



**STRUCTURAL IMPEDIMENTS HAMPERING CAREER DEVELOPMENT OF
WOMEN TO SENIOR MANAGEMENT AT A SELECTED CONSTRUCTION SITE IN
CAPE METROPOLIS**

By

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DECLARATION

I, **Sivuyile Calvin Gqozo**, declare that the contents of this dissertation/thesis represent my own unaided work, and that the dissertation/thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.



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01 August 2022

Date

ABSTRACT

The construction industry stays one of the most male ruled fields. Therefore, the absence and lack of difference of gender in the construction industry is a persistent issue perceived in most nations in the world, which intensifies abilities and skills' deficiencies or shortages, limits advancement or innovation while minimizes efficiency. **IMPORTANCE:** the study was conducted in trying to improve women into senior positions of leadership and/or management. Moreover, the study was employed to make recommendations on how to diminish the gender gap observed in the construction industry and explore the reasons for this observation in the construction industry by selecting a construction site in the Cape Metropolis in trying to comprehend this phenomenon and advice accordingly to resolve this problem. Moreover, enabling women in the economy and reducing the gender gap in the realm of work are critical issues to accomplishing the 2030 Agenda for Sustainable Development [1] and accomplishing the Sustainable Development Goals, especially Goal 5: to accomplish gender equity, and Goal 8: to advance full and productive employment and fair work for all; likewise Goal 1: diminishing poverty, Goal 2: food security, Goal 3: guaranteeing wellbeing and Goal 10: lessening inequalities. **METHODOLOGY:** The study targeted a large population, hence, the probability sampling (random sampling), and mixed method were utilized in order to attain reliable and valid results that would reflect an accurate notion regarding the construction industry. However, the study found that indeed only a limited number of women are employed within the construction industry. Possibly, there may be barriers that act as a glass ceiling preventing women obtaining senior management positions in the construction industry. **RESULTS:** it is unclear whether it is women's choice not to pursue senior management positions (76% remained neutral) and, equally so, it is not apparent whether women are excluded from senior management positions (88% remained neutral). **IMPLICATIONS:** regard to gender differences, there were no significant differences within the workplace between the two genders other than biological issues. Subsequently, there were no significant differences in the behavioural qualities of the two genders detected during the study within the construction industry; both men and women were perceived to be hard working and also women were perceived to think 'out-of-the-box'. However, men were perceived to be naturally more dominant than women which may be a trait that gives them an advantage over women. **KEY WORDS:** Structural impediments, Barriers on women, Construction industry, Management, Leadership, Glass ceiling

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DEDICATION

I would like to dedicate this research study to myself and to all women out there aspiring to embark in construction industry with the desire to pursue and serve in senior management/leadership positions.

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GLOSSARY

Abbreviations	Full Description/Term
HRM	Human resources management
KMMs	Knowledge management models
KM	Knowledge management
EI	Enthusiastic insight
CQ	Cultural intelligence
CQS	Cultural intelligence scale
CM	Conceptual model
PESTEL	Political, Economic, Social, Technological, Legal and Environmental factors
OC	Organizational culture
KI	Knowledge identification
KC	Knowledge creation
KS	Knowledge storage
KR	Knowledge repository
KS	Knowledge sharing
KA	Knowledge application
GI	Gender inequalities
GU	Gender uniformity
GE	Gender equality
GD	Gender discrimination
QM	Quality Management
SKM	Scientific knowledge management

AMT	Administrative management theory
CSR	Corporate social responsibility
DEM	Diversity and equality management
LMX	Leader member exchange
NLEs	National Leaders of Education's
EI	Enthusiastic insight
NSF	National Science Foundation
ACHE	American College of Healthcare Executives
FMT	Functional management tasks

CHAPTER 1

BACKGROUND

1.1. Introduction and Background

Gender discrimination describes a process whereby individuals are deprived of an opportunity or are undervalued simply because of their sex (Sangweni, 2015:34). This form of prejudice also has occurred in projects. However, a project is a provisional undertaking formed to create a unique product, service or results (Yang, Shen, Ho, Drew and Xue, 2011:1), this process needs an environment in which to be performed or conducted. Moreover, an environment is a physical place in which the growth of plants and animals are being affected; in general, it comprises the surroundings and conditions that affect the circumstances of living organisms, including human lives (Muhwezi, Kiberu, Kyakula and Batambuze, 2012:20-24). It is believed in both the private and public sector that there are issues preventing women from attaining senior management positions and the 'glass ceiling effect' is one of them. The glass ceiling effect refers to preventing qualified people (mainly women) from proceeding within their respective companies and achieving their full potential to succeed; this practice is caused by both invisible and artificial hurdles (Hewlett, Peraino, Sherbin and Sumberg, 2010:2). Leadership can be employed sometimes to yield optimal results. Leadership refers to a process of accomplishing goals and objectives and driving the organization in a productive way to ensure it is more cohesive and coherent through the influence of a leading person (Sharma & Jain, 2013:312).

The design of a construction site or industry is very complex because it has a wide scope of various kinds of contractors and clients. These comprise of private and public customers, main- and sub-contractors, international and local companies, low innovation firms and modern experts, developers and structural architects and an entire scope of construction experts associated within the industry. The significant divisions in the industry are those of building or development and civil engineering. Even though the exercises in the industry are undertaken on a task premise, it could

be also within a section of a development programme or an organization (Mudi, Bioku and Kolawole, 2015:546).

Throughout the previous 20 years, the construction industry has neither been effective or victorious in their endeavours to improve their performance. However, the literary review has demonstrated that only a few scholastic research studies have been conducted within the construction industry (Gastelum, 2017:31) and, thus, the findings and recommendations of these academic researchers have been insufficient to improve or increase the performance of the construction industry. However, Egan's research, likewise, recognized an absence of leadership in the linking of construction industry practices and academic research as a reason for its constant low execution or performance (Gastelum, 2017:31).

Early studies conducted indicate that:

- More than 90% of construction projects are overspending.
- Almost half of the time expended on job sites is utilized wastefully.
- An average of 27% projects is over budget.
- Projects waste 25% to 50% of their resources.
- Management ineffectiveness costs owners between R23 802.00 billion and R54 929.00 billion each year.
- A review by the Construction Industry Institute (CII) during 2015 determined that just 2.5% of construction projects were successful.

Benefits of this research study: Enabling women to participate within the economy and reducing the gender gap in the realm of work are critical issues for accomplishing the 2030 Agenda for Sustainable Development [1] and accomplishing the Sustainable Development Goals, especially Goal 5: to accomplish gender equity, Goal 8: to advance full and productive employment and fair work for all, together with Goal 1: to diminish poverty, Goal 2: to ensure food security, Goal 3: to guarantee wellbeing and Goal 10: to lessen inequalities.

Females and males in the domain of leading a group are impacted differently by both domestic responsibilities and the modern work environment culture (Hoty, 2010:485)

and culture can yield long-standing gender differences (Garcia-Blanco & Wahl-Jorgensen, 2012:425). Furthermore, as a result of the traditional composition of labour whereby females are expected to focus upon performing their home responsibilities, the leadership and gender issues in public areas cannot be completely addressed without an inspection of how these private areas impact or affect women's responsibilities in this relationship (Hoty, 2010:484-498).

Impartial gender representation in the field of educational leadership should be applied. However, for such transformational changes to happen, a comprehension and consciousness with regard to gender issues in educational leadership should likewise occur (Sanchez & Thornton, 2010:2).

Contrasted with the early 1950s, today the number of men and women who effectively finish medical school is approximately equivalent. However, it is likely that out of the total number of women who enter academic medicine a smaller percentage will be elevated or serve in leadership positions in comparison to their male colleagues (Schueller-Weidekamm & Kautzky-Willer, 2012:245). During its earliest stages, initiative was a focal subject in the control of power. However, the discipline's experiments upon the theme of leading a group in essence started to fade; therefore, this topic remained merely a conservative fascination with subject matter integral to leadership processes and leadership itself (Hoty, 2010:484).

Investigations concerning gender balance in leadership positions exposed a large gender bias (Parrish & Rubin, 2012:201-210), but, nonetheless, were generally disregarded in the field of socio-neuroscience up to the 1970s. Simultaneously, however, throughout that period the subject of gender bias in leading a group began to fascinate writers in the popular press and has emerged in full circle from arguing women's characteristics lack the skill or ability for leading a group, to the modern outlook of women's supremacy. These broad arguments are suggestions that could be the solution to this matter of gender bias, which has occurred since time immemorial (Hoty, 2010:485).

Functional therapists had posed various research inquiries identified with this theme to measure cultural competencies and social responsibilities between the two groups (male and female) (Lee, Litwin, Cheng and Harada, 2012:66-73). Furthermore, this information aids in addressing one bigger question: 'What causes a disparity in

gender within senior leadership and management levels?' Therefore, this study focuses on investigating this matter.

During this study, writings on leadership and gender effectiveness, styles and traits will be tested through an analysis of how both the public and private arenas of our community function to affect men and women in the realm of leading a group. Thereafter, inquiries will be made regarding how social beliefs' preferences and separate practices affect women's' ability and opportunities for leading a group, also the thoughts on advancing equality between the genders in elite-level leadership will be explored (Hoty, 2010:485).

The educational and work achievement of women, are significant proof of their success in leading a group, and justifies the view that they are as capable of engaging in leadership systems as men (Goldsmith, Feygina & Jost, 2013:162). Women have accumulated close to 60% of master and bachelor degrees, and also won almost 50% of every single professional degree, they comprise about half of the country's work power, and they are involved in the majority of all management and expert positions. Women have been making significant strides in achieving leadership positions. A firm assessment of information relating to women's role within the public and private sectors will uncover whether or not a genuine gender gap still exists currently in positions of top leadership within South Africa (Hoty, 2010:486).

Imbalance of gender, as indicated above, has been practiced for hundreds of years and, until 1830, women were not associated with paid work. Furthermore, women started to take an interest in paid labour after the first industrial revolution that created an incredible requirement for manpower. Unfortunately, however, these innovative transformations brought about formally established gender inequality issues (Neokosmidis, Avaritsiotis and Ventoura, 2013:3483).

1.2. Exploring into some insights

1.2.1. Assessment of leadership effectiveness, styles and traits

For many decades the only way of understanding the gender gap was to inspect the contrasts between women and men in relation to qualities relevant to leadership (Ayman & Korabik, 2010:57; Harthcryde, Teh & Hoty, 2011:8). Earlier research on leadership has highlighted the ideal characteristics of extraordinary individual's ability (McCleskey, 2014:117).

Despite the fact that the function of these characteristics in comprehending how a leader of a group arises and the viability of these attributes are a questionable matter in the studies, the examination uncovers that those qualities do play a significant but constrained role in leadership effectiveness. One such dispute in striving to clarify the gap in leadership is that women are not quite the same as men concerning attributes related to effective leadership (Hoty, 2010:485).

Even though many individual women frequently possess masculine traits, for example, forcefulness and predominance with leadership, compelling initiative really requires a gender ambiguous blend of female and male attributes including (however not constrained to):

- Knowledge
- Passionate insight
- Hazard taking
- Compassion
- Decisiveness
- Receptiveness to encounter
- Extraversion
- Reliability
- Respectability and dependability
- Capacities to convince spur and motivate others.

A leader should be able to communicate effectively and conduct research (Amanchukwu, Stanley and Ololube, 2014:9). Research demonstrates some minor contrasts between women and men in terms of attributes identified with effective leadership, for example men exhibit marginally more confident and forceful behaviour than women while women demonstrate slightly more elevated levels of respectability (Spurney, Shimizu, Morgenroth, Kolski, Gordish-Dressman, Clemens, and CINRG Investigators, 2014:252) nonetheless, generally the various reports support that women possess as many of the necessary leadership traits as men.

This inquiry into career and leadership aspirations cannot be holistically investigated without considering gender differences with regard to domestic responsibilities (Hoty, 2010:498). Owing to the fact that women appear to be experiencing discrimination at levels of senior management (Walker & Bopp, 2011:50), co-rumination is needed in the workplace (Haggard et al., 2011:27).

1.2.2. Barriers to Women Participation in Project Management

From the perspective of the literature review, the following are reasons for the 'glass ceiling' that still exists within leadership within the construction industry and project management (John & Kehinde, 2013:82).

Responsibilities for one's family refer to actions related to the care of young children and providing material goods and support services to all family members. Household duties constitute a significant part of a woman's acknowledged duties (John & Kehinde, 2013:82) and employed females have to correlate the needs and interests of both work and home in order to survive (Reberte, Hoga & Gomes, 2012:103). Some women have postponed dealing with these issues until their children are older. Family responsibility is a significant characteristic of professional womens' life, particularly within building or development work, since such employment often requires them to spend extended periods on site to acquire knowledge plus the acknowledgment of their employers and male colleagues. Female leaders who want both a family and a career need the support of family members in order to cope with the dual responsibilities of work and home (John & Kehinde, 2013:82). Managing ethics in this regard has come to be considered a management discipline, especially since the birth of business ethics and social responsibility movements in the 1960s (Man-Fong, 2010:516)

However, research continues to demonstrate that modern women's professions and lives are inseparably entwined and that both their work and private lives are interconnected. However, educated women still prefer not to restrict their lives within the four walls of the house (Goyal & Parkash, 2011:195-207; John & Kehinde, 2013:82).

The clash among work and family commitments that numerous building or development experts experience is more intense for women than for men because work requests borne by such women are often harmful to their family and residential obligations. Site based workers, both professional and manual employees are typically liable to changing work areas and these practices delay women's professional progress towards attaining management and top-level leadership roles (John & Kehinde, 2013:82).

1.2.3. Influencing Factors for Women's Under-Representation in the Construction Industry

The under-portrayal of Women Entrepreneurs in Construction Industry (WECI) in the building or development business has brought about different variables, for example, cultural background and choosing a business and certainty. Women's decisions regarding business exercises are directed by:

- Generative roles
- Capacities regarding instruction
- Entrepreneurial limit and specialized abilities
- Restricted startup capital
- Their constrained ability to retain the outcomes of disappointment.

Thus, women choose exercises that can be effectively joined with their local tasks and are socially satisfactory, issues that refer to deliberate boundaries when women wrongly perceive that they might not have the ability and/or adequate opportunities to begin and develop their own organizations (Sospeter, Rwelamila, Nchimbi and Masoud, 2014:79).

The expanding number of women operating within the building environment field are neither uniformly circulated by this profession, nor proportionately represented at the middle and senior levels (Gayani Fernando, Amaratunga and Haigh, 2014:56).

1.2.4. Barriers and Challenges to Entrepreneurship

The on-going vision to decrease the neediness of entrepreneurs requires the development of the network and national interest in business enterprises. Each person who is happy to start and maintain a business will experience challenges/obstructions (Sospeter et al., 2014:81). However, there are measures that can be employed to improve this situation (Al-Sadi, Belwal and Al-Badi, 2011:73) and boundaries were outlined and recommendations were made that the entrepreneurial difficulties fall into the following three classes:

- Human capital
- Vital decision-making
- Structural obstructions

Clearly, the degree and seriousness of these issues differ according to the gender or type of entrepreneur, division, country and district. For instance, business people in developing countries face greater challenges than their partners in industrialized and developed countries and that females face more prominent difficulties than men in many regions (Okpara, Halkias, Nwajiuba, Harkiolakis and Caracatsanis, 2011:81).

1.2.5. The exclusion of women and construction's long hours' culture

If a society mainly characterizes women through roles that are associated with their family and household responsibilities, the cultural qualities completely translate women's business opportunities as less advantageous and, thus, provide lower normative support (Sospeter et al., 2014:79). However, if given the opportunity to do so, women can take advantage of individualized workplace structures and develop more workplace roles (Banks & Milestone, 2011:84).

Development or construction employees put in longer hours than other professions. This situation portrays that 'the development and construction culture praises workers who work as if they have no personal home life'. This concept is conceivable because most development and/or construction workers take practically zero

responsibility regarding family life and/or for taking care of dependents (Ness, 2012:667).

The crisis included the breakdown of huge organizations, extensive terminating of workers' contracts, a decrease in the quality of people's lifestyle and a decrease in their interest and demand for services, particularly the type of home services that women tend to offer in their organizations (Malach, Lerner & Schwartz, 2010:187). The development or construction managers' preference for male personnel and leaders is firmly identified through the extended periods they require their employees to work upon construction projects (Ness, 2012:667).

However, the above situation answers the question of how potential leaders within the development and construction fields are developed and appointed (Morley, 2014:115). According to Ness (2012:667), few of the women interviewed believed that women's involvement in management/employee exchanges could lead to it becoming increasingly typical for female construction employees to be given local duties or for management to heed requests from both men and women for more sensible working hours. It was also noted that the exclusion of women both empowers men and sentences them to extended working hours (Ness, 2012:667).

1.2.6. Underpinning Conceptual and Theoretical Framework

In spite of having a gender populace of 50.8% and 21.9% of civil engineering bachelor's degrees being acquired over the past 24 years, females are still underrepresented in the construction and engineering fields' executive leadership positions. Although both these fields are male-dominated, there are no exact research findings that either support or negate this claim regarding the gender of industry leaders or executives (Hickey and Cui, 2020:1).

Figure 1.1: Represent sample demographics of construction industry

Description	Frequency (218)	Percentage
<i>Gender</i>		
Male	174	79.8
Female	44	20.2
<i>Age</i>		
18–24	54	24.8
25–31	54	24.8
32–38	42	19.3
39–45	24	11
46+	44	20.2

Source: Loosemore and Malouf, 2019:236

The construction industry remains the most male ruled field. The absence of gender variety in the construction area is an issue perceived globally, which intensifies abilities and skills deficiencies, diminishes efficiency, innovation and limits advancement (particularly for female employees) (Galea, Loosemore, Powell & Chappell, 2014:1111).

This study explored the reasons for the above observation by selecting a construction site in the Cape Metropolis in order to comprehend this phenomenon and make recommendations for resolving this problem. The study targeted a large population and utilized probability/random sampling and mixed method research in order to obtain reliable and valid results that would reflect an accurate notion regarding possible gender bias within the construction industry. This industry is one that can strengthen South Africa’s economy if a valid investigation can be undertaken and legitimate recommendations made for improving the selection of higher management personnel and leaders for the construction industry within the Cape Metropolis. The study sought to at least minimize the gender gap amongst employees and leaders within construction site(s), improve time management, attract more investors, increase productivity, stabilize the economy, reduce poverty but

mostly to investigate if women are really excluded from senior management positions or if it is their choice not to pursue such roles, a fact that might discourage future aspiring young women, which will make this notion more serious currently and expand into the near future. The researcher believes that senior women employees (if not already doing so) need to mentor junior women for senior management positions as high-ranking men guide younger male employees, as a means of diminishing the existing gender gap within leadership roles.

1.3. Problem statement

According to Sangweni (2015:5-6), the absence of women in senior-level leadership roles have for some time been examined in different professional spheres, from Fortune 500 organizations, government and higher education institutions. Most of the research on gender and leadership has concentrated on the context of societies. Additionally, discussions have included how gender and leadership issues influence various cultures and build a boundary within organizations based upon access to high-level positional leadership. Some organizations totally prevent women from occupying leadership positions, while other countries offer women moderate degrees of access. The underrepresentation of women in most countries is clear even in advanced or higher educational faculty ranks or positions. This underrepresentation exists despite the fact, as already noted, that since 1981 women have completed more bachelor degrees than men and currently have accumulated more post graduate degrees. Moreover, this absence of gender diversity in leadership presents concerns regarding inclusion and equity within organizations. Hence, a study needs to be conducted in relation to this problem. This study will identify the causes of the gender gap in senior management positions within the construction industry and develop guidelines and recommendations for reducing the current gender gap within senior management positions.

1.4. Hypothesis

Women are generally few in senior management in the construction industry

1.5. Research objectives

Research objectives comprise the reason or purposes for conducting a study. As expressed in the problem statement, there are critical issues pertaining to the gender gap in the senior management positions within the construction industry. The reason for a research study is to show the concentration and direction of the exploration and provide criteria for the assessment of the research results.

Thus, the objectives of this particular study are:

Primary objective:

- To investigate barriers that act as a 'glass ceiling' preventing women from attaining senior management positions within the construction industry

Secondary objectives:

- To investigate organizational culture and beliefs around gender differences.
- To investigate if women are excluded from senior management positions or if they choose not to pursue those positions.
- To study the employees' perception of gender differences.
- To study the differences in behavioural qualities between female and male employees within the construction industry (workplace).

1.6. Research questions

Primary Research Question

- How will the study identify barriers that act as a glass ceiling preventing women from attaining senior management positions within the construction industry?

Secondary Research Questions

- How will the study identify organizational culture and beliefs regarding gender differences?
- How will the study identify if women are excluded from senior management positions or if they choose not to pursue these positions?

- How will the study identify the employees' perception on gender differences?
- How will the study determine the differences in behavioural qualities between women and men within the construction industry (workplace)?

1.7. Summary

The study must be significant in regard to the research questions and be appropriate as a solution to existing problems if it involves applied research. This chapter forms a base and indicates the necessity of conducting this research. As demonstrated by the background there is a need to improve gender imbalance observed within the construction industry. The problem statement stipulates very clear that there is gap which needs to be explored. Moreover, the research seeks to demonstrate whether women are really few in senior management levels in construction industry or not.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

This chapter commences by considering the studies that have tried to depict the sequence of careers held by men and women. Up to the 1980s, research relating to careers or professions concentrated mainly on men's professions, and when women's professions were viewed it was frequently expected that they followed or ought to follow a similar direction as those of males. Towards the end of the 1980s, there was expanding caution that women's professions vary from those of men in regard to various perspectives. Accordingly, there is currently an increasing focus on the examination of management within professions or careers as well as psychology or neuroscience publications, highlighting the direction of female's professions, both generally and specifically in relation to the particular components that have an effect upon women's careers (Broughton & Miller, 2009:1).

Specific consideration has been provided starting from the mid-1990s to components that prevent females' progression or their movement past a specific level within an organization. The trend commonly alluded to as the 'discriminatory limitation or glass ceiling' comprising a scope of variables that can restrain women's advancement within the workplace by restricting their admittance to advancement opportunities for leadership positions as well as networks and key gatherings inside an organization (Broughton & Miller, 2009:1).

2.2. Organizational culture in construction

Organizational culture offers character to an organization (Cheung, Wong and Wu, 2011:33). Those females who are happy to settle in the building or development businesses frequently encounter stereotypical behaviour because within this discipline males are predominant. Females who join this field of business usually occupy the secretarial positions rather than those of management and specialists (Sangweni, 2015:13). Significant modern audits have pinpointed that the construction industry needs to improve its productivity (Cheung et al., 2011:33).

The reviewed literature found that in the event of an appointment to a company's board becoming available, specific men were approached and told they were welcome to apply for the vacancy – the customary situation for reserving such occupations for young men (Sangweni, 2015:13). Organizational culture can be characterized as a set of fixed presumptions that are held by an organization, typically through casual covert systems, that differ from what the public structure states (Schein, 2010:13). The fact that women and men work in similar occupations, has revealed a major point of gender bias with regard to their wages (Blau, Brummund and Liu, 2013:472).

However, within six businesses, a study undertaken between female and male engineers employed within the building industry states that there is more than one 'perfect' kind of association. In particular, stable progressive systems in which more established males overpower young males and sustain a centric influential relationship and, thus, broad network associations whereby the prevailing men are young males who structure partnerships with women do exist (Sangweni, 2015:13). This relationship is believed to improve women in managerial positions but still the gender composition within top management teams is skewed (Budworth & Mann, 2010:177). Moreover, the reviewed studies indicate that these youthful alliances are ousting the elderly men while women's leadership opportunities show signs of improvement within these organizations, compared with static rankings.

There are five gender cultures in construction (Sangweni, 2015:13):

- Companies that are hierarchical are regularly composed of what is known to be the 'sleeping quarters surrounding'. This tradition is threatening to any individual who is considered to be "weak" i.e. having almost no driving force.
- The 'room of the locker' tradition is a prohibition tradition, for the most part comprising White males who discuss sport and gender related issues. Men who were previously regarded as 'untouchables' can gain acceptance through their sport and gender remarks.
- The 'refined man's association' tradition is both amiable and enlightened and, thus, is not threatening to women provided they adjust to job generalizations.

This traditional form of paternalism is a regular occurrence within the construction industry.

- The 'macho's smart' tradition occurs when the managers experience constraint when executing their role which requires that they demand unreasonably long working hours, which are regarded as a regular component of the building or development business.
- 'Blind of gender hierarchical' tradition is not practiced primarily within the private segment of the business or development sector; however some individual directors might possess a 'blind of gender' perspective.

2.3. The Glass Ceiling

The glass ceiling, an expression initially coined during the 1980s, is an synonym for the undetectable and artificial barriers that prevent women and some minorities from progressing up the corporate ladder to the board and other official positions (Johns, 2013:1). This practice accommodates the view that “women are different from men in their choices and preferences” (Adams & Funk, 2012:219). In 1991, the US Congress found that, in spite of a significantly developing immediacy in the work environment, women and minorities remained underrepresented in the board positions in business and that artificial barriers were restraining their progression.

Thus, in Title II of the Civil Rights Act of 1991, Congress ordered the Glass Ceiling Act, building up to the Glass Ceiling Commission. According to Johns (2013:1) the reason for this commission was to examine the following issues:

- The way an organization fills the management and basic leadership positions.
- The formative and skills improving practices used to encourage the fundamental capabilities for employees' advancement into such positions.
- The remuneration projects and reward structures at present time used in the working environment.
- The production of a yearly grant for significant measures in advancing a progressively differing talented workforce at the management and the basic leadership levels within business.

Furthermore, the effort barriers and recruitment measures are critical obstructions for women and minorities in achieving senior levels of management. Most organizations, however, can receive positive contributions from women leaders (Glass & Cook, 2016:51) who can advance from inside the business. Hence, organizations that are not effectively recruiting and increasing the number of women in leadership positions will have a limited pool from which to draw for advancement into upper management positions.

When women manage to overcome the obstructions to their advancement within an organization, they are regularly frustrated by what the Glass Ceiling Commission terms 'corporate climate barriers', for example, differing gender communication styles, practices and methods for socializing (Catena, Di Saverio, Kelly, Biffi, Ansaloni, Mandalà, Velmahos, Sartelli, Tugnoli, Lupo, and Mandalà, 2011:2).

2.4. Females in the work environment and the economy

The role of females is significant in the present economy and is still expanding, and their salaries and spending limit are basic to the nation's financial prosperity. From a purchasers' point of view, women hold a great influence (Johns, 2013:2). However, researchers focusing upon gender issues have created the "theory of gendered organizations" to clarify gender inequality within the work environment (Williams, Muller & Kilanski, 2011:549).

In the "she-conomy," women are often cited as being the household's chief purchaser. They reportedly make in excess of 85% of household-spending decisions, including "big-ticket" items such as investment decisions and vehicle buys, representing four (4) trillion dollars every year in optional spending (Johns, 2013:2). Furthermore, researchers have stated that individual choices express the majority of the gaps between the promotion of men and women (Nadler & Stockdale, 2012:281).

The percentage of women in the workforce has developed from a little more than 33% of all workers in 1970 to practically 50% of the absolute workforce in 2012. In addition, in the training and human services areas, the rate is even higher (77.4%) due women's leadership abilities that were strengthen and confirmed (Cook & Glass, 2014:1082). Progressively women are acquiring higher educational degrees (Guramatunhu–Mudiwa, 2015:120), and they currently obtain just over a half of all

bachelor degrees given every year, an increment of just below 25% starting from 1970.

In addition, educational fulfillment of women had been expanded and likewise the tasks they carry out have changed with increased focus of economic development (Langevang & Gough, 2012:243). A larger portion of women currently form part of company boards and follow a career within management and other related occupations, with women constituting 50% of employees within many companies (Johns, 2013:2).

2.5. Gender Diversity in Executive Healthcare Leadership

Despite the fact that women comprise nearly 78% of the medicinal services workforce, there is still a critical gender gap within the senior management positions and amongst the executive leadership in this sector (Johns, 2013:3). The healthcare transformation framework requires greater incorporation of women at the top (McDonagh et al., 2014:20).

According to John (2013:3), the significant discoveries of a white paper by the American College of Healthcare Executives (ACHE) on gender issues within senior medicinal services, the management noticed that, despite the fact that both males and females could climb the organizational hierarchy, only about 11% of women in medicinal services executive roles had accomplished CEO positions, compared with 25% of their male counterparts: meaning women are not attaining the top leadership positions within the human services sector (McDonagh et al., 2014:20).

This paper, likewise, found that just over 50% men worked in normal managing positions in contrast to 45% of women in similar positions (Johns, 2013:3). This finding elaborates that men and women are still unequally clustered in the workplace (Laaksonen et al., 2010:394).

Moreover, women generally work in specific regions, for example, professions providing care, promotion, ensuring quality and planning, all of which are perceived as being part of the standard professional path towards higher positions such as that of leading a group (Beeson & Valerio, 2012:420). Hence, developing such an organizational culture has plenty of benefits for male employees (Cheung et al., 2011:33). These disclosures correlate with the feedback from the 1995 Glass Ceiling

Commission, alluded to the above, which found that women usually did not occupy the kind of higher levels that were supposed to be part of the standard professional routes towards leading positions (Johns, 2013:2-10).

2.6. Base line and the sex diversity

While both the educational accomplishment and work environment positions of women has constantly expanded over the decades, their headway to more elite classes of leadership such as board membership has slowed down lately (Johns, 2013:4) and the examination of the connection between gender diversity and financial performance should be studied at the business-unit level and whether worker commitment moderates this relationship (Badal & Harter, 2014:354).

As shown by Catalyst assessment feedback, at the beginning of the 21st century, females held just below 15% of the Fortune 500 association board positions. In the following decade, in 2011, this percentage has been improved moderately to just over 16%. As demonstrated by comparative exploration data, in 2002, females achieved just below 16% of Fortune 500 association authority spots and this figure remained unchanged until 2008. Stimulus likewise reported on 2011 statistics that women were nowhere to be found on the record sheets depicting the higher management levels of 56 United States Fortune 500 associations (Johns, 2013:4).

The records of women holding senior leadership positions in business, however, are convincing. Studies presume that having women in the top positions of organizational leadership has an immediate and positive effect on an organization's base line and risk management (Hoobler et al., 2018:2475). According to Cheung et al. (2011:34), actions of staff members are collectively bound by the organizational culture. According to Grover (2015:1), male commanded associations are hesitant to acknowledge some women in a leadership position. One of the primary examinations that considered the impact of women's leadership as its main focus was the subjective or qualitative study undertaken by Morrison (Johns, 2013:4).

2.7. Why are women behind?

As indicated above, in the 20th century, the Glass Ceiling Committee report recognized 'quartet classes' as constituting obstructions that were preventing females from accomplishing uphill portability to higher leadership positions and board membership. These contained cultural, legislative, central business, and a

company's structural obstacles (Hurley & Choudhary, 2016:250) and, according to Waller & Lublin (2015:1), the most highly recognize issue is that "women rein in career plans to spend more time caring for family".

These limits even today continue to be the primary obstruction on females' uphill portability to higher management levels. The Economic Joint Commission referred to this major obstacle as "an outdated communicational assistant structure to females' uphill portability" (Johns, 2013:5). The mixture of communicating emotionally through a supportive network appears to prevent women's advancement, particularly with regard to the completion of home tasks, because the country provides practically no coordinated assistance for families when both parents are working. This situation infers that the country's economy suffers while women continue to face (and hopefully change) the competing demands of work and home (Bader, 2015:1717).

The shortfall of versatile work strategies is another explanation for women continuing to be kept from fulfilling high-level leadership positions. Women within African traditional societies mostly agree that it is essential for them to accept the 'prior giving consideration'. Nonetheless, the prior giving consideration structure in these countries remains undeveloped and not well funded. Likewise, women's job as guardian/care-giver expands to that of caring for elderly family members (Johns, 2013:5), hence, the majority of women lack self-confidence and, thus, are less ambitious than men (Waller & Lublin, 2015:1). Providing care extends throughout a woman's lifespan and only very limited help with this nurturing role is accessible. As a result, the majority of female employees find it necessary occasionally to take a break from their vocation to fulfill their parental duties.

Females continue to pay a large penalty for "away-ramping" (temporarily exiting their professions). These occasions prevent women from taking on or being considered for promotion for a limited time period. Even when they re-appear within the career stream, it is difficult for them to acquire the energy and uniformity necessary to match the ability of their men counterparts (Johns, 2013:5).

2.8. Breaking the Glass Ceiling

Breaking through the glass ceiling is unpredictable and requires activity on a number of fronts. National and provincial governments, scholastic institutions and bosses of businesses, as well as women themselves, are fundamental players in breaking

down the boundaries that are preventing women's upward mobility within organizations (Arar, Shapira, Azaiza and Hertz-Lazarowitz, 2013:6).

2.8.1. Women's careers

An ongoing paper by Cook & Glass (2014:1085) has evaluated the literature written about women's professions since 1990. These authors recognized four topics that separate women's career patterns from those of men:

- Women's careers are inserted into women's larger-life settings. For instance, a greater number of women who were aged 48 or older had worked repeatedly without exceptions and had either suited their family obligations to their work lives or remained childless to prevail in their careers.
- Careers and families are both integral to women's lives. The researchers noted that there is a vital form of literature on work-family struggle and work-life balance, which undergoes two streams and, thus, distinguishes between the roots and results of work-family clash, and a settled way of thinking towards work-life balance, within organizations.
- There is a variation and wide range of career paths among women. The authors have noted that women's careers in engineering professions have developed "particularly and uniquely" compared to those of men and are bound to mirror a scope of paths and patterns not found in men's careers
- Women's careers have basic elements in terms of human and social capital. Hence, women frequently discover themselves rejected from informal networks and the gender-segregated nature of companies frequently blocks women from participating in significant associations and discussions (Cook & Glass, 2014:1085).

2.9. The message for women: leverage your differences

Based upon the assumption that men and women vary in their leadership styles yet can become similarly effective leaders, what is the best method for enabling women to ascend the company ranking? The way to progress appears to lie in utilizing the differences among men and women leaders instead of focusing upon their similarities. Women should discover and build upon their own style in order to

advance. They need to transform their distinctive attributes into a positive commitment that increases the value of the business (Vanderbroeck, 2010:767).

Rear Admiral Margaret Klein, who broke through the 'glass ceiling' in the US Navy, represents the value of the above proposed methodology. She is one of the highest officials in the US military and one of only a minor number of women to accomplish such a position in an association that for hundreds of years has been overwhelmed by men.

Additionally, Vanderbroeck (2010:767), states that unlike numerous senior women within the armed forces, she has not reached her current rank by serving in 'helping' capacities. However, although she drove navy faculties during battle activities in Iraq and Afghanistan, perhaps the most significant aspect of her progress is the fact that she embraced a particularly feminine leadership style. Leadership styles are important when seeking promotion within a company or institutions (Du, Swaen, Lindgreen and Sen, 2013:157).

2.10. The message for organizations: become "gender bilingual"

Despite the fact that the percentage of women in leadership positions has grown during the previous decades, women are still underrepresented in these roles, which represents a moral test to society at large but to business specifically (Schuh, Bark, Van Quaquebeke, Hossiep, Frieg, and Van Dick, 2014:363). Companies with gender diversity at the top management level are more effective than others in discovering their way out of the current economic emergency into feasible gainfulness. Those organizations that continue to reject women who cannot – or will not – copy their male partners; will unavoidably miss out on such benefits (Vanderbroeck, 2010:768).

Companies that still need to become gender bilingual should begin by choosing the right assessment technique for managing diversity of leadership challenges (Vanderbroeck & Wasserfallen, 2017:92). Such organizations tend to attempt to "fix" women to make them appropriate for leadership positions by weighing them against male qualities, a process that is not supportive of achieving a gender-balanced leadership at the top (Vanderbroeck, 2010:768).

Companies should ensure that the economic frameworks and viable leadership measurements progress simultaneously (Vanderbroeck, 2010:768), this practice

stimulates productivity in gender-balanced organizations in terms of economy (Vanderbroeck & Wasserfallen, 2017:93). For instance, the increase of the information specialist and the move in expectations between businesses and their representatives has expanded the significance of transformational leadership dimensions, such as engaging and inspiring personnel (Vanderbroeck, 2010:769).

2.11. The “do as the boys do” trap

While perceiving that women and men have distinctive leadership styles is a significant positive development, it does not really overcome the initial trap that prevents women from arriving at the main 765 proper strategies for women’s improvement (Cotton, 2013:24). Also, there is a second trap: namely the conviction that women should design their leadership behaviour upon the conduct of men. Such a system has some merit, because numerous women have broken through the glass ceiling by simulating male conduct (Vanderbroeck, 2010:765).

The above view is braced by the outcomes of another Management Research Group study, which discovered that the more the contrasts between women and men decreased, the more the organization benefitted (Budhwar, Mellahi, Elamin, and Omair, 2010:52). In contrast to their partners in middle management, women leaders who broke through the glass ceiling were considered both to be as dynamic and willing to accept risks as men. Another examination based upon relevant 3608 information, referred to "male-characterized qualities that become the currency of advancement" for women within male dominated businesses (Vanderbroeck, 2010:766).

2.12. Social role theory

The social role theory portrays the ways in which managers desire individuals to consent to the characteristics that society/business perceives as being equivalent with their social roles. Such positions can be founded upon personal attributes, for example age, race or religion, yet for the purposes of this research study, the main focus is upon gender-based issues (Baker, 2014:334). A more profound comprehension of why and when gender gaps exist is important (Diekman & Schneider, 2010:486) since role assumptions do not exist in isolation but are transferable into the corporate setting. In this way, a procuring supervisor commonly supports those candidates who are perceived to progressively satisfy the social

desires for a leader, over the individuals who do not appear to have such characteristics (Backer, 2014:334).

Moreover, managerial positions have social expectations requiring well developed specialized and social skills, such as having a traditionally acknowledged view of masculinity. The social role theory debates that there are explicit gender attributes, for example, the confident and forceful behaviour that society has deemed to be characteristics ordinarily shown by a man (Backer, 2014:334).

Moreover, social role theory framework can be applied to understanding gender gaps within the work environment (Diekman & Schneider, 2010:486). Accordingly, some managers may accept that women who do not sufficiently try to emulate male-type attributes should not be elevated to senior-management positions. The social role theory suggests (and has proven) the presence of a huge generalization against women's progress towards leadership positions (Backer, 2014:334).

