences of the power phenomena within school contexts. I noted that most of the participants had both positive and negative experiences of the way senior male colleagues use their power in schools. The participants were glad that they were granted the opportunity to voice their experiences to gain a more nuanced view of the phenomenon. Participating in this research enabled them to voice their opinions and to suggest how female teachers in general can reach a better understanding of this phenomenon of power in school contexts.

4.3.2 Personal reflective notes

My personal and reflective notes dealt with my personal feelings and observations during the data generation process. During the first meeting with the principals and participants, I discussed the main aim of this research study. I noted that some of the principals were not keen to let their staff members take part in this study. Some principals refused to allow me to do the research at their school, even though I explained that I would meet ethical requirements rigorously. That would include protecting the identity of participants, schools as well as any people who were photographed. I accepted their decisions and approached other schools instead. The majority of the principals and members of staff I approached were really delighted to take part in this study as they saw the data generation strategies as a very creative and new way of voicing experiences. The data generation schedule which was set up prior to the data generation process ensured that I remained focused on the main aim of the study. I noted that the participants opened up more during the individual photo-elicitation-interviews than during the individual-photo-elicitation-narratives (written). The reason, in my view, is that they had the opportunity to explore their experiences of the power phenomenon more deeply.

Thus, I mastered the ability to make use of the intervention process to which Merleau-Ponty refers. The development of primary into secondary talk proved to be a helpful way of understanding the participants' experiences more adequately (Moreira, 2012:59). This intervention process was facilitated during the photo-elicitation-interviews by means of open-ended interview questions followed up by the SHOWED model's questions in Phase One (Diagram 3.3).

4.3.3 Methodological notes

Methodological notes are all of the notes made during the research process. These focused on the data generation strategies, and the phases and stages of the research. The participants found the different stages an exciting and creative new way of voicing their opinions on the use of power in schools. Although all of the participants were given the same prompt, each of them took a unique approach to taking photographs to depict their experiences. This creative way of visually capturing the feelings evoked by senior male colleagues' exercising of power, not only helped them to write individual photo-elicitation-narratives, but also to elaborate on their feelings during the individual photo-elicitation-interviews. The use of photographs in the two consecutive phases evoked both primary as well as secondary speech, an intervention process where the "visible and the invisible" aspects of the phenomenon were highlighted (Moreira, 2012:59). The

photographs served to give participants a voice to express various aspects of their daily personal lived experiences of the power phenomenon in the context of their schools.

4.3.4 Theoretical notes

My theoretical notes helped me to critically reflect on what I experienced during the data generating process. The data generation occurred in two consecutive phases. This was an essential means of ensuring that intervention took place and participants to open up more confidently. The first data generation stage evoked 'primary speech' which developed into 'secondary speech'. Since it was important to give the participants ample time to complete the first data generation stage, I gave them two weeks to take a maximum of five photographs which best depicted their experiences, guided by the prompt. During the second stage of the first phase of data generation, participants were given the opportunity to reflect on their own lived experiences and to make suggestions on how to promote their own well-being now that they better understood the power phenomena. Diagram 3.1 illustrates the research design and methodological processes were used in the study.

4.4 SUMMARY

This Chapter presented the main themes, categories and sub-categories supported by quotations from the individual photo-elicitation-narratives (written) as well as the verbatim quotations of the photo-elicitation-interviews. The findings on female teachers' experiences of senior male colleagues' exercising of power in schools resonated strongly with the literature. The next chapter discusses the factual and conceptual conclusions of this research study, suggests ways of promoting the well-being of female teachers, makes recommendations for further research and acknowledges the limitations of the study.

CHAPTER FIVE

CONCLUSIONS, SUGGESTIONS, RECOMMENDATIONS FOR FURTHER STUDY, LIMITATIONS AND SUMMARY

5.1 INTRODUCTION

Chapter Five provides factual as well as conceptual conclusions. It suggests ways of promoting the well-being of female teachers, makes recommendations for further research, and identifies the limitations of the study. It also provides a final summary of this study.

5.2 THE CONTEXT AND PURPOSE OF THIS RESEARCH

The decision to do this research was because scant research has been done on how female teachers' experiences senior male colleagues' exercising their power in schools. As highlighted in Chapter One, power in the workplace manifests itself in various ways which lead to challenges and problems (Swart, 2007:189). The main aims of this study were *firstly* to explore and describe how female teachers conceptualise power; *secondly*, to explore and describe how female teachers view power hierarchy in schools; *thirdly*, to identify and explain why female teachers experience senior male colleagues' exercising power in schools the way they do; and *lastly*, to explore and describe the effect of senior male colleagues' power on female teachers' well-being. This study therefore sought to address the power phenomenon specifically within educational school contexts.

5.3 SUMMARY OF THE STUDY

Chapter One provided the introduction and background orientation of the research study. This included the problem statement, research questions as well as the motivation for and the significance of the study. The research questions, aims, relevant clarification of terminology, research design and methodology of the study were outlined. **Chapter Two** focused on the conceptual and theoretical framework which illustrated the approach which was taken in order to explore, describe and explain the power phenomenon that was being studied. **Chapter Three** presented a detailed description of the research design and methodology which included the research process, the site, sample selection, sampling

strategy and the sequential data generation phases and stages as well as the photo-elicitation-strategies. It also explained the strategies used to enhance the trustworthiness of this research, ethical considerations, as well as my role as a researcher. **Chapter Four** presented the data analysis and discussed the findings of the study in respect of the themes and categories that emerged during the Interpretive Phenomenological Analysis (IPA). In **Chapter Five**, factual as well as conceptual conclusions, suggested ways of promoting the well-being of female teachers and recommendations for further studies are provided. The limitations of the study are also highlighted. The next section provides the conclusions of this study.

5.4 CONCLUSIONS

A synthesis of relevant key findings is made by means of factual and conceptual conclusions of the research study (USC, 2013). The factual conclusions draw on the findings presented in Chapter Four. Conceptual conclusions are made by linking the evidence obtained to the conceptual and theoretical framework of this study that was established in Chapter Two (Trafford & Leshem, 2008:140). These conclusions represent the final reflection on the findings of the study.

5.4.1 Factual conclusions

Trafford and Leshem (2008:140) describe factual conclusions as descriptive conclusions which are based on the evidences collected during the data generation process.