2.13. Women in leadership

Leaders can impact followers when they have accomplished a level of authenticity or acknowledgment from them. Without authenticity, leaders are enforced to utilize strategies of negotiation and influence to further their motivation. Women leaders regularly battle to accomplish authenticity in the work environment because of their absence of positions of authority (Felt, 2017:3) and they face challenges to achieve and perform well in leadership roles within the workplace (Sanchez-Hucles & Davis, 2010:171).

Women discover themselves in an 'outsider social gathering status' that confuses their capacity to adequately affect and advance their qualities. Moreover, the cultural emphasis upon a woman's physical appearance and the continuous rejection of females who straight forwardly show emotion and compassion additionally restrains them. Communication provides an additional test due to women's different styles, figures of speech and life-stories compared to those of men (Felt, 2017:3).

Throughout the ages women who have attained acknowledged leadership positions have faced major difficulties and have encountered varying degrees of discrimination and hardship (Diehl & Dzubinski, 2016:183). Nonetheless, research has demonstrated that attitudes are improving (Felt, 2017:3) and the barriers that women

experience precisely address the components of gender difference (Sanchez-Hucles & Davis, 2010:171). In 1965, 35% of male executives officially agreed to females fulfilling management positions, while in 2005, that number was accounted to be 88%. Furthermore, in 1965 just 27% of men were open to working under a woman, while in 2005, that number expanded to 71%. This change in men's attitude during the course of recent decades will affect significantly upon the female leaders in future ages (Felt, 2017:3).

2.14. Decision-making of women

There ought to be many women operating within the dynamic cycle of making decisions, which will influence other women living in numerous nations around the world that still disregard women's right to make choices (Kobla & Li-hua, 2017:259). Nielsen & Huse (2010:17-18) perceive that distinctions exist amongst women and their supporters that are not specifically gender related, however, women's various qualities and professional experiences may empower them to have an impact upon board decision-making processes.

According to Sultana (2011:18), women's participation in decision-making is important. Nations need to help women to become increasingly engaged with legislative issues, a model would be a nation in which women could challenge supporters of anti-universal freedom governments. Women should be entitled to be part of upper decision-making chamber's globally, such as in congress, parliaments and provincial governments (Kobla & Li-hua, 2017:259) – a situation that this research study seeks to promote.

In an ideal world women will be offered opportunities to demonstrate their commitment to improvements in gender-bias against leadership within the workplace. For instance, Ghana's December 2016 report recorded the number of females throughout the nation who had won the right to make legislative decisions on Wednesday, December 7 (2017), thus, enabling them to address their particular voting public during the seventh legislative of the fourth Republic of Ghana, that started on January 7, 2017, had expanded from 29 to 37 (Kobla & Li-hua, 2017:259). These observations clearly indicate that women's decision-making power is decidedly connected to their employment, income, educational level and other socio-economic factors (Sultana, 2011:18).

Furthermore, the above situation involved 25 females who chose to support the New Patriotic Party (NPP) and 13 who chose the National Democratic Congress (NDC) however, while this number represents an insignificant increment, it is still a positive development (Kobla & Li-hua, 2017:260).

2.15. Women

Females are playing an expanding role within the present global economy, and their wages and spending potential are crucial to the economic prosperity of every country. From a customer point of view, women possess considerable clout. In the "she-economy" females are frequently alluded to as the family's chief buyer. As mentioned previously women are reported to make more than 85% of decisions regarding family spending, including major judgements such as capital expenditure and vehicle acquisitions that represent four (4) trillion dollars yearly in optional spending. (Johns, 2013:2)

Women comprise 50% of the inhabitants of most nations and are well known to contribute essential roles such as community developers/organizers, managers, producers and mothers. Their commitment to the economic and social improvement of their communities is greater than that of men owing to their dual roles within the reproductive and productive circles (Makama, 2013:115).

The portion of females in the workplace has increased from 33% of all workers in 1970 to practically 50% of the entire workforce in 2012. Furthermore, as stated earlier, in the medical and educational professions females represent 77.4% of the work force. Women currently are obtaining 60% of bachelor degrees awarded annually – an expansion of 20% since 1970 (Johns, 2013:2). As women's educational achievements have improved, their duties have likewise changed (David, 2015:10-23). A larger portion of females (51%) are currently working in professional, management and other related professions (Johns, 2013:2).

Females' financial reward has improved considerably during the past thirty years. Since 1979, the reward for full time females has expanded by 31% compared to 2% for their male partners. For women with an advanced education, their remuneration has risen by 33% since 1979, contrasted with 22% for their male counterparts. Regretfully, however, even with such growth, women's income still falls behind that

of men. Across educational levels, females working full time yearly earned only 77% as much as men, and this reward gap extends across all education levels. For instance, in 2009, women secondary school graduates acquired only 69.6 cents for each dollar procured by their male partners, while female higher education graduates acquired 70.9 cents for each dollar earned by male graduates. The sexual orientation reward gap is biggest at the highest point of the educational range, with professional females procuring 57.9 cents to each dollar acquired by professional men (Johns, 2013:2).

2.16. Structural impediments for women

Women possess a critical responsibility in farming and represent 43% of the rural workforce in agricultural nations. In Africa they are viewed as a solution to food security by manufacturing up to 80% of the indigenous consumed food (Palacios-Lopez, Christiansen & Kilic, 2017:2-23). Countless investigations of women's role in farming have called attention to the gender gap in resource possession, training and education, admittance or entrance to extension and credit services which disadvantages female farmers. The gaps mentioned above influence intra-household distribution and income, with negative consequences for families' wellbeing, health and educational status. The 'gender gap' within the agricultural industry may have a long-term involvement from both a building or development perspective and an economic standpoint (Manfre et al., 2013:1-23; Sell and Minot, 2018:46).

To help women farmers face their many challenges, it is fundamental to comprehend the elements driving the gender gap that most researches contended is generally connected to issues concerning women's empowerment and community participation (Manfre et al., 2013:1-26). Various individual, family and local areas attribute impact women's empowerment. Identifying and understanding these determinants is an initial phase towards investigating techniques for decreasing gender inequality, empowering women farmers and advancing food security and, consequently, should be a critical aspect of any work in agricultural development (Sell and Minot, 2018:46).

2.16.1. The Labyrinth:

According to Cornell University, women's main barriers to positions of power is the already mentioned glass ceiling, a term initially utilized by Nora Frenkiel in Adweek in March 1984 to clarify the invisible hindrances women face once they accomplish the highest point of middle management and from where they are unable to rise any further. Although contemporary media claim that this 'glass ceiling' is being broken, in reality it still exists (Schwanke, 2013:16).

According to (Guerrero, 2011:382) cited by Nie and Fitzgerald (2016), another term recently advised for these obstructions is the labyrinth, a term that aptly expressed the exhausting complicated difficulties facing women should they seek more senior positions. According to Schwanke, 2013:16-17 cited by Kalaitzi, Czabanowska, Fowler-Davis and Brand (2017), despite the fact that gains have been made in numerous employment sectors, women continue to be underrepresented in places of power. Fewer than 16% of corporate officials and board individuals from Fortune 500 organizations are women and these positions frequently include significant pitfalls for the women who do accomplish them. Women executives bear burdens such as isolation, prejudice, stereotyping, sexual harassment and tokenism.

According to (Kolade and Kehinde, 2013:78-92) cited by Navarro-Astor, Román-Onsalo and Infante-Perea (2017), it is a fact, however, that critical advancement has been accomplished in stimulating gender equality in the work market over the past few decades. Females have been moving consistently towards managerial and professional roles normally labelled as 'men's positions'. Even with this considerable improvement, women are not yet fully recognized because they occupy few top level management positions in certain industries such as construction, telecommunication, banking, oil and gas, aviation, mining and manufacturing. Furthermore, even in a female influenced profession such as teaching for instance, the greatest numbers of educators are women while senior managers are still mainly men. Within the wellbeing field, specialists and medical clinic heads are predominantly men, while the majority of the attendants and care staff are women. Despite the fact that women are starting to infiltrate non-traditional professions, such as project management and

construction, they are extremely under-rated and remain at lower levels of management.

According to (Kolade and Kehinde, 2013:78-92) cited by Navarro-Astor et al., (2017), women organisations, trade unions and government departments have committed a great deal of thought and energy in an attempt to conquer the institutional and attitudinal separation that block women from specific positions and impede their professional advancement, while the obligation to battle gender discrimination is re-established occasionally at international conferences. However, the results of the majority of these attempts fall below expectations. Additionally, there is the proof that employers are starting to more efficiently develop women employees and are initiating family-accommodating arrangements to attract and retain their services. Despite this progress; women still find it hard to overcome the "glass ceiling" syndrome, a condition that frustrates proactive women because it restricts them to the lower levels of management within their working environments.

As indicated by various researchers (Du Plessis & Barkhuizen, 2012; Martin & Barnard, 2013:3) who concentrated on discovering the obstacles experienced by women engineers, determined that deficient training and opportunities for mentorship were the basic professional boundaries facing aspiring female executives in the engineering field. These researchers also stated that gender discrimination is the crucial psychological obstacle to advanced leadership for women. Additionally, according to (Damaske, 2011 ; Martin & Barnard, 2013:3) unfavourable psychological boundaries, such as discrimination and gender stereotyping in male occupations, make women's development merely a transmission from men-influenced to women-ruled occupations because the incidence of under-use and bias among females in male-ruled occupations is normal.

Other psychological issues that hinder women to achieve their full potential in men-ruled occupations connect with their own gender role expectations regarding stereotypes. These views incorporate stereotypical inquiries regarding women's ability and roles, gender belief systems result in their having low self-assurance and, thus, feeling inadequate. Specialists have noticed that unequal rewards (or the women-men reward gap) represent gender imbalance and separation that prevents

the upward movement of females' careers. Accordingly, females feel that their associates do not pay attention to them, that they are not given equal opportunities and do not receive the compensation or positions commensurate with their abilities (Martin & Barnard, 2013:3).

According to Cha (2013 in Martin & Barnard, 2013:3-6), within the construction industry for instance, females reported an absence of accessible funding for improving the qualifications, status and capabilities of women workers. Men-ruled workplaces further sustain a 'men-model' of professional movement whereby execution and performance equates with working longer hours and 'presenteeism'. This latter practice involves remaining at work longer than is anticipated (or really necessary) to impress directors and, thus, comprises the hidden minimization of their females co-workers with family commitments. Du Plessis and Barkhuizen (2012), explain that being the essential and basic guardian of their family while, at the same time, trying to meet their work commitments, often forces women to experience problems of time management and eventual overload, further reducing their opportunity to obtain a balance between work and pleasure. (Martin & Barnard, 2013:3-6).

Variables obstructing the progression of females include absence of access to essential facilities and housing, support service, together with technologies for overcoming tedious work, as well as a lack of work-related wellbeing and opportunities for improving performance. Despite such deficiencies, the most ideal way to promote female leadership is to assist them to engage in a process of development and economic growth (Subramanian, 2018:112).

2.17. Societal expectations

Human society seems to sustain a framework that upholds a progression based upon no less than one of its groups having a more significant societal position and control over other entities. The theory of social dominance was created as an endeavour to see how these group-based orders are shaped and maintained. Its reasoning incorporates the possibility that discrimination happens across numerous levels and is facilitated to support the predominant gathering by normalizing society's common social belief systems, (Kiser, 2015:601). According to Ho et al. (2012), this

theory has been valuable in clarifying the bias psychology and intergroup conduct and is an overarching indicator of bias against specific units, including females, (Kiser, 2015:601)

According to research, women frequently experience biasness due to expectations of female leadership styles and perceptions of how they actually lead. Because the expected behaviours for women's gender roles are inconsistent with attributes of leadership, this results in discrimination when women are viewed less favourably than men as potential leaders (Bullough, Guelich, Manolova and Schjoedt, 2022:987).

2.17.1 Underlying Issues in Society and Corporate Settings

There are two kinds of structural issues that women face; some are normally found in society while others are discovered in corporate settings. Societal issues are those powers, which are traditionally established in cultural and public policy. Contributing components to the restricted professional development for women incorporate a few elements of social policy and programmes such as restricted human resources and the societal assumption that women's main participation in industries involves servicing professions such as health services, education, community and social services. (Schwanke, 2013:17)

The social approach coordinated towards women generates imbalance in family commitments, for instance, maternity leave is given preference over paternity leave, or the fact that mothers are urged to work certain hours or days after giving birth to a child while fathers are not given an equivalent freedom. Such social behaviour strengthens the assumption that it is more suitable for women to dedicate themselves to family duties than it is for men. In spite of the fact that women have expanded their roles within the work environment over the past few decades, their domestic responsibilities have only diminished insignificantly. An examination by Fuwa and Cohen demonstrates that the standard American female expends 13.2 hours in a week on housework, contrasted with her life partner who works roughly 6.6 hours (Lachance-Grzela & Bouchard, 2010:768). This discrepancy builds an unwanted situation for females, who are compelled to select an undesirable work-life balance in order to accomplish their professional aspirations (Schwanke, 2013:17).

Society is male-centric in nature that involves the construction of a range of social norms accompanied by a material base that empowers men to rule women. Women's behaviour, thus, is restricted and, unfortunately in many cases they are abused, kept as a 'house-help' and regarded as an accessible item for prostitution, enforced marriage, a wide-range of human trafficking offences by a patriarchal society. Consequently, the indicated insignificance related to women's reputation within the community has reduced normal women to a lower quality 'product' compared to men (Makama, 2013:115).

Society's extremely negative attitudes towards females are reflected in a few areas of work including the Law, Judiciary and the Police Force. Despite some positive changes to women's role within society, most communities still do not regard them as being equivalent to men. Many females continue to experience hardships throughout their lives and often receive little support for devastating experiences globally. However, as alluded to by Kofi Annan (Secretary-General of the United Nations from 1997 to 2006) no system is more advantageous to a community than serving people equally (Subramanian, 2018:112).

Aside from disparity, segregation according to sex is additionally hampering the advancement of developing countries by under-utilizing women's potential, innovative roles, rural exercises, and village practices and so on. These destructive circumstances necessities focusing upon training, education, medical services, food security as well as protection and legal support (Subramanian, 2018:112).

2.18. Cultural expectations

Culture and religion have controlled relationships between men and women for a lengthy period and the long-established male ruling of social organizational structures at all levels of authority (Makama, 2013:115).

Additionally, this male centric culture is a major determinant of male strength over female and subsequently in some societies male children will be favoured within the family in order to sustain the family name and father decedents, while females are regarded as their subordinates. Subsequently teenage boys are prepared for work while teenage girls are limited to the nurturing activities credited to them by culture which influences their educational and professional development at a later stage,

thus, causing them to have low self confidence in their professional ability throughout their adult life (Makama, 2013:116).

Another women's societal issue is their restricted human resources that include access to capital, education and skills and the knowledge and experience of the working world. Cultural expectations consider that, unlike their male counterparts, it is improper for females to allow their careers to intrude upon their family duties such as taking care of children or elderly relatives. Furthermore, women are urged to work in sectors that have fewer formative opportunities or do not lead to executive development (Guerrero, 2011:382)

Broughton and Miller (2009) noticed that females in management usually come from non-business backgrounds, a fact which restricts their endeavours to succeed due to their limited business experience. Females often compensate for this lack of knowledge, however, by acquiring expertise through post-graduate degrees. Further, exponents of the "glass ceiling" theory contend that women do not progress because of their restricted global business experience which is usually the result of their receiving fewer opportunities for business travel than their male co-workers (Schwanke, 2013:18).

According to Lamas (2012), people possess a primary distinction based upon their body structure. In each community this body structure becomes a fundamental issue of cultural resistance whereby men or women's presence is critical to certain significant cycles. Sexual orientation is the manner, in which communities represent anatomical contrasts, and such cultural logic is the basic power that prevents men and women being treated as equals. This intrinsic distinction has brought about social disparity, stigmatisation, and separation and, at times, death. Communities assert that there are clear capacities, emotions and practices that correlate to people based upon their biological sex, such sex distinctions are the elements that empower codes and specific cultural instructions relating to so called 'masculine' and 'feminine' qualities to be established in all areas of life and gender related activities. These gender norms come to fruition in thoughts, practices, discussions and social portrayals, which, thus, condition individuals' subjective and objective conduct (López-Fernández & Atristain, 2017:50).

In addition, women's extensive knowledge of gender-based authority in the complex areas of corporate administration propagates stereotypes about gender-based work. (Schwanke, 2013:18)

2.19. Women's education

Throughout the entire existence of engineering education within certain nations, few events have demonstrated more power or quality than the formation of the National Science Foundation (NSF). This institution is the agency created in 1950 "to develop the advancement of science; to propel the public wellbeing, welfare, and prosperity; to consolidate the defence of the nation". One of the organization's basic missions is to "develop a list [of an] extensively comprehensive science labour force as well as engineering" to guarantee that the South Africa produces adequate numbers of engineers and scientists to keep the country in the front line of technological advancement and scientific discoveries (Lichtenstein et al., 2014:311-312).

Development or advancement is viewed as an improvement in the existence of individuals, things and places. It is an interaction that individuals globally seek. A country with a dynamic populace of young females and males is bound to experience fast growth and advancement. In many instances, developing nations are being minimized by refusing young females admittance to higher levels of schooling which makes it impossible for women to contribute mean fully to the improvement of their society or country (John, 2017:1).

Learning or education is an "interaction of educating, learning and teaching to improve information and create abilities" (John, 2017:1). Thus, education is a key, which opens possibilities and opportunities for every person. Education is supposed to be a machine, which breaks the chains of poverty, along these lines prompting change, improvement and progress (Makama, 2013:120).

Education may build females bartering power inside their families since it enriches them with information, abilities and assets to settle on life decisions that improve their government assistance. Assessment of the impact of education on strengthening (empowering) is difficult in light of the fact that women's inclinations, family foundations, preferences and characteristics of the community that influence both empowerment and education might be confidential. Based upon the

presumption that these secret attributes connect with women's empowerment and education, standard least square predicts of the impact of education will be one-sided. One approach to tackle this issue is to exploit sources of various forms of education that are disconnected from female's characteristics and empowerment (David, 2015:10-23).

Education assists people to claim and guarantee their privileges and rights and understand their capabilities in political, economic and social fields. It is additionally one of the major means of lifting individuals out of poverty (Aja-Okorie, 2013:272).

The current globalization wave has enormously improved women's lives around the world, especially those living in the developing world. However, females are still deprived in numerous regions of life including civil rights, health, employment and education (David, 2015:10-23). As indicated by the World Bank and U.S. Organization for International Development, 57% of the 72 million children who do not attend secondary school are females. Furthermore, Gender insights (2010) state that 4% more boys than girls are likely to complete primary school (Aja-Okorie, 2013:272).

- Inequality in gender in education is significant. Girls are less likely to access school, to attend or remain in school and successfully complete their education. Today, 30 years after the Convention on the Elimination of All types of Victimization against Women and nearly 20 years after the Convention on the Rights of the Child, young females still contribute 56% of the 77 million children who do not attend school, and women contribute 66% of the adults who are uneducated. Indeed, even young females who do participate in school may have inconsistency attendance because of other requests or demands made upon them, due to fact that their schooling may not be considered a priority (Aja-Okorie, 2013:273). Young females are most likely be unsuccessful in key subjects, to repeat standards and leave school ahead of schedule. In many nations girls are regarded as less suitable candidates for progressing to secondary schooling. Gender imbalance in the community definitely affects the content and arrangement of education. Subsequently, the need to look at and address the problems involving the

inadequate education of females within many communities cannot be ignored (David, 2015:10-23).

2.20. Women's choices

2.20.1. Female's extraordinariness in top positions: contending clarifications

Throughout the last thirty years, two contrary viewpoints, looking to clarify women's scarcity in senior positions in associations or organizations, have solidified: the Preference Theory (Hakim, 2006) concentrate on people's preferences and decisions (choice), against research stressing the significance of constructions as being compelling variables affecting women's professions (Lupu, 2012:352).

The theory of preference, created by Catherine Hakim (2002), is based upon a longitudinal experimental exploration in United States and Britain. This hypothesis expects to clarify women's decisions between market work and family work (Settle & Brumley, 2014:1-18). Based upon Hakim, clarification for the inferior positions of women in society should be looked for among "dispositional" components explicit to women as opposed to among "situational" components – that is, the idea or nature of the work they do. In this manner, the Hakim's (2002) study requests the reader to consider life decisions as being a feature of choice in the investigation of women's professions, and not just the result of socialization or primary impacts. In view of a 1999 public study undertaken in Britain, Hakim (2002) declares that preferences of lifestyle are a significant determinant of employment patterns, fertility and job decision or choice (Lupu, 2012:352-353). Her examination displayed the presence of three gatherings of women pertaining to work connected to preferences: two small groups involving women displaying home-focused or work-focused preferences respectively, and one large group of women displaying versatile lifestyle preferences comprising individuals who need to accommodate everyday life and paid work (Lupu, 2012:352-353; Settle & Brumley, 2014:1-18).

Hakim (2002) argues that the "versatile" group will not offer a preference to paid work. When working within places of authority, it is essential to offer a high standard

of performance within the work life that balances both serious and fun times. She also infers that women wishing to accommodate a family life as well as a career will never achieve the highest point of the corporate hierarchy. Any arrangement that seeks to accomplish gender equality at the most elevated levels is unreasonable and bound to fail since it would demand individuals, particularly women, to consider formulating certain career decisions that they would not be willing to make. Moreover, Hakim (2002) contends that the best measure of professional dedication is full-time employment and that opting for part-time work is not equivalent to the responsibility and dedication expected from full-time employees. She argues that women working in part-time jobs are less dedicated to work and exhibit similar qualities and mind-sets to housewives. Ginn questions Hakim's "measure" of responsibility by contending that comparing responsibility with hours worked cannot be scientifically supported (Lupu, 2012:253).

2.21. Women expectations

The significant gender gap in the science, technology, engineering and mathematics (STEM) labour force can be traced to the underrepresentation of women who achieve careers within these fields (Kennedy & Odell, 2014:246-256). The necessity for studying calculus and/or analytics is a fundamental source of this deficiency and has appeared to regularly discourage women from seeking success within the STEM fields. Many of the students who enter high school inspired by STEM, either endure or leave the math path after taking Calculus I and, consequently, either continue pursuing a STEM major or are discouraged from STEM related courses (Ellis, Fosdick and Rasmussen, 2016:1).

Figure 2.1: Shows the difference in the reason for not intending to take calculus II between women and men

Reason for not intending to take Calc. II	STEM-Intending		STEM-Interested	
	Men	Women	Men	Women
	(37)	(48)	(86)	(158)
I changed my major and now do not need to take Calculus II	70%	65%	33%	32%
To do well in Calculus II, I would need to spend more time and effort than I can afford	41%	35%	38%	37%
My experience in Calculus I made me decide not to take Calculus II	32%	38%	42%	45%
I have too many other courses I need to complete	27%	25%	50%	50%
I do not believe I understand the ideas of Calculus I well enough to take Calculus II*	14%	35%	20%	32%
My grade in Calculus I was not good enough for me to continue to Calculus II	16%	19%	15%	15%

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Source: Ellis, Fosdick and Rasmussen, 2016:1

The above information was sourced from an interesting public study that concentrated on standard school analytics/calculus. In light of this investigation, it was discovered that while preparing for scholastic readiness, professional expectations and guidance, the chance of females being discouraged from proceeding in math is 1.5 times more prominent than it is for males. Besides, females, more often than males, report that they do not comprehend the course material sufficiently to be able to proceed to the next level (Ellis, Fosdick and Rasmussen, 2016:1). When contrasting females and males with regard to their expected numerical capacities and readiness, it was discovered that females start and end the term with remarkably lower numerical certainty than males (Kennedy & Odell, 2014:246-256).

The above finding proposes that an absence of numerical certainty, as opposed to an absence of numerical capacity, might be the reason for the high dropout rate of females. While it is ideal to encourage females to aspire towards STEM at all phases of their education and professional training, research shows that if all the females who studied Calculus I continued in STEM at a similar rate as men, the quantity of females entering the STEM labour force would increase by 75%. (Ellis, Fosdick & Rasmussen, 2016:1).

This finding clarifies that women accept average responsibilities and challenges but yet, at the same time, expect to attain the same levels of senior management as their male counterparts. Women need to remain as committed as men and learn to tolerate the duties and responsibilities that come with some senior management positions.

Women expect to receive guidance and mentorship from other women who are already in top positions of senior management which, in turn, appears unfair and unrealistic to those who are already in senior management positions and, thus, have heavy workloads. As a result, women in senior management positions expect those who are in junior positions to be competent and prove that they deserve to be promoted to senior management positions. Furthermore, most women do not like to work long hours but yet expect to be promoted to senior management positions. Unfortunately, companies do not promote employees to top level management

positions out of sympathy or emotion but in acknowledgement of the knowledge and hard work that they demonstrate (Kennedy & Odell, 2014:246-256).

In spite of long-standing anti-discrimination legislation, females are still inadequately represented within numerous occupations, particularly in senior management positions. This situation is the most obvious in the composition of organizational boards. In Fortune 500 organizations, females normally establish 14.7% of board individuals while in FTSE 100 directorships, females only represent 11% of board membership. Empowering females who hold middle management positions to be elevated to the rank of senior management is seen as a pivotal segment of the worldwide drive to increase equity among employees. There are a wide range of reasons why females in lower management positions fail to achieve senior management positions and the fact that these issues are linked with the 'glass ceiling' and gender discrimination has been consistently portrayed (Broughton & Miller, 2009:1).

In some cases, however, this lack of promotion might contain a component of decision: some women females may intentionally choose not to advance to senior management positions in spite of being offered and trained for such positions. An understanding of the full scope of elements that underlie females' choices whether or not to advance to senior management positions, together with the variables definitely known to keep some hopeful females in middle management roles, may provide knowledge of the elements at play inside the working environment (Roebuck, Smith & Haddaoui, 2013:52-60). Additionally, ensures that a prominent number of females rise to the rank of senior management is currently a major question regarding executive coaching. In the event that a more relevant explanation for why suitably qualified women in management do, or do not, endeavour to climb to senior positions, is not forthcoming at that point, this study will address the advancement of superior personal mentoring and coaching techniques to assist in supporting professional women's managerial progression (Broughton & Miller, 2009:1-2).

Other females decide to change their approach to that of men which they believe to be both forceful and demanding. Therefore, some women decide not to progress to senior management positions because they perceived such roles as 'masculine' and thus, extremely challenging for them. Men are known to form informal and formal

networking groups through which they gain influence and access to senior management positions, while women find it difficult to form their own networking connections or to become part of the men's networking activities. Moreover, the depth of women in higher management positions implies that any interactive systems that they created amongst themselves are probably not as viable as those of male employees (Roebuck, Smith & Haddaoui, 2013:52-60).

Other women reject a senior management role due to the position's pressure and workload. This decision is also influenced by the duties that they have to perform at home which makes it hard for them to achieve a balance between their dual responsibilities. Another factor that might influence women to decide not to progress to senior management positions is that they perceive themselves mentally unfit compared to men who can deal with excessive pressure and huge workloads due to their 'masculine' characteristics (Broughton & Miller, 2009:1-2).

2.22. Cognitive dissonance

Just over 60 years ago in 1957, Leon Festinger formulated his cognitive dissonance theory. This theory perhaps has been the most powerful theory in terms of influence in social neuroscience known as psychology. This theory has created thousands of research studies through which considerable knowledge has been afforded regarding the determinants and beliefs relating to humans' perspectives and manners, the internalization of values, the result of choices, the impact of conflict among people, and other significant mental cycles (Harmon-Jones & Mills, 2019:3).

Consistency of cognitive attributes or psychology is usually regarded to be a significant factor of the human brain, and the theory of cognitive dissonance is the most well-known and studied theory in this system. The theory of dissonance purports that if correlated cognitions or comprehensions offer a difference of opinion, individuals will encounter a negative effect. This emotional response spurs individuals to participate in different and numerous dissonance-reduction systems or strategies, for example a change of an attitude (Montecinos, 2020:1).

As introduced by Festinger in 1957, the theory of dissonance initially suggested that sets of comprehensions (components of information) can be applicable or superfluous to each other. In the event that two discernments (cognitions) are

applicable to each other, they are either consonant or dissonant/discordant. Two perceptions (cognitions) are consonant in the event that one follows from the other and discordant if the front (inverse) of one cognizance follows from the other. The dissonance's presence, being mentally uncomfortable, propels the individual to diminish the disharmony by seeking information that will lessen the discord or dissonance. The more prominent the dissonance, the more noteworthy is the attempt to decrease the disharmony (Harmon-Jones & Mills, 2019:3).

Festinger (1957) utilized a similar term, disharmony or dissonance, to allude to the disparity among perceptions/cognitions, together with mental distress or discomfort in terms of psychology. The two ideas are hypothetically unmistakable and the initial one is presently alluded to as psychological irregularity (cognitive inconsistency) or intellectual inconsistency (cognitive discrepancy), though the second concept is alluded to as discord or disharmony distress (dissonance or dissonance discomfort) (Harmon-Jones & Mills, 2019:3-4).

Cognitive dissonance was first introduced upon the scholastic scene in 1957, yet its underlying foundations can be traced to the impact that Kurt Lewin's (1951) discoveries had on Festinger. Lewin was a defender of field theory as the focal point through which to view human conduct (Lewin, 1951). Lewin underlined the powerful powers that 'push' and 'pull' have on individuals as they explore their social world, which was the impetus for Festinger's (1957) dissonance theory. In Festinger's view, the persuasive elements that influenced individuals' lives were dynamic. Within the social world individuals consistently were encouraged, propelled and driven by powers within their own characters or personalities (Cooper, 2019:1).

The comprehension of the dynamic nature of dissonance is fundamental to the theory, and a huge amount of work has been undertaken on this theme. To completely understand this concept, however, it is necessary to simultaneously recognise its disadvantages. Further work is required if one wishes to fully apprehend this theory and propose ways forward (McKimmie, 2015:202-210).

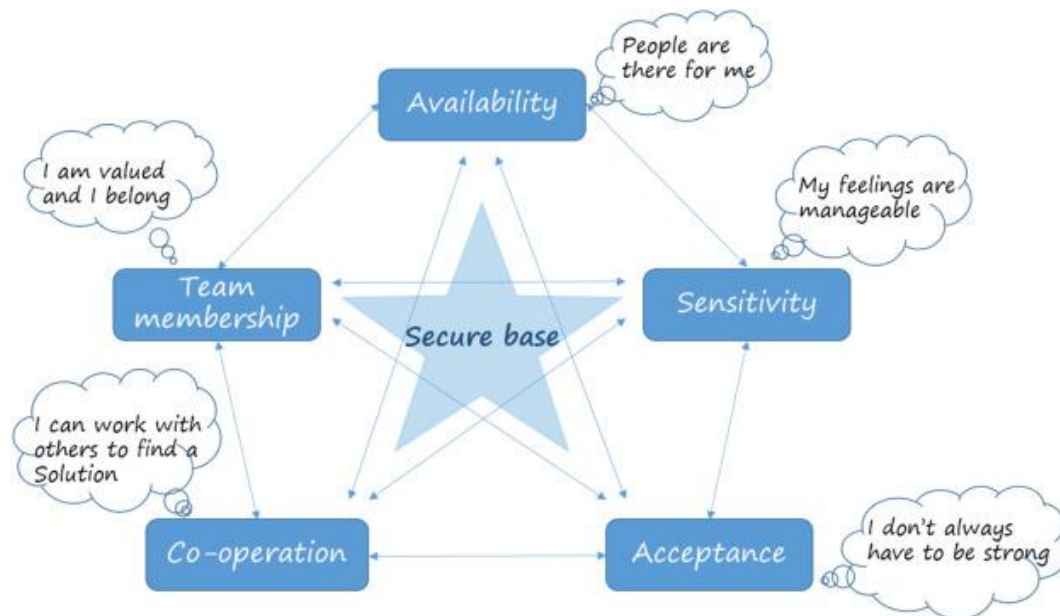
Cognitive dissonance is an interesting emotion since it acts as an encouraging stimulant in individuals' lives. People are encouraged to decrease inconsistencies that cause them to strongly dislike certain conditions and situations (such as the distress emerging from an awareness that even though one desired to lead a healthy

lifestyle during the course of the past few weeks, one has not managed to achieve this goal) (Biggart, Ward, Cook and Schofield, 2017:123).

For a person experiencing this lack of harmony, numerous dissonance reduction methods are accessible, all of which have significant ramifications for the performer. The individual could choose to conclude that he or she does not have the fundamental time to engage in physical exercise or, conversely, could decide to start 'working-out'. Both of these actions can lessen dissonance, however, the selected decision will have significant consequences for the person's short- and long-term well-being (McGrath, 2017:1-13).

It is believed that in most cases concerning one's mind-set, the way people have been groomed and/or the environment, in which they were raised, makes a significant contribution to cognitive dissonance. However, a specific model is proposed to minimize this issue which children need to follow while growing up and women should apply when working as part of a team, as is illustrated below (Biggart et al., 2017:123).

Figure 2.2: Shows a secure base model for teams



Source: Biggart et al., 2017:123

2.23. Chapter summary

Due to society's expectations regarding the respective duties of women and men, the basic liability regarding family caretaking regularly falls mainly upon females, and such responsibilities influence women's working lives more than those of men. Likewise, business norms that favour a single gender have significant power in urging employers to victimize candidates for work who are not members of this preferred gender. While the workforce no longer accepts the traditional standard whereby the mother remained at home caring for the children while the father was the sole 'breadwinner', the stereotypes applied to females have remained longer than necessary. Mothers who work outside the home often encounter greater difficulty than men in managing the dual responsibilities of family and work. Accordingly, numerous organizations need to consider providing assistance and coaching practices that empower women to advance within the corporate world. Key among these initiatives should be training drives that help committed females to progress to senior management and executive positions.

CHAPTER 3

MANAGEMENT

3.1. Introduction

Management is an essential element of the financial existence of society and comprises a coordinated group exercise. It is regarded as the essential foundation in the advanced social company that is set apart by technological innovations and scientific thought. All forms of management are fundamental wherever human endeavours are holistically embraced to fulfil specific needs through some profitable action, occupation or vocation. Management is the action that directs people's productive exercises through the careful utilization of material assets and/or resources. Without the authority imposed by the executives, these resources remain stagnate and the production goals are never reached (Mezentseva, Bezpartochnyi & Marchenko, 2020:5).

Management involves the ability to complete work through the coordination of individuals and the effective manipulation of the accessible resources. The ideal usage of resources is the principal rule of executives and all levels of management. The ability to ensure the optimal deployment of all available resources is the art of quality management (QM). This process includes four significant capacities namely: organizing, planning, staffing and coordinating (Khan, Tayal & Khaliq, 2015:800).

3.2. Practice of Quality Management

QM comprises comprehensive management reasoning that encourages all elements of a company to participate in progress and authoritative change. QM adopts highlights from well-defined company models and expands them through simulating their standards, systems and methods. Specialists underline that it is essential for firms to create and implement QM practices that can help multi-dimensional administrative reasoning. Such practices allude to basic exercises that are required to lead, overtly or by implication, to improved performance and competitive advantage (Bloom, Genakos, Sadun and Van Reenen, 2012:296).

3.3. Functions of management

There is considerable conflict between academics' categorization of the functions of management. Some authors perceive just four functions – controlling, leading, planning and organizing. Others distinguish five elements of executive power, namely: controlling, coordinating, commanding, organizing and planning, while others give seven functions through the term "POSDCORB" that represents budgeting, reporting, coordinating, directing, staffing, organizing and planning. Another group proposes the functions of directing, communicating, controlling, planning, staffing, organizing and decision-making. A further classification involves controlling, directing, staffing, organizing and planning (Mezentseva, Bezpartochnyi and Marchenko, 2020:10).

3.3.1. Planning

Planning is the major and, consequently, the most unavoidable of all management functions. When individuals working in teams need to perform adequately, they must know ahead of time what their duties are, what exercises they need to perform and when these need to be completed. Planning takes into account the 'when', 'what', and 'how' of the performance. It involves choosing in the present the courses of action and future destinations that need to be accomplished. Planning, therefore, includes:

- (a) Identification of short and long term destinations:
- (b) Advancement of techniques and courses of activities to be followed for the accomplishment of these destinations; and
- (c) Definition of approaches, methodology and rules for the execution of techniques, and plans (Mezentseva, Bezpartochnyi & Marchenko, 2020:11-12).

3.3.2. Organizing

Organizing includes considerably more than just planning. It implies having insight of each process and function that impacts the specific commitment programme agreed upon during the planning stage, as well as implementing new approaches, mentalities, and processes that help the general initiative or drive. The consideration of commitment from a framework perspective guarantees that operations such as

finance, sales, marketing and other necessary tasks are thoroughly assessed in terms of their corporate benefits. In the event that such commitment endeavours are going to be long term, the organization should focus on what and how these instructions are being conveyed, and how often these fundamental messages need to be disseminated throughout the association (Conkright, 2015:3-4).

The major focus of the mindfulness, want, information, capacity and support model is correspondence or communication. The process of improving mindfulness through forefront managers and executive communication, together with more organized and coordinated training programmes, communication or correspondence is at the core of fruitful change. Organizational success is achieved through training and mentoring, management of performance and persistently exchanging the key messages that adhere hierarchical qualities about commitment to ordinary practices and choices or decisions. Explicit results of such processes result in a cross-useful, multiphase task plan, an amended board plan and an essential strategic method for creating pioneers capable of adjusting to changing hierarchical requirements and reacting to the external environment (Conkright, 2015:4).

3.3.3. Leading

Driving an association through a huge change, particularly one fraught with different translations, clashing drives, and contending powers such as worker engagement or commitment requires a solid and well facilitated leadership. Not all associations can withstand the tension of achieving effective leadership, a new management model and the engagement of employees' reasoning or ideology. Leadership based upon transformation, comprising a comprehensive and organized change management approach, is considered fit for presenting and supporting the engagement of employee model. The objectives of worker commitment as they relate to expanded occupation fulfilment, providing significant work and impacting optional effort are directly related to transformational leadership that intends to:

Advance and encourage followers by anticipating and imparting visions that are attractive, shared objectives and shared qualities as well as by setting a model for the behavior that is requested, (Conkright, 2015:5).

Leadership performance beyond expectations has eight attributes of a ground-breaking pioneer. A transformational leader is a person who:

- Is a model of uprightness and reasonable behaviour
- Sets clear objectives
- Has exclusive standards
- Encourages others
- Provides backing and acknowledgment
- Arouses the feelings of other individuals
- Persuades colleagues to look past their personal circumstances
- Inspires individuals to go after implausible goals.

3.3.4. Controlling

Controlling is the capacity of ensuring that the individual, divisional, sectional and departmental performance or productivity is in line with the pre-identified targets. Deviations from plans and objectives must be identified, explored and remedied. Managers need to be given feedback on these changes, together with any remaining administrative measures, in order to ensure that issues such as planning, organizing, staffing, directing and coordinating are consistently reviewed and changed when necessary. Controlling suggests that objectives and principles of execution or performance exist and are known to employees and their managers. It additionally infers an adaptable and dynamic association which copes effectively changes in plans, objectives, programmes, procedures, strategies, authoritative decisions, staffing practices, management styles and correspondence frameworks. Employees' inability to accomplish pre-identified norms is often the result of deficiencies in any of the above management components (Mezentseva, Bezpartochnyi & Marchenko, 2020:14-15).

Controlling incorporates managerial endeavours coordinated toward observing both the organisation's hierarchy and employees' performance and progression towards objectives. Managers and organizations use an assortment of strategies identified with control. These systems vary from strongly prohibitive and self-assured types of control to more implied, decentralized and derived types of control. The procedure may incorporate the utilization of different management data frameworks, but has been indicated before, many directors coordinate employees by first disclosing to them how to take care of their responsibilities and, then, closely observing their

productivity. Managers seeking to decrease hazards or employees' vulnerability within an organization usually employ this controlling technique. While this methodology may have been considered satisfactory in the past, the total dependence upon proper control mechanisms is not adequate in the contemporary business environment. In particular, companies face expanding competition worldwide and increased speeds of working that together require a quicker reaction time to change. To respond to this new condition, one of the activities taken by senior management has been to flatten the company structures, prompting more extensive ranges of control and, at the same time, encouraging the team's utilization of both virtual and geographic conditions (Schraeder, Self, Jordan and Portis, 2014:56).

Figure 3.1: The four management functions as a model for maintaining employee commitment or engagement.

TABLE 1 THE FOUR FUNCTIONS OF MANAGEMENT AS A MODEL FOR SUSTAINING EMPLOYEE ENGAGEMENT		
MANAGEMENT FUNCTION	FOCUS	ENGAGEMENT IMPACT
Planning	Vision-casting, identifying goals, objectives, values, overall strategy	Defining engagement and associated terminology, determining the organizational culture aspects of engagement
Organizing	Resource allocation, functional impacts, multi-level factors, tactical actions	Creating a cross-functional team to explore and determine engagement scheme, sub-committees and functional task forces, implementation plan, communication, and leadership development
Leading	Leadership competencies, strategic and tactical behaviors, motivational activities	Identify leadership competencies that promote the engagement culture, train leaders and build accountability process
Controlling	What and how to measure plans, interpreting qualitative and quantitative data, responding to feedback	Identify key performance indicators for engagement, collect qualitative and quantitative engagement feedback, create process for continuous evaluation and adjustment of engagement strategy

Source: Conkright, 2015:6

3.4. Management theories

Theory is vital in everything humans perform as individuals studying and/or practising organizational or industrial psychology and the behaviour patterns of organizations. According to Mathieu (2016:1132) this field recently has lost its direction, a fact that presents researchers with intriguing riddles. The extensive number of management theories makes it hard for frustrated managers to isolate the

outstanding theories from those that are merely prevailing trends (McGrath & Bates, 2017:1).

Academics and managers today appear to be undeniably more concerned about the diversive nature of management theories than they are with their scientific rigor or genuine worth. Researchers in this field are demanding that journal articles should provide a theoretical contribution that is measured essentially upon their creative, surprising, counter-intuitive and fascinating characteristics. I conversely endorse a more adjusted methodology, and specifically, for a more noteworthy utilization of abductive conclusion. I contend that when researchers begin with a true test and use one of the existing management theories and, afterwards, foster a new theory to comprehend and change things, they are producing an additional theoretical contribution. Whether or not these new theories provide guidance is not of any consequence because the issue is how precise are researchers in developing new theories and will they assist managers to improve the life of every member of the organization (Mathieu, 2016:1132).

Wilson and Thomson contends that 'history matters' and that it is fundamental for fostering better comprehension about the arising trends in management theory from the nineteenth century until the present day so that an all-encompassing perspective can be accomplished. To a larger extent, management approaches and practices have evolved with the progression of time. Nonetheless, these developments have been certified to a few factors viz: socially built real factors, multiplicity, connectedness, tough competition and globalization. The underlying foundations of management still lie within the previous theories of management and acceptance of this fact remains essential when handling the modern challenges of management (Hussain, Haque and Baloch, 2019:156).

3.4.1. Bureaucratic management theory

Bureaucratic management, as portrayed by its name, concentrates upon an inflexible framework that has a limited range of command, a realistic division of work and itemized rules and methods. It gives an outline of how an association ought to work to achieve the greatest productivity. Max Weber (1864-1920) distinguished seven qualities of bureaucratic management as follows:

- Rules (formal rules for the conduct of workers while they are at work).
- Indifference (all representatives are assessed by rules and target information).
- Division of work (partitioning obligations into less difficult, more particular assignments).
- Progressive construction (assists in controlling the conduct of workers by clarifying precisely how effectively the person functions in relation to every other person within the association).
- Structure of the authority (identifies who has the option to make decisions of fluctuating significance at various levels within the association).
- Deep rooted professional responsibility (employee stability is ensured as long as the workers are qualified and perform effectively).
- Sanity (managers work experimentally but legitimately with all choices, thus, ensuring the accomplishment of the association's objectives).

The bureaucratic methodology is best employed when the association needs to deal with large amounts of standard data, the requirements of the client are known and not prone to change, innovation is normal and stable, and there is a need to facilitate the activities of various workers to ensure a normalized product or service for the client (Kwok, 2014:31).

3.4.2. Scientific Management theory

This approach is the most acknowledged management theory, created by Frederick Winslow Taylor (1911) and also is alluded to as a time and movement study. The research from Taylor was the best that emanated during the early years of the 1900s. As indicated by Taylor, management grounded in science is the solution to workplace inconveniences or problems (Sulieman, 2019:11). This theory includes four fundamental goals, as follows:

- The advancement of a science for every component of employees' work to supplant the old general guideline strategies.
- The logical determination, preparing and improvement of employees as opposed to permitting them to select their own undertakings and training (but not always effectively).

- The improvement of a feeling of good collaboration among employees and management to guarantee that work can be achieved according to deductively conceived systems.
- The division of labour among management and employees into practically equivalent shares, every group accepting the regulations stipulated for the work it is allocated rather than the previous condition whereby all practical duties generally rested upon employees.
- The belief that motivation within the work environment is based upon theory and practice (Kwok, 2014:32).

To put these standards into practice, Taylor arranged meetings involving discussions upon such components as time and movement exploration, practical directions, work normalization, the establishment of the "special case rule" in management, guidance cards for employees, the necessity for reflection in management, a routine framework, as well as the provision of compensation for effective performance. Taylor believed in the possibility of creating a scientific knowledge management (SKM) system by utilizing engineering ideas, identifying the connections between work units, and reasonableness in solving executive and management issues (Sulieman, 2019:11).

3.4.3. Administrative management theory

Administrative management compared with bureaucratic management focuses on how the association is run and the significance of functions of basic management (Kwok, 2014:31). The administrative management theory (AMT) dictates how the board can oversee the association as a complete entity, and which standards it ought to make incremental to the hierarchical execution or performance. The AMT seeks to foster a more extensive theory that directs administrative management functions and is viewed as the front runner of contemporary association theory. During the period 1888 until 1915, Henri Fayol assumed a significant role in the field of management theory. According to Fayol, the essential elements of any administrator are consolidating, controlling, coordinating, directing, organizing and planning (Sulieman, 2019:11).

The diagram below summarises the various traditional management theories:

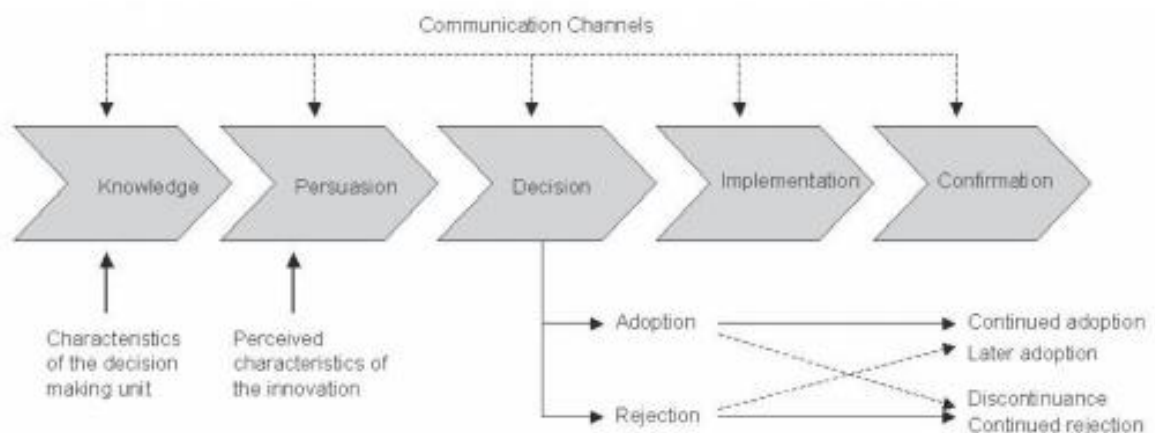
Figure 3.2: Exhibits the outline of the significant commitments of Traditional Management Theories in Organizational Knowledge

Traditional Management Theories	Focusing on	Elements of Organizational Knowledge
Scientific Management Taylor. F.(1856-1915)	Industrial organization; - Worker efficiency -Time & motion study -Organizational productivity	Tacit Knowledge; - Science replaces personal judgments - Leveraging worker technical skills through training.
Administrative Management Fayol .H.(1841-1925)	Whole Organization -Organizational efficiency - Managerial skills - Technical skills	Tacit Knowledge - Functions of management; Planning, Organizing, Directing, Controlling and Coordination. - General principles of management (First endeavor toward establishing the general principles of management knowledge).
Bureaucratic Management Weber .M.(1864-1920)	Large organizations(Authority & Hierarchy) - Employee efficiency -Ideal type of organization - Management skills - Organizational success	Tacit knowledge(coded knowledge) - Organizational rationality - Hierarchy - Organizational knowledge - Organizational memory

Source: Sulieman, 2019:12

These theories convey the different channels of communication as represented in the diagram below:

Figure 3.3: Represents Innovative Theory Diffusion



Source: Sharma and Mishra, 2014:10

3.5. Management development

Management development or advancement involves the improvement of both executives and managers' operations beyond theory and science and relates to the application and practice within associations, companies and establishments, to prepare both to satisfy their motivations more adequately and in collaboration with one another and the nature of their work in order to ensure that organizations flourish and develop (Khan, Tayal & Khalique, 2015:800)

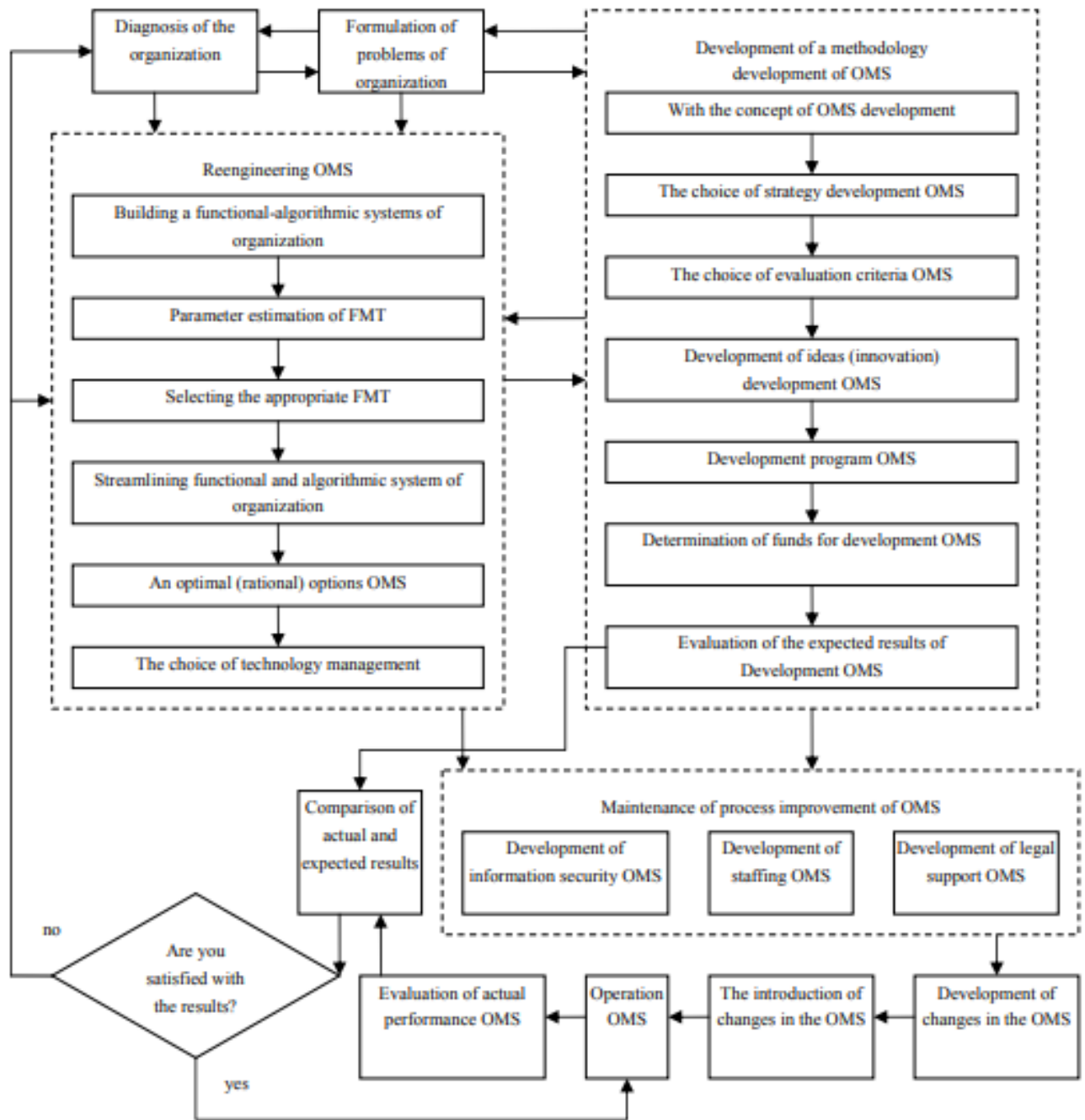
Organizations, directors, and society realise the significance of managerial abilities and skills to effectively perform the duties of managing a business. Most managers and companies acknowledge that there is a positive relationship between the level of managers' ability and their commitment to organizational achievement, and are aware of the need for the constant training of management as a mode for capacity building and permanent development, particularly within the structure of a dynamic and competitive environment. Mentoring within organizations is an apparatus that aids both managers' commitment and the improvement of systems that favour the expert development of directors and/or managers, giving them permanent knowledge and skills in at least one of their designated practices, which eventually influences the productivity of their direct teammates (Rekalde, Landeta & Albizu, 2015:1677).

It is imperative to explore the components that produce effective managerial mentoring involvement. Organizations that allocate resources to management development projects and mentors who specialise in managerial training need to know the fundamental factors that make such training successful. This data will empower them to dedicate their attention and resources to the more applicable and pertinent elements of such events (Rekalde, Landeta, and Albizu, 2015:1677).

A widespread model of advancement for re-designing managerial mentoring practices is demonstrated in Figure 3.4 below. It portrays, the technique of the organization management system (OMS) and its key components that need to be utilized with regard to the circumstance present within the current market, and will be applied to distinguish the issues determined while examining its used within companies (Gerasimov & Gerasimov, 2015:83).

This OMS approach is introduced during the initial phase of a managerial mentoring programme and continues from the existing opportunities and the problems in order to resolve them through the deployment of accessible instruments or tools. When contrasted with the venture approach (approach of the project) dependent upon what the circumstances ought to be, the OMS approach is due to the genuine circumstance and includes selecting the opportunities that result in the greatest outcome (Gerasimov & Gerasimov, 2015:83).

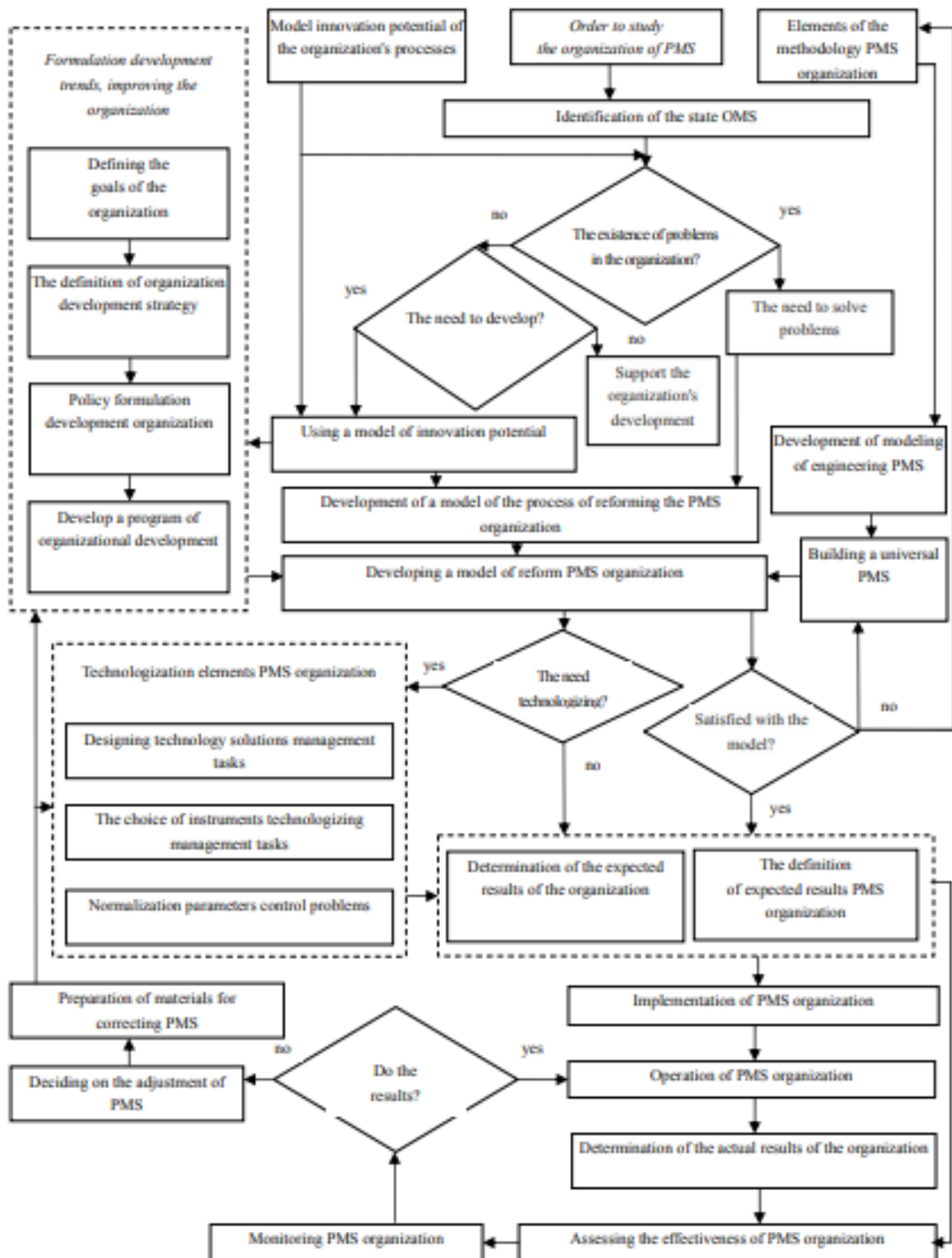
Figure 3.4: Demonstrates the model of advancement OMS, in light of reengineering or re-designing



Source: Gerasimov and Gerasimov, 2015:83

The Process Management System (PMS) is a range of components intended to assist companies to accomplish their objectives. The aim of the PMS to evaluate the effectiveness of processes such as the management of the company's finances, operations and quality assurance systems, as well as the performance of all levels of management involved in overseeing these practices (Gerasimov & Gerasimov, 2015:83).

Figure 3.5: Demonstrates the model of the advancement of the PMS, in light of re-engineering or re-designing



Source: Gerasimov and Gerasimov, 2015:87

The centre of the improvement model of the company's PMS is a range of sub-measuring and organizing systems within the company that, as a result of deterioration, first become sub-measures and, eventually, functional management tasks (FMT). The association of all segments of the cycles and, afterwards, the cooperation of the OMS measures themselves is based upon the recognized FMT (Gerasimov & Gerasimov, 2015:83).

The point of the advancement of PMS as demonstrated in the above model (Figure 3.5) is to empower managers to consolidate their learning based upon a combination of theory and experience. This process involves exposing activities to scholastic examination – unfortunately, very few projects engage in this practice. Activity learning interventions provide the smartest possible solution to management challenges and numerous companies are arranging their own in-house activity learning MBA programmes (Khan, Tayal and Khalique, 2015:800-804).

3.5.1. Why is there a desire to enhance the development of management?

- The improvement of management is one of the deciding factors for the prosperity of a company and directly benefits are performance.
- The introduction of management development programmes equips managers to access abilities that would otherwise remain unidentified and/or inactive.
- The general environment of a company is enhanced because managers who have undergone such programmes are bound to become better pioneers and, thus, prepared to face and deal with challenges in a superior manner.
- Employees' profitability improves, resulting in an expansion in hierarchical efficiency.
- Managers' ability to adapt both themselves and their fellow workers to formative management procedures assists a company to retain its commendable workers.
- The organization can serve its clients in a far superior way (Khan, Tayal and Khalique, 2015:801).

3.5.2. Management developing objectives

- To improve managers/leader's productivity within their assignments and projects.
- To meet the future needs of an organization, improve management targets by equipped individuals at different levels of the company.
- To allow managers to adapt to the issues in the company.
- To formulate a system within the company that adds to the development cycle.
- To improve the confidence of both managers and workers.
- To improve the proficiency of existing representatives for better execution of their duties.
- To indicate the value of effective communication as well as the practical aspects of management.
- To produce enthusiastic pioneers.
- To train managers and some representatives to adjust to changes – specialized, ideological or environmental.
- To develop employees who demonstrate great potential when contrasted with others' ability to handle high-level tasks.
- To replace traditional style leaders with innovative and highly qualified personnel.
- To improve the company's solidarity of direction and purpose (Khan, Tayal & Khaliq, 2015: 801).

3.6. Gender based management systems

In the contemporary world, the customary elements of business competitiveness are no longer adequate. Consequently, maintaining strategic management approaches have become a significant part of the investment strategies of companies that have

changed under-funded new businesses to bigger private value organizations with developing portfolios. Such organizations understand that developing their client base calls for a more noteworthy corporate social responsibility (CSR) image (Rehman, Orij & Khan, 2020:2161).

The theory of strategic human resource management proposes that diversity and equality management (DEM) frameworks give an organization an upper hand, prompting excellent performance and productivity (Ali & Konrad, 2017:440).

Gendered management frameworks can be characterized by four kinds of managerial the structures:

- Men-managed framework: the male heads generally regulate an organization's operations or services. Within this framework, women either make no decisions or inconsequential ones or mostly provide the labour necessary for all organizational exercises, services and business operations.
- Women-managed framework: An organization' operations and/or service are totally, or for the most part, either regulated by women within in a female-or male-headed management team. Women are the principle decision makers regarding the activities, operations and the utilization of company profits. In the majority of cases, these organizations are either 'by-law' female headed, in which these females are single, divorced or widowed, or are 'true' female headed, whereby women maintain both the family and the business because their spouses have relocated elsewhere.
- Independently-managed frameworks: Both males and females control the tasks and various operational sub-units and are decision makers within their own spaces. In this model, men are in charge of a particular section of the business while women are liable for managing another sub-unit. While both males and females may give work or contribute inputs, such as proposals and recommendations, to one another's subunits, they each have separate dynamic decision-making responsibilities and control of their section's yields. While a few analysts have attempted to distinguish patterns for the kinds of tasks and operations that males and females respectively control, Doss

(2002) demonstrated that both males and females share most activities and operations.

- Together or cooperatively-managed framework: Women and men share decision making and labour relating to all the enterprise's activities and operations and regulate the yields. They are joint decision-makers and specialists and responsible for the company's success (Hope et al., 2012:5-6).

The diversity and equality management (DEM) field has attracted attention from the theory of strategic human resource management (SHRM) that contends that a different arrangement of labourers can add value to the performance of an organization because their range of abilities that can help the organization's development strategy. For example, racial variety has been connected to progress for organizations seeking a development system, because a racially diverse labour force can link the organization to a racially diverse client base. Such findings suggest that the SHRM vertical linkage recommendation adds value to organization understands of the contexts in which variety can assist them to accomplish their essential objectives or strategic goals (Ali & Konrad, 2017:440).

It is crucial that organizations consider their operational effects and design frameworks that will not just benefit their operations but, simultaneously, will decrease costs and improve effectiveness inside the organization (Rehman et al., 2020:2161).

3.7. Structural impediments to women development in management

As indicated by the World Health Organization (WHO):

'Sex' alludes to the natural and physiological attributes that characterize people, while 'Gender' alludes to the socially built functions, practices, exercises, and qualities that a given society considers fitting for males and females (Eklund, Barry & Grunberg, 2017:130).

During recent decades changes in people's economic, social and demographic backgrounds have increased the number of women engaged in paid work around the world. For many years women had participated in various economic exercises such

as farming work, crafts and other similar money generating occupations in which an adaptable working framework permitted them to care for their children alongside their work obligations. However, increased industrial and technological developments during the 1980s resulted in numerous women moving from the rural sector into industrialized occupations that involved both professional and managerial arenas. The expanding roles and consequent increased contribution of women to the global economy has encouraged more women universally to seek professions within administration and/or management (Ahmed et al., 2016:377-378).

This above situation offers proof of the diminishing gender gap within business currently occurring in many nations. These nations, however, still need to concentrate on ensuring that the private sector guarantees an equivalent career pathway for females in corporate management. Social, political and natural hindrances escalate the gender disparity currently existing with regard to the advancement of females up 'the company ladder'. The power and legislative issues of a company are exclusively polarised of the benefit of males and, thus, obstruct the professional development of their women subordinates. Female managers within the banking sector declare their disappointment that the conventional private banks still are hesitant to enrol female staff members considering the expense of the maternity leave they are obliged to grant to pregnant women (Ahmed et al., 2016:384).

Segregation, work environment harassment, high dropout rate and discriminatory limitation are components causing professional workplaces threatening venues for females. Accordingly, females' career movement stagnated at middle management level despite their having the necessary academic qualifications and dedication. Corporate female pioneers are battling to gain admission to company boards and many no longer feel sufficiently confident to continue striving for such a goal. One of the reasons for their diminished aspirations is the absence of recognition of women as suitable candidates for promotion to high level management positions, within both the public and private sector (Ahmed et al., 2016:384). The unfair limitations of the 'glass ceiling' continue to prevent women's upward movement within the organizational hierarchy. Four unreasonable impediments to women's progress still exist in many work environments in terms of sexual orientation or racial imbalance that:

1. Is not clarified by other occupation applicable attributes of the representative,
2. is more prominent at significant levels of an organization than at lower levels.
3. [Prevents] the possibility of progression into more elevated levels,
4. Increments throughout a profession (Akpinar-Sposito, 2013:490).

The above discriminatory hindrances have been proven to exist around the world, and are frequently compounded by social qualities and conventional gender roles that clarify the distinctions in leadership and management styles among males and females. The most valued styles of leadership and management within the corporate world are those frequently utilized by males (i.e. being immediate and real), instead of the relational style most females favour. Those females who utilize the more straightforward correspondence style are more likely to progress in the corporate world than those females who do not (Akpinar-Sposito, 2013:497). Females who accept that gender based bias will impede their upward progress might be more averse to applying for vacant senior managerial positions than equivalently qualified men (Akpinar-Sposito, 2013:497).

As has been indicated throughout this study, women are underestimated in corporate administration and/or management and professional females are unable to acquire their merited development because of limiting cultural norms and standards regarding issues such as their family and child bearing and rearing responsibilities (Jogulu & Wood, 2011:590–603). In the current socio-economic context, many females are still relegated to these domestic roles, thus, impeding their chance of becoming a corporate pioneer (Ahmed et al., 2016:384).

3.8. Leader-follower congruency

Businesses depend more and more upon the initiative of their employees as a result of increased worldwide rivalry and the demand for ceaseless progression. Workers' underperformance in terms of their appointed duties is no longer accepted, and being proactive has become an essential trait of many positions. A proactive character, a commonly accepted precursor of proactive conduct at work, has received broad attention in the research field. Leaders, who regulate work-related resources and examine the performance of workers, hold a fundamental role in influencing workers' commitment to taking initiative. Research has demonstrated that

leaders' encouragement of workers' proactivity ensures positive results (Zhang, Wang & Shi, 2012:111-112).

Since the leader member exchange (LMX) theory underlines dyadic social connections, the hidden psychological systems incorporated within the social collaborations of pioneers and their followers need to be cautiously evaluated. Based upon theory of data handling or information-processing, human information structures hold a significant role in processing of social information. Persuasive information designs may lead people to choose and encode social data to shape their insights about external occasions effectively. In addition, such information assists people to decipher perceptions, provide suitable reactions and even impact others' presentation and performance. By joining these two capacities, information designs may furnish people with both the apparatuses to successfully handle social data and versatile adaptive behaviour strategies during social communications. It is significant, therefore, from a LMX viewpoint, to examine the role of information structures in leader-follower connections (Tsai, Dionne, Wang, Spain, Yammarino and Cheng, 2017:270).

Figure 3.6: demonstrate the high-low grid for leader-follower congruence

		Leader Workplace Loneliness	
		Low Leader Workplace Loneliness	High Leader Workplace Loneliness
Follower Workplace Loneliness	Low Follower Workplace Loneliness	Leader Low-Follower Low congruence in leader-follower loneliness	Leader High-Follower Low incongruence in leader- follower loneliness
	High Follower Workplace Loneliness	Leader Low-Follower High incongruence in leader- follower loneliness	Leader High-Follower High congruence in leader-follower loneliness

Source: Chen, Wen Peng and Liu, 2016:866

The LMX theory alludes to a form of friendly trade connection among leaders and followers which is generally settled via three phases, viz: job routinization, making and taking. In the intelligent cycle, leaders/pioneers will delegate followers a specific

job, and, depending upon their reaction, the pioneer will conclude whether or not to give other duties to these followers and, in this way, build the relationship. In an effective LMX connection, leaders view followers as "in-bunch individuals" and the social trade connection between them is cemented by common trust, respect and support. Conversely, in a bad quality LMX connection, leaders view followers as "out-bunch individuals," so the relationship is not successful (Chen et al., 2016:867:867).

When leaders experience a significant degree of unpopularity as a result of receiving low evaluations from their followers, they are likely to be affected by a feeling of negativity. As a result, leaders might have low expectations of the followers and delegate them less demanding duties. Likewise, followers who endure a significant degree of unpopularity experience low self-esteem about their abilities (Lam & Lau, 2012:4265-4282) and, hence, might have low expectations of their duty allocation and, in general, accept tasks of less significance. Conversely, popular leaders might experience more positive feelings, which will result in their giving their followers higher assessments and allocating them more significant duties. Followers with low unpopularity, likewise, are more positive about their capacity (Lam & Lau, 2012:4265-4282) and, thus, anticipate and accept more demanding roles. It is evident from the above explanation that within leader-follower connections congruence occurs because the two players share a consistent view (either positive or negative) of the assumptions for the duties delegated. As a result the sensation of affection or dislike among followers and leaders will increase (Chen et al., 2016:867).

Moreover, commonly approved perspectives will ensure that followers acquire a feeling of satisfaction from the duties delegated to them and will trigger them to become even more committed (Matta, Scott, Koopman & Conlon, 2015:1686-1708). Leaders, in turn, will assess these reactions positively and delegate even more significant duties to followers and, in this way, continually build the relationship. Hence, congruence in both pioneer-follower popularity/unpopularity advances the connection between them. In the meantime, incongruence in pioneer-follower popularity/unpopularity makes it hard for them to arrive at unanimity on expectations of the duty, a situation that can effortlessly produce a sense of disdain for each other as well as disappointment amongst followers that will prevent them from concentrating on their duties (Matta et al., 2015:1686-1708). Leaders, subsequently,

will assess these reactions adversely, thus, preventing the improvement of LMX (Chen et al., 2016:867).

3.9. Followership

As indicated by Howell and Costley (2001), followership alludes to an intelligent role that an individual holds that supplements a more influential position but is almost as significant as that influential position in identifying organizational and group performance. Despite the fact that leaders would not exist without followers, followership is as yet an understudied discipline since it is typically connected with negative covert meanings or implications. Kelley (1992) declares that followers are brave and genuine employees who coordinate their activities to achieve objectives without seeking power or leadership. Kelley (1992) additionally conceptualized followership by utilizing two conduct measurements, namely: basic reasoning and dynamic commitment or active engagement. Followers with a significant degree of basic reasoning are critical thinkers and are independent employees who are both innovative and creative and prepared to offer analysis disregarding the outcomes. Followers who have a high degree of active engagement regularly take control, accept ownership and effectively conduct their duties. They frequently perform beyond their work requirements and strive to achieve objectives which lead to positive results, for example, expanded occupation fulfilment, authoritative responsibility, and diminished staff turnover (Chou, 2012:74)

In light of the two measurements expressed above which depict the qualities of followers with various degrees of reasoning and commitment, Kelley (1992) distinguished five essential styles of followership that rely upon how high or low their position with regard to the two measurements, namely: exemplary, pragmatist, conformist, passive and/or alienated followers (Oyetunji, 2013:180)

Most of exploration discussed above in regard to cooperation between leaders and followers, has concentrated on the more influential position e.g. leadership. Nonetheless, the followership contribution might be more significant one, particularly in light of the fact that followers compose 80% of the labour force and there is progressively less emphasis on various organizational levels pertaining to

followership. Current employees are infrequently latent subordinates who are completely reliant upon nominal pioneers; instead they are progressively taught and, thus, expected to resolve problems and work independently (Leung, 2018:99).

3.9.1. Alienated followers

Kelley's (1992) model depicts followers who are skilled yet critical and, hence, alienated as nonconformists, despite the fact that they are submissive in their jobs. They rank high on being independent and basic reasoning yet low on dynamic commitment or active engagement. These followers do not have a sense of place, feel disregarded by the organization and consider themselves to be outcasts. They feel that the company is utilizing them without appreciating their commitment. Such followers do not conceal their sentiments but openly express their dissatisfaction with matters they disapprove of and consistently direct their negative perspectives toward the association. They, however, are vulnerable to work disappointment, which may prompt high absenteeism, dishonesty, lack of inspiration and low productivity (Oyetunji, 2013:180).

3.9.2. Passive followers

In contrast to alienated followers, passive followers are reliant, careless reasoning people who take an inactive approach inside the association. These followers rank low on both free and basic reasoning and dynamic engagement. They rely upon their leaders to reason for them. Passive followers are apathetic individuals who must require constant oversight to finish allocated duties. They are neither imaginative nor goal-oriented and, thus, perceived to be fruitless followers. It is commonplace for such people to neglect tasks that require them to take part in independent reasoning. They do not invest additional energy to finish a given assignment but often leave it uncompleted at the end of a working day. Passive followers are vulnerable to the influence of manipulative leaders since they do not have the mental capacity to protect themselves or the organization (Oyetunji, 2013:180).

3.9.3. Conformist followers

Conformist followers are the 'yes individuals' within associations. They are energetic members in the association's work and yet do not show basic reasoning abilities, they follow provided requests exactly. These followers are agreeable in their work. They do everything possible to maintain a good connection with the pioneer and, consequently, following orders without thinking or questioning them. These followers

rank low with regard to being independent and possessing basic reasoning but rank high on energetic commitment. Despite the fact that they are effective in performing allocated activities, they require consistent input from pioneers. In line with passive, these individuals lack energy, self-assurance, innovativeness, drive, fortitude, and desire. They, however, are faithful to the association and accept that their leaders and the association have their attention at a fundamental level. They, accordingly, are prepared to sacrifice their own interests and responsibilities in order to fulfil those of the association (Oyetunji, 2013:181).

3.9.4. Exemplary followers

In contrast with the three previously mentioned followers, exemplary followers are not dependent and are very serious thinkers, inventive and ready to scrutinize the pioneers. These followers rank high on both basic reasoning and energetic commitment. This kind of follower is fundamental to hierarchical achievement since their characteristics are ideal from various perspectives. Exemplary followers consider the results of assignments before they complete them and dominate in all activities. They treat every individual within the association equally and have a good relationship with their partners; they are keen analysts of the pioneer and offer help to an inept pioneer in order to prevent any interruption of the association's tasks and operations. Their main objective is continually to serve the wellbeing of the association. They work very well within independent groups. They are a supervisor's best resource since they supplement the pioneers' endeavours and can be relied upon to relieve them of numerous activities (Oyetunji, 2013:181).

3.9.5. Pragmatic followers

Pragmatic followers are consistent in their commitment, engagement, independence and general behaviour, all of which benefits the association. They show attributes of the four above followership styles. Consequently, they utilize the style that is fitting to the common circumstance, which benefits them and not the association. They infrequently question a pioneer's decisions and only do so covertly. They complete all necessary assignments, but rarely accomplish more than is expected of them. During challenging periods for the association, these followers complete their tasks that are necessary to cope with the emergency but do not do anything further to assist the association (Oyetunji, 2013:181)

3.10. Summary

Management today demands innovative strategies owing to the fact that business associations have grown in size and complexity, resulting in enormous changes in management practices. Changes in styles of management have prompted changes in the theories relating to management. In addition, management and executive approaches being interdisciplinary in nature, have also evolved in light of the improvements in areas such as behavioural sciences, quantitative strategies, designing and innovation. The management of the production and distribution of goods and services, together with the dynamism of the environment, such as the democratization of governments, information and education explosion, consumers' preferences and taste, religious, social and cultural values, have additionally prompted changes in the theory and practice of management. Such developments are vital for understanding effective managerial characteristics and for enhancing training processes and further research.