5.4.1.1 The first aim: Exploration and description of how female teachers conceptualise power

When the female teachers were asked how they conceptualise power, their immediate response was to link power to authority and/or control. They conceptualise power as authoritative or controlling behaviour. Thus it is seen as a behaviour in which others exert control in various ways: by being demanding, manipulative and dominating. As Holvino (2007:361-362; 367) argues, power is a force that can determine behavioural outcomes: it is seen in action when an individual imposes his or her will on other individuals, thus controlling

them. The following verbatim quotations indicate female teachers' conceptualisation of power, linking it to authority and control:

[VA4] *"Power is to control someone. To be in charge ..."*

[VC4] *"Power is having, ag umm, one can say authority over a certain group of people."*

[VB1] *"I see power as authority or the position one exercise over another, mostly in a negative way in my school."*

Diagram 5.1 illustrates the female teachers' interrelated conceptualisation of power followed by examples of verbatim quotations:

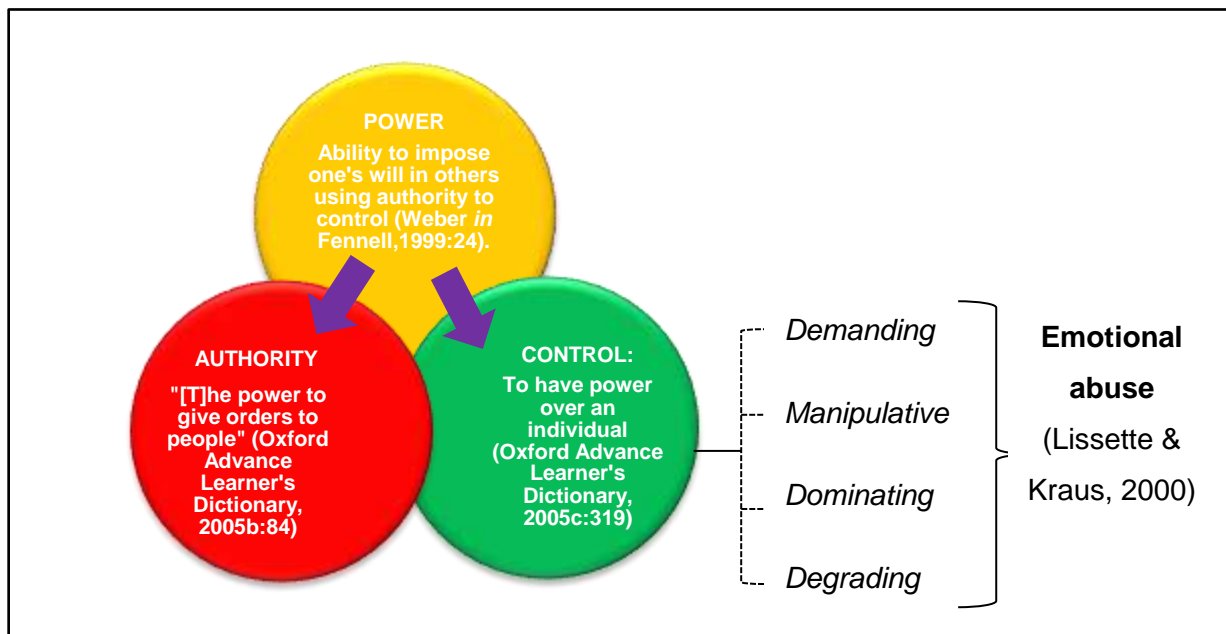


DIAGRAM 5.1 FEMALE TEACHERS' INTERRELATED CONCEPTUALISATION OF POWER

The female teachers revealed that the senior male colleagues are so obsessed with power and status that they become aggressive competitors. In order to achieve their goals, these colleagues behave in a dominating and manipulative way. Botha (2012:154) posits that individuals may also "resort to aggressive behaviour" in order to maintain their power. Their subordinates feel intimidated, ordered around, inadequate and inferior. Their resultant lack of confidence can evoke feelings of unworthiness whereas the individuals with power increase his/her power by undermining others (Lisette & Kraus, 2000:14-15).

The overall description of female teachers' conceptualisation of power is a behaviour that is destructive in nature.

5.4.1.2 The second aim: Exploration and description of how female teachers view power hierarchy in schools

Female teachers were asked if they could make a link between their power experiences and hierarchy. Magee and Galinsky (2008:5) describe power as being associated with social hierarchy as “an implicit or explicit rank order of individuals or groups with respect to a valued social dimension”. The top of the hierarchy indicates the greatest power. Movement upwards reflects greater rank or power and consequently status, and downwards the opposite (Magee & Galinsky, 2008). This is the situation in school contexts because of the various post levels of teachers. Therefore the female teachers were able to link their experiences of power to a hierarchical order that reflects power-and-status, either positive or negative.

[VE2] *“Naturally I feel like colleagues with higher ranks have and exercise more power, but I don't perceive that as a negative thing. There needs to be order and control for things to run smoothly.”*

[VD1] *“The more status you have ... the easier it is for you to be heard, noticed and respected. In most cases males are well off in comparison to the females thus status is a booster ...”*

[VB2] *“Our words are snipped or changed, and I would not, there is no say in what happens on the higher levels.”*

[VB1] *“Absolutely, the higher up on the hierarchal ladder, the more power you have.”*

Female teachers feel that their abilities are completely overlooked. Thus they remain on the lower hierarchal level, even though they have better skills than their senior male colleagues who are on a higher level in their schools.

[VA3] *“The top management in our schools are males and I do feel that there are female staff with better skills and they are not even considered for the job.”*

Female teachers associate 'hierarchical levels' with power and status. It is often the case, in the context of this study, that senior male colleagues seem to view female teachers through a traditional gender lens and do not give them the opportunity to show their skills and abilities or the chance to voice their opinion, thus the female teachers perceive themselves as without power and status.

5.4.1.3 The third aim: Identification and explanation why female teachers experience senior male colleagues' exercising of power the way they do

It seems that female teachers feel that gender inequality still prevails in their workplace. As indicated in the findings, female teachers' see gender stereotyping as a daily reality in schools. They ascribe this to their male colleagues' hegemonic behaviour. This makes the female teachers see their own performance and abilities as inferior or inadequate. The reference to gender roles by the female teachers may be because gender is a social and cultural construct. Literature attests to the fact that there is a correlation between traditional gender roles and "attitudes towards male violence" (Wright & Kaluzny cited in McCarry, 2009:18).

The literature supports the findings of this research justifying the female teachers' view that hegemonic masculinity influences the way their male colleagues exercise power. Although the female teachers did not specifically tie it to gender role performance or ability, it is clear that they experience their senior male colleagues as 'dominating' and 'controlling'. This reflects a hegemonic masculinity view that assumes males 'perform' or behave in masculine ways, such as engaging in interpersonal violence or being aggressive, strong, dominating and forceful, as a way of retaining power (Conbell cited in McCarry, 2009:19-24).

This makes female teachers feel that they have to battle for promotion in their schools, whereas their senior male colleagues gain their positions and authority as a given (Human-van der Westeuzen, 2012; Kendall, 2010).

5.4.1.4 The fourth aim: Exploration and description of the influence senior male colleagues' power on their well-being

Pulsford (2014:227) highlights the fact that emotions are always present which can either “orientate, motivate and debilitate” individuals on a daily basis. Female teachers have (*im*)balanced feelings with regard to the power phenomena in their schools. It is clear that the female teachers' well-being at school is negatively affected when their senior male colleagues' miss-use their power by exercising control in different ways which results in female teachers being broken down personally in various ways. This makes female teachers feel inferior to senior male colleagues (superior to them in the hierarchy). Their colleagues communicated with them in ways that make them feel diminished. This creates negative school climates with teachers resorting to negative collegial communication.

[VA1] *“Hearing someone saying you are inadequate everyday makes you feel so unworthy. There is no motivation for us to reach our full potential, we feel again, unworthy as I said.”*

[NA4] *“... I feel like my opinions and suggestions are rejected. We as women are beneath the senior male colleagues because our suggestions are frowned upon and often not acknowledged. We are beneath them [senior male colleagues].”*

The result is that female teachers experience the sense of being oppressed, unworthy, embarrassed, sad, disgusted, rejected, depersonalised, disengaged, disheartened, inadequate and lonely as well as fearful. Their lack of confidence is caused by the constant emotional abuse by senior male colleagues. In exercising their power to control the female teachers, they overpower, overshadow, dominate, manipulate, force, bully, reject, undermine, ridicule, isolate and victimise the female teachers. These negative feelings and emotions diminish their well-being.

Diagram 5.2 provides a summary of the causes and the effects of senior male colleagues' use of power on female teachers.

The following section will focus on the female teachers' own suggestions which they provided as ways to enhance their own well-being based on their own lived experiences. It is important to note that the following suggestions were provided by the female teachers

themselves; in responding to the individual photo-elicitation-interview questions in the second phase of data generation (see Diagram 3.2). Overall the participants highlighted the fact that they can overcome situations in which power is used in a destructive or negative way. The female teachers reflected and learnt from their experiences and made suggestions that could promote their work relationships and effective communication with their senior male colleagues that could create a positive school working climate, promoting their own well-being.

- Effective communication

Female teachers addressed the fact that senior male colleagues communicate with them in a manner that makes them feel they are being ridiculed and dehumanised. It was noted that the way that senior male colleagues communicate with their female colleagues offended some female teachers because certain words do not have the same meaning in different cultural groups' language (Devito cited in Rens & Nel 2014:175-176). Thus senior male colleagues must become more "conscious of cultural rules and customs of others" (DeVito cited in Rens & Nel, 2014:176). When senior male colleagues focus on the way manner in which they communicate with their female colleagues the communication functions will be more effective and create positive and inclusive environments. They thus need to avoid verbal abuse when expressing emotions (Robbins cited in Mmope, 2010:4). Female teachers will then feel heard, valued and cared for. This will enhance their work performance positively and encourage a sense of collective excellence with regard to teamwork (Al-Madi *et al.*, 2012:113; Mmope, 2010:56; Neves & Eisenberger, 2012:452).

- Teamwork to collective excellence

This suggestion made by the female teachers has a strong link to the previous suggestion. Effective teamwork towards collective excellence necessitates effective communication that will boost employees' confidence and possibly increase their productivity (Manzoor *et al.*, 2011:111). When female teachers and their senior male colleagues work together as a team, female teachers will not feel suppressed as effective teamwork creates an environment where everyone has an equal opportunity to voice opinions, or disagreements and find the best common solutions in the spirit of constructive criticism (Mears & Voehl, 1994:9).

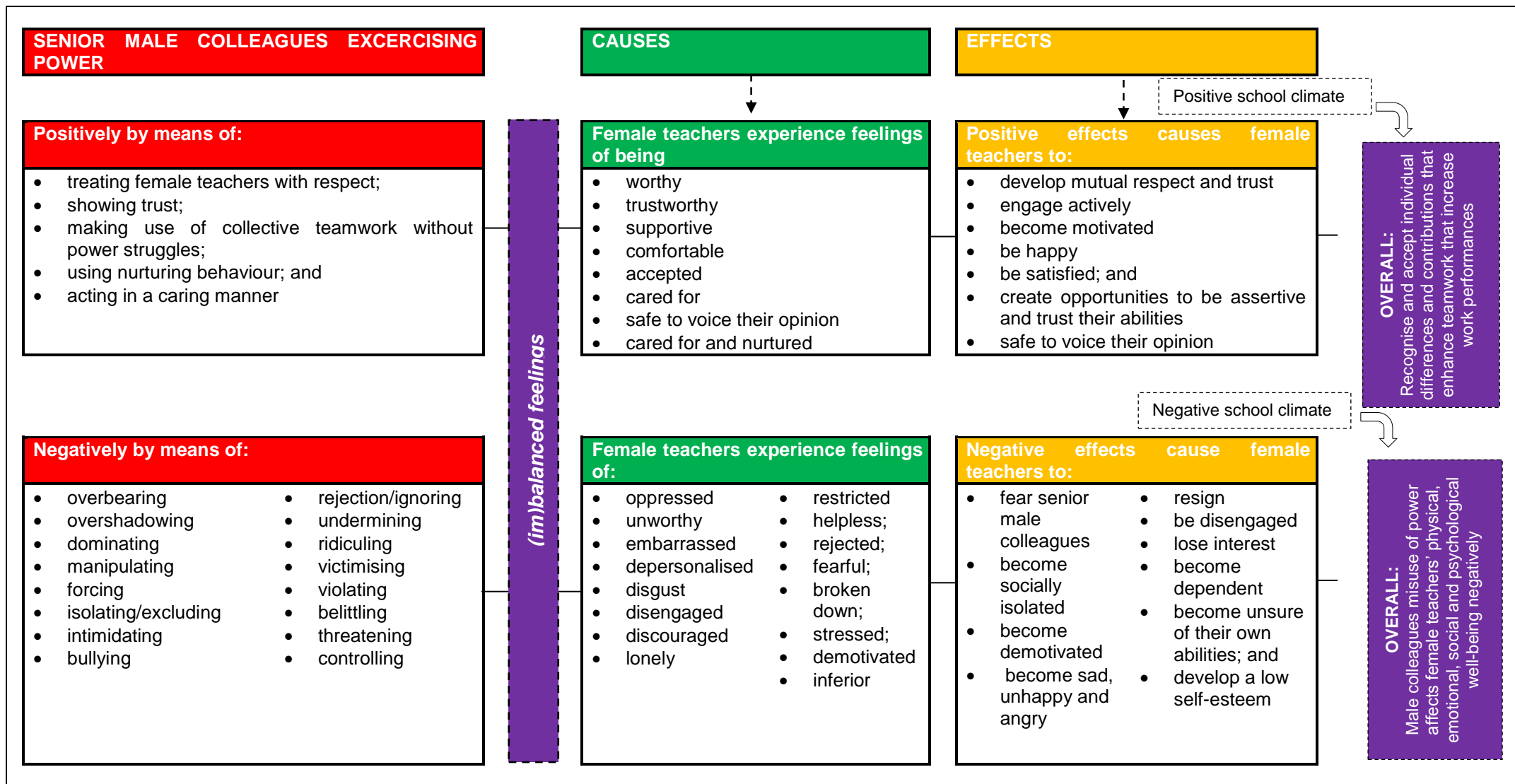


DIAGRAM 5.2 THE CAUSES AND EFFECTS OF SENIOR MALE COLLEAGUES' EXERCISING THEIR POWER ON FEMALE TEACHERS

Thus, enhancing the synergy between team members, irrespective of their gender will foster trust and supportive behaviour among staff members, creating space for female colleagues to feel included and able to work with senior male colleagues (Manzoor *et al.*, 2011:113).