CHAPTER 4

LEADERSHIP AND MANAGEMENT CONCEPTS

4.1. Introduction

Various clarifications, characterizations, definitions and theories about leadership, exist within contemporary writing. Considerable effort has been expended upon grouping and explaining various components of active leadership and has produced impressive hierarchical and social exploration of leadership practices and styles. Numerous specialists have engaged in a thorough investigation of this phenomenon, and opine that leadership is an adaptable formative interaction. However, it should be noted that each new examination expands upon its precursor and, sometimes, totally ignores or contradicts what was inferred before it. Fundamental theories that arose during the twentieth century include concepts as the Great Man theory, the Trait theory and Process leadership theory. (Nawaz and Khan, 2016:1).

4.2. Leadership theory

Leadership is the way toward impacting others to achieve the goals of both groups and organizations through qualities such self-confidence, a desire to lead, cognitive ability, emotional stability, knowledge of the business, honesty, integrity, drive and intelligence. Solid leadership is essential for an association. Leaders create the vision, support the procedures, and are the stimulus for upgrading the individual strengths of all employees that will take the association forward. The fostering the leaders to ensure they reach their fullest potential is one of the greatest difficulties currently facing associations and organizations. The extensive financial outlay on leadership advancement every annually confirms the importance of dynamic leadership (Khan, Bhat & Hussanie, 2017:249).

Literature based upon leadership reveals that theories have been refined and adjusted continually over time and, thus, no theory is totally unessential or important. Importance relies upon the condition to which the theory applies. The most effective form of senior leadership comprises capacities involving a high level of exactness, certainty, affectability, care and specialized mastery that might be not quite the same

as required in basic management-oriented portfolios. It is evident that circumstances, settings, culture, working conditions, new laws and guidelines, psycho-socio developments, organizational complexities and information overload sway leadership practices, subsequently, ensuring that these match the changing dynamics of the organization (Nawaz & Khan, 2016:1).

4.2.1. Great-Man (incredible-man) Theory

The research undertaken to identify normal attributes of leadership has extended over hundreds of years as most societies need legends and heroes to characterize their triumphs and to explain their disappointments or failures. Around 1847, Thomas Carlyle expressed to the greatest advantage of the heroes that "the historical backdrop of what man has achieved in this world, is at the lower end of the historical backdrop of the incredible men who have worked here". Carlyle guaranteed in his "theory of the greatest man" that pioneers are born, not made, and that only those people who are blessed with heroic capabilities might at any point become pioneers. An American thinker, Sidney Hook, further extended Carlyle's point of view by pointing out the influence which could be made by the "event-making" man versus the "eventful" man (Nawaz & Khan, 2016:1).

4.2.2. Trait or Attribute Theory

Comparative in parts to incredible man theory, the trait theory proposes that individuals acquire certain characteristics or qualities which make them fit for leadership. The trait theory frequently distinguishes specific characteristics or social attributes that are shared by pioneers. Questions have been asked regarding this theory, for example, if specific characteristics are key highlights of pioneers and their administration strategies, how does society clarify individuals who have these characteristics yet are not pioneers? Irregularities in the connection between leadership effectiveness and leadership traits ultimately drove researchers to apply standards when looking for new clarifications for powerful leadership (Amanchukwu, Stanley and Ololube, 2015:8).

4.2.3. Situational Theory

Contentions for the importance of the situational theory proposed that situational factors have a significant effect on leadership. In America, numerous analysts supported Carlyle's idea that pioneers are born and not made. These academics perceived that the circumstance required a particular kind of action, meaning the pioneer did not infuse leadership but was the instrumental factor through which an answer for an issue was accomplished. Situational scholars contended that extraordinary pioneers arose because of the condition, place and time. These academics communicated two theories in relationship to leadership: (1) a specific circumstance has an enormous influence in deciding leadership characteristics and the pioneer for that circumstance and (2) the characteristics of a person that a specific circumstance may identify to be leadership characteristics are the result of a progression of past leadership circumstances that have created and formed that person (Landis, Hill and Harvey, 2014:98-99).

4.2.4. Behaviour or Conduct Theory

The theory of behaviour of leadership also depends upon Carlyle's idea that extraordinary pioneers are made, not born. This theory concentrates around the activities of pioneers not on their intellectual characteristics. As indicated by this theory, individuals can figure out how to become pioneers through observation and training. Naylor notes that interest in the conduct of pioneers has been enhanced by an in-depth examination of democratic and autocratic styles of leadership. It has been seen that groups operating under these different kinds of leadership perform in separate ways (Amanchukwu, Stanley and Ololube, 2015:8):

- Groups that are autocratically led will function admirably as long as the pioneer is available. Group members will in general be discontent with the leadership style and express aggression.
- Groups that are democratically led behave in a similar manner to those led by autocratic leaders. Group members have more constructive feelings and no antagonistic or hostile behaviour and can continue to function when the pioneer is missing.

4.3. Leadership models

Leadership, as mentioned previously, is a diverse and complex field of intelligence, and any attempt to explore its characteristics and manner of functioning is as complex undertaking. After about a hundred years of logical examination, the theoretical establishments of leadership exploration are now immovably upheld (Antonakis & Day, 2018:3).

Leadership is a process whereby an individual motivates others to achieve a goal and coordinates the association in such a way that he or she makes it stronger and more reasonable. Northouse (2007) defines leadership as an interaction whereby an individual influences a group of people to accomplish a shared objective. Pioneers do inspire team members by applying their initiative, knowledge and abilities. This action is called Process Leadership. Hence, we realize that they have qualities that can impact upon both their own and others' activities. Another form of leadership is known as Trait Leadership that, as mentioned above, is based upon the belief that pioneers are born as opposed to being made. While leadership is a learning curve; the abilities and information handled by the pioneer can be affected by his or her ascribes or characteristics such as intellectual qualities, skills and morals. A leaders' knowledge and abilities contribute directly to the interaction of initiative, while different properties give them certain qualities that make them remarkable people (Sharma & Jain, 2013:310).

4.3.1. Influential Leadership

Most definitions of leadership mirror the presumption that it includes an element of social impact whereby one individual [or group] has a purposeful impact over other individuals [or groups] to structure exercises and connections in a group or association (Yukl, 2002:3). Bush (2008:277) alludes to three key factors relating to leadership. Firstly, the focal idea is impact instead of power. Both of these practices are measurements of force, however, the latter will in general be implemented by someone holding a formal position, such as a departmental head, while the former could be practiced by anybody within the association. Leadership is autonomous and not dependent upon positional power while management is integrated directly with it. Secondly, the cycle is deliberate. The individual trying to practice leadership impact is doing so to accomplish certain objectives. Thirdly, leadership impact might be practiced by both groups and individuals. This latter idea confirms that leadership

can be distributed such as in the case of senior leadership teams (Bush & Glover, 2014:554).

4.3.2. Gender-based Leadership

Eagly and Carli concentrated on the viewpoint of contextuality and on the values of gender biased leaders for pioneers and causes them to enforce the kind of discriminatory initiative that is instituted and/or approved. These researchers examine the legitimacy of arguments identified with men-women contrasts from different points of view, including cultural, prejudicial and transformative. Eagly and Carli research findings exhibit that women might not have similar opportunities to lead and are more constricted than men in the practices they can perform. Despite the fact, however, that female leaders are hindered by restrictive role expectations and stereotypes, they are practically as compelling as male leaders, while women show certain prototypically viable pioneer styles more regularly than men (Antonakis & Day, 2018:14).

4.3.3. Transformational leadership

This type of initiative accepts that the focal point of leadership should be the capacities and commitments of the individuals within the organization. More elevated levels of individual obligation to hierarchical objectives and more prominent capacities with regards to achieving those objectives are expected to produce additional effort and more noteworthy efficiency (Bush & Glover, 2014:557).

4.3.4. Distributed leadership

The idea of the distributed leadership model as a theory scrutinizes the various levels of leadership and recommends the contributions of all personnel in making decisions, plus a joint effort among the whole staff as approaches to adequately facilitating work and resolving hierarchical or leadership issues as a team (Gumus, Bellibas, Esen & Gumus, 2018:30-31).

4.3.5. Authentic and moral leadership

The model of ethical or moral leadership varies from the transformational leadership methodology through its focus upon honesty. It accepts that the basic focal point of leadership should be on the qualities, beliefs and morals of the pioneers themselves (Bush & Glover, 2014:559).

4.3.6. Instructional leadership

The most referred to model of instructional leadership in the reviewed literature was the one created by Hallinger and Murphy (1985). This model characterized instructional leadership through three processes: defining the hierarchical mission statements leaders employ to outline and convey the associations' objectives; dealing with the informative programme recommendations that executives use to facilitate the mission and vision, oversee and evaluate the guidance provided and screen employees' advancement; lastly advancing a positive worker learning environment that incorporates leaders' endeavours to secure educational time, provide motivation to potential leaders, advance a proficient turn of events, create and implement hierarchical guidelines, and sustain a high level of integrity (Gumus, Bellibas, Esen and Gumus, 2018:29).

4.3.7. System leadership

This model includes leaders expanding their commitments and giving of themselves beyond their own organization. One significant illustration of this system is the National Leaders of Education's (NLEs) role. Hill and Matthews characterize members of NLE as:

... Remarkable organizational pioneers who along with the staff in their organizations, utilize their insight and experience to give extra leadership ability to organizations in trouble (Bush & Glover, 2014:563).

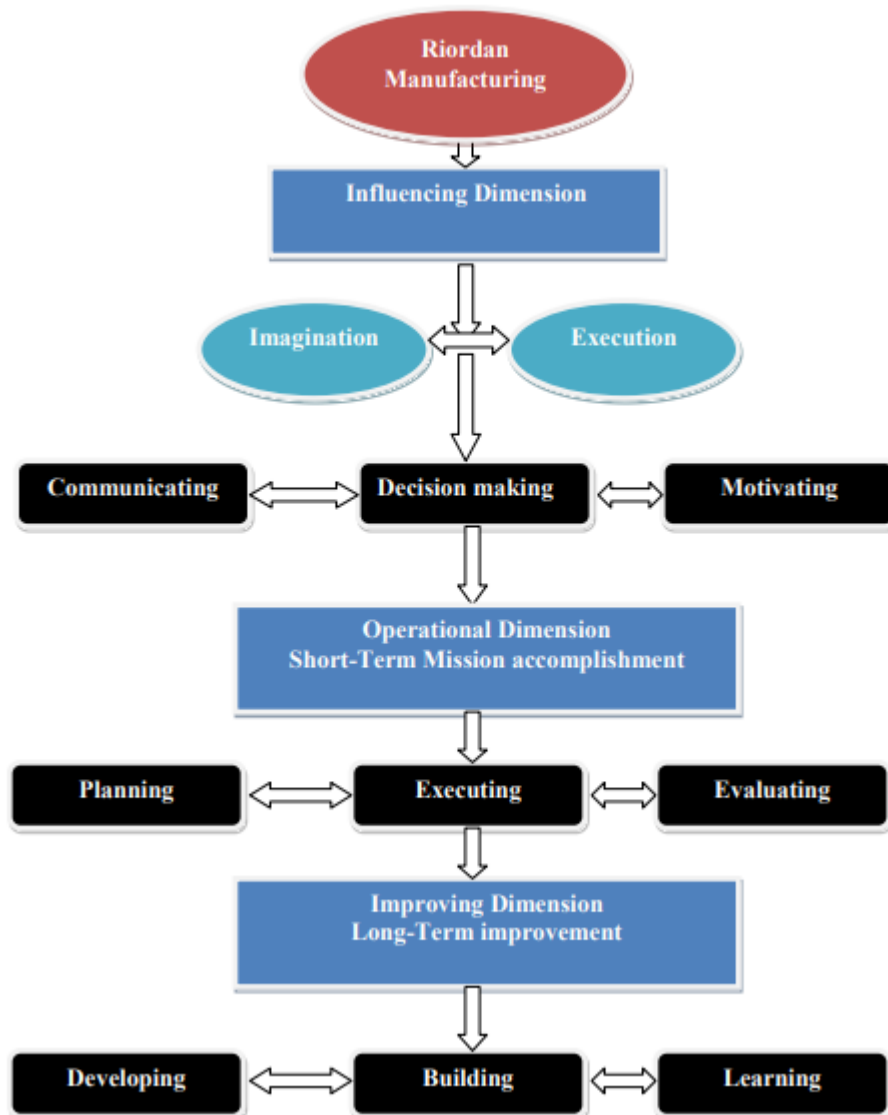
4.3.8. Teacher leadership

The model of teacher leadership proposes that teachers properly and critically stand firm on a focal point relating to how organizations work, the centre of these operations being instruction and learning. Teacher leadership depends upon the possibility that all individuals within an organization are capable of leading, and leadership is viewed as an action that is dispersed amongst all departments and employees. This model is completed when teachers participate in making organizational decisions and add to the expertise of others, share their abilities with their friends, and produce novel thoughts for the advancement of the organization (Gumus et al., 2018:31).

Leadership is one of the fundamental conditions for hierarchical achievement and is progressively being perceived as an integral part of guaranteeing positive

representative and authoritative results (Gifford Graham, Ehrhart, Davies and Aarons, 2017:15).

Figure 4.1: Represents the model implementation of leadership within organizations



Source: Mohamed, 2013:3

4.4. Management theory

Despite the fact that individuals have needed to 'oversee' other individuals, tasks and associations for a long time, the idea of 'the executives' was conceived less than 150 years ago. It was first evolved in Europe by Taylor in 1911 and in America by Henri Fayol in 1916. These theorists lived during a period of incredibly positive thought

about the advantages of organic sciences and looked to carry comparable advantages to the science of management. Each, in their own specific manner, has impacted the advancement of management more than they may have imagined was possible during the course of their lives (Hudson & Fayol, 2015:1).

The Frenchman, Henri Fayol, who was developed and groomed as a mining engineer, moved quickly up the management ladder that allowed him earn the status of being a successful manager. He accepted that management is a science which can be instructed and contended that there are six fundamental business exercises: managerial, accounting, security, financial, commercial and technical. He decomposed management into five exercises: controlling, coordinating, commanding, organizing and planning. His fourteen 'standards of the management' are as follows (Hudson & Fayol, 2015:2):

- Division of work
- Centralisation
- Authority
- Order
- Control
- Request
- Solidarity of order
- Value
- Solidarity of bearing
- Dependability of staff
- Subjection of individual interest
- Drive
- Compensation
- Esprit de corps

The theory of human relations, which initially started to investigate issues relating to employees' behaviour and, in particular, what inspired them to work harder? This was introduced by Bernard (1932), who in his work "The elements of the leader" outlined a series of motivational processes utilized in accomplishing operational effectiveness and distinguished the following three issues (Jarašūnienė, Sinkevičius, and Mikalauskaitė, 2017:176):

- Working conditions corresponding with workers' perspectives and abilities,
- Engaging work quality,
- Dynamic individual support in resolving organizational challenges.

4.4.1. Human resources management (HRM) theory

HRM comprises both first and second order choices. First-order choices are based upon long-term goals and the nature and extent of the company's purpose and activities. Second-order choices are based upon the construction of the firm. In a significant investigation of HRM in multidivisional organizations, Purcell and Ahlstrand contend that the issues that really identify HRM practices and policies are controlled by decisions made at senior management levels and by the leadership style and capacity of lower level managers to complete the objectives with regards to the organization's specific context. Analysts of contextual investigation have focused on the challenging idea of identifying a key decision-making model's structure. Colling stressed that the instigation of vital decisions misrepresents the capacity of associations to settle on choices that are free of the environmental settings in which they conduct business (Bratton & Gold, 2017:46).

4.4.2. Decision Making Theory

This theory is utilized to recognize and assess options by analysing the gathered data. Each association should pick the choice that is the most ideal for the association's goals and in line with its strategies. The process of decision making in associations is governed by the limited discernment rule. Numerous ideas regarding the process of decision making have been postulated. Choo provides three of these (Mohajan, 2017:8-9):

- The process of decision making is driven by the quest for choices that are agreeable, instead of looking for the ideal arrangement.

- The acceptance of one decision suggests the rejection of the others,
- A totally judicious choice would require more data than the association has the ability to gather and data handling that is impossible for humans to perform.

4.4.3. Performance and appraisal management theory

Currently, there is significant pressure upon associations to adopt performance control appraisal processes and, even in associations that embrace a HRM direction, beliefs that focus on efficiency and rationality might be essential to avoid the presence of either under- or overestimated assumptions. Apparently, an association, which wants to foster performance evaluation with an improvement focus, should challenge such assumptions yet in addition accommodate them. The outcome of such evaluative action will probably lead to the rise of modern models that utilize different strategies that satisfy numerous clients. Management should inspect how evaluation can beneficially affect choices regarding compensation procedures within associations. Nonetheless, to ensure the legitimacy and value of performance appraisals, such decisions should be taken on the premise of valid and reliable information (Bratton & Gold, 2017:223).

4.5. Management models

The concept of a management model has not received much scholarly consideration. Earlier decisions expressed by academics do not appear to be based upon empirical evidence. Abrahamson, Barley and Kunda referred to the proposed management models as both “ideologies” and “rhetorics”. Guillén called them proportionally paradigms and models. A management model, however, comprises a clear body of ideas that provides organizational managers guidelines for the optimal to fulfilment of their social and technical tasks. One perception of such a model is what Kramer (date) alludes to as systematically organized insight pertinent within a comparatively broad variety of circumstances and a framework of assumptions such as accepted rules and principles of technique (Bodrožić & Adler, 2018:4).

To reveal insight into what "the management model" signifies, there is a need to begin with a perspective on management. Management involves completing work through others. Drawing from the literature, the management process is seen as

containing four exercises, namely: motivating effort, defining objectives, making decisions and coordinating activities. It, thus, follows a company's management model can be seen as the decisions made by the leaders of a firm with respect to how the above four exercises are facilitated, choices made, targets characterized and exertion propelled (Birkinshaw & Ansari, 2015:10).

4.5.1. Planning Model

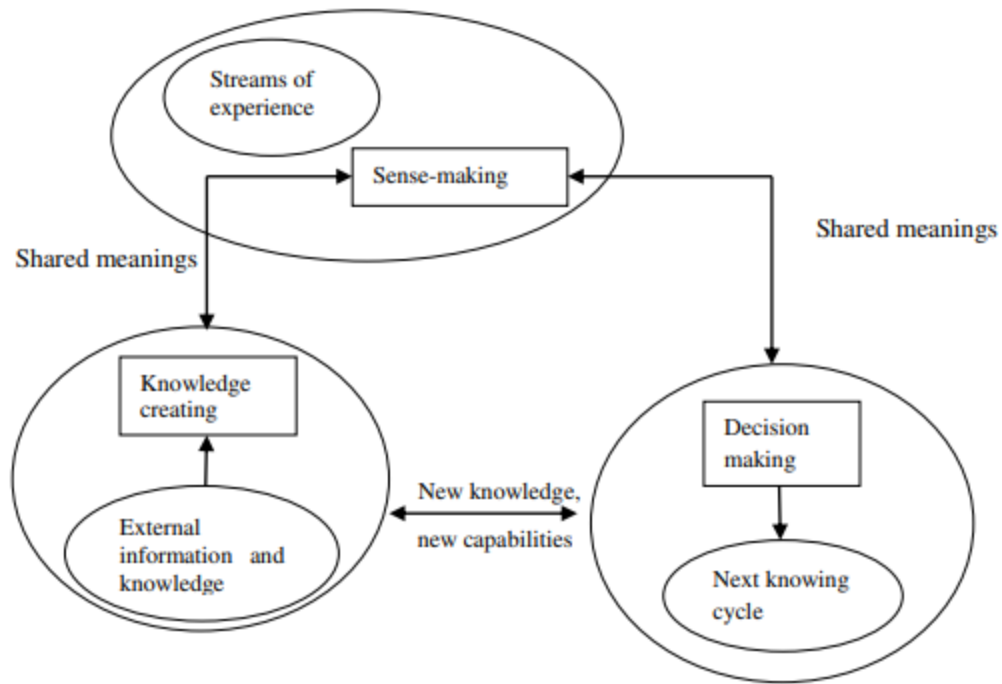
Numerous large firms work with limited, momentary goals, well defined measures of management, and progressive decision-making processes. Such firms are frequently among the most noteworthy performing organizations on the securities exchange – a great many people would place ExxonMobil and Wal-Mart in this quadrant of the framework. A less progressive different model has, however, proved to be suitable in certain business settings, ordinarily those that are less advanced or in which the advantages of scale and extension are critical (Birkinshaw & Ansari, 2015:14).

4.5.2. Knowledge management models (KMMs)

These KMMs blend data into a reusable arrangement to safeguard, improve, share, accumulate and handle information to enhance insights. These models enable associations to gather, store and examine information to gain an upper hand over their rivals and are a fundamental part of associations that want to set up knowledge management (KM) frameworks (Mohajan, 2017:2).

The KMM emphasizes sense making, decision making and information creation. It concentrates on how data components are chosen and, therefore, feeds into the organization's activities (Mohajan, 2017:3).

Figure 4.2: Demonstrates a process of a KMM within an organization



Source: Mohajan, 2017:3

4.5.3. Quality Management model

The Quality Management model imparted a few highlights to the Human Relations theory, prominently a concern with people's behaviour; however, the distinctions between the two are also striking. While Human Relations concentrate on individual employees and are concerned with their resistance to and separation from task control, Quality Management focuses on measurement and product quality and concentrates on the extent of employees' commitment to their duties (Bodrožić & Adler, 2018:20).

4.5.4. Scientific Model

This form of management lessens the restrictions the organization imposes upon its employees. Numerous associations utilize a world-variant of the scientific model. For instance, Arup, an international consulting engineering organization, gives its representatives a large amount of freedom of choice regarding the projects that they accept, providing these are in line with the organizational values, while additionally expecting them to have a mutual perspective regarding how excellent design work ought to be directed and conducted (Birkinshaw and Ansari, 2015:15).

4.6. Leadership conceptual models and the role of emotional intelligence

Emotional intelligence is seen as a range of capacities/attributes that decide how well humans relate to themselves as well as with other people under everyday pressures and demands and has been connected to the behaviour patterns of effective leaders (Carragher and Gormley, 2017:86).

There are numerous leadership definitions recorded in the international research writing with a few distinct theories introduced across numerous disciplines. Armstrong (2009:4), characterizes leadership as the way toward getting individuals to make a valiant effort to accomplish an ideal outcome. It includes communicating and developing a dream for the future, gaining and motivating people's commitment (Carragher & Gormley, 2017:86).

Associations globally recognize the important role that emotions and leadership play in the physical and psychological well-being and performance of workers. Accordingly, associations need legitimate and serviceable interventions to help their employees to perform effectively within the workplace. Through an understanding of the successive connections between worker leadership, passionate knowledge and trust, ideas for such intercessions can be advanced and successfully implemented (Du Plessis & Nel, 2015:1).

Perhaps the most applied developments that emotional intelligence has been related to is that of leadership. Leadership research writing has delivered numerous theories demonstrating the attributes that characterize a great leader, thus, scholastic examination currently portrays two particular types of such pioneers: transformational or ground-breaking and transactional or conditional. Ground-breaking leaders inspire their partners, stimulate an alternate attitude towards work, produce an awareness of the association's objectives, raise others to a more significant level of capacity and encourage others to think about the interests of the team over their own benefits. Thus, transformational leadership encompasses the following four measurements (Batool, 2013:84):

- Idealized influence
- Inspirational motivation
- Intellectual stimulation

- Individual consideration

On the other hand, transactional leaders are individuals who teach and reward team members based upon their performance. They underline work principles, task fulfilment and worker consistence, while strictly adhering to organizational guidelines regarding penalties and rewards relating to employees' performance (Batool, 2013:84).

Enthusiastic insight (EI) was presented as a leadership quality during the 1990s and has been acquiring considerable support within the consultancy, management, human resource and psychology fields. This ascent in prominence has been credited to the significance of emotional intelligence upon the failure and success of leaders above that of knowledge, skill and experience. Assuming this fact to be true, it is, thus, necessary to define emotional intelligence or enthusiastic insight (EI). Exploration alludes to EI as the extent of an individual's ability to perceive her/his sentiments as well as those of others, and the capacity to successfully deal with personal feelings when cooperating with others. Despite EI being attributed with various definitions and components, it is typically evaluated according to the following four features (Doe, Ndinguri and Phipps, 2015:105):

- Self-awareness
- Self-management
- Social awareness
- Relationship management

4.6.1. The models of EI

Various distinctive ways of presenting the nature of EI exist. Comprehensively, these incorporate such representations as ability/capacity models, mixed/blended models (also termed social/emotional competence or skill models) and trait/attribute models. The Mayer capacity model is the most acknowledged EI model. It depends upon a four-branch approach of dealing with EI and incorporates the four fundamental capacities as follows (McCleskey, 2014:79):

- Emotional perception
- Emotional understanding

- Emotional regulation
- Emotional facilitation

Figure 4.3: Shows illustration components of EI



Source: McCleskey, 2014:85

Jordan, Dasborough, Daus, and Ashkanasy, (2010:145) portray the Mayer capacity model and define it as the "best quality level" for characterizing EI.

4.7. Social intelligence

Social intelligence or insight comprises an individual's capacity to comprehend and oversee others and to participate in versatile social connections. Social intelligence has two important components which are clearly personal and social in nature, one is intrapersonal intelligence and other is interpersonal insight. Intrapersonal intelligence is the individual's capacity to access her/his inward, passionate life, while interpersonal intelligence is the capacity to notice difference traits amongst others. Scholars have offered various characterizations of social insight, however all offer two common factors (a) consciousness of others (b) reaction and transformation to other people and their social circumstances. Social intelligence is a psychological capacity that clearly differs from both mechanical and abstract insight. Portage and Tisak described social intelligence in terms of conduct results and was effective in supporting a significant field of social intelligence. They define this concept as one's

capacity to achieve applicable goals within explicit group environments. Marlowe compared social intelligence to social capability. He labelled it the capacity to comprehend the sentiments, contemplations and practices of people, including oneself, together with interpersonal circumstances and to act appropriately upon that understanding (Saxena & Jain, 2013:1).

Social intelligence incorporates people's capacity to comprehend others' conduct based upon their state of mind. These psychological states include beliefs, desires, intentions, wishes, behaviours and thoughts utilized when interacting and cooperating in the current circumstance or environment. The society or environment incorporates both close relationships groups and complex social groups. Social intelligence enables people to anticipate how others will think, feel and act. Consequently, it is a personal bank of information that enables one to anticipate and deal with the social issues of both the community and society (Malik, Siddique and Hussain, 2018:44).

Moreover, based upon Sternberg and Detterman's assessment of the outcomes acquired from responses to inquiries regarding how else one can envision and contemplate the concept of insight, Ruisel disseminated an understanding of the perspective of insight or EI likewise in the professional community of analysts. Ruisel presented the following elements of this phenomenon (Frankovský and Birknerová, 2014:90):

- It is a class of insight
- It is an individual and remarkable property
- It precisely and logically duplicates the cycle of tasks.

Characteristics of social intelligence

- It manages people's behaviour and, thus, unconsciously identifies their characteristics, such as the suitability and usefulness of what individuals do or might want to do.
- It addresses a different entity comprising various complex factors

Social intelligence is not just a psychological capacity; it is connected additionally to personality, affective and connotation elements. These variables basically comprise social intelligence's autonomous components (Frankovský & Birknerová, 2014:90). Figure 4.4 below delineates the benefits appertaining to companies that employ social intelligent:

Figure 4.4: Demonstrates the advantages of organizations employing social intelligence

An explosion in new analytical tools gives companies new ways to tap expertise.

Objective	Traditional tool kit	Social-intelligence tool kit
Industry dynamics	<ul style="list-style-type: none"> • Porter's five forces (analysis of forces at work) • Structure, conduct, performance (SCP) • Value chain analysis • Analysis of consolidation/fragmentation 	<ul style="list-style-type: none"> • Network intelligence: analyzing real-time reactions across industry players, responses to changes • Examples: Alterian, TweetReach
Competitive landscape	<ul style="list-style-type: none"> • War game and game theory analysis • Benchmarking • Cost structure comparison • Psychological profiling 	<ul style="list-style-type: none"> • Real-time competitive intelligence: tracking revenue growth and product usage, marketing success, brand mentions • Examples: BoardReader, Radian6, Socialbakers
Future trends	<ul style="list-style-type: none"> • Trend interaction analysis • Granular opportunities • Scenario planning • Competitive trend exposure (benchmarking exposure to trends vis-à-vis peers) 	<ul style="list-style-type: none"> • Crowd intelligence: tapping into followers and fans for new insights and innovations • Weak-signal analysis: identifying emerging trends early • Examples: Facebook, LinkedIn, Glassdoor.com
Opportunity/market sizing	<ul style="list-style-type: none"> • Market sizing by triangulation • Estimation of achievable customer base in a previously undefined market • Penetration of addressable market 	<ul style="list-style-type: none"> • Live testing: getting direct feedback from users on new products/ideas • Data mining: using text-analytics to estimate market size • Examples: Attensity, Autonomy
Customer insights	<ul style="list-style-type: none"> • Focus groups and customer interviews/surveys • Observing consumer behavior in field, "shadowing" • Customer segmentation 	<ul style="list-style-type: none"> • Sentiment analysis: estimating buzz around product or service • Influencer intelligence: identifying key influencers and targeting for marketing/insights • Examples: NM Incite, Social Mention, SocMetrics, Traackr, Tweepi

Source: Harrysson, Metayer and Sarrazin, 2012:7

Socially intelligent individuals are believed to be inventive, with well-developed relational abilities and empathy. Social intelligence is an expansive term that features the construct and development of social abilities, being astute in creating relationships that focus upon fruitful co-operation with different people. Social insight is emphatically identified with the standards of the community and it is hard to think about friendly intelligence on various scales thus social intelligence is viewed as an element of the specific culture in which the individual resides. Hence, practices and attributes considered socially intelligent in one culture may not be viewed as such by another culture. In various societies, there might be disparate aspects of those practices considered to be socially wise which may be not applicable to other cultures (Malik, Siddique and Hussain, 2018:44).

It is hard to have an effective existence within a community without social knowledge or intelligence. Social intelligence assists a person to foster solid connections with others. Individuals who are socially intelligent act prudently and succeed throughout everyday life. This attribute is valuable for taking care of the issues of public activity and help community members to handle different social assignments. In this way social intelligence has a significant formative educational function. A few research studies have shown that social insight is multidimensional and recognizable from general areas of knowledge. These ideas fuse inward and external discernments, social abilities and other psychosocial factors. Marlowe's model of social intelligence involves five areas (Saxena & Jain, 2013:1):

- Individual mentality
- Social performance abilities
- Sympathetic capacity
- Enthusiastic expressiveness
- Certainty

A pro-social attitude is shown by having a concern and interest for other people, while social performance abilities are exhibited through a suitable association with others. Compassionate capacity alludes to one's ability to relate to other people, enthusiastic expressiveness depicts one's emotional response towards others and

trust or certainty in friendly circumstances depends upon one's support level in such an environment. Weis and Sub shows that social endeavours and social knowledge were independent ways of building social insight. Willimann, Fedlt and Amelang perceived restoring equilibrium and supporting harmony between people as a demonstration of being socially astute (Saxena & Jain, 2013:1).

4.8. Intellectual and cultural intelligence

Cultural intelligence (CQ), a concept comprising the ability through which managers, expatriates and others successfully engage in cross-cultural communication networks in a globalized world, was first raised in 2002 and has gathered considerable momentum recently (Fang, Schei & Selart, 2018:148).

This ability to work successfully in intercultural settings has acquired expanding support from analysts and professionals because of its contemporary pertinence to globalization, worldwide administration and labour force diversification (Van Dyne, Ang, Ng, Rockstuhl, Tan and Koh, 2012:286).

More significant than the above interest is the fact that the creative reconciliation of exploration on insight and culture offers a novel hypothetical structure for contemplating intercultural abilities. Grounded within insight research, CQ offers three applied commitments to a field that was divided between various intercultural abilities that need lucidity and rationality. In the first place, CQ is hypothetically exact. Drawing from Sternberg and Detterman's various loci-of-insight contentions, CQ comprises metacognitive, intellectual, inspirational and social components but not characteristics or qualities (Ng, Van Dyne and Ang, 2012:31).

Secondly, the hypothetical premise of CQ offers a strong and complete structure for considering the diverse idea of intercultural capacities. Since existing intercultural ability models regularly concentrate on one or two of the four CQ measurements, CQ gives an integrative system that assists with organizing and coordinating the different studies on intercultural skills. Thirdly, through its association with insight research, CQ offers a wide range of significant concepts that are comparable to social variation that were not identified before, for example: analogical reasoning, pattern recognition and processes of cognition, such as awareness of oneself, as aspects of intercultural interfaces (Ng, et al., 2012:31).

4.8.1. Conceptualization of Cultural Intelligence

CQ, characterized as a person's capacity to work in and manage socially different settings, is comparable with Schmidt and Hunter's meaning of general intelligence (IQ) as the capacity to reason accurately and resolves issues. It is based upon researchers' developing interest in true insight, which has yielded different kinds of knowledge that concentrate on explicit contextual domains, such as social intelligence (EQ) and practical insight. CQ adds to this examination by highlighting the particular space of intercultural settings, which was not analysed in earlier explorations despite the applied realities of globalization (Ng, et al., 2012:32).

4.8.2. Cultural Intelligence Scale

The Cultural Intelligence Scale (CQS) created by Ng, et al. (2012), is the most regularly utilized apparatus for estimating CQ. The CQS contains 20 entities for example:

- I change my social information as I interface with individuals from a culture that is new to me, (metacognitive).
- I know the legitimate and monetary frameworks of different societies, (intellectual or cognitive).
- I appreciate associating with individuals from various societies, (persuasive or motivational).
- I use silence and pause distinctively to suit diverse multifaceted or cross-cultural circumstances, (conduct or behavioural).

When fostering the scale, Van Dyne et al., (2012) led a progression of studies to show the CQS's generalizability across tests, time, nations and strategies. As a general rule, the CQS has shown great legitimacy and predictive force (Fang, Schei and Selart and 2018:151).

4.8.3. Multidimensional construct with 4 components of cultural intelligence

When applying the idea of various loci of knowledge to culturally diverse settings, Ang and Van Dyne (2010) distinguished four principal components of CQ. Metacognitive CQ mirrors the psychological ability to assess cultural information. It concentrates upon monitoring processes of cognition. Cognitive or intellectual CQ reflects general knowledge and information structures about societies and social

contrasts. It is comparable with Ackerman's "insight as-information" idea which makes analogous arguments for the significance of information as a feature of intellect. Motivational CQ mirrors the intellectual ability to coordinate and support energy towards working and acting in intercultural circumstances. It links to the idea of awareness cognition that is very important aspect of critical thinking and problem solving. Behavioural or social CQ mirrors the ability to adapt behaviours and practices to fit distinctive cultural settings. It focuses on individuals' ability to demonstrate outward or visible activities that are fitting for reassuring others during intercultural connections (Van Dyne et al., 2012:297-298).

Metacognitive CQ has three components to be explored as indicated below (Van Dyne et al., 2012:299):

- Planning is characterized as arranging matters before a culturally diverse experience. It incorporates advance arrangements such as reasoning cautiously about current and long term targets.
- Awareness is characterized as thinking about cultural and social reasoning and knowledge of oneself as well as of other people progressively. While planning concentrates upon anticipated consciousness, awareness portrays how often individuals are continuously aware of how culture impacts (i) their own psychological cycles and practices, (ii) the psychological cycles and practices of others in intercultural co-operations, and (iii) the intercultural circumstances.
- Checking is characterized as investigating suspicions and changing mental guides when real encounters differ from assumptions or expectations. This segment of CQ metacognitive CQ includes considering and addressing profoundly situated assumptions and changing mental models due to new sources of information. Checking includes contrasting expectations and actual events during inter-cultural interactions.

However, new research has shown that CQ predicts a range of results in intercultural settings. These findings incorporate team processes, intercultural negotiation effectiveness, global leadership, expatriate job performance and cultural adaptation in multicultural groups. These current theoretical and empirical explorations have established a firm basis for research on CQ (Van Dyne et al., 2012:286).

4.9. Chapter summary

Leadership is the way of motivating employees towards the accomplishment of organisational objectives and hierarchical greatness. Extraordinary leaders have a vision for their establishments, namely that of a positive future, which is communicated throughout the institution and shapes the educational projects, as well as the strategies, needs, plans and techniques relating to the organization's everyday existence. Leadership in the educational setting comprises the capacity to predict future events. Through words and models, educational leaders encourage the entire framework by viably affecting the contemplations, sensations and practices of those working inside it, and guarantee their fulfilment of their vision by making an essential arrangement across the entire framework. Nonetheless, regardless of how compelling leaders are, they still have to overcome various challenges in order to succeed.

CHAPTER 5

RESEARCH DESIGN AND METHODOLOGY

5.1 Introduction

Research uses scientific strategies and/or techniques to obtain reliable information that produce valid results. The defining of the research problem is the initial step to the exploration. At this phase, the investigator ought to have a vivid understanding of the words and terms to be utilized in the examination to ensure that no problems will emerge with regard to their measurements and interpretation of collected data. This practice requires the comprehension of the conceptualization process (Sequeira, 2014:1).

Conceptualization means to determine precisely what is meant and not mean by the terms use in a research study. For example the term "concept" also referred to as "a construct" alludes to final result of "conceptualization". A concept could be a specific word or complex arrangement of thoughts or occasions connoted by that word. A concept also can be a symbol or a word used to address a meaningful idea (Sequeira, 2014:3).

5.2 Constructing the research design and methodology

A few fundamental ideas relating to research design and methodology are stipulated below (Van Wyk, 2012:2):

- Research methodology can be either:
 - Quantitative
 - Qualitative
 - Participatory/activity research
- Research methods are facilitated through the following:
 - Sampling
 - Collection of data
 - Analysis of data
- Research design can be either:

- Experimental
- Descriptive
- Exploratory

Table 5.1 below show similarities and differences between research design and research methodology

Table 5.1: Represents the contrast between research design and methodology

Research design	Research methodology
Centres on final result. In other words, it brings into light what sort of study is being arranged and what sort of results are being focused on. For example, Historical-relative study, exploratory study or interpretive methodology, deductive, inductive and so forth.	Centres on the process of the research and the type of devices and methods to be utilized. For example, analysis of document, study strategies, investigation of existing (optional) information/insights and so on
Take-off point (driven by) = Research issue or question.	Take-off point (driven by) = Specific undertakings (information sampling or collection) in hand.
Centres around the research logic, meaning it looks at what proof is needed to resolve the question sufficiently.	Centres around the individual steps in the process of the research and the most unbiased or objective techniques to be utilized.