- Dual support roles

As mentioned above, the synergy of the group will be enhanced only if all team members feel comfortable when working in a team and the environment is supportive. When the female teachers feel supported, valued and trusted, it is likely that not only their self-esteem will increase but they will feel more willing to make meaningful collaborative contributions. This will encourage them to feel comfortable to voice their opinion and even to be assertive which results in more confidence to perform better (Baumeister *et al.*, 2003:1). There is a cause-and-effect relationship between lack of support in the workplace and burnt out teachers (Maslach, Schaufeli & Leiter *in* Vintilă & Istrat, 2014:611). Thus, all teachers irrespective of their gender and hierarchal positions are in need of effective support to enable them to experience job satisfaction.

- Gender equality

The main suggestion that was made by the female teachers was that they should be judged on their own merits and not be stereotyped because of their gender. Therefore they suggested that gender stereotyping in the workplace should be to be eliminated. Being suppressed, controlled, dominated, intimidated, isolated, ridiculed and dehumanized by senior male colleagues negatively affects the well-being of female teachers at various levels (Lisette & Kraus, 2000:13-32). The elimination of gender stereotyping could increase female teachers' level of confidence that their abilities are valued. It could also create a sense of belonging and worthiness (Vintilă & Istrat, 2014:610; De Kok, 2010:46). This may also increase their job satisfaction which will work proactively against burn-out syndrome.

Viewing female teachers as equals and not stereotyping or discriminating against them because of their gender can encourage teamwork and supportive behaviour. Should the above suggestions be followed, it may have a positive influence on female teachers' well-being at various levels creating an effective teaching-and-learning environment for all.

5.4.2 Conceptual conclusions

In this section, the conceptual conclusion will be aligned with the conceptual framework, in order to reinforce the conceptual foundation of the study (Trafford & Leshem, 2008:140). Chapter Two focused on the conceptual and theoretical framework which provided several theories which are relevant to this study. The following theories underpin the findings of the study which substantiate and justify the complexity of power.

- French and Raven's Forms of power;
- Social Exchange Theory (SET);
- Social Learning Theory;
- Radical, Liberal, Marxists and Social Feminist Theories;
- Metaphoric Effects Theory; and
- Gender Role Theory.

Diagram 5.3 illustrates the interrelatedness of the findings, highlighting the conceptual links and factual conclusions with regard to the power phenomena within school contexts.

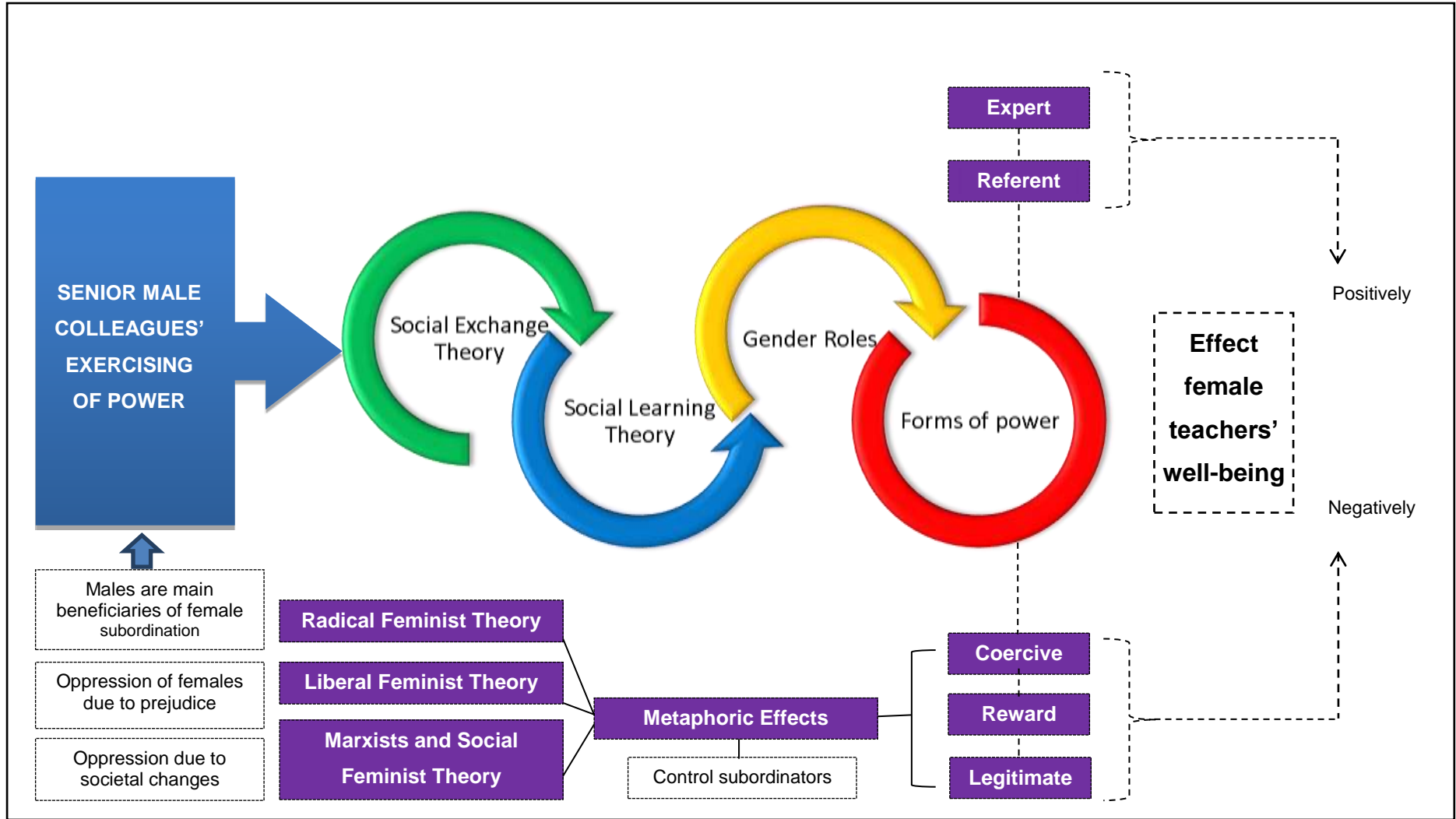


DIAGRAM 5.3 CONCEPTUAL AND THEORETICAL LINKS

As illustrated in Chapter Two (Diagram 2.2), the forms of power identified by French and Raven explain why female teachers experience senior male colleagues' exercising of their power in the way that they do. These senior male colleagues use different forms of power which evoke (*im*)balanced feelings in female teachers. According to the findings, the forms of power used by the senior male colleagues were:

- Legitimate power;
- Reward power;
- Coercive power;
- Expert power; and
- Referent power.

The use of the above forms of power evokes different feelings. Expert and referent power evoke positive feelings such as admiration in female teachers. However, negative feelings were evoked when legitimate or reward or coercive power is used to control them. The Metamorphic Effects Theory explains that powerful individuals use rewards to control subordinates (Fiske, 2010:548). The control can be exercised through bullying or through encouraging subordinates to "ingratiate" themselves with powerful individuals (Fiske, 2010:548).

The Social Exchange Theory focuses on the historical division of labour and responsibilities between males and females, arguing that gender responsibilities are assigned on the basis of fixed assumptions (Moss, 2008). The way that senior male colleagues uses the various forms of power have various effects on the female teachers' well-being. Social Exchange Theory assumes that social relationships are formed by the exchange of benefits or rewards, which can be used as 'power' (Zafirovski, 2005:6).

Gender-related behaviour is learnt and reinforced as 'a result of day to day interactions'. The way that senior male colleagues behave influences the behaviour of the rest of the senior male colleagues that observe them (Crespi, 2003:7). The majority of female teachers experience their senior male colleagues' as exercising their power in the framework of hegemonic masculinity to degrade them.

This provides the impetus for understanding why senior male colleagues view the female teachers through a gender-stereotype lens. In order to understand gender normative behaviour, one needs to be aware of various gender roles and how these are "enmeshed" (McCarry, 2009:18). The Social Role Theory underscores interactions between males and

females within “groups, societies, and economic systems” as developed by social system, thus senior male colleagues use different forms of power to emphasise their power status (Dulin, 2007:104). It further highlights the way men and women develop perceptions of what constitute social norms (Dulin, 2007:104-105). It was evident that the senior male colleagues “performed uncritically masculinised behaviours” such as aggressive and violent behaviour which are characteristics of hegemonic masculinity (Curnow, 2013:842; Conbell cited in McCarry, 2009:19). Female teachers’ experiences of the senior male colleagues’ behaviours that reflect to hegemonic masculinity. They experience their senior male colleagues to be “designed to control, dominate and express authority and power” (Hanmer cited in Kordvani, 2002:2). Social norms are thus still feeding gender stereotypical behaviour. Senior male colleagues themselves are also frequently exposed to masculinised group behaviour and therefore the “chances are [strong] that [they] will conform to the group [behaviour]” of masculinity as it is socially and culturally constructed (Crespi, 2003:5). The Social Learning Theory thus highlights the way gender-related behaviour is socially learned and observed as “a result of day to day interactions” (Crespi, 2003:7).

Liberal, Radical or the Marxist and Social Feministic Theories support the findings that indicate that female teacher are still oppressed and treated unequally in the workplace because of male domination. The view of Liberal Feminist Theory explains female teachers’ need for “equal legal and political rights for women” to allow them to compete equally in the public realm (Haralambos & Holborn, 2008:101; Ray, 2006:6). This view is directly related to female teachers’ experiences of oppression as the result of prejudice from the senior male colleagues (Walby, 1990:4). When the findings are viewed through a Radical Feminist Theory lens, females are shown as struggling to liberate themselves from male oppression; they see males as the main “beneficiaries of the subordination of the women” (Haralambos & Holborn, 2008:101; Walby, 1990:3). Thus, within this view, the female teachers view males as securing their power by using aggression and violence, which is a characteristic of hegemonic masculinity (Conbell cited in McCarry, 2009:19; Curnow, 2013:842; Mandel cited in Ray, 2006:13). Another way to interpret the findings is through Marxist and Social Feminism that assume that since oppression evolved over time through societal changes, it can only be countered by establishing equality between females and males in society (Brewer, 2004:9).

5.5 CONTRIBUTION OF THE STUDY

As the literature study shows, little research has been done on how female teachers experience senior male colleagues' exercising their power, specifically within a school context. The main aim of the study was thus to make a contribution to filling this particular gap in the body of scholarship (see Diagram 3.1). During the exploration of the power phenomenon, specifically as experienced by female teachers within school contexts, I concluded that female teachers experience the power of their senior male colleagues in an (*im*)balanced manner. This negatively impacts on the well-being female teachers. The use of a combination of photo-elicitation-narratives (written) with photo-elicitation-interviews is one of the methodological contributions this study makes. Each strategy provided an opportunity for participants to depict, narrate and elaborate further on their lived experiences with regards to the power phenomenon. As this study was framed within a critical phenomenological approach together with Merleau-Ponty's intervention process, it allowed participants to critically reflect on previous experiences. The participants were provided an opportunity for intervention which Merleau-Ponty refers to as the development from 'primary' to 'secondary' talk (see 3.2.2). The participants were given an opportunity not only to voice their lived experiences but also to engage in critical dialogue and reflection on their experiences of the phenomenon and to provide contextual suggestions to promote their own well-being.

5.6 THE RESEARCHER'S SUGGESTIONS FOR PROMOTING THE WELL-BEING OF FEMALE TEACHERS

In addition to the suggestions the female teachers provided themselves, I recommend the following strategies. Happiness, automatically increases a sense of well-being and could lead to job satisfaction. Female teachers need to focus on positive emotions and activities in order to gain own happiness (Lyubomirsky & Layous 2013:57). The suggestions I offer below on how to do so are adapted from Lyubomirsky and Layous's positive-activity model (Lyubomirsky & Layous 2013):

- Engage in positive activities
Positive changes in individuals' lives are likely to boost their well-being. Female teachers must engage in at least one positive activity of their own choice, once a week. When an individual expresses her gratitude by engaging in a positive activity, for instance, positive emotions will be triggered. This, in turn, will have a positive effect on the individual's well-

being (Fredrickson cited in Lyubomirsky & Layous, 2013:59). These positive activities can range from having positive thoughts to engaging in positive behaviour. Boosting one's well-being by engaging in positive activities in the school context will elicit the desired social support from fellow colleagues. Individuals must engage in such activities; motivate one other and believe that positive emotions will result (Lyubomirsky & Layous, 2013:59).

- Self-knowledge

If female teachers take the time to get to know themselves, they will be able to select the activities that are likely to evoke positive emotions: "certain types of activities are better for certain types of people" (Lyubomirsky & Layous, 2013:60). Female teachers can gain self-knowledge by deepening their knowledge of who they are: exploring their likes and dislikes through self-inquiry.

- Positive thoughts

When female teachers engage in positive thinking, they can increase their own happiness (Lyubomirsky & Layous, 2013:60). To engage in positive thinking, female teachers have to have positive attitudes. Adopting a positive attitude, including humour, in their daily activities may lead to more positive feelings. They should do all they can to eliminate negative behaviour and thoughts. Focusing on negative thoughts can lead to unnecessary stress, which drains one's energy. Surrounding oneself with positive people can help them to put negative thoughts in perspective.

- Take responsibility

Female teachers must take responsibility for their mistakes, but not dwell on them because this will lead to a negative approach.

- Voice opinions

Female teachers should have the courage to voice their opinions. Voicing one's opinions, Wilkinson and Fay (2011:67) argue, not only improves one's attitude, but also one's individual performance and overall organisational effectiveness.

- Show supportive behaviour

As mentioned above, boosting one's well-being cannot be achieved without support. Female teachers need to focus on the degree of support they have in the workplace and be willing to offer support to others. As Lyubomirsky and Layous (2013:60) point out, the "degree to which people perceive support from their own social network ... is likely to affect their ability

to reap rewards from positive activities”. This could have a significant effect on their well-being.

If female teachers focus on positive activities once a week, changing their thoughts and acting supportively towards others, they are likely to have more job satisfaction and meet psychological needs such as autonomy, relatedness and competence (Deci & Ryan cited in Lyubomirsky & Layous, 2013:60). When these suggestions are implemented at schools, male and female teachers may work more successfully together and create effective teaching-and-learning environments.