Source: Van Wyk, 2012:12

5.3 Harmonising designs and methodologies

Research methods comprise three components: (1) the collection of data; (2) data analysis; and (3) the translation that the analysts propose for the study. The researcher may employ quantitative techniques such as close-ended questions or

numeric data in the collection of data and utilize translation (interpretation) methods and statistical analysis to obtain the general outcomes. Alternatively, the researcher might choose qualitative methods such as open-ended interviews or questions to gather information, and utilize image and text analysis or topics and patterns translation to acquire the general outcomes. Researcher, on the other hand, may blend various techniques to gather, analyse and translate data to acquire their results (Abutabenjeh & Jaradat, 2018:247).

Research methods and research methodology are two expressions that are frequently regarded as synonyms; however, these concepts are not identical. One of the essential distinctions between them is that research methods are the strategies the researcher used to perform an investigation upon a topic or subject, while research methodology clarifies the strategies through which the researcher continues the exploration. Research methods include the conducting of analyses, tests and studies, while research methodology includes the learning of the different methods that can be utilized for conducting the study via tests, analyses, reviews and basic investigations. (Petty, Thomson & Stew, 2012:378-383)

5.4 The mixed research methodology

5.4.1 Quantitative research

Quantitative exploration constitutes the main strategy used for conducting social research. This technique comprises gathering mathematical information and utilizing insightful thinking to interface research and theory. It is recommended for a natural science approach (positivism) in clarifying the social occurrence of events which have an objectivist origin within social reality. There are two essential research plans or designs for performing quantitative research (Zou, Sunindijo and Dainty, 2014:318):

- Surveys
- Experiments

5.4.2 Qualitative research

Qualitative exploration focuses upon words and meanings rather than quantification in the analysis and collection of data. The three common attributes of qualitative research are: (1) utilizing inductive thinking to connect research and theory, (2) an

interpretivist epistemological position that focuses upon the comprehension of the social world through the understanding of social participants and (3) a constructionist ontological position that reviews the social associations or interactions that impact social events. There are five well known research plans or designs to perform qualitative research (Zou et al., 2014:319):

- Ethnography
- Phenomenology
- Grounded theory
- Narrative theory
- Case studies

Figure 5.1: Demonstrate distinctions between qualitative and quantitative research

Feature	Quantitative research	Qualitative research
Philosophical assumption	<ul style="list-style-type: none"> - Objectivism - Positivism 	<ul style="list-style-type: none"> - Constructivism - Interpretivism
Relationship between the researcher and participant	The possibility and necessity of separating the researcher from the participant	An interdependence between the researcher and participant
Research focus	Finding out numerical qualities of an event or case	Understanding the nature and essence of an event, person, or case
Research purpose	<ul style="list-style-type: none"> - Predict, describe, test theory - Tackle macro-issues, using large, random, and representative samples - Identify general patterns and relationships 	<ul style="list-style-type: none"> - Understanding and theory building - Tend to analyze micro-issues, using small, non-random, and non-representative samples - Interpreting events of significance
Research design	<ul style="list-style-type: none"> - Deductive - Surveys and experiments 	<ul style="list-style-type: none"> - Inductive - Ethnography, phenomenology, grounded theory, case study, and narrative
Research methods	<ul style="list-style-type: none"> - Questionnaires (close-ended questions) - Structured interviews or observations 	<ul style="list-style-type: none"> - Open-ended questions - In-depth interviews - Participant observation
Samples	Tend to be large, representative samples	Tend to be small, non-representative samples.
Analysis and finding	<ul style="list-style-type: none"> - Computerized analysis dominated with statistical and mathematical methods - Clear distinction between facts and judgments - Findings rely heavily on the quality of the data collection instrument - Findings attempt to be comprehensive, holistic, and generalized 	<ul style="list-style-type: none"> - Human analysis following computer or human coding - Tend to consider the contextual framework which makes distinction between facts and judgments less clear - Findings depend on how the researcher can probe deeper during data collection - Findings are seen to be deep, precise, narrow, and not generalized

Source: Zou, Sunindijo and Dainty, 2014:319

5.4.3 Mixed method

Mixed method research incorporates qualitative and quantitative philosophies within one research design. This process need not just a combination of research methods but could also include the mix of techniques that arise from the various procedures. Numerous researchers accept that the two systems supplement rather than oppose one another, and, consequently, believe that qualitative research can compensate

for the shortcomings of quantitative research and *vice versa*. However, there are three ways to deal with mixed methods research (Zou, et al., 2014:320).

- Triangulation: the utilization of quantitative research to support qualitative research discoveries or contrariwise.
- Facilitation: one research strategy is utilized to enhance the investigation process assist by exploiting the other research philosophy.
- Complementary: two research systems are utilized to consolidate various parts of a study.

In a mixed method study the information is gathered simultaneously, using both a quantitative and qualitative approach, and following a specific logical sequence. It includes the coordination of the information during one or more phases of the analytical stage of the research process. This method assists the researcher to address questions that cannot be answered by utilizing only the quantitative or qualitative method. Mixed method research gives a more complete image by taking note of common terms and patterns, as well as providing deeper insight on participants' perceptions and opinions. (Boru, 2018:8).

Mixed methods take the advantage of the points listed in Figure 5.3 below:

Figure 5.2: Demonstrate benefits of mixed method

Approach	Systematic	Semi-systematic	Integrative
Typical purpose	Synthesize and compare evidence	Overview research area and track development over time	Critique and synthesize
Research questions	Specific	Broad	Narrow or broad
Search strategy	Systematic	May or may not be systematic	Usually not systematic
Sample characteristics	Quantitative articles	Research articles	Research articles, books, and other published texts
Analysis and evaluation	Quantitative	Qualitative/quantitative	Qualitative
Examples of contribution	Evidence of effect Inform policy and practice	State of knowledge Themes in literature Historical overview Research agenda Theoretical model	Taxonomy or classification Theoretical model or framework

Source: Snyder, 2019:334

5.5 Deciding on 'task-fit' designs

5.5.1 Clearly defining the target population

One of the principal stages in the study' design is to specifically identify the target populace. The populace comprises the number of individuals living within a specific region or nation (Taherdoost, 2016:19). Thus, this study focused on one specific construction industry.

5.5.2 Choosing the sampling frame

The sample frame comprises a list of real cases from which the test will be drawn and should be representative of the populace (Taherdoost, 2016:20). This study's sample incorporated staff members, engineers and managers from the said construction company.

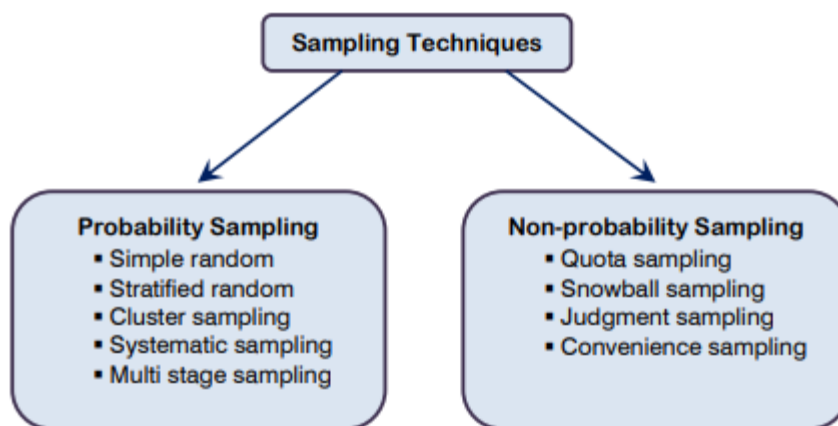
5.5.3 Select Sampling Technique

Before identifying and describing the different kinds of sampling strategies, it is important to note what sampling implies, together with the reasons why researchers choose a particular sample. The process of taking a subset from the selected sample frame or whole populace is called sampling. However, sampling can be utilized to draw conclusions about a populace or to make generalizations corresponding to theories that already exist. Normally, this practice relies upon the researcher's choice of sampling method (Taherdoost, 2016:20).

As a general rule, sampling strategies comprise two kinds, examples of which are provided in Figure 5.4 below:

- Probability or random sampling
- Non- probability or non- random sampling

Figure 5.3: Demonstrates sampling techniques



Source: Taherdoost, 2016:20

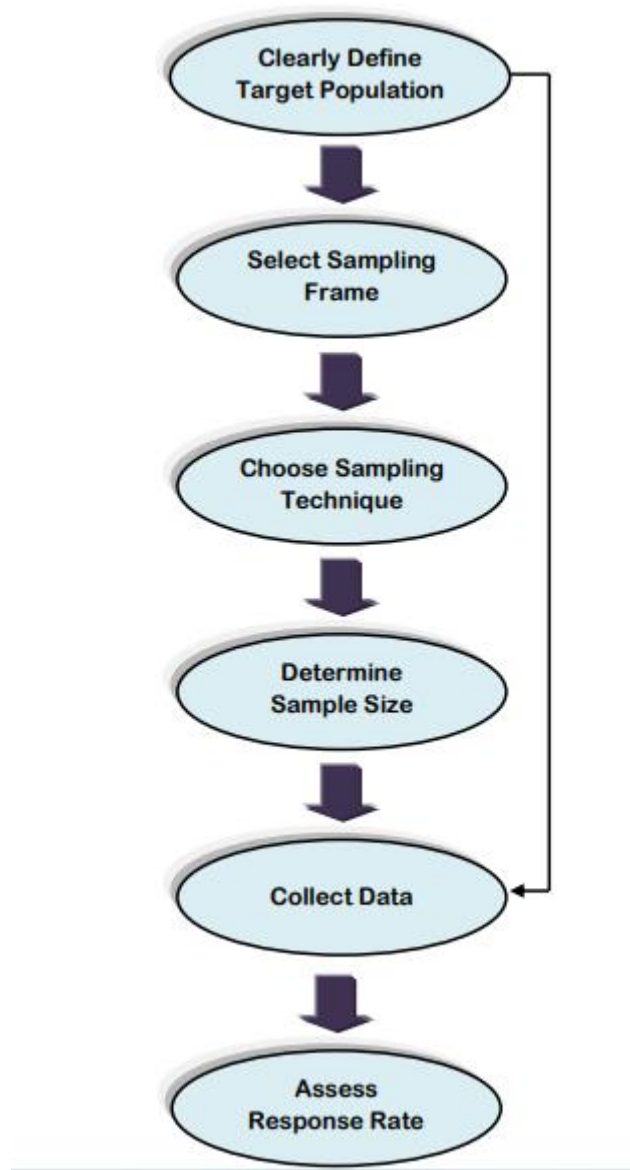
5.5.3.1 Probability Sampling

Probability sampling (also termed random sampling) implies that each entity or individual in the populace has an equivalent chance at being selected for sampling. One method for undertaking random sampling would be if a researcher develops a sampling frame first. Probability sampling involves the least chance of bias, however, it may be the most expensive sampling technique based upon the energy and time needed for the prevention of sampling error (Taherdoost, 2016:20-21).

This study utilized probability sampling to give all potential respondents an equal chance of participation to provide a true reflection of the topic under investigation, namely 'Structural Impediments Hampering Career Development of Women to Senior Management at a Selected Construction Site in the Cape Metropolis'.

Figure 5.4 below represents the flow of the research design flow:

Figure 5.4: Demonstrate a flow of research design



Source: Taherdoost, 2016:19

5.6 'Task-fit' methodologies

Qualitative research is a methodology for investigating and understanding the importance of the attributes of people and/or gatherings to a human or social issue. The course of examination includes the researcher identifying data collection procedures and compiling questionnaires for collecting information commonly

gathered at the participants' setting, conducting inductive information analysis constructed from specific to general topics and understanding and interpreting the importance of the analysed data. The final research report has an adaptable construction. The people who participate in the study support a perspective that respects an inductive style and appreciate the significance of presenting the complexity of the investigated circumstances (Creswell, 2014:32).

Quantitative exploration is a methodology for testing objective theories by considering the relationship among factors. These factors can be estimated, based upon the data collection instruments, so that numbered information can be analyzed or examined utilizing measurable techniques. The final research report has the following set structure (Creswell, 2014:32):

- Introduction
- Literature and theory
- Methods
- Results
- Discussion

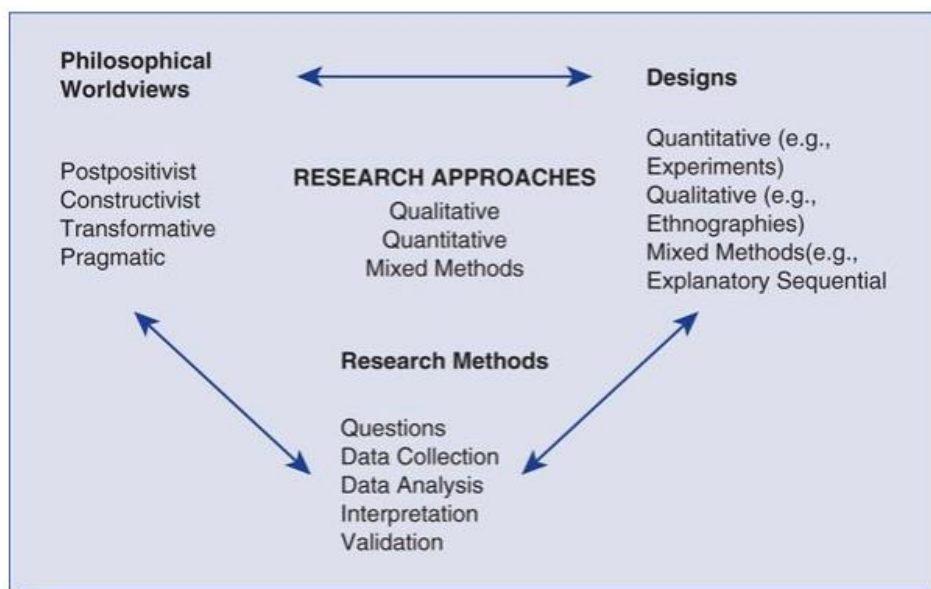
Quantitative researcher, like qualitative investigators, has presumptions about testing theories inductively or deductively, preventing personal bias, controlling for certain clarifications, and having the option of summing up the findings and reporting their discoveries and conclusions (Creswell, 2014:32).

Mixed method research is particularly valuable in helping researchers to understand inconsistencies between quantitative outcomes and qualitative discoveries. This strategy mirrors the respondents' perspectives and opinions and ensures that the study findings reflect the respondents' experience. This practice increases the value of the research by empowering the interplay of the qualitative, quantitative, and mixed method approaches. This technique is adaptable to many research designs and gathers rich, comprehensible data (Guetterman, Fetters and Creswell, 2015:291).

5.7 Research design

A research design is the method employed for gathering, analysing, interpreting and revealing information in research studies. It is the general arrangement for linking the research problems with the relevant, feasible and observational examination. Moreover, the design of the research allocates the system to be used for accessing the required information, the techniques to be applied to gather and break down this information, and how all of these practices will address the research question (Boru, 2018:2).

Figure 5.5: Demonstrate a system for research



Source: Creswell, 2014:32

5.7.1 There are three potential types of the research designs:

- Descriptive
- Exploratory
- Explanatory

A descriptive study is to provide an image of a specific individual, circumstance or occasion or may show how such entities occur spontaneously and/or are interconnected (Boru, 2018:2).

Exploratory study or examination is conducted when adequate information is available about a specific phenomenon that has not been widely researched (Boru, 2018:3). An explanatory study, thus, is conducted to collect and clarify the unique qualities of the phenomenon being studied through descriptive data (Boru, 2018:3).

5.7.2 Aim of a Research Design:

(i) To reduce the consumption of effort, time and expenditure:

A research design has a significant impact on the reliability of the outcomes achieved because it affords a strong base for entire study. This framework makes the study conceivable by providing a development plan of the research elements that will ensure the collection of maximum information with the minimum expenditure of energy, time and money (Pandey & Pandey, 2021:18-19).

(ii) To work with the smooth scaling:

A research design is required to ensure that all aspects of the research study run smoothly, thus making the investigation capable of yielding maximum data with minimal consumption of time, effort and cash (Pandey & Pandey, 2021:19).

(iii) To provide the procedures for gather significant information:

A research design represents an initial arrangement of the strategies to be embraced for gathering the applicable information and the methods to be utilized for this process, while keeping cognizance of the study's goal and the availability of staff, time and funding. The lack of an effective research design or plan can upset the whole project (Pandey & Pandey, 2021:19).

(iv) To give a blueprint to plans:

A blueprint ensures the efficient construction of a building; likewise a research design is required to safeguard the smooth working of many study activities. It comprises a 'blueprint' or plan of what is wanted ahead of time to enable the researcher to design the strategies to be utilized for gathering the pertinent

information necessary for resolving the research questions (Pandey & Pandey, 2021:19).

(v) To give an outline to other specialists:

A research design gives an outline of all the study interactions and enables the researcher to plan his ideas and also to recognize personal flaws as well as the study's limitations. With the assistance of this design a similar research project can be undertaken by other specialists in the same discipline (Pandey & Pandey, 2021:19-20).

(vi) To give a direction:

Research design gives a legitimate or specific direction to different leaders and other people who are participating in the research cycle (Pandey & Pandey, 2021:19-20).

5.7.3 Qualities of Good Research Design:

- Objectivity
- Reliability
- Validity
- Generalizability
- Adequate Information
- Other Features

The research design aims to supply an appropriate system for conducting the study. There is a wide choice of research designs and the researcher has to decide which approach will acquire the most pertinent data for the study. The process of selecting the research design includes many interrelated choices and decisions. This study utilized explanatory study to collect and clarify the unique qualities of the phenomenon being studied through descriptive data. The initial segment of the research comprised a range of well-planned questionnaires for the staff, engineers and management within the participating organizations. The other plan involved a meeting of representatives to learn how they felt about the gender gap in senior management within their working environment.

5.8 Research methodology

To address the key objectives of the research, this study utilized both quantitative and qualitative strategies from a primary source (a well-structured questionnaire). The analysis and results of the quantitative data was supported by the qualitative data. The acquired outcome was triangulated since the study used both quantitative and qualitative approaches in the analysis of data. The research region, information sources and examining strategies are discussed within the next sections.

5.8.1 The research population in construction industry

As indicated by Fraenkel and Warren's studies, the populace alludes to the total arrangement of entities (people or events) with normal qualities in which the investigator is intrigued (Sileyew, 2019:3). The random sampling method was used to identify the number of participants in the study (its population). The specific construction company was chosen in view of it having the requisite number of employees.

5.8.2 Population

The population was chosen from various selected departments within the construction industry in the Cape Metropolis. The study covered a number of respondents which included the workers, management, engineers etc. The construction industry was selected upon its connoted observation of the phenomenon under study.

5.8.3 Population sample frame

The objective population incorporated engineering, management and other departments or divisions (e.g. staff members, engineers and managers etc.). The frame was widened enough to reduce and/or eliminate false representation of the industry.

5.8.4 Sample

A larger population for measurement was considered to ensure that the findings from the population as a whole were accurate. However, since the populace was adequate enough; therefore, probability sampling was employed during the study to obtain the proper perspective about the construction industry, a truly reflection about the industry.

5.8.5 Sampling method

The study applied random sampling (simple random), to give every member of the population an equal chance of being selected. This approach has a best chance of obtaining an unbiased representative sample.

5.9 Data source

5.9.1 Primary information source

Primary data comprises information that is collected by researchers directly from study participants through interviews, surveys and/or experiments. Primary information was the chief source of data because it was more reliable for this study and led to a greater certainty of decision-making regarding the integrity of the analysis. The information on primary data was accumulated from the workers up to management level employed within the construction industry in the Cape Metropolis through well-structured questionnaires.

5.9.2 Data collection method

The data collection method employed in this study was centered upon a primary data collection strategy. This technique concentrated on both quantitative and qualitative information as mentioned in the previous section. The mechanism of data collection was formulated using the appropriate procedures.

Below are the method and/or tools utilized for data collection

The method used to collect data was primary data collection that is based upon the following two instruments:

- Questionnaires.
- Interviews.

Data was accumulated through a structured questionnaire composed of three sections viz; biography, Likert scale and open ended questions. The questionnaire had both quantitative and qualitative aspects.

5.10 Data processing

The aim of this step was to collect and translate a data set into usable and valuable information. During this process, primary data was collected and converted into a more readable format, in the form of charts, graph or reports through the use of

Microsoft tools. This practice was employed to gain more in-depth knowledge, resolve problems, generate better results and, ultimately, make recommendations where needed.

The main four stages of processing of data are as follows:

- Data collection – the method involved with social occasions and acquiring data on designated factors within a set framework, which then empowers the researcher to respond to applicable inquiries and assess results. This process is the crucial examination part in all study fields, including natural and social and sciences, business and humanities.
- Data input – any information (also known as data) that is given to a programme coordinator or a product programme is called input, hence the method involved in supplying this information is termed data input.
- Data processing – involves the change of information into a usable structure. This transformation or "handling" of data is completed utilizing a predefined grouping of activities either automatically or manually. This handling enables the storing of the most refined data in the frameworks for a specific time period.
- Data output – also termed information yield, is the interaction and strategy by which information can be considered under various conditions and controlled by the researcher. Any analysis of statistics creates data output that should be examined.

5.11 Data analyses

Data analysis included statistical analysis, tabulation, summarizing details, coding and questionnaire editing. The open-ended responses to questions were coded and this information was expressed utilizing Microsoft Office Excel. These methods ensured accurate findings through validity and reliability.

Validity: To guarantee validity the study concentrated on the points of the examination and the study questions, ensuring that reality was uncovered in obtaining research evidence. Validity is characterized by the extent to which an instrument is discovering what it is expected to discover, plus the fact that the questions must really measure what they state they are measuring.

Reliability: The research design is a basic instrument for verifying the reliability of the information gathered. The reliability of the measurement method relates to the trustworthiness of the measurement. The weighing instrument must be able to create steady numerical outcomes each time it is applied, provided the conditions continue as before. The study should recognize all sources from which data was collected and this process guarantees the reliability of the research being conducted. Reliability can be summarized as the point at which all respondents give a similar reaction to various questions and events.

5.12 Ethical considerations

The researcher followed ethical guidelines throughout the study. Moreover, the researcher considered the general rules for ethical research stipulated by the Cape Peninsula University of Technology. These criteria refer to the rightness of the researcher's respect for human pride, the protecting the respondents' right to anonymity and confidentiality, and the right to data was maintained by the researcher. The researcher investigated the four ethical classifications governing research involving human subjects, namely: harmful protection, informed agreement, right to security and trustworthiness with proficient partners, and ensured these stipulations were adhered to throughout the study.

5.13. Summary

The type of research design used during the study was explanatory. Hence, the triangulation was employed to accommodate quantitative research to support qualitative research. The target population was the construction industry and the sample frame included engineering, management and other departments or divisions while the sampling method used was probability sampling (random sampling). The data was collected through primary data, meaning it was in the form of questionnaires which composed of both quantitative and qualitative questions. This data was translated into usable and valuable information through use of excel to form clear visual illustrations.

CHAPTER 6

Conceptualization

6.1 Introduction

This chapter streamlines the factors that are pertinent to the study and merges them with various perspectives. It provides an overview of some of the study's core concepts.

A number of definitions have been given for a conceptual model (CM). Within the context of this research report, a CM is viewed as a plan comprising different ideas that are utilized to help researchers and readers to better comprehend the subject it addresses (O'Donnell, 2008:33-84). There are physical models, for example, an air rifle, that work in the same manner as the genuine firearm it resembles, while some models, such as social and numerical models, do not present an exact physical replica of the phenomenon they portray (Brewer, 2011:1-14).

A CM is a visual representation that provides pictorial configuration of the area to be explored (Schwamborn, Thillmann, Opfermann & Leutner, 2011:89-93) and it additionally demonstrates factors pertinent to the research topic. The CM normally comprises a reasonable diagram that is utilized to develop proficient plans and information based upon the blueprints that the designers of the educational programme accept as valid without adding or weakening them (Rajangam & Annamalai, 2016:14-22).

Researchers of the circumstances affecting women and their working conditions during the 1980s and 1990s were concerned about the sluggish advancement of females attempting to enter upper management, as well as the phenomenon of management. The various clarifications fell into two essential kinds: those stressing the individual workers' attributes and those concentrating on the workplace. The discussion around these two methodologies prompted the "pipeline hypothesis" and "discriminatory limitation impact," ideas that ultimately advanced into the literature of management. The pipeline hypothesis evoked the individual's viewpoint by viewing or reviewing women's progression into higher management as only a question of time because as qualified females acquire experience they are promoted to a senior management level. The discriminatory limitation impact theory centered upon the

undetected, yet unmanageable, powers within the organisation that seemed to prevent qualified females from moving into higher management (LaPierre & Zimmerman, 2012:101)

6.2 Project management model

A project is a multiplex endeavour including interconnected exercises that are determined to accomplish a goal through an impermanent, non-repetitive cycle. Dealing with a project necessitates the execution of planning, monitoring and empowering goals to be accomplished. Project management no longer has a particular concentration (overseeing projects), but instead has evolved into a hierarchical ability that pervades all levels of the business process. The requirements of project management is not generally discussed, however, focus is placed upon the required components such as the strategies, devices, tools and work force needed to complete the project (Salazar-Aramayo, Rodrigues-da-Silveira, Rodrigues-de-Almeida and de Castro-Dantas, 2013:590).

Projects can be categorized into three groups: complexity of faith, fact and interactions.

Complexity of faith

Similar to unpredictability, this type of multiplex endeavour is possible if one-else is about to make something new and/or extraordinary such as resolving new issues or managing ones of great unpredictability. In such circumstances, the project manager cannot confidently say whether the anticipated project results will be attained but rather has faith that everything will proceed according to plan, thus, enabling the achievement of the desired outcome.

Complexity of fact

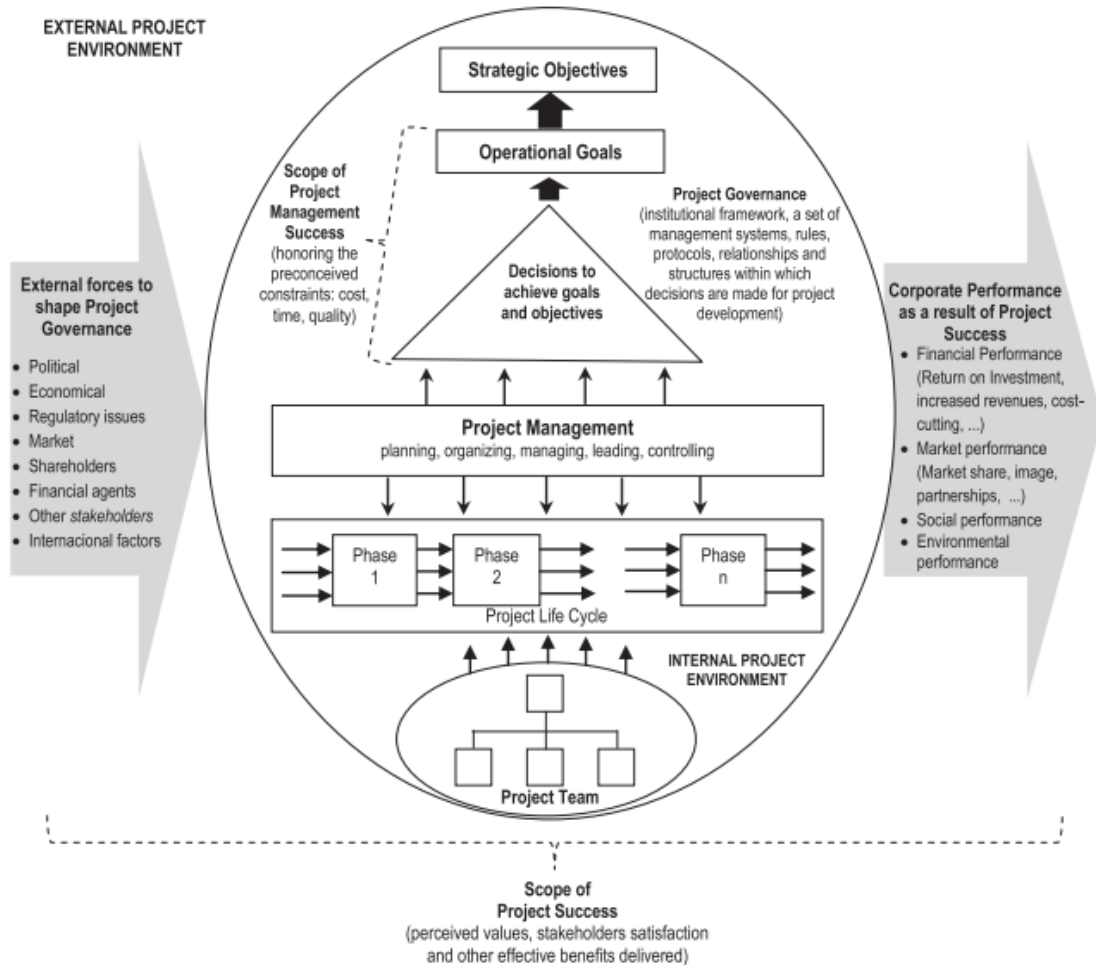
Similar to a primary multiplex undertaking, this type of intricacy expects the project manager to oversee a vast amount of reliant data that is dependent upon one or more factors. This situation necessitates maintaining a comprehensive perspective upon the holistic issue while not losing sense of the important small fact-based details.

Complexity of interaction

This action usually occurs during interfaces between people/ areas and is defined by transparency and empathy.

Various authors have recommended breaking down the institutional construction and, subsequently, facilitating project management endeavours. This process is connected to the idea of "project governance". Project governance encompasses a set of rules, management systems, protocols, connections and designs that supply the structure within which choices are made for project execution to accomplish the business plans or strategic inspiration. However, each company has its own model of "project governance". A study by Bekker and Steyn infers that it is inconceivable to expect to formulate a definitive model of project governance, since various undertakings could require desperate methodologies. Project governance works indirectly with the management of project performance (Salazar-Aramayo et al., 2013:590).

Figure 6.1: Shows the relationship between project management, governance, management success and corporate performance



Source: Salazar-Aramayo et al., 2013:591

Project success is influenced by both internal and external factors, which impact corporate performance. Internal factors include human resources (project team) which provide stability, performance and quality during the project life cycle. This process is linked with project management (planning, organizing, managing, leading and controlling) operational goals and strategic objectives. External factors such as PESTEL (Political, Economic, Social, Technological, Legal and Environmental factors) interplay with these issues both prompts and gauges corporate performance.

As displayed in Figure 6.1 above, management of projects occurs within the internal environment of organizations and is coordinated by the project manager. The success of the project relies upon the apparent values of specialists who operate within external environment. In this regard, project governance provides the environment within which choices are made for project advancement and execution

to accomplish the planned goals. Munns and Bjeirmi, propose that the normal inclination of the project management team will be to concentrate on finishing the undertaking within the set models of quality, cost and time, (a condition referred to project management success) thereby meeting explicit, short-term targets. Less significance is placed upon fulfilling the project's long term key targets. The organization's performance of a wide range of practices and processes are pivotal in accomplishing the consistent success of projects (Salazar-Aramayo et al., 2013:590).

6.3 Leadership models

Leadership is a diverse and complex field of intelligence, and attempting to explore and comprehend leadership is a difficult undertaking. After about hundred years of logical examination, the theoretical exploration of leadership is currently well established (Antonakis & Day, 2018:3).

Leadership is a process whereby an individual encourages others to achieve a goal and coordinates the association in such a way that makes it stronger and more reasonable. This definition mirrors Northouse's (2007) definition – leadership is an interaction through which an individual impacts a gathering of people to accomplish a shared objective. Leaders achieve this goal by applying their initiative, knowledge and abilities. This transaction is called Process Leadership. People have qualities that can impact their own and others' activities. This ability is called Trait Leadership because it was once originally accepted that leaders are born as opposed to being made. While leadership is a learning curve, the knowledge and abilities of the leader can be the result of her/his characteristics such as talents, knowledge, skills, morals, and integrity. Knowledge and abilities contribute directly to the interaction of initiative, while different properties give leaders certain qualities that make their actions remarkable (Sharma & Jain, 2013:310).

6.4 Knowledge management model

Knowledge management (KM) originally was a process of interaction to take on a precise way to gain, structure, oversee and circulate information throughout an organisation to execute undertakings rapidly, reuse systems and decrease undesired repetition. Davenport accepts that the KM model attempts to investigate the

properties concealed within people's minds and make this invisible "treasure" a company asset that can be easily available and usable widely by individuals who are responsible for decision making within the organisation (Ansari, Youshanlouei and Mood, 2012:213).

It is very important for leaders to share their self-knowledge in building other individuals with the goal of uplifting an organisation. However, both the construction industry and companies should initiate empowering programmes whereby those leaders who are perceived as experts in the field advice those employees who aspire towards leadership or management. This process is critical within the organisation due to the fact that such people will acquire the knowledge and skills to navigate the company better when they achieve managerial positions. There are a number of factors that affect KM as is demonstrated within Figure 6.2 below:

Figure 6. 2: Shows factors that contribute to KM success



Source: Ansari, Youshanlouei and Mood, 2012:217

The success of KM depends upon various elements such as HR, information technology (IT), leadership and organisational culture, structure and strategy. However, the study will focus on the effect of organizational culture.

6.5 Organizational culture model

Organizational culture (OC) comprises the beliefs, values and standards that connect individuals within an organisation. OC decides how issues relating to its representatives are dealt with by the association and determines the latter's social character. OC has become a vital element for hierarchical alterations. In light of Peter and Waterman's hypothesis, human components, which exist in daily life, are viewed as powerful key determinants of business execution and change management. Davenport and Pursak (2000) regard OC as the dominant system for assessing the progress of KM in an association; with the end goal being that effective KM in an organization relies upon its worth in the OC (Ansari, et al., 2012:214-215).

OC is one of the critical tools that may drive an organization towards success or failure and/or retard progress within the organization. Companies that instigate ideal measures for improving its OC are reaping fruitful benefits and installing their organization in the better place within the market. However, an ideal OC is the one that places major emphasis on its employees and customers, thus, the researcher urges most construction companies to review their OC, and any improvements that need to be made, and make every endeavour to execute these measures timeously. Such action will see the organization earning a greater share of the market.

Below are factors that contribute to OC:

Figure 6.3: Shows organisational culture criteria

Factor	Criteria	Authors
	Trust	[55]; [26]; [40] , [10]; [38]
	Collaboration	[55]; [56]; [40]
Culture	Open climate	[10]; [38]; [30]; [42]
	Learning from mistakes	[32]; [42]
	Creativity and innovation	[26]; [57]
	Knowledge sharing	[5]; [58]; [59]; [57]

Source: Ansari, Youshanlouei and Mood, 2012:215

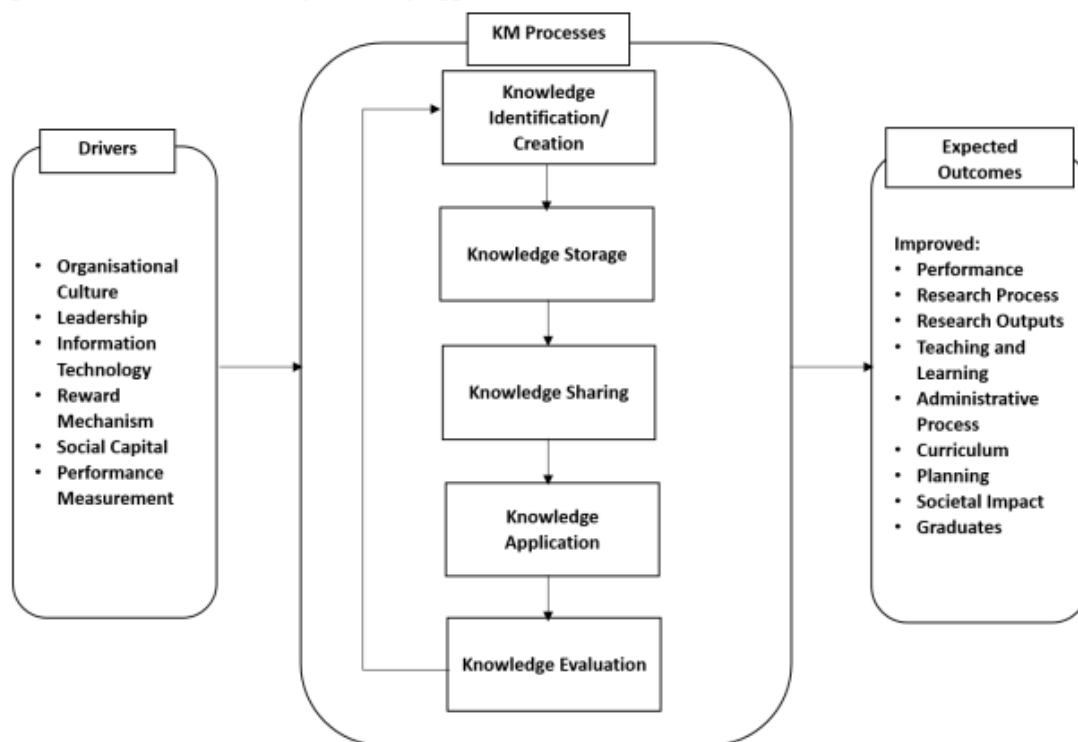
There are two criteria of OC that impact its performance, viz: the factors and culture that affect it. The factors range from trust, collaboration and an open climate, while culture involves aspects such as learning from mistakes, creativity, innovation and knowledge sharing.

Knowledge management (KM) involves the methods used for collecting data relating to developing, sharing, utilizing and dealing with organizational practices.

Below are five stages of KM:

Figure 6.4: Shows a conceptual model for KM

ines. The proposed model, as shown in Figure 1, consists of five main knowledge management phases: identification, storage, sharing, application, and evaluation.



Source: Ojo, 2016:339

The principal phase in the KM cycle is knowledge identification (KI). At this phase, it is critical for an organisation to determine its knowledge needs, to assemble the appropriate information. KI is critical for organizations proposing to use their knowledge assets for the motivation of resolving issues, planning strategically and for repositioning. Knowledge creation (KC) is significant for organisations trying to accomplish their objectives of addressing cultural requirements, while also internally increasing the quality of performance delivered. Social capital and OC are two significant facilitators of KC (Ojo, 2016:339-340).