5.7 RECOMMENDATIONS FOR FURTHER STUDY

My findings revealed that the following topics or areas can be useful for further empirical research:

- Teachers' views on gender roles within school contexts.
- Alternatives to masculine aggressive behaviour in schools.
- The influence of intercultural communication on effective teamwork amongst teachers in multi-cultural school environments.
- The influence of social norms and gender stereotypical behaviour in school contexts.
- The effects of stereotyping on teachers' well-being in schools.
- School management's perceptions of hierarchical school structures.

5.8 LIMITATIONS

The following limitations were identified in this study:

- As the authority structures in primary and secondary schools are seemingly different (different contexts), the participants' (sample) different contexts may have had an influence on how they experienced senior male colleagues' exercising of power in their respective schools.
- Some of the male school principals (gatekeepers) whose permission was needed in order to conduct the research at their schools exerted their own authoritative power by refusing to grant permission for the research to be conducted at their respective schools.

5.9 SUMMARY

Chapter Five describes the factual and conceptual conclusions and suggests ways in which female teachers can promote their own well-being. It also provides recommendations for further study and highlights the limitations of the study.

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REQUEST FOR PERMISSION TO CONDUCT RESEARCH:
DEPARTMENT OF BASIC EDUCATION

Title of the study:

Female teachers' experiences of senior male colleagues' exercising of power in schools

To whom it may concern

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am Wilmarie Botes, a student enrolled for an MEd degree at the North West University (Faculty of Education Sciences). I am currently engaged in a research study entitled: "*Female teachers' experiences of senior male colleagues' exercising of power in schools*"

The research is conducted under the supervision of **Dr. A.J. Botha** at the Faculty of Education Sciences, School of Education Studies.

The aims of the study are:

- to explore and describe how female teachers conceptualise power;
- to explore and describe how female teachers view power hierarchy in schools;
- to identify and explain why female teachers experience senior male colleagues' exercising of power in schools the way they do;
- to explore and describe the effect of senior male colleagues' power on female teachers' well-being.

Request to conduct research

In order to complete this study, I need female teachers to take part in a photo-elicitation-narrative (written) strategy after which an individual photo-elicitation-interview will be conducted.

The participants will be invited to voluntarily participate in this study.

Each interview will be audio taped, and then transcribed verbatim by myself as a researcher. All findings will be verified through qualified independent coders. All participants' names and identities of schools or circuits will be omitted on the transcripts by the researcher to ensure anonymity. To further ensure the confidentiality of the participants, all audio-taped information will be erased on completion of the transcribing process and the transcripts will only be perused by myself and the qualified independent coders. Interviews will take place after school hours so as not to interfere with the participants' tuition time. The participants are under no obligation to participate in this study and all participants' reserves the right if they so wish to withdraw during any stage of the research process. All photographs and written narratives will be securely stored after they have been used during the data generation and data analysis process as elicitation materials. The entire process will meet the ethical criteria set by the NWU such as ensuring anonymity and confidentiality of all participants.

Benefits of the study to participants:

1. The participants will be able to verbalize their own experiences regarding senior male colleagues' exercising of power in schools.
2. A summary of the findings will be made available to the schools on request.

The following question will be posed:

The following questions and prompts will be posed to the participants:

“Do you experience senior male colleagues' exercising of power in your school? If so, take five photographs depicting how you experience senior male colleagues' exercising power at your school.”

- **Photo-elicitation-narratives**

“Write a short narrative of how each of the two chosen photographs depicts your experience of senior male colleagues' exercising of power at your school”

- **Individual photo-elicitation-interviews**

I will base the questions used to elicit responses during the interview on the photographs (taken in Phase One)

Should you agree, please sign below to indicate the Department of Education's formal consent for teachers to participate in the research study.

Signed at _____ on the _____ day of 2014

(SIGNATURE: DoBE REPRESENTATIVE)

Thank you for your support

W. Botes
BEd Intermediate and Senior Phase
BEd Hons (Learner Support)
MEd Student

Dr. A. J. Botha
Supervisor

REQUEST FOR PERMISSION TO CONDUCT RESEARCH:
SCHOOL GOVERNING BODY

Title of the study:

Female teachers' experiences of senior male colleagues' exercising of power in schools

To whom it may concern

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am Wilmarie Botes, a student enrolled for an MEd degree at the North West University (Faculty of Education Sciences). I am currently engaged in a research study entitled: "*Female teachers' experiences of senior male colleagues' exercising of power in schools*"

The research is being conducted under the supervision of **Dr. A.J. Botha** at the Faculty of Education Sciences, School of Education Studies.

The aims of the study are:

- to explore and describe how female teachers conceptualise power;
- to explore and describe how female teachers view power hierarchy in schools;
- to identify and explain why female teachers experience senior male colleagues' exercising of power in schools the way they do;
- to explore and describe the effect of senior male colleagues' power on female teachers' well-being.

Request to conduct research

In order to complete this study, I need female teachers to take part in a photo-elicitation-narrative (written) strategy after which an individual photo-elicitation-interview will be conducted.

The participants will be invited to participate voluntarily in this study. Each interview will be audio taped, and then transcribed verbatim by me as a researcher. All findings will be verified through qualified independent coders. All participants' names and identities of schools or circuits will be omitted on the transcripts by the researcher to ensure anonymity. To further ensure the confidentiality of the participants, all audio-taped information will be erased on completion of the transcribing process and the transcripts will only be perused by myself and the qualified independent coders. Interviews will take place after school hours to not interfere with the participants' tuition time. The participants are under no obligation to participate in this study and all participants' reserves the right if they so wish to withdraw during any stage of the research process. All photographs and written narratives will be securely stored after they have been used during the data generation and data analysis process as elicitation materials. The entire process will meet the ethical criteria set by the NWU such as ensuring anonymity and confidentiality of all participants.

Benefits of the study to participants:

1. The participants will be able to verbalize their own experiences regarding senior male colleagues' exercising of power in schools.
2. A summary of the findings will be made available to the schools on request.

The following question will be posed:

The following questions and prompts will be posed to the participants:

“Do you experience senior male colleagues' exercising of power in your school? If so, take five photographs depicting how you experience senior male colleagues' exercising of power at your school.”

- **Photo-elicitation-narratives**

“Write a short narrative of how each of the two chosen photographs depicts your experience of senior male colleagues' exercising of power at your school”

- **Individual photo-elicitation-interviews ii**

I will base the questions used to elicit responses during the interview on the photographs (taken in Phase One)

Should you agree, please sign below to indicate the School Governing Body's formal consent for teachers to participate in the research study.

Signed at _____ on the _____ day of 2014

(SIGNATURE: SGB CHAIRPERSON)

Thank you for your support

W. Botes
BEd Intermediate and Senior Phase
BEd Hons (Learner Support)
MEd Student

Dr. A. J. Botha
Supervisor

ADENDUM C
PERMISSION TO CONDUCT RESEARCH:
PRINCIPAL



REQUEST FOR PERMISSION TO CONDUCT RESEARCH:
PRINCIPAL

Title of the study:

Female teachers' experiences of senior male colleagues' exercising of power in schools

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"Write a short narrative of how each of the two chosen photographs depicts your experience of senior male colleagues' exercising of power at your school"

- **Individual photo-elicitation-interviews**

I will base the questions used to elicit responses during the interview on the photographs (taken in Phase One)

Should you be willing to allow female teachers to participate in this research, please sign below.