Organisations should establish an OC that is employee and customer centric to increase performance and productivity within the organisation – internal factors impact external factors and ‘charity should begin at home’.

The subsequent phase to KC is knowledge storage (KS). The significance of KI is to possess a knowledge repository (KR) that can be visited as and when required. Whenever a leader or employer has distinguished and exemplary knowledge, it should keep within the KR. In an organisational setting, however, in addition to a KR

containing the expertise of subject specialists according to their specialization, there is also a need for KRs relating to projects and daily exercises (Ojo, 2016:340).

Knowledge exerted from certain experts should be an asset to the organization and, thus, be stored in a safe place and offer strength when the company is looking to promote individuals into senior positions. This knowledge can be made available to employees in the form of empowerment programmes.

Knowledge sharing (KS) is the third phase. Organisations should try to share information that is contained within its KRs or the minds of individual employees. Information sharing is integral to activities of KM because it is an introduction to knowledge use or application (Ojo, 2016:340).

When knowledge is fairly shared, performance and productivity tend to improve within the organization. Knowledge application (KA) is the fourth phase. For benefits to be drawn from KM initiatives, organizations should apply the obtained information to reach the next level of effectiveness and development (Ojo, 2016:340).

Organisation managers and employees should apply KM to give the organisation the required competitive advantage. Human resources are one of the greatest assets an organisation can have and effective communication is a vital tool in regards to KA.

The following and last phase of KA is evaluation, which measures and evaluates the after effects of the KA process. This phase assists with demonstrating whether the information applied is of worth or whether there is a need for obtaining more information. This last phase, which is an overview of the overall KM cycle, relates to the identification phase (Ojo, 2016:340).

The process of KM is a two-way activity and, after evaluation, everything should be aligned to the roots (KI).

6.6 Gender inequality (GI)

Gender inequalities (GI) are framework failures that help to block employee educational pipelines, attrition, recruitment bottlenecks and labour maldistribution in non-formal and formal labour forces. Encouraging gender uniformity (GU) or gender equality (GE) improves the probability of men and women having an equivalent possibility of selecting an occupation, obtaining the necessary knowledge and

abilities, being recruited and reasonably paid, and receiving enjoyment out of equivalent treatment and advancement opportunities (Newman, 2014:1-2).

GE is an essential tool to eliminate stereotypes between the two genders, for instance both men and women can work in any position and may undertake any duty. The implementation of GE might increase an organisation's productivity as long as the employee is comfortable with the task.

6.7 Gender discrimination (GD)

GD is a one of the significant aspects affecting the labour force. Figure.6.5 below characterizes discrimination (as well as equivalent opportunity and non-discrimination) and gives key definitions related to GD (Newman, 2014:2).

Figure 6.5: Shows key definitions relating to GD

Gender discrimination	Any distinction, exclusion, or restriction made on the basis of socially constructed gender roles and norms that prevents a person from enjoying full human rights [23].
Discrimination in employment and occupation	Practices that place individuals in a subordinate or disadvantaged position in the workplace or labour market because of characteristics (race, religion, sex, political opinion, national extraction, social origin, or other attribute) that bear no relation to the person's competencies or the inherent requirements of the job [24].
Basis for sex or gender discrimination	Distinctions made on the basis of biological characteristics and functions that distinguish men and women (for example, height, weight) or on the basis of social differences between men and women (for example, marital status, family situation, maternity). ²
Bias	An inclination or prejudice for or against one person or group, especially in a way considered to be unfair, that often results in discrimination [25].
Equal opportunity and nondiscrimination	The offering of employment, pay, or promotion to all, without discrimination as to sex, race, color, disability, and so forth [26].
Gender equality in the workforce	A condition where women and men can enter the health occupation of their choice, develop the requisite skills and knowledge, be fairly paid, enjoy fair and safe working conditions, and advance in a career, without reference to gender; implies that workplaces are structured to integrate family and work to reflect the value of caregiving for women and men [27].

Source: Newman, 2014:2

The actual investigation of GD is extremely complex, due to different perspectives, measurement initiatives, and reluctance amongst employees openly to admit or report it. Additionally, employees who may report discrimination may basically not have direct access to the data that state the incriminating facts.

Prejudices are predetermined perspectives that are not based upon reason or experiences. Discrimination is the demonstration of treating certain individuals unfairly due to one's prejudices. In spite of the fact that biases and segregation

toward women within the labour force have lessened, these discriminatory practices still exist for many females in senior positions. These problems, which surface as sexism, stereotypes, tokenism, and the outlining of the present status of GE against the considerably more prominent disparities of the past, are still predominant for women executives (Schwanke, 2013:21).

Moreover, discrimination in the workplace may also affect employee performance in a negative manner, especially for those who feel they are being discriminated. No position within an organisation should be filled based upon gender but rather upon the knowledge, skills and abilities necessary to perform the required responsibilities of the vacant position. The aim of gender equality is not to promote either men or women in the work place but to advocate unbiased selection for all those employees who demonstrate the skills and capabilities of advertised position.

6.8 Women's Responses to Barriers

Females can support the boundaries to their progression by deciding to respond to issues in pointless ways. In the event that a woman encounters a boundary to promotion, she might respond by inappropriately assimilating it by justifying such discrimination through sense-making, or by deciding to abandon her career advancing efforts. Alternately, the insight that females do not progress since they shrink from following up an opportunity (a decision termed the "aspiration hole") is untrue (Schwanke, 2013:21).

This study advocates that women need to band together and address issues that directly disadvantages their career growth. Interpersonal support should be concrete, meaning that women in senior positions need to listen to those who are in junior positions; they should find a way of motivating and uplifting one another. One of the barriers facing women at work is when there is enmity among them. Women need to cherish and support each other in the same way that as men do.

6.9 Chapter summary

This chapter explored the important concepts of the study and supported this investigation by integrating it with knowledge and perspectives gained from the reviewed literature. The KM process was discussed in detail to provide insight upon

the crucial nature of this process and how it benefits organizations by trying to reduce the incidence of gender inequality and, thus, improving productivity within the construction industry. Also, some of the factors relating to PM were discussed.

CHAPTER 7

DATA INTERPRETATION AND ANALYSIS

7.1 Introduction

The construction industry is one of the industries that are perceived as male centric. However, since this is considered to be the case, women are indeed few in numbers in senior management positions in this industry. The study seeks to explore this concern and perhaps be utilized as an appropriate tool to resolve this. The study aimed to investigate barriers (if any) that act as a glass ceiling on women in getting into senior management positions in construction site. Moreover, the study sought to explore the reasons of this observation in the construction industry by selecting a construction site in the Cape Metropolis and in attempt in comprehending this phenomenon.

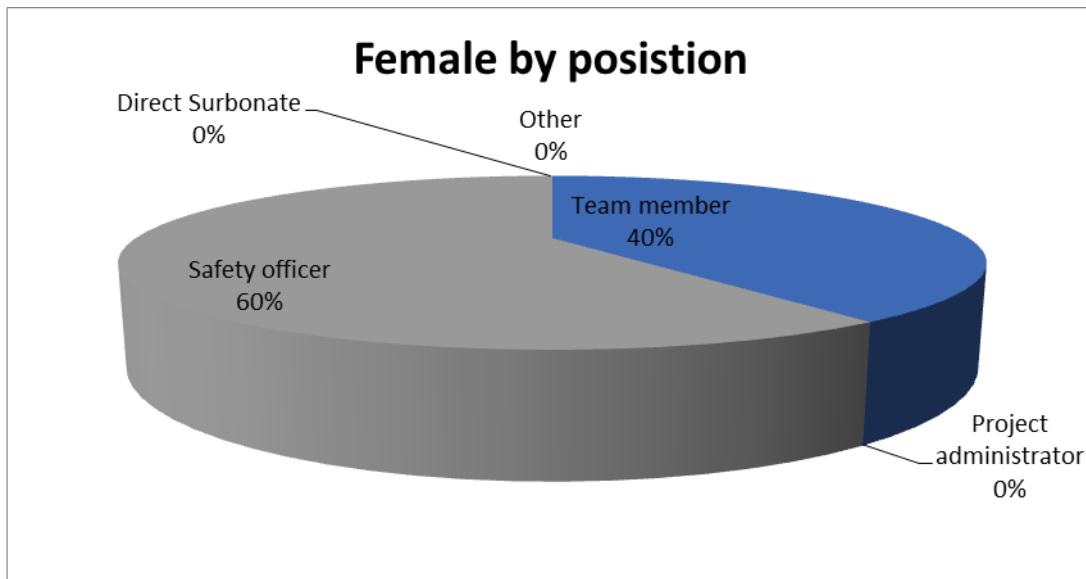
Within this chapter, results are categorized and displayed in a form of question-answer layout from the questionnaire. However, questionnaire were separated into 3 segments which is Section A that had to do with Biography, Section B was Likert scale and Section C dealt with open ended questions.

7.2 Section A - Biography

Section A, had to do particularly with respondent's biography, fundamentally to assess appropriateness of the participants for the study. The target was both male and females within the construction industry where cognition and issues around gender difference in senior management needed to be explored. Section A; subsequently tries to lay out the reasonableness of such participants for the motivations behind this study.

Question 1: What is your position in the project? This question was fundamentally in comprehending that how many females are in senior management positions, if any available at the given time.

Figure 7.1: Represents the positions of females within a selected construction site

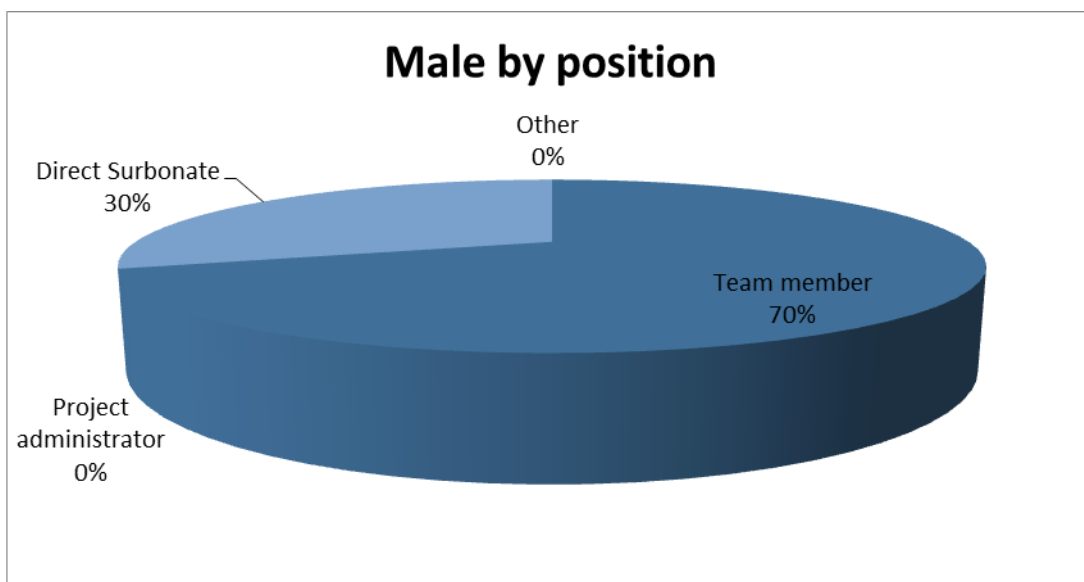


Source: own construction

Response: Fig...7.1 above demonstrate that participants falls within team members positions constituted 40% while 60% was other and to be specific, those where safety officers .

Question 1: What is your position in the project? This question was fundamentally in comprehending that how many males are in senior management positions, if any available at the given time.

Figure 7.2: Represents the positions of males within a selected construction site

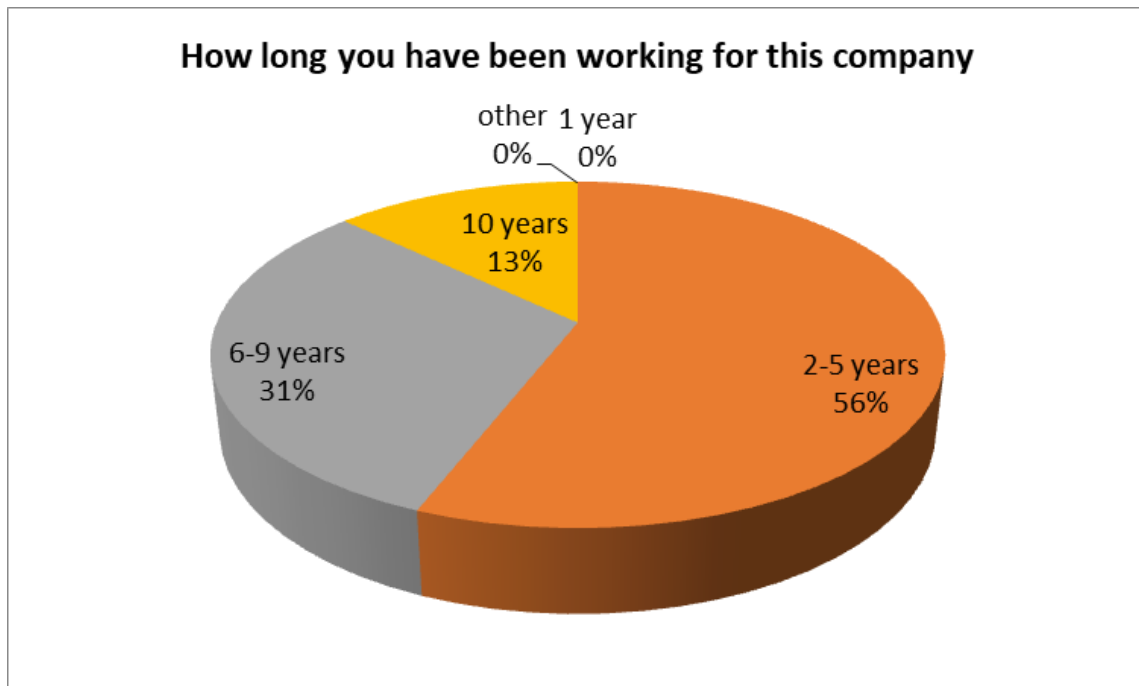


Source: own construction

Response: Fig...7.2 above demonstrates that respondents fall within team members positions constituted 70% while direct subordinates made up 30% altogether.

Question 2: For how long have you been working for this company? this question was employed to have an idea if candidates in terms of working experience are they standing to be considered on senior management positions or not.

Figure 7.3: Represents the duration (years) of employees within the organisations

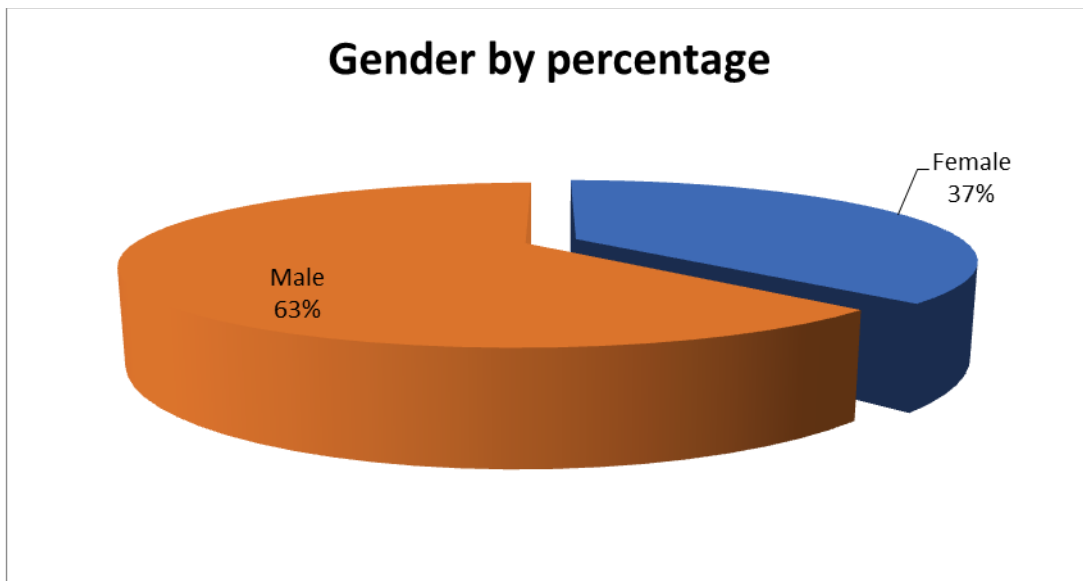


Source: own construction

Response: As indicated by **Fig...7.3** respondents who were working in the organisation between 2-5 years constituted 56% while those who worked for 6-9 years composed 31% and the one who were within the organisation for 10 years made up 13%. They were no respondents worked for 1 year or less.

Question 3: What gender are you? This was to distinguish employees by gender to really have an idea of how much work need to be done in case of trying to balance the gender disparity within construction industry.

Figure 7.4: Represents gender employment within the organisations

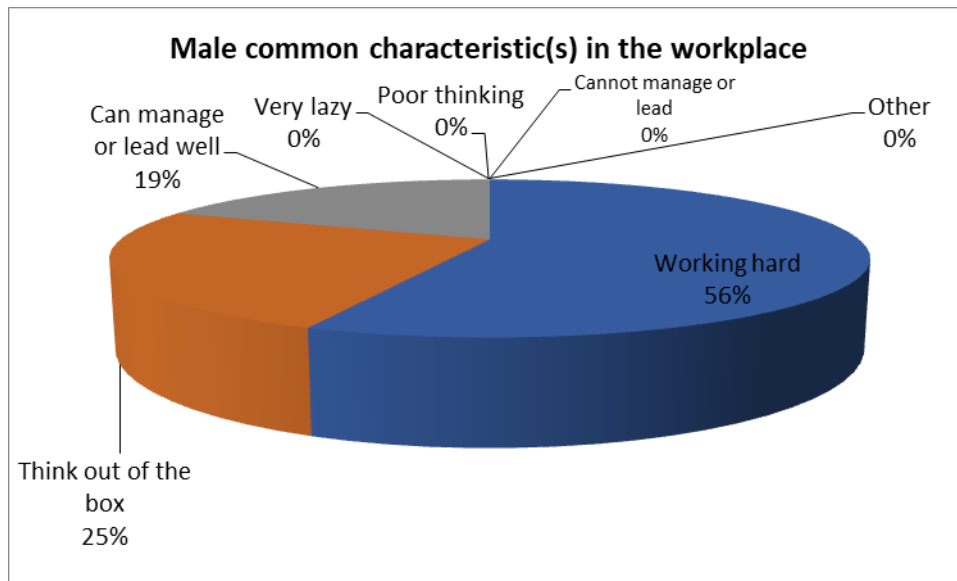


Source: own construction

Response: As illustrated by Fig...7.4 it apparent that indeed male constituted higher percentage than females, of which males made up a total of 63% while constituted 37%.

Question 4: What is the most common characteristic about males in workplace? This was employed in trying to understand the difference in characteristics of both males and females within work environment, having both negative and positive characteristics for respondents to select either. However, this was specific to males' characteristics while question 5 was based on females.

Figure 7.5: Represents male common characteristics within the work environment

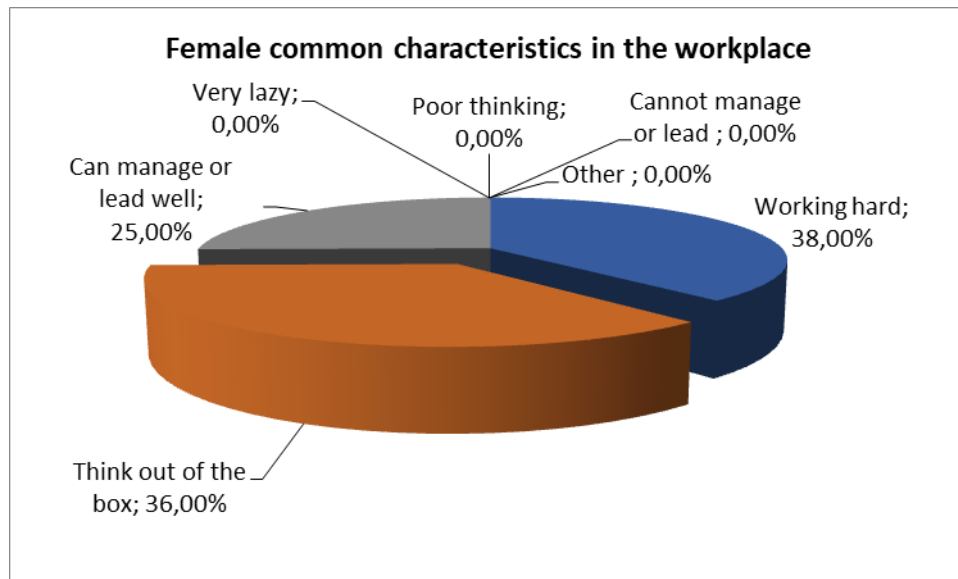


Source: own construction

Response: Fig...7.5 shows that most participants perceived males as working hard with a percentage of 56% while some have a different perception that males can think out of box which composed 25%, followed by those who think males can manage or lead well with 19%.

Question 5: What is the most common characteristic about females in workplace? This was employed in trying to understand the difference in characteristics of both males and females within work environment, having both negative and positive characteristics for respondents to select either. However, this was specific to females' characteristics while question 4 was based on males.

Figure 7.6: Represents female common characteristics within the work environment

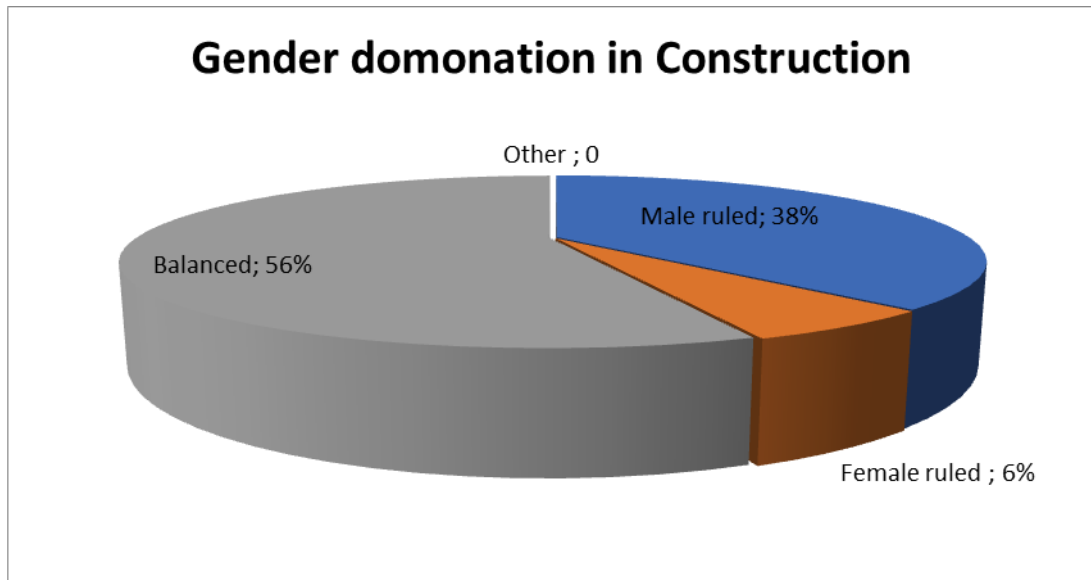


Source: own construction

Response: Fig...7.6 shows that most respondents perceived females as both working hard and think out of the box with a percentage of 38% and 36% respectively while those who think females can manage or lead well made up 25%.

Question 6: What would you say about this industry, is it? This question was applied to in conjunction with perception of male dominance within this industry to comprehend respondents' point of view about it.

Figure 7.7: Represents dominance by gender within the construction industry



Source: own construction

Response: As indicated by **Fig...7.7** it clear that according to respondents' perception, the industry is balanced as that constitute 56% followed by those see it as male ruled with 38% and lastly with those see it as female ruled with 6%.

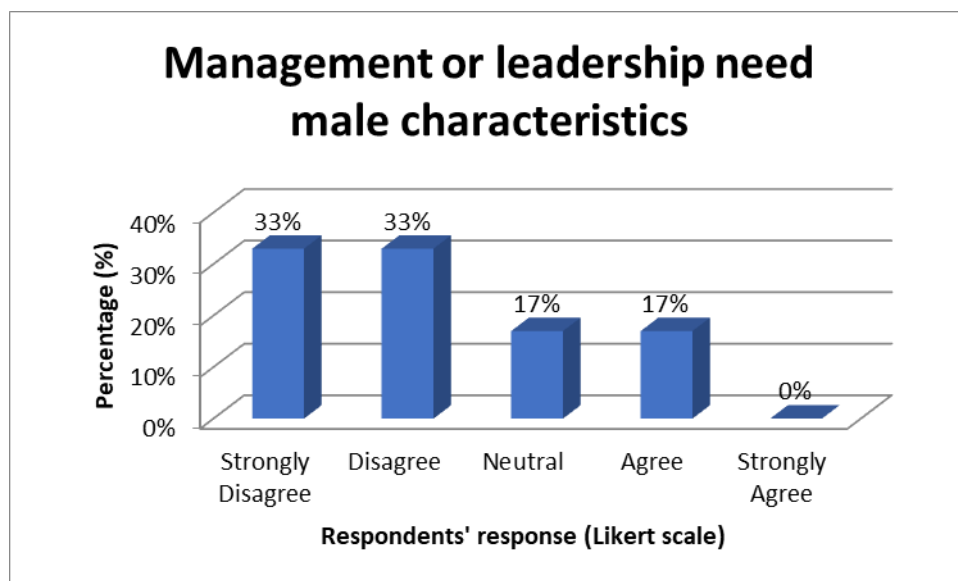
SECTION B –

Likert scale: this section has to do with issues that concern gender disparity within the construction industry. The section gives some insights on the following aspects: Cognition around gender difference, Empowerment to stimulate growth, Discrimination for senior management positions, Decision making and skills and lastly on Self-evaluation and awareness. The scale is presented as following: 1- strongly disagree, 2 - disagree, 3- neutral, 4- agree and 5- strongly agree.

Female perception on cognition around gender difference

Below is the figure that demonstrates the respondents' response on characteristics that management or leadership needs within the organization (s).

Figure 7.8: Represents female perception on management or leadership characteristics pertaining males

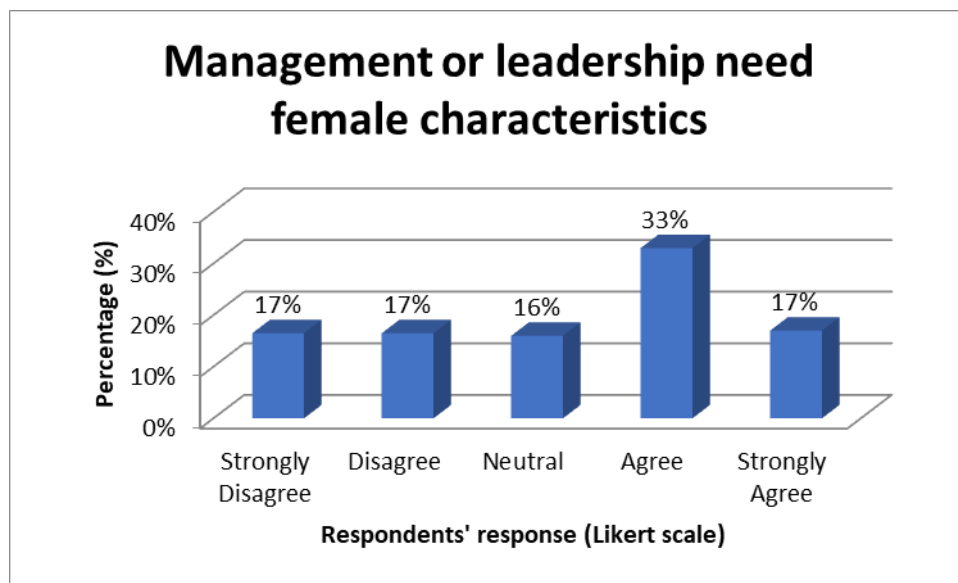


Source: own construction

Gender difference seems to be an issue in construction industry. However, referring to figure 7.8, 66% disagreed that management or leadership need male characteristics of which 33% strongly disagreed with this while 17% agreed with this statement and another 17% were neutral about it.

Below is the figure that demonstrates the respondents' response on characteristics that management or leadership needs within the organization (s).

Figure 7.9: Represents female perception on management or leadership characteristics pertaining females

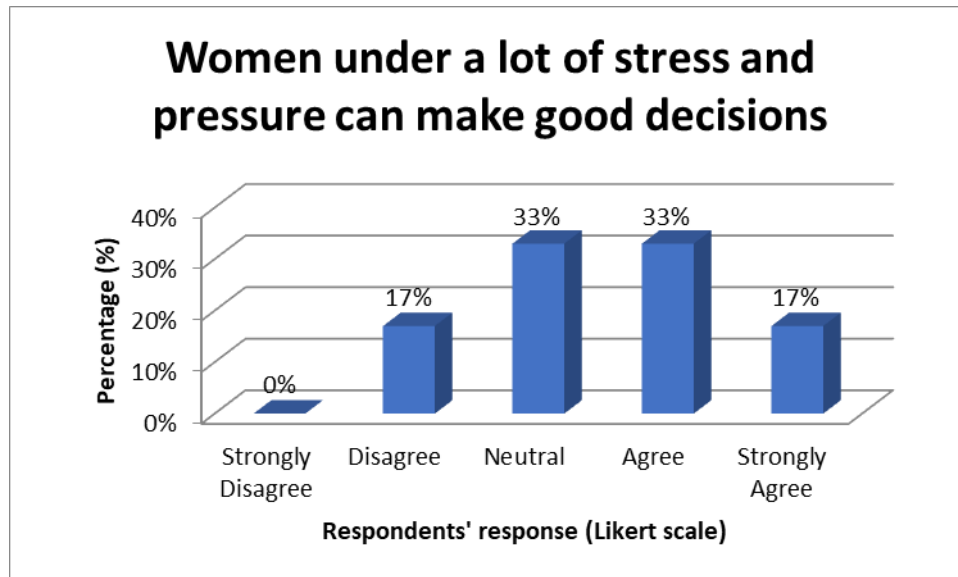


Source: own construction

In light of figure 7.9 above, 50% of respondents agreed with the statement that management or leadership need female characteristics of which 17% strongly agreed with this while 34% disagreed of which 17% strongly disagreed and 16% were neutral about it.

Below is the figure that demonstrates the respondents' response on women under a lot of stress and pressure within the organization (s) to make fruitful decisions.

Figure 7.10: Represents female perception on women under a lot of stress and pressure within the organization to make fruitful decisions

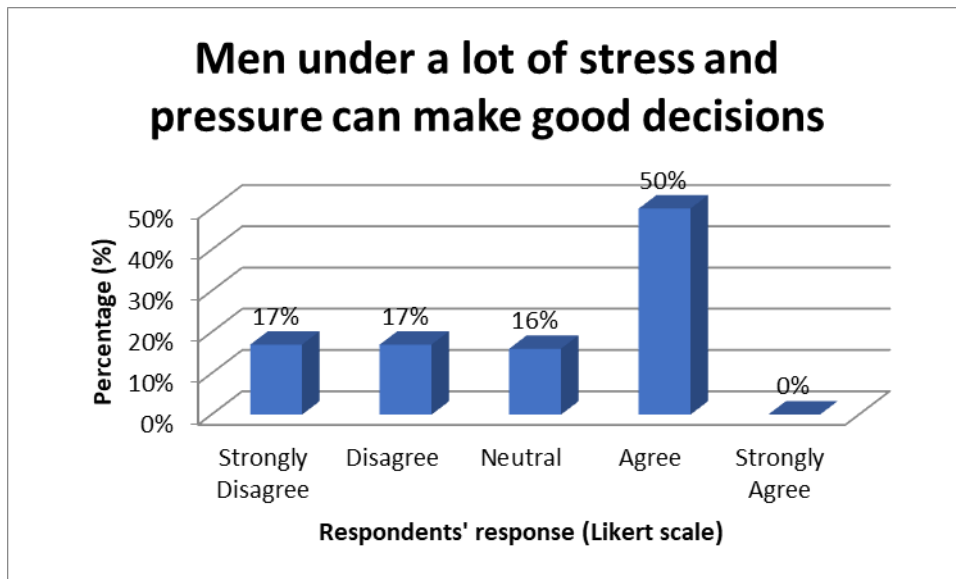


Source: own construction

According to figure 7.10 above, 50% of respondents agreed with the statement women under a lot of stress and pressure can make good decisions of which 17% strongly agreed with this while the other 17% disagreed with this and 33% were neutral.

Below is the figure that demonstrates the respondents' response on men under a lot of stress and pressure within the organization (s) to make fruitful decisions.

Figure 7.11: Represents female perception on men under a lot of stress and pressure within the organization to make fruitful decisions

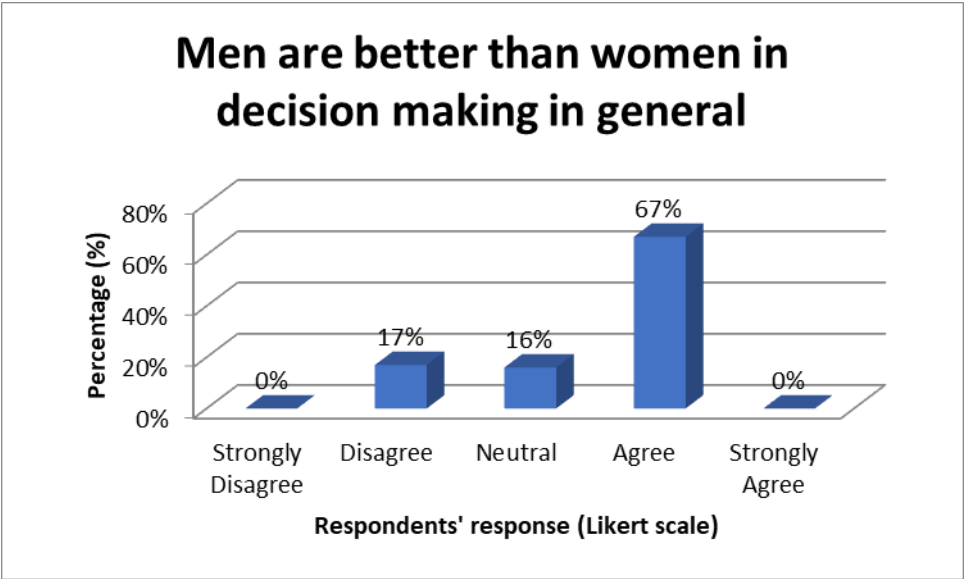


Source: own construction

As presented by figure 7.11 above, 50% of respondents agreed with the statement that men under a lot of stress and pressure can make good decisions while 34% actually disagreed with this of which 17% strongly disagreed and the 16% were neutral about it.

Below is the figure that demonstrates the respondents' response on a point that men are better in decision making in general.

Figure 7.12: Represents female perception on men that are better in decision making in general.

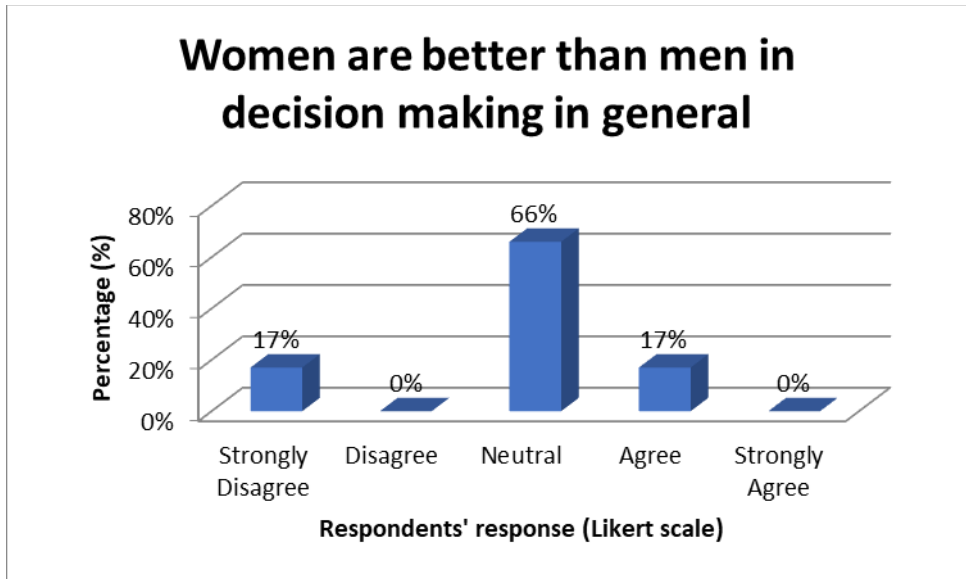


Source: own construction

As seen on figure 7.12 above, 67% of respondents agreed with the statement that men are better than women in decision making in general while 17% disagreed with this and 16% were neutral about it.

Below is the figure that demonstrates the respondents' response on a point that women are better in decision making in general.

Figure 7.13: Represents female perception on women that are better in decision making in general

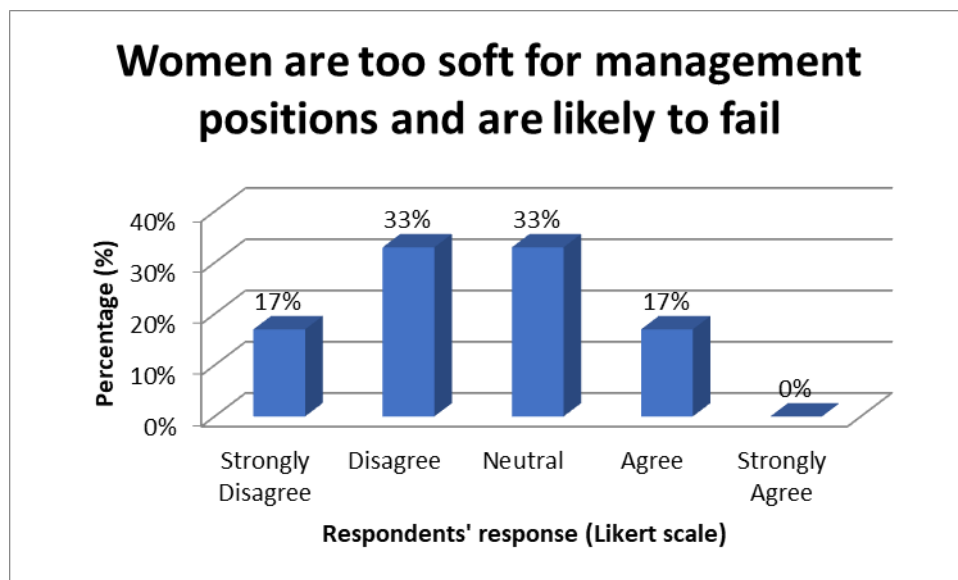


Source: own construction

Based on figure 7.13 above, 17% of respondents agreed with the statement that women are better than men in decision making in general while another 17% actually disagreed with this and 66% were neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that women are too soft for management are likely to fail.

Figure 7.14: Represents female perceptions on women are too soft for management are likely to fail.

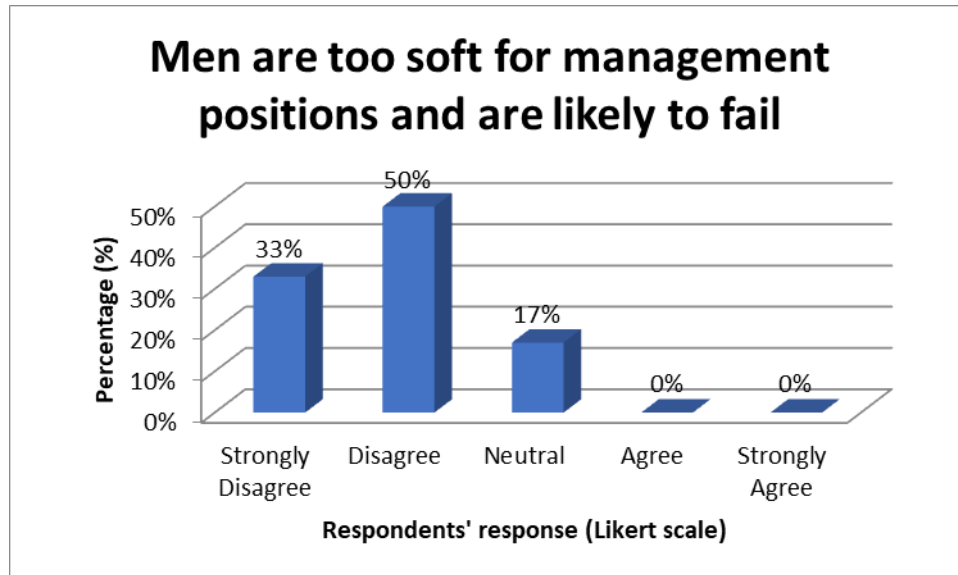


Source: own construction

As demonstrated by figure 7.14 above, 17% of respondents agreed with the statement that women are too soft for management positions and are likely to fail while 50% disagreed with this of which 17% strongly disagreed and 33% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that men are too soft for management are likely to fail.

Figure 7.15: Represents female perceptions on men are too soft for management are likely to fail.

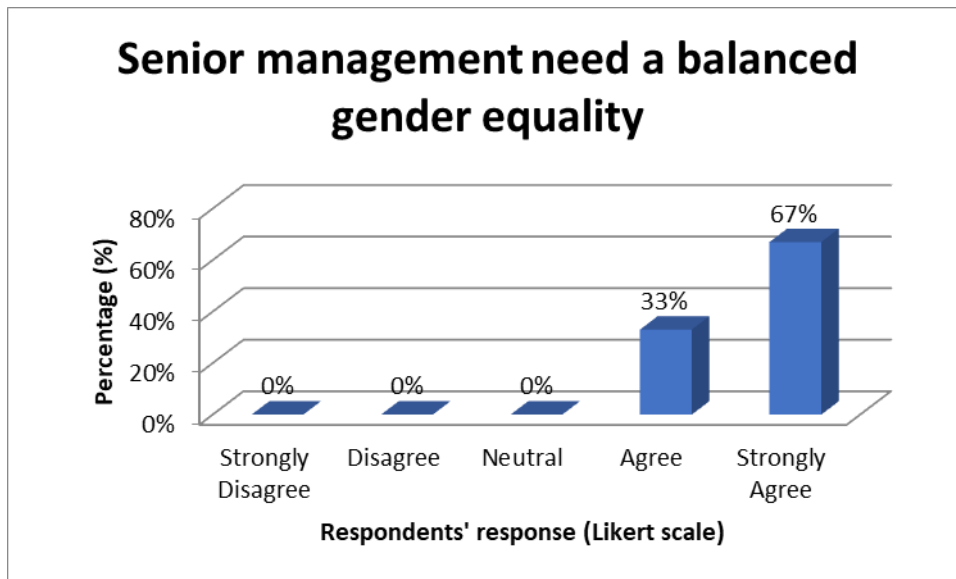


Source: own construction

As alluded by figure 7.15 above, 83% of respondents disagreed with the statement that men are too soft for management positions and are likely to fail of 33% strongly disagreed while 17% were neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that senior management need balanced gender equality.

Figure 7.16: Represents female perceptions on senior management need balanced gender equality.

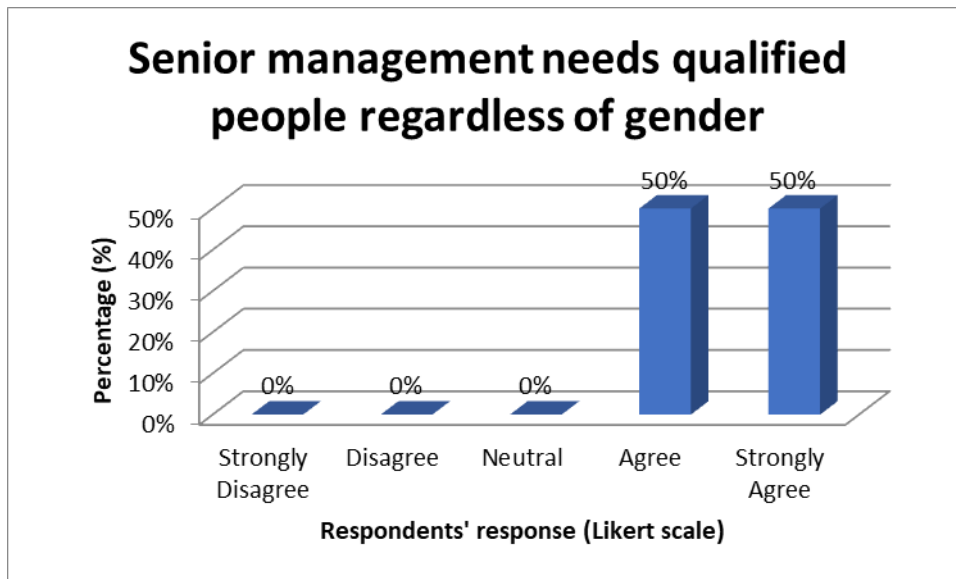


Source: own construction

According to figure 7.16 above, 100% of respondents agreed with the statement that senior management need balanced gender equality of which 67% strongly agreed with this.

Below is the figure that demonstrates the respondents' response on a statement that senior management needs qualified people regardless of gender.

Figure 7.17: Represents female perceptions on senior management needs qualified people regardless of gender.

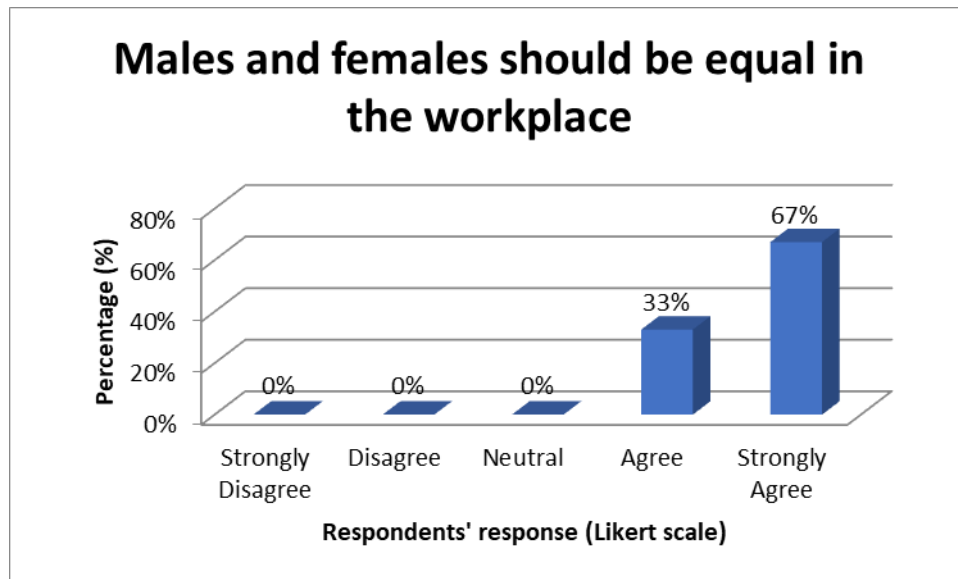


Source: own construction

As presented by figure 7.17 above, 100% of respondents agreed with the statement that senior management needs qualified people regardless of gender of which 50% strongly agreed with this.

Below is the figure that demonstrates the respondents' response on a statement that males and females should be equal in the workplace.

Figure 7.18: Represents female perceptions on males and females should be equal in the workplace.

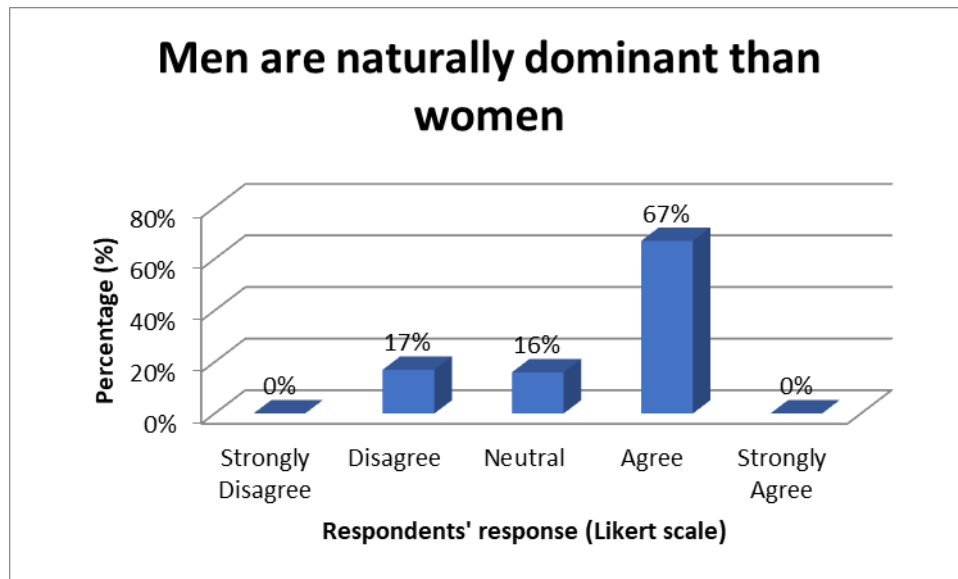


Source: own construction

In light of figure 7.18 above, 100% of respondents agreed with the statement that males and females should be equal in the workplace of which 67% strongly agreed with this.

Below is the figure that demonstrates the respondents' response on a statement that men are naturally dominant than females.

Figure 7.19: Represents female perceptions on men are naturally dominant than females.

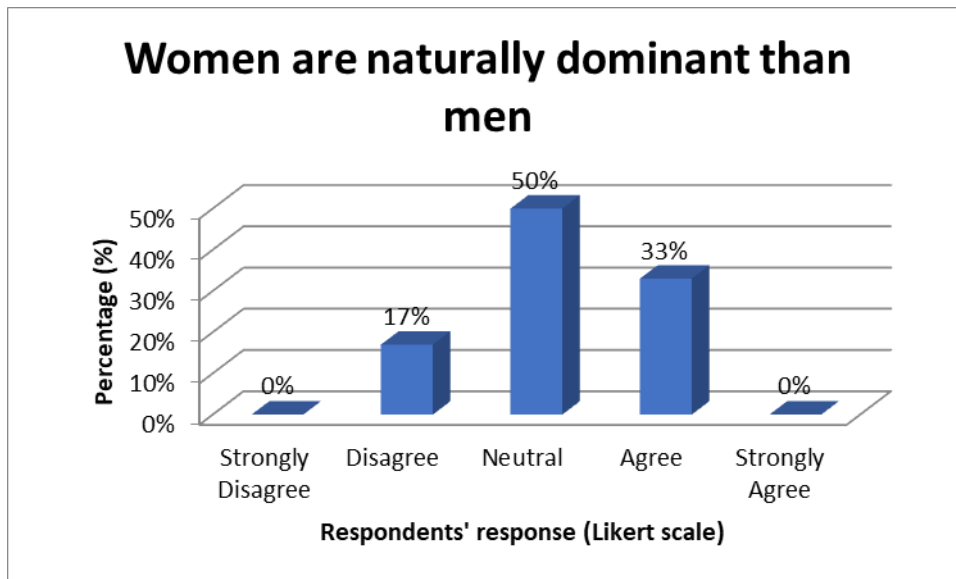


Source: own construction

According to figure 7.19 above, 67% of respondents agreed with the statement that men are naturally dominant than women while 17% actually disagreed with this and 16% were neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that women are naturally dominant than men.

Figure 7.20: Represents female perceptions on women are naturally dominant than men.



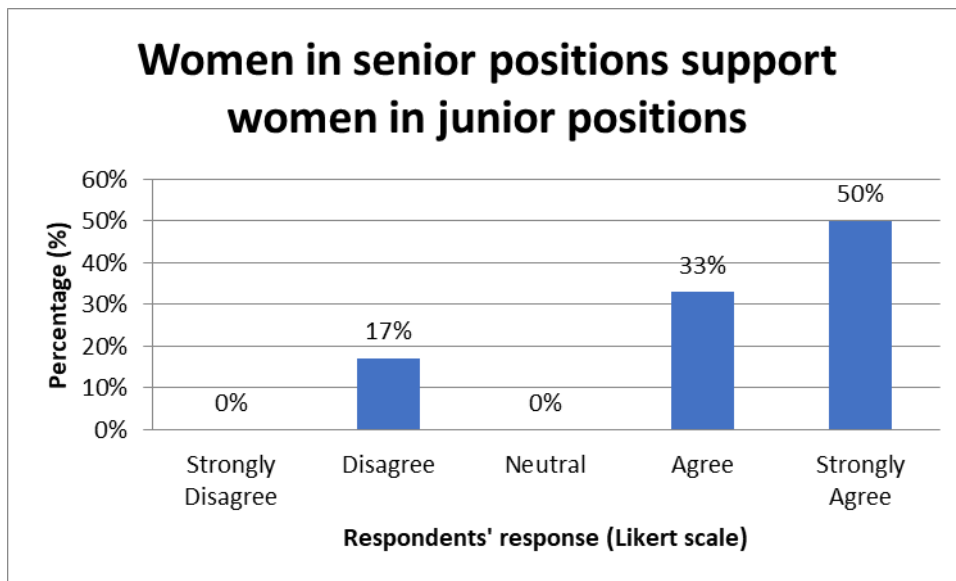
Source: own construction

As presented by figure 7.20 above, 33% of respondents agreed with the statement that women are naturally dominant than men while 17% disagreed with this and 50% were neutral about it.

Female perception around empowerment to stimulate growth

Below is the figure that demonstrates the respondents' response on a statement that women in senior positions support women in junior positions.

Figure 7.21: Represents female perceptions on women in senior positions support women in junior positions.

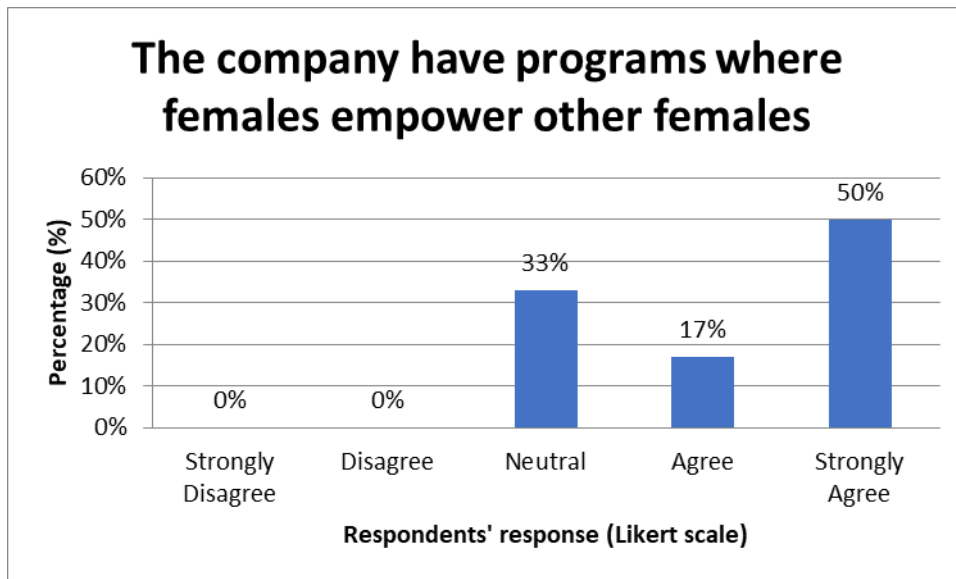


Source: own construction

Empowerment is crucial in building any organisation. With that being said, based on figure 7.21, 83% of respondents agreed with the statement that women in senior positions support women in junior positions of which 50% strongly agreed while the other 17% disagreed to this.

Below is the figure that demonstrates the respondents' response on a statement that the company have programs where females empower other females.

Figure 7.22: Represents female perceptions on company have programs where females empower other females.

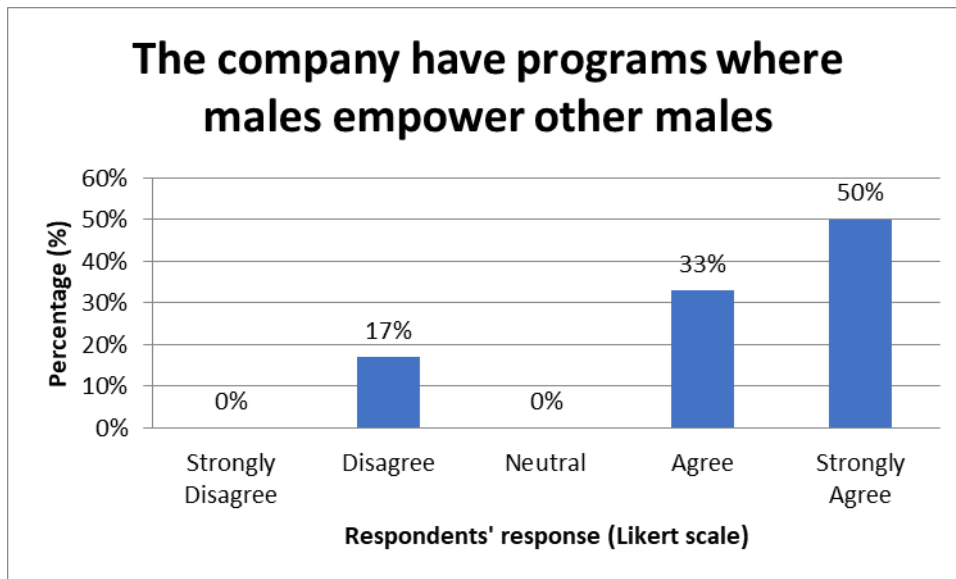


Source: own construction

Based on figure 7.22 above, 67% of respondents agreed with the statement that the company have programs where females empower other females of which 50% strongly agreed with this and 33% were neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that the company have programs where males empower other males.

Figure 7.23: Represents female perceptions on company have programs where males empower other males.

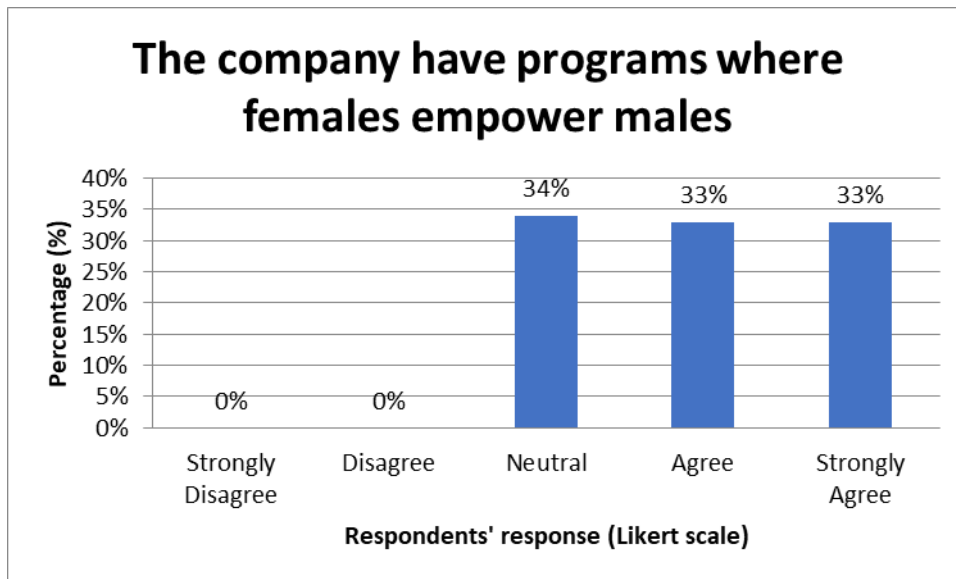


Source: own construction

As presented by figure 7.23 above, 83% of respondents agreed with the statement that the company have programs where males empower other males of which 50% strongly agreed with this while 17% actually disagreed with this.

Below is the figure that demonstrates the respondents' response on a statement that the company have programs where females empower other males.

Figure 7.24: Represents female perceptions on company have programs where females empower other males.

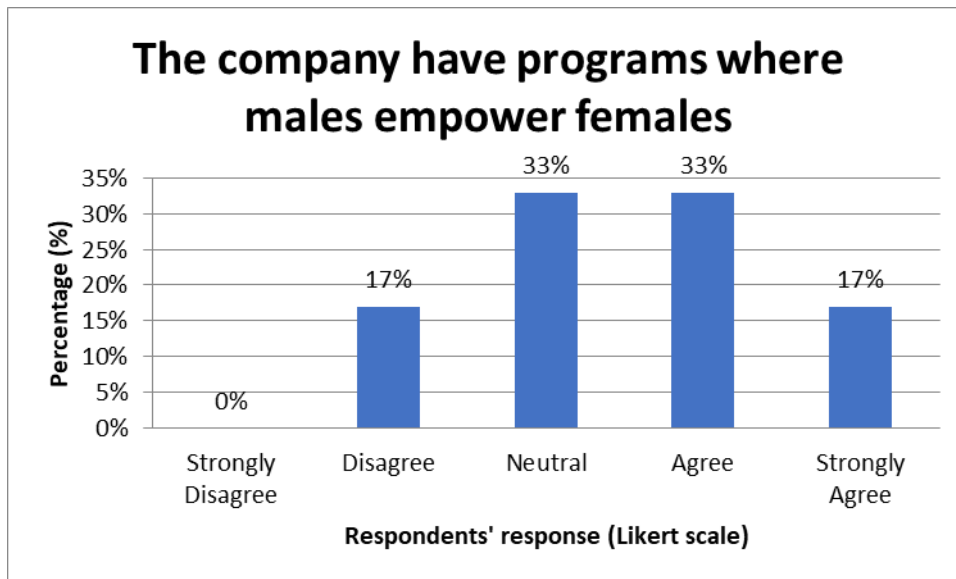


Source: own construction

According to figure 7.24 above, 66% of respondents agreed with the statement that the company have programs where females empower males of which 33% strongly disagreed while 34% were neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that the company have programs where males empower females.

Figure 7.25: Represents female perceptions on company have programs where males empower females.

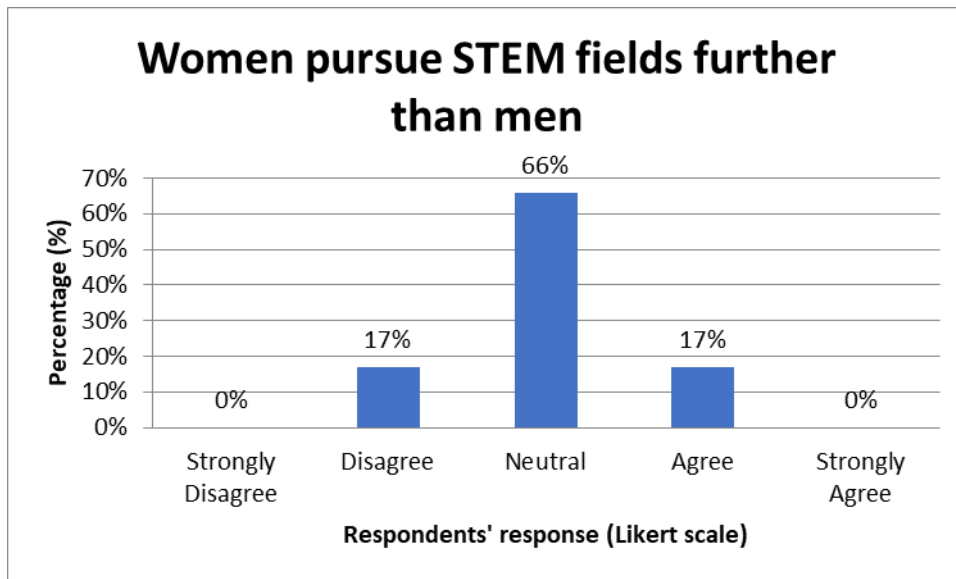


Source: own construction

In light of figure 7.25 above, 50% agreed that the company have programs where males empower females of which 17% strongly agreed while the other 17% disagreed with this and the other 33% were neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that women pursue STEM fields further than men.

Figure 7.26: Represents female perceptions on women pursue STEM fields further than men.

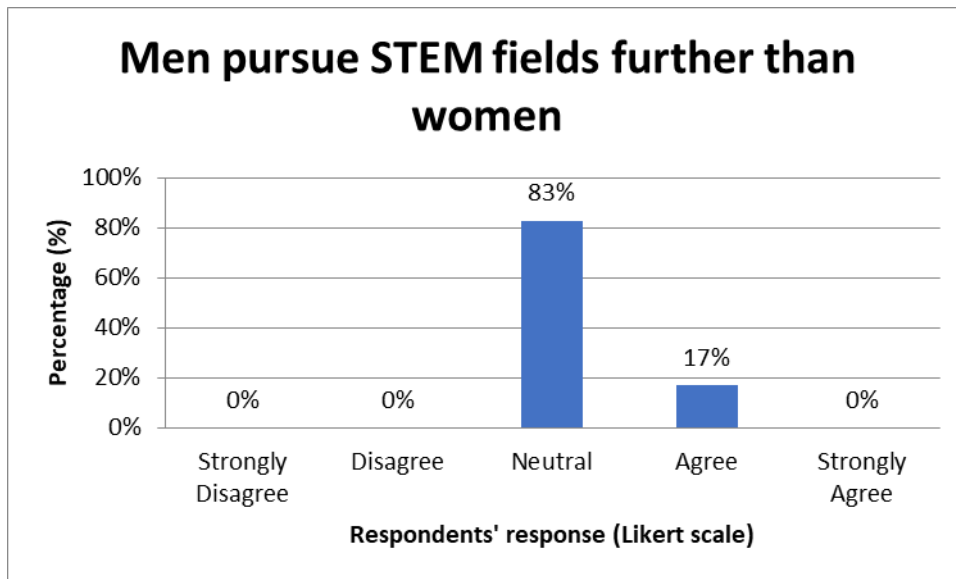


Source: own construction

Based on figure 7.26 above, 17% of respondents agreed with the statement that women pursue STEM fields further than men while the other 17% disagreed with this and 66% were neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that men pursue STEM fields further than women.

Figure 7.27: Represents female perceptions on men pursue STEM fields further than women.



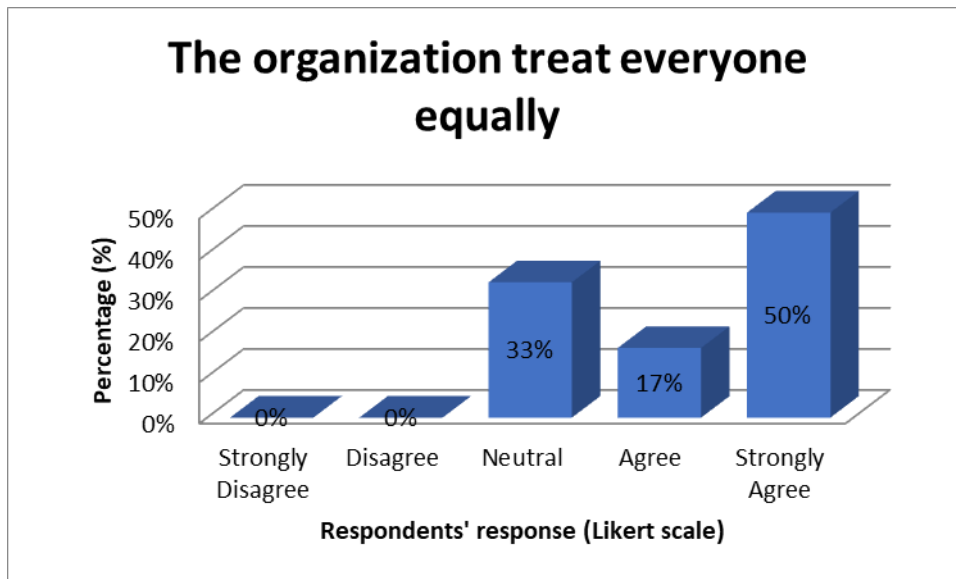
Source: own construction

Referring to figure 7.27 above, 17% of respondents agreed with the statement that men pursue STEM fields further than women while 83% were neutral to this statement.

Female perception around discrimination for senior management positions

Below is the figure that demonstrates the respondents' response on a statement that the organization treats everyone equally.

Figure 7.28: Represents female perceptions on organization treat everyone equally.

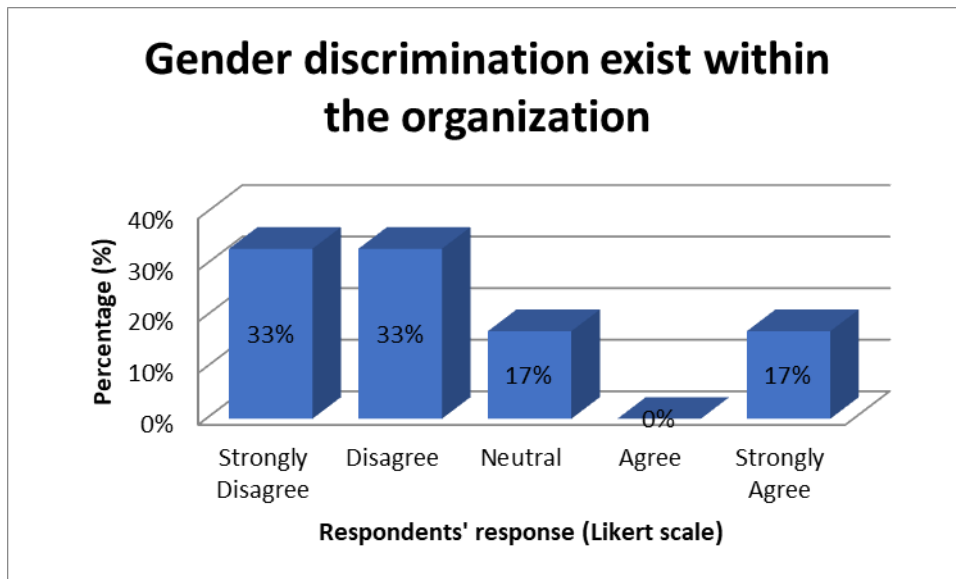


Source: own construction

In light of, figure 7.29 above, which demonstrates that 67% of respondents agreed with the statement that the organization treat everyone equally of which 50% strongly agreed with this while 33% were neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that gender discrimination exists within the organization.

Figure 7.29: Represents female perceptions on gender discrimination exist within the organization.

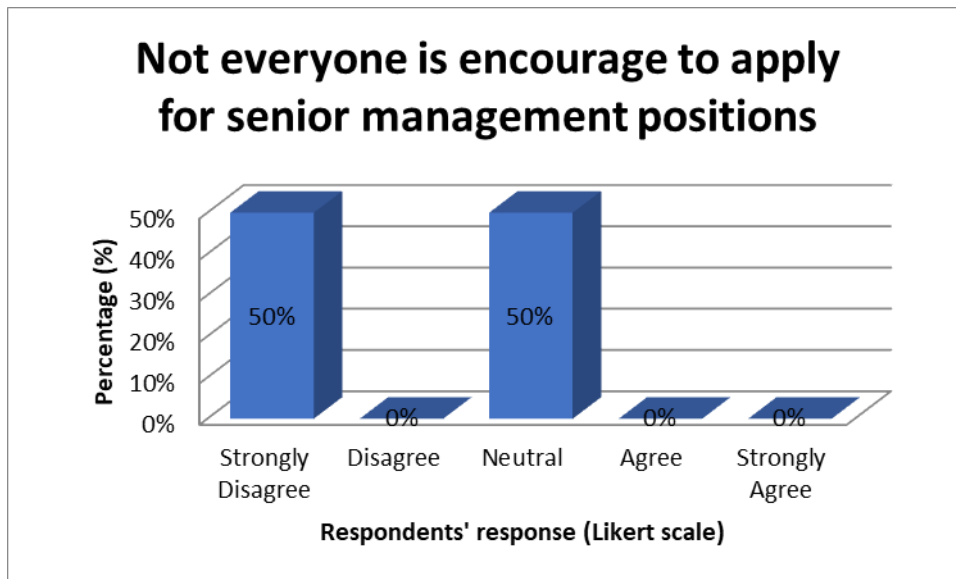


Source: own construction

Based on figure 7.29 above, 17 % strongly of respondents strongly agreed with the statement that gender discrimination exist within the organization whereas 66% actually disagreed with this of which 33% strongly disagreed and 17% were neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that not everyone is encouraged to apply for senior management positions.

Figure 7.30: Represents female's perception on not everyone is encouraged to apply for senior management positions.

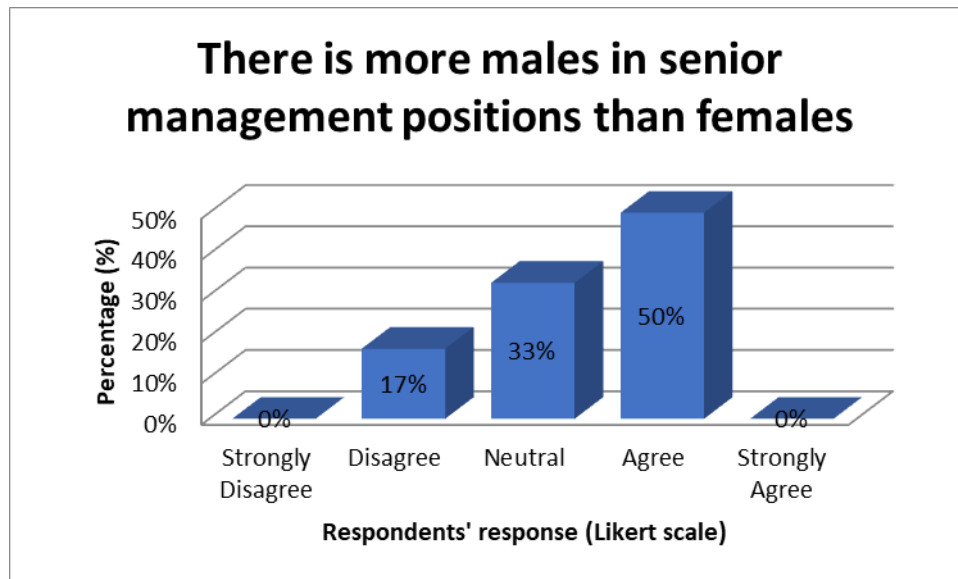


Source: own construction

Referring to figure 7.30 above, 50% of respondents strongly disagreed with the statement that not everyone is encourage to apply for senior management positions while the other 50% were neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that there are more males in senior management positions than females.

Figure 7.31: Represents female perceptions on there are more males in senior management positions than females.

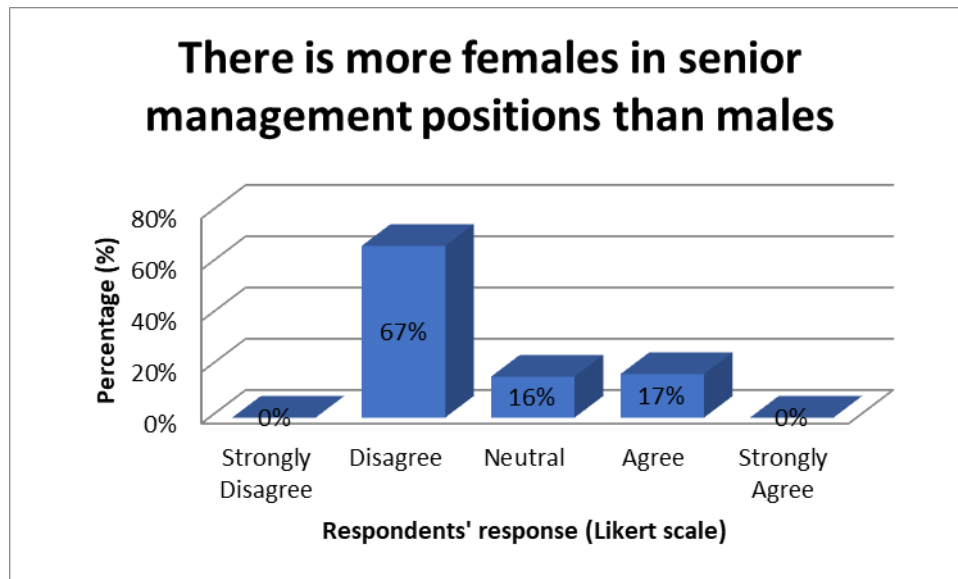


Source: own construction

When it comes to senior management positions as showed by figure 7.31 above, 50% of respondents agreed with the statement that there are more males in senior management positions than females while 17% disagreed with this and 33% were neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that there are more females in senior management positions than males.