Signed at _____ on the _____ day of 2014

(SIGNATURE: PRINCIPAL)

Thank you for your support

W. Botes
BEd Intermediate and Senior Phase
BEd Hons (Learner Support)
MEd Student

Dr. A. J. Botha
Supervisor

CONSENT:

Participant

Title of the study

Female teachers' experiences of senior male colleagues' exercising of power in schools.

I am an MEd student at NWU and would like to invite you to be one of the possible participants in my proposed research study. I intend to explore female teachers' experiences of senior male colleagues' exercising of power in schools.

1. WHY ARE YOU BEING ASKED TO VOLUNTEER TO TAKE PART IN THIS RESEARCH STUDY?

This study aims at exploring how female teachers' experience senior male colleagues' exercising of power in schools. You fit the selection criteria as you are a female teacher at a primary/secondary school in the Matlosana area, North-West Province. The research project will give you the opportunity to voice your experiences and provide me as a researcher an opportunity to gain an understanding of senior male colleagues' power in schools.

2. DO YOU HAVE TO TAKE PART IN THIS RESEARCH STUDY?

Participation is voluntary. You may withdraw at any time during the research process.

3. WHAT WILL HAPPEN TO YOU IF YOU CONSENT TO PARTICIPATING IN THIS RESEARCH STUDY?

You will be requested to take part in two phases of the data generation process that entails the following:

Phase 1: Photo-elicitation-narratives (written)

You will be asked to use your cell phone camera (disposable cameras will also be available) during this phase of data generation to take a maximum of five photographs that best capture your experiences with regard to the following prompt:

“Do you experience senior male colleagues’ exercising of power at your school? If so, take five photographs depicting how you experience senior male colleagues’ exercising of power at your school”

You can you either email, MMS (multimedia message service) or use any ‘smart phone application’ to send your photographs to me or I will come and collect them. I will have your photographs printed and then give them back to you where you will then need to write a caption for each of your photo images as well as a narrative of your own experiences based on your two best photographs. The prompt is as follows:

“Write a short narrative of how each of the two chosen photographs depicts your experience of senior male colleagues’ exercising of power at your school”

I VOLUNTARILY AGREE TO TAKE PART IN PHASE 1 [PHOTO-ELICITATION-NARRATIVE (WRITTEN)] OF THE RESEARCH STUDY.

Name of the participant

Date

Signature of the participant

Phase 2: Individual photo-elicitation-interview

The photo images taken in Phase One, will be used in Phase Two during the individual photo-elicitation-interview. The individual photo-elicitation-interviews will be recorded for transcription purposes. The recording will be erased when the data are transcribed so they can be analysed. I will base the questions used to elicit responses during the interview on the photo-elicitation-narratives (done in Phase 1).

If you are willing to take part in an individual photo-elicitation-interview, please fill in the relevant part of the form below .You also need to indicate whether or not you are willing to have the interview audio-recorded.

PLEASE TICK THE APPROPRIATE BOX:

- I do not want the interview to be audio recorded.
- I give my consent to the interview being audio recorded.

Please note that you may ask that the recorder be switched off at any point during the interview if there is something that you do not want to be recorded.

I VOLUNTARILY AGREE TO TAKE PART IN PHASE 2 (INDIVIDUAL PHOTO-ELICITATION-INTERVIEW) OF THE RESEARCH STUDY.

Name of the participant

Date

Signature of the participant

4. ARE THERE ANY SPECIAL INSTRUCTIONS DURING THE RESEARCH STUDY?

You will be asked to use your cell phone camera (if you do not have a cell phone camera, you will be given a disposable camera to use) during Phase One of data generation You will only be given instructions before you take photographs as you are required to not take photographs of any persons' body part which can be identified. Please fill in the consent form in if you are willing to let me use your photographs in my proposed study.

CONSENT TO USE MY PHOTO IMAGES

I agree that Miss W. Botes can use the photo images I have taken. She may use them in any way that helps her to explore and understand the aims of her study. I have looked closely to my photo images and I feel that nothing might cause me or anyone I know embarrassment or harm. These photo-images listed below can be published in her research study:

- 1) Title: _____
Description: _____
- 2) Title: _____
Description: _____
- 3) Title: _____
Description: _____

PLEASE TICK THE APPROPRIATE BLOCK:

Please give me credit with my full name when my pictures are used

Never use my name when my pictures are used

Please use my "pen name" to credit me when my pictures are used. My pen name is: _____

Name and Surname in print: _____

Signature: _____

Date: _____

Adapted from Mitchell (2011)

5. ARE THERE ANY BENEFITS TO TAKING PART IN THIS RESEARCH STUDY?

You will be able to voice your experiences and so help me understand how female teachers experience senior male colleagues' exercising of power in schools. Your suggestions are designed to:

- assist female teachers to cope and manage with their feelings regarding senior male colleagues' exercising of power in schools.

6. ARE THERE ANY COSTS TO BEING IN THE RESEARCH STUDY AND WILL I BE PAID FOR PARTICIPATING IN IT?

No

7. WHO CAN ANSWER YOUR QUESTIONS ABOUT THE RESEARCH STUDY?

If you have more questions about this study at any time, you can call:

- W. Botes (Researcher) 074 962 0530
- Dr. A.J Botha (Supervisor) (018) 285 2265 (office hours)

By signing my name below, I confirm the following:

- I have read (or had read to me) the entire consent document.
- All of my questions have been answered to my satisfaction.
- The purpose of the research study, procedures to be used, risks and possible benefits have been explained to me.
- I agreed to let the researcher use any information that was given by me for this study in a research report, a dissertation, thesis, book chapters, and journal articles or in conference presentations.
- I voluntarily agree to participate in this research study.
- I agree to follow the study procedures as directed by the researcher.
- I have been informed that I can withdraw from the study at any stage during the research process.
- I understand that all the information will be treated as confidential.

I VOLUNTARILY AGREE TO TAKE PART IN THE RESEARCH STUDY AS EXPLAINED IN THIS CONSENT FORM.

Name of the participant

Date

Signature of the participant

Name of the researcher

Date

Signature of the researcher

IMPORTANT: You will receive a signed and dated copy of this consent form.

INDIVIDUAL PHOTO-ELICITATION-INTERVIEW QUESTIONS

Title of the study

Female teachers' experiences of senior male colleagues' exercising of power in schools.

- 1. How do you define the term "power"?
- 2. How do you experience senior male colleagues' exercising power in your school?
- 3. Can you link any of your experiences regarding power to a hierarchal order in your school?
- 4. Why do you experience senior male colleagues' exercising of power the way that you do?

The following questions will be used to evoke a critical dialogue using the participant's photographs to further elaborate on the power conundrum within each participant's school context:

- S** What do you **See** in the two photographs?
- H** What is really **Happening**?
- O** How does the story relate to **Our** lives?
- W** Why does this problem or strength exist?
- E** How might we become **Empowered** now that we better understand the problem?
- D** What can we **Do** about it?

ADENDUM F
BIOGRAPHICAL INFORMATION ON PARTICIPANTS

Participant	Age	Ethnicity group
Participant A1	25 years old	Black
Participant A2	24 years old	Black
Participant C1	21 years old	Black
Participant D1	46 years old	Black
Participant B1	36 years old	White
Participant C2	24 years old	Black
Participant A3	45 years old	White
Participant B2	41 years old	White
Participant E1	41 years old	White
Participant E2	33 years old	Indian
Participant B3	33 years old	White
Participant E3	22 years old	Indian
Participant F1	43 years old	Coloured
Participant C3	30 years old	Coloured
Participant C4	23 years old	Black
Participant A4	43 years old	White

ADENDUM G

EXCERPT FROM PHOTO-ELICITATION-NARRATIVE (WRITTEN): PHASE ONE

PARTICIPANT: [ND1]

TITLE: "Opportunity"



This image indicates how at my school males seem to be the "gateway" to opportunity and growth in the educational department. Currently we have a male executive head appointed at my school and I have found that building a good relationship with him has gotten me a few opportunities which he himself has offered or my other colleagues from the educational department.

PARTICIPANT: [NB1]

TITLE: "Hierarchy"





The staircase towards power is often burned by insecure people when they reach their power positions. They become incapable of relating to those below them and stop their development to ensure they remain in power.

ADENDUM H

PERMISSION TO CONDUCT RESEARCH:

DEPARTMENT OF EDUCATION

 education Lefapha la Thuto la Bokone Bophirima Noord-Wes Departement van Onderwys North West Department of Education NORTH WEST PROVINCE	Tamara Building 11 Q.R. Tambo Street, Potchefstroom Private Bag X1256, Potchefstroom 2520 Tel.: (018) 299-8216 Fax: (018) 294-8234 Enquiries: Mr H. Motara e-mail: hmotara@nwedp.gov.za
DR KENNETH KAUNDA DISTRICT SENIOR PROFESSIONAL SUPPORT MANAGER	
02 June 2014	
Ms W Botes Student Number: 20545444 North West University – Potchefstroom Campus	
PERMISSION TO CONDUCT RESEARCH ON "FEMALE TEACHERS' EXPERIENCES OF SENIOR MALE COLLEAGUES' EXERCISING OF POWER IN SCHOOLS" PRIMARY AND SECONDARY SCHOOLS IN MATLOSANA AREA OFFICE - DR KENNETH KAUNDA DISTRICT	
The above matter refers.	
Permission is hereby granted to you to conduct your research at primary and secondary schools in Matlosana Area Office (Klerksdorp) - Dr Kenneth Kaunda District under the following provisions:	
<ul style="list-style-type: none">> The activity you undertake at the school should not tamper with the normal process of learning and teaching; and will take place after school hours.> You inform the principal of your identified school of your impending visit and activity;> You provide my office with a report in respect of your findings from the research, and> You obtain prior permission from this office before availing your findings for public or media consumption.	
Wishing you well in your endeavour.	
Thanking you	
 MR H MOTARA DISTRICT DIRECTOR DR KENNETH KAUNDA DISTRICT	
cc Mr S S Mogotsi- Area Manager: Matlosana	

**ADENDUM I
INDEPENDENT CODERS' LETTER**

Dr Marina Velma Snyman	
DEd, MPhil, Honours BA, BA, HED (PG), HED (PG Pre-Primary), DSE (Remedial Education)	
PMT Independent Practice (PMT 0073687)	
PO Box 252	Tel:
BENONI	Fax:
1500	Mobile:
E-mail	Date: 7 September 2014

“Female teachers’ experiences of senior male colleagues’ exercising of power in schools.”


Wilmarie Botes’ research data on **“Female teachers’ experiences of senior male colleagues’ exercising of power in schools”** was analysed by Drs Marina Velma Snyman and Hester Costa in September 2014. The researcher and the independent coders coded the collected data adhering to a prescribed protocol. A consensus discussion was held between the researcher and the independent coders on 07 September 2014 to refine the identified themes.

Dr MV Snyman (Psychometrist)

Dr H Costa (Independent Coder)

ADENDUM J

EXCERPT FROM INDIVIDUAL PHOTO-ELICITATION-INTERVIEW TRANSCRIPT: PHASE TWO

INTERVIEW: [VB1]	
Interviewee	How do you understand the term “power”?
Participant	I see power as authority or the position one exercise over another, mostly in a negative way in my school.
Interviewee	How do you experience senior male colleagues’ exercising power in your school?
Participant	Like I said, power can be experienced negatively and positively, but due to the lack of internal power, external power is misuse in our school. Senior male colleagues often experience inferiority in social life, and thus use their power-positions to fill this void.
Interviewee	Why do you experience senior male colleagues’ exercising of power the way you do?
Participant	I feel that you can lead by example these male colleagues often attain the positions not by their work ethics but by who they know.
Interviewee	Who they know?
Participant	Yes like, one of my male colleagues is the principal’s best friend, so when he needs something he gets immediately, because the main person’s buddy who has power.
Interviewee	According to your experiences of senior male colleagues’ exercising of power at your school, do you think there is a link between power and the hierarchy order in your school?
Participant	Absolutely, the higher up on the hierarchical ladder, the more power you have. And like I said, if you know someone who is on top of the ladder, you automatically move up just because you know him.
Photograph	
	Title: “The powered paintbrush”

ADENDUM J

EXCERPT FROM INDIVIDUAL PHOTO-ELICITATION-INTERVIEW TRANSCRIPT: PHASE TWO

Interviewee	What do you see in this photograph?
Participant	I see a male teacher holding the “brush” or the “power” in his hand
Interviewee	What is really happening?
Participant	The male person with the power dominates the actions and ideas of those below them. This inhibits creativity and motivation in the teaching environment as we lost our passion because the stress factor is overwhelming.
Interviewee	How does this story relate to our lives?
Participant	This is part of my daily practise, though I have the means to function independently, it is always dominated and limited by the senior male colleagues. Looking at our school and its teachers, most post level one teachers have become puppets in the hand of a few senior colleagues.
Interviewee	Why does this problem or strength exist?
Participant	There is this saying in Afrikaans “ <i>boeties vir baadjies</i> ” and that is how I see this problem. Positions are given on level of friendship and not on ground of qualifications or contributions to the school’s development.
Interviewee	How might we become empowered now that we better understand this problem or strength?
Participant	Internal power is the ultimate solution. Do not be a puppet and let the senior males control you, Stay focus on your goal, your pupils and your future. Be yourself and don’t let other control you.
Interviewee	What can we do about this?
Participant	You have to motivate yourself because oppression is part of society. Marilyn Monroe’s famous quote says “I don’t mind living in a man’s world, as long as I can be a women”...

LANGUAGE EDITING CERTIFICATE

Dr Elaine Ridge
Freelance Editor, Translator and Language Consultant



TO WHOM IT MAY CONCERN

This is to attest that I have edited the language of the mater's dissertation, "Female teachers' experiences of senior male colleagues' exercising of power in schools", by Wilmarie Botes.

A handwritten signature in black ink, appearing to be 'Elaine Ridge'.

(Dr) Elaine Ridge BA UED (Natal) DEd (Stell)

Freelance Editor and Translator

5 December 2014