Figure 7.32: Represents female perceptions on there are more females in senior management positions than males.

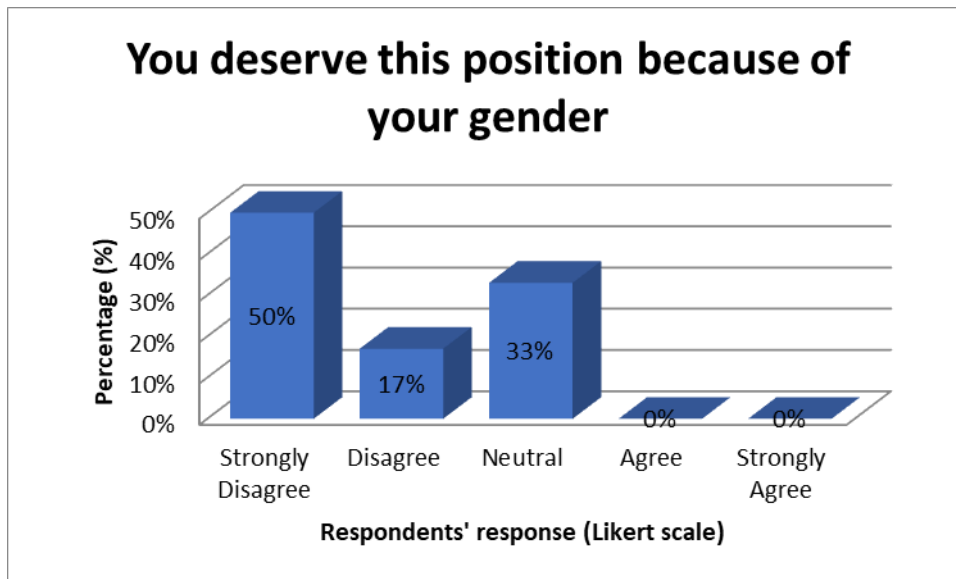


Source: own construction

According to figure 7.22 above, 17% of respondents agreed with the statement that there are more females in senior management positions than males while 67% disagreed to this and 16% were neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that you deserve this position because of your gender.

Figure 7.33: Represents female perceptions on you deserve this position because of your gender.

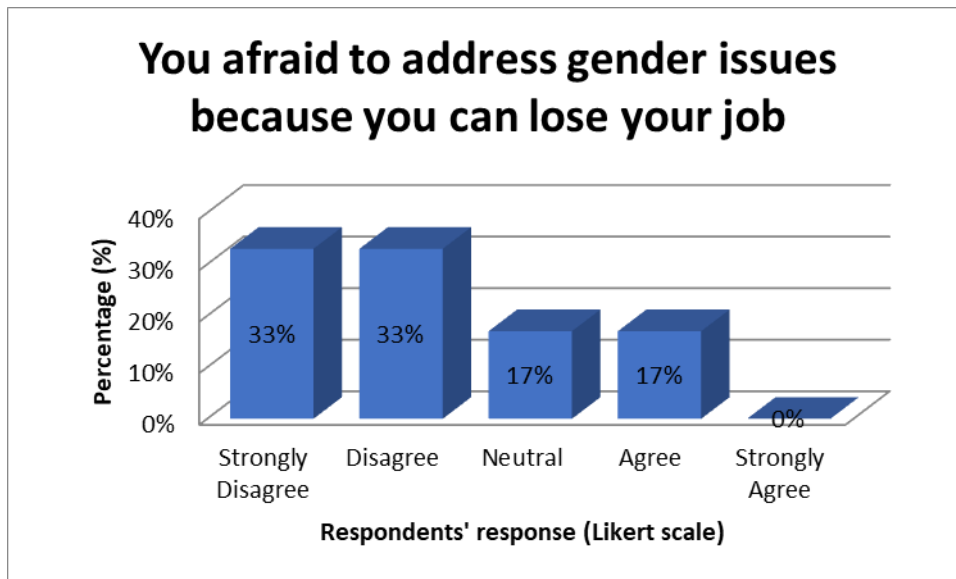


Source: own construction

As presented by figure 7.33 above, 67% of respondents disagreed with the statement that they deserve their position because of their gender of which 50% strongly disagreed with this while the other 33% were neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that you afraid to address genders issues because you can lose your job.

Figure 7.34: Represents female perceptions on you afraid to address genders issues because you can lose your job.

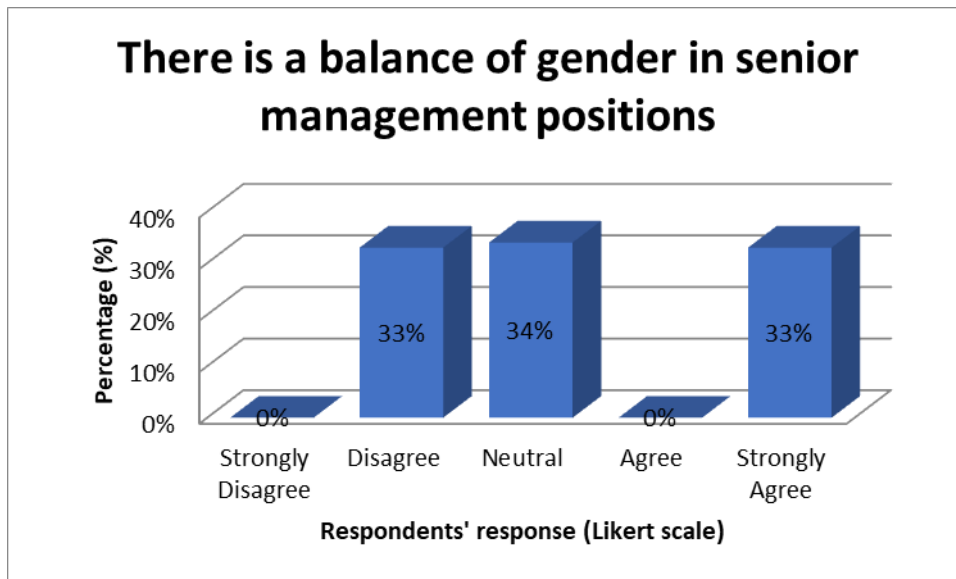


Source: own construction

Based on figure 7.35 above, 66% of respondents disagreed with the statement that they afraid to address gender issues because they can lose their job of which 33% strongly disagreed with this while the other 17% of respondents agreed with this and another 17% were neutral to it.

Below is the figure that demonstrates the respondents' response on a statement that there is a balanced of gender in senior management positions.

Figure 7.35: Represents female perceptions on there is a balanced of gender in senior management positions.



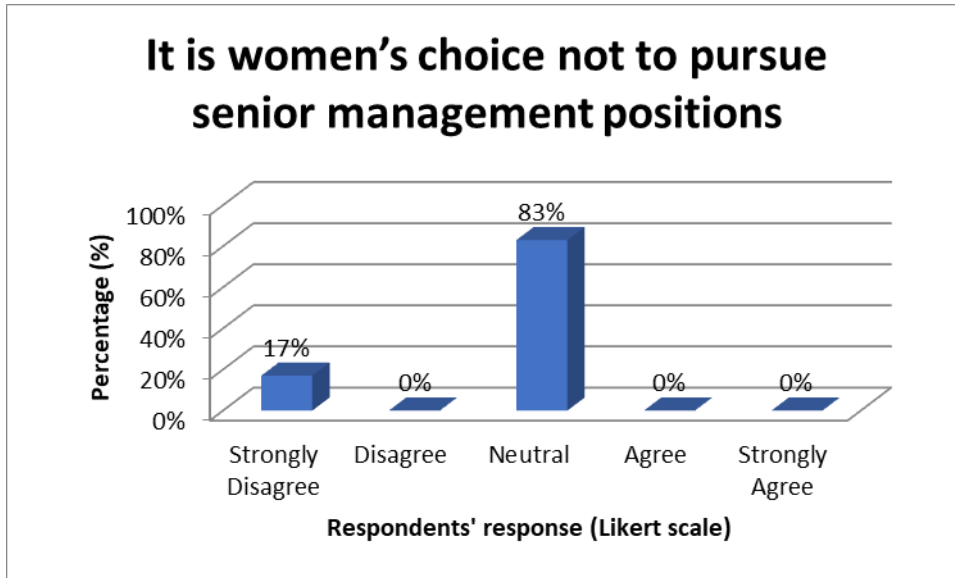
Source: own construction

Then for senior management positions based on figure 7.35 above, 33% strongly of respondents agreed with the statement that there is a balance of gender in senior management positions while the other 33% actually disagreed with this and 34% were neutral about it.

Female perception around decision making and skills

Below is the figure that demonstrates the respondents' response on a statement that it is women choice not to pursue senior management positions.

Figure 7.36: Represents female's perception on it is women choice not to pursue senior management positions.

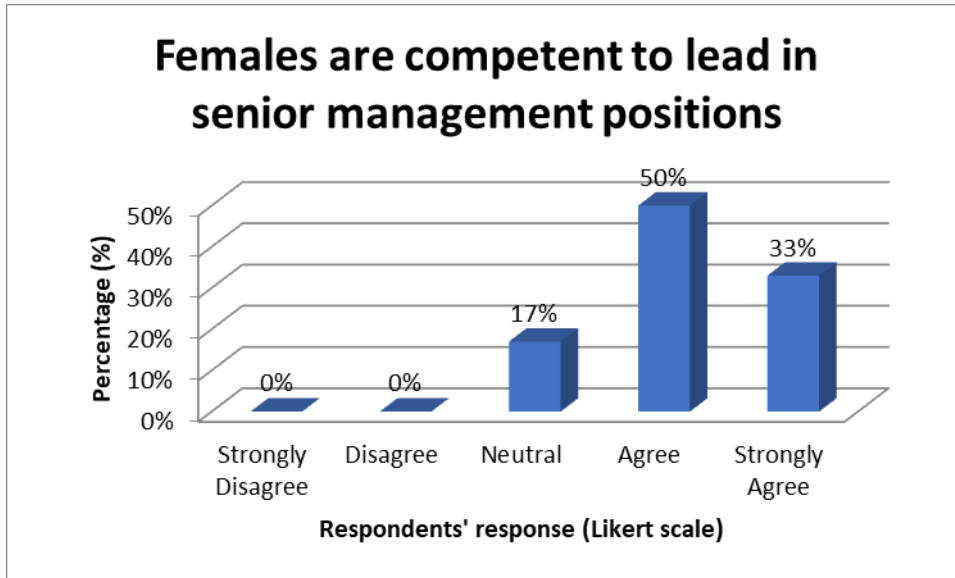


Source: own construction

Skills and decision making is crucial in any organisation. Nonetheless, according to figure 7.36 above, 17% of respondents strongly disagreed with the statement that it is women's choice not to pursue senior management positions while 83% were actually neutral to this.

Below is the figure that demonstrates the respondents' response on a statement that females are competent to lead in senior management positions.

Figure 7.37: Represents female perceptions on females are competent to lead in senior management positions.

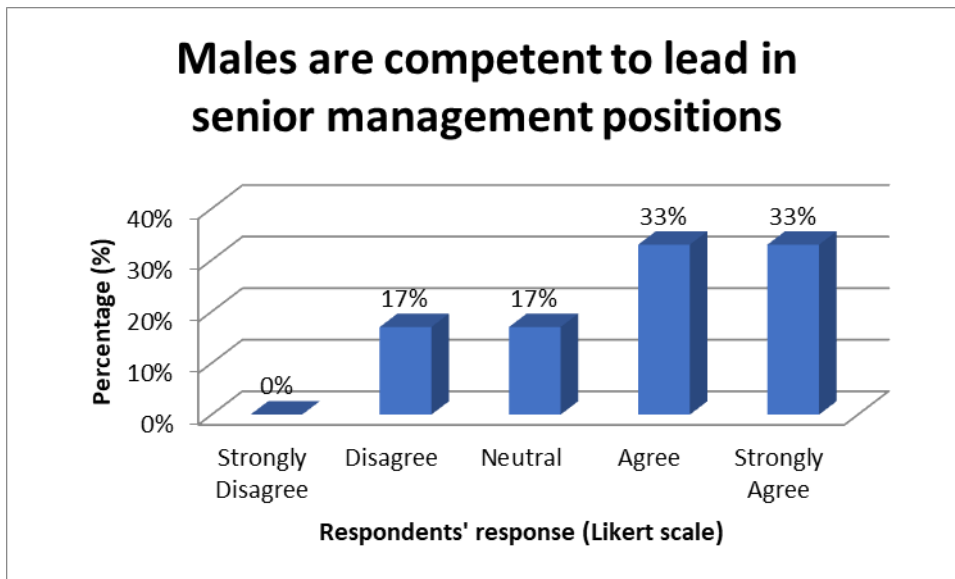


Source: own construction

As presented by figure 7.37 above, 83% of respondents agreed with the statement that females are competent to lead in senior management positions of which 33% strongly agreed with this and the other 17% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that males are competent to lead in senior management positions.

Figure 7.38: Represents female perceptions on males are competent to lead in senior management positions.

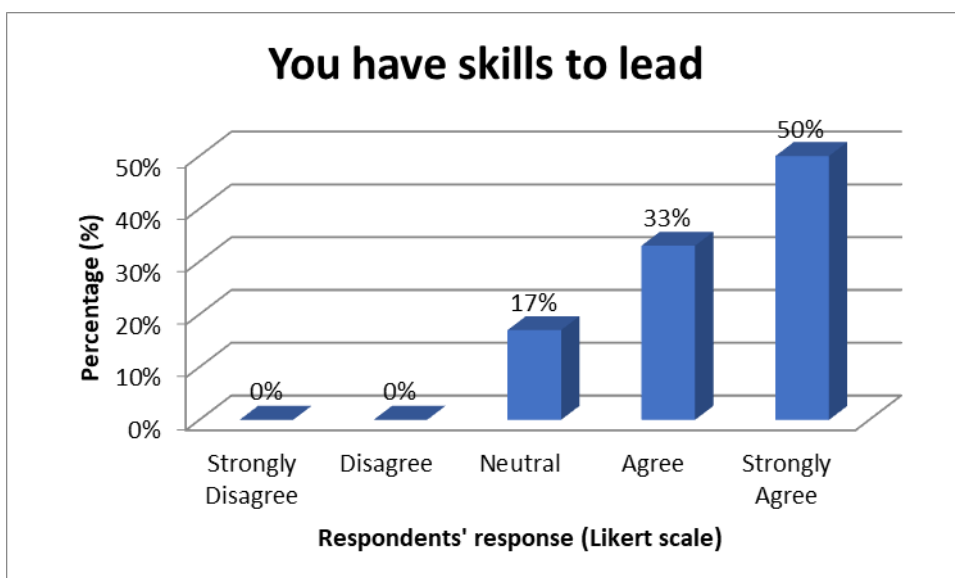


Source: own construction

In light of figure 7.38 above, 66% of respondents agreed with the statement that males are competent to lead in senior management positions of which 33% strongly agreed with this while 17% disagreed and the other 17% were neutral with it.

Below is the figure that demonstrates the respondents' response on a statement that you have skills to lead.

Figure 7.39: Represents female perceptions on you have skills to lead.

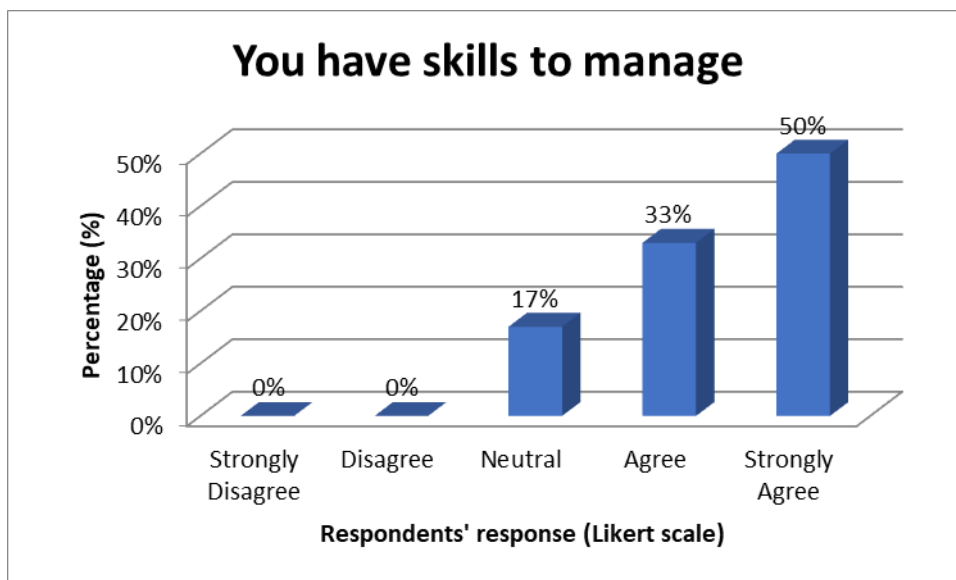


Source: own construction

According to figure 7.39 above, 83% of respondents agreed with the statement that they have skills to lead of which 50% strongly agreed while the other 17% were neutral to this statement.

Below is the figure that demonstrates the respondents' response on a statement that you have skills to manage.

Figure 7.40: Represents female perceptions on you have skills to manage.

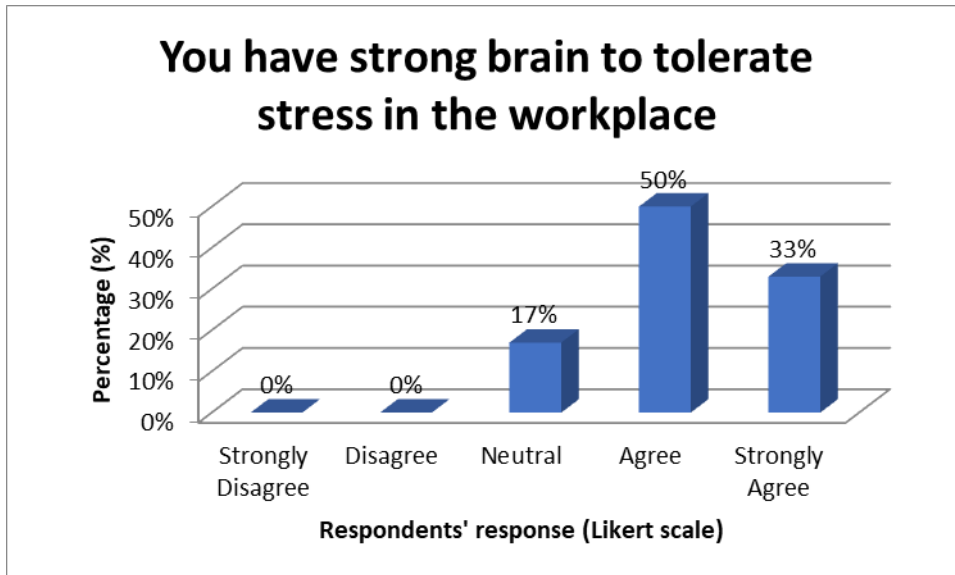


Source: own construction

Referring to figure 7.40 above, 83% of respondents agreed with the statement that they have skills to manage of 50% strongly agreed with this while the other 17% were neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that you have strong brain to tolerate stress in the workplace.

Figure 7.41: Represents female perceptions on you have strong brain to tolerate stress in the workplace.

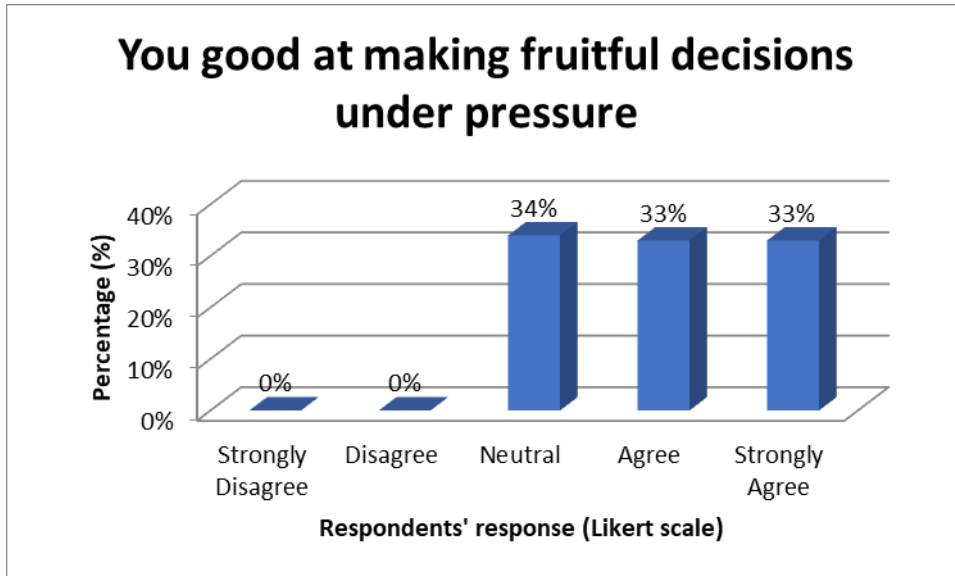


Source: own construction

As demonstrated by figure 7.41 above, 83% of respondents agreed with the statement that they have strong brain to tolerate stress in the workplace of which 33% strongly agreed to this and 17% were neutral to it.

Below is the figure that demonstrates the respondents' response on a statement that you good at making fruitful decisions under pressure.

Figure 7.42: Represents female perceptions on you good at making fruitful decisions under pressure.

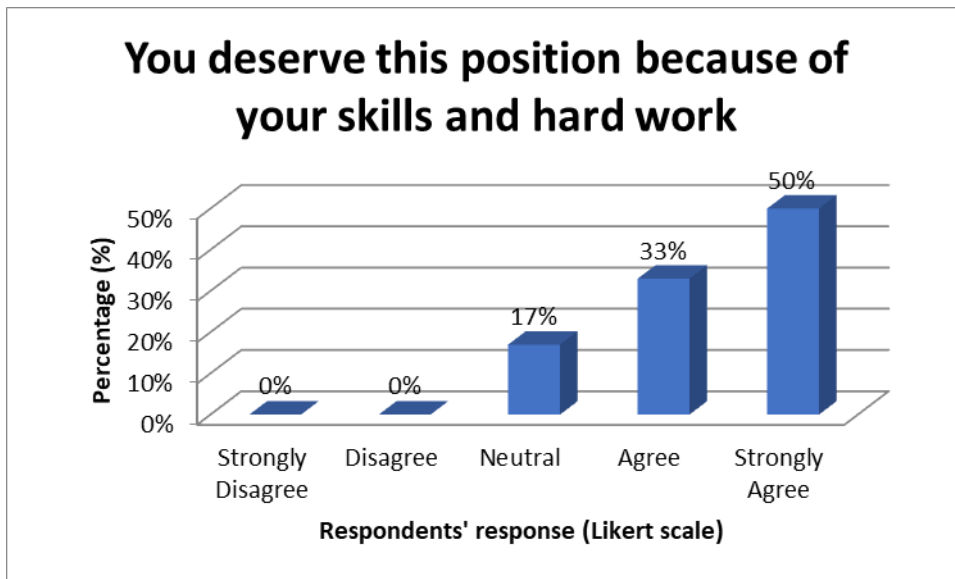


Source: own construction

Referring to figure 7.42 above, 66% of respondents agreed with the statement that they good at making fruitful decisions under pressure of 33% strongly agreed with this and 34% were neutral to it.

Below is the figure that demonstrates the respondents' response on a statement that you deserve this position because of your skills and hard work.

Figure 7.43: Represents female perceptions on you deserve this position because of your skills and hard work.

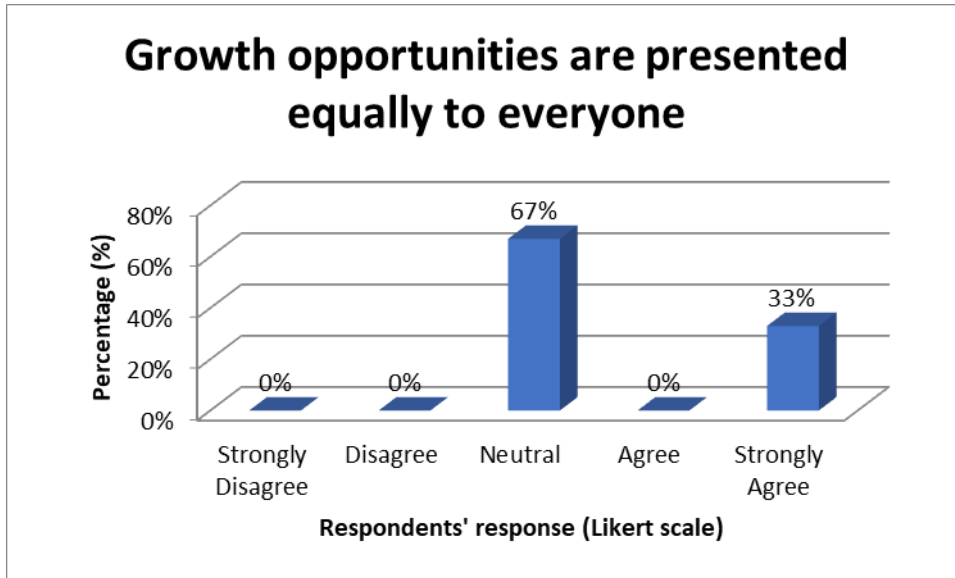


Source: own construction

As demonstrated by figure 7.43 above, 83% of respondents agreed with the statement that they deserve their position because of their skills and hard work of 50% strongly agreed with this and 17% were neutral to it.

Below is the figure that demonstrates the respondents' response on a statement that growth opportunities are presented to everyone equally.

Figure 7.44: Represents female perceptions on growth opportunities are presented to everyone equally.

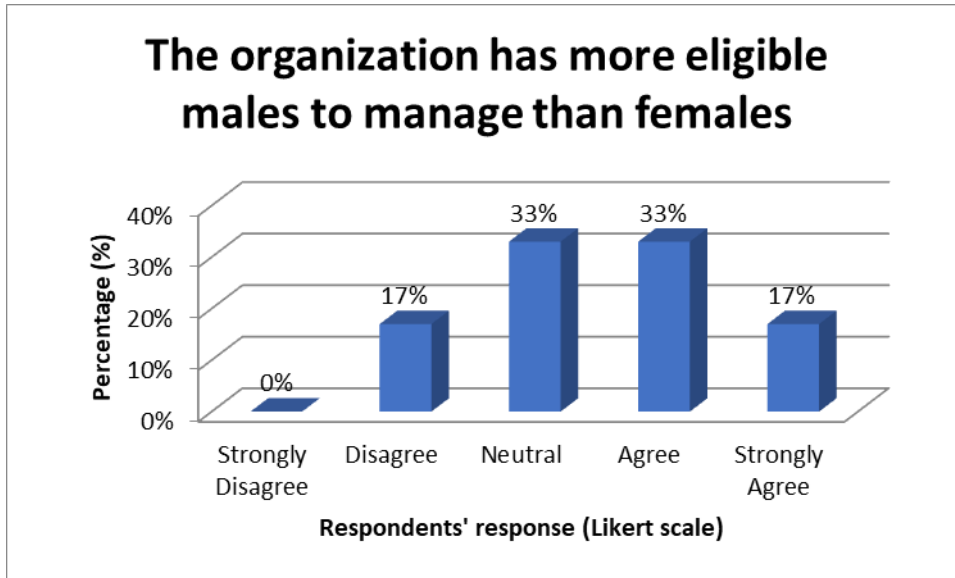


Source: own construction

In terms of growth opportunities as presented by figure 7.44 above, 33% of respondents strongly agreed with the statement that growth opportunities are presented equally to everyone while 67% were neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that the organization has more eligible males to manage than females.

Figure 7.45: Represents female perceptions on the organization have more eligible males to manage than females.

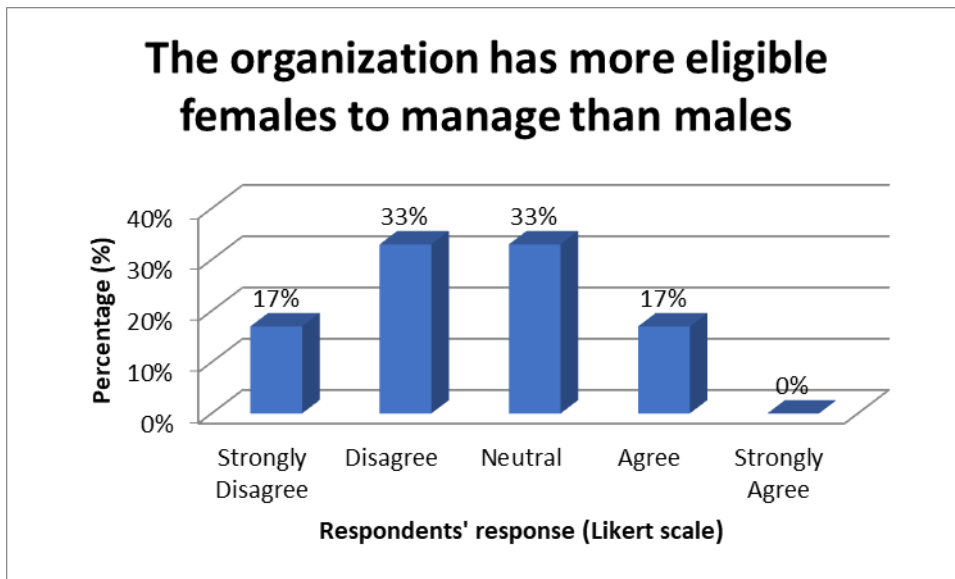


Source: own construction

Based on figure 7.45 above, 50% of respondents agreed with the statement that the organization has more eligible males to manage than females of which 17% strongly agreed while the other 17% disagreed with this and 33% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that the organization has more eligible females to manage than males.

Figure 7.46: Represents female perceptions on the organization have more eligible females to manage than males.

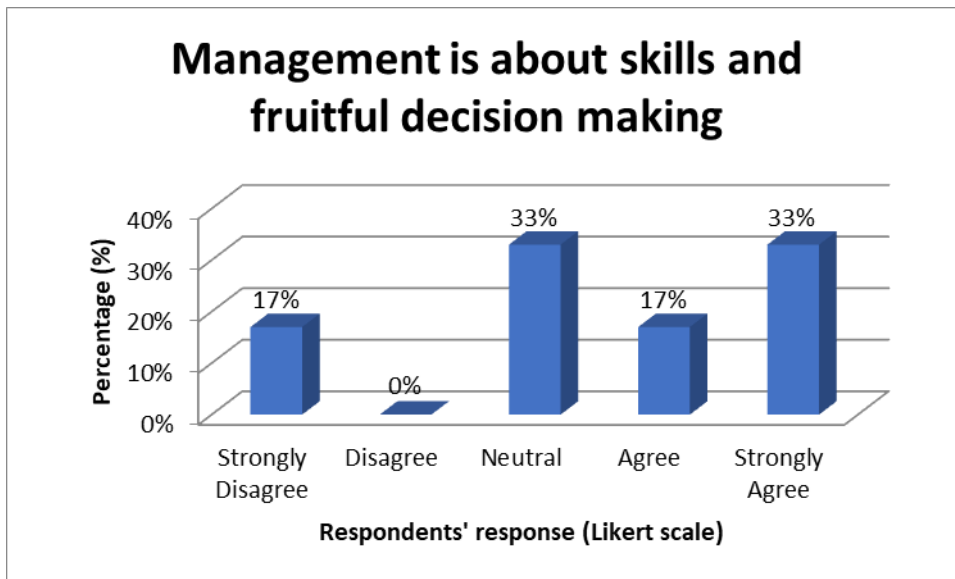


Source: own construction

Referring to figure 7.46 above, 17% of respondents agreed with the statement that the organization has more eligible females to manage than males while 50% disagreed with this of which 17% strongly disagreed and 33% were neutral about the statement.

Below is the figure that demonstrates the respondents' response on a statement that management is about skills and fruitful decision making.

Figure 7.47: Represents female perceptions on management are about skills and fruitful decision making.



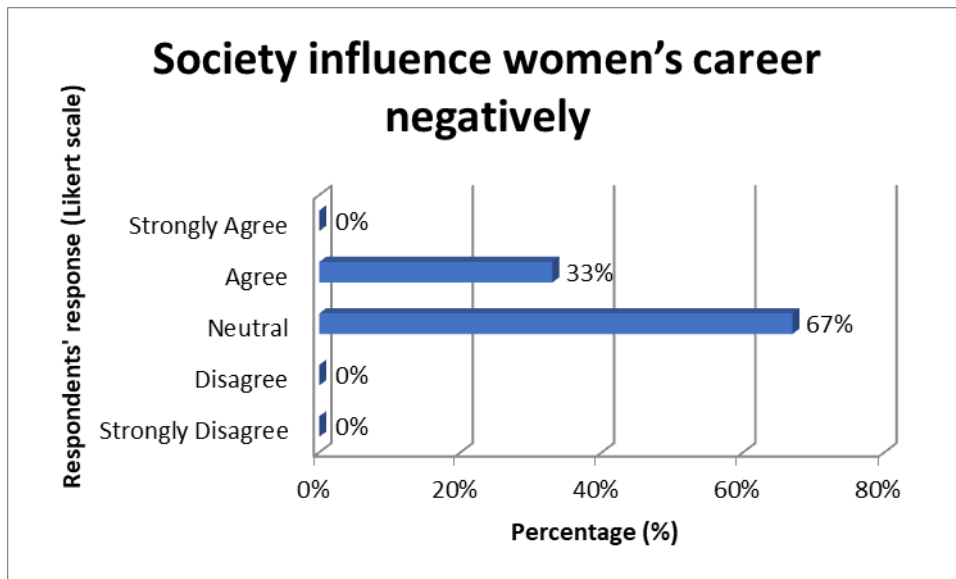
Source: own construction

In light of figure 7.47 above, 50% of respondents agreed with the statement that management is about skills and fruitful decision making of which 33% strongly agreed while 17% strongly disagreed and the other 33% were neutral to this.

Female perception around self-evaluation and awareness

Below is the figure that demonstrates the respondents' response on a statement that society influences women's career negatively.

Figure 7.48: Represents female's perception on society influences women's career negatively.

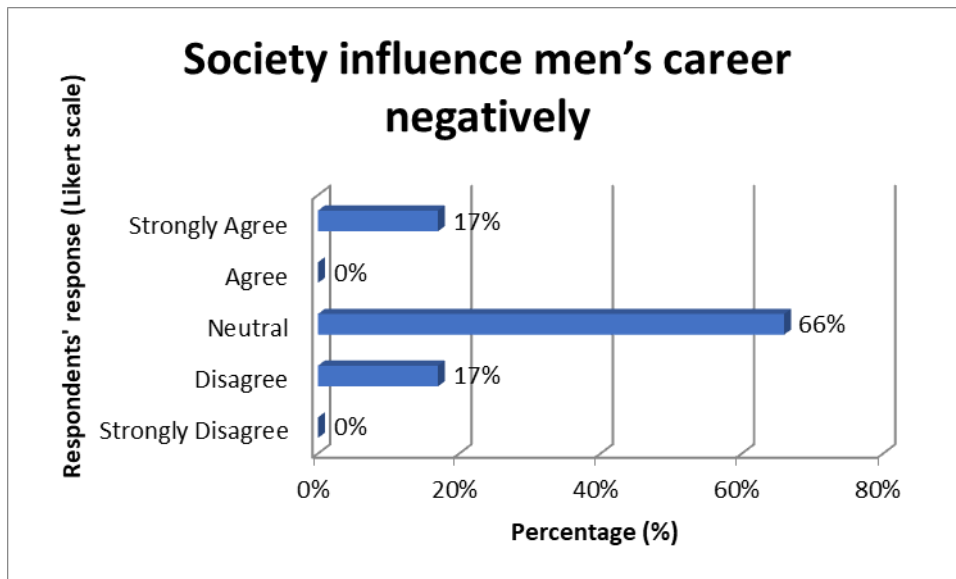


Source: own construction

Intro-inspection and awareness is critical a step one else should consider. However, figure 7.48 above, states that when it comes to society 33% of respondents agreed with the statement that society influence women's career negatively and the other 67% were neutral to this.

Below is the figure that demonstrates the respondents' response on a statement that society influences men's career negatively.

Figure 7.49: Represents female perceptions on society influences men's career negatively.

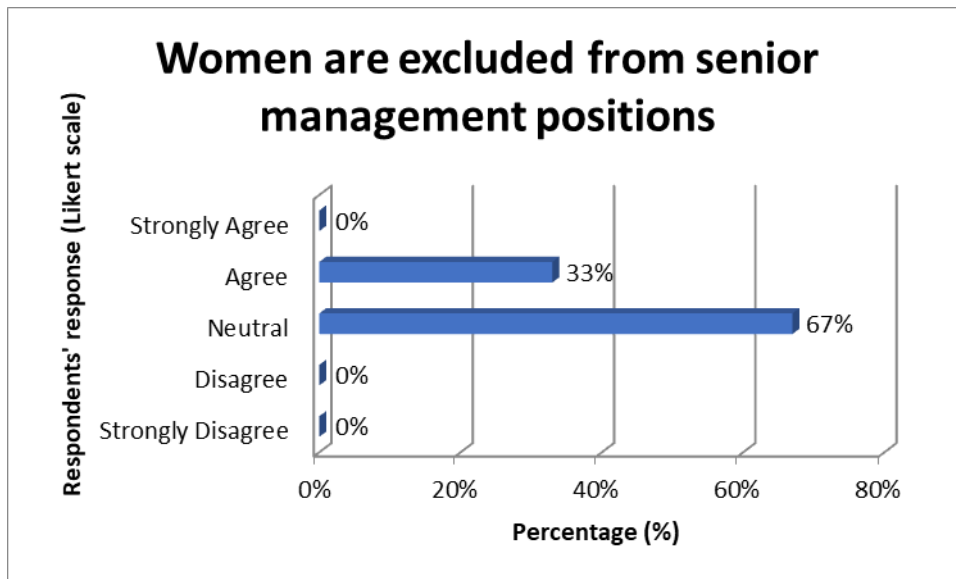


Source: own construction

According to figure 7.49 above, 17% of respondents strongly agreed with the statement that society influence men's career negatively while the other 17% disagreed with this and 66% were neutral to this statement.

Below is the figure that demonstrates the respondents' response on a statement that women are excluded from senior management positions.

Figure 7.50: Represents female perceptions on women are excluded from senior management positions.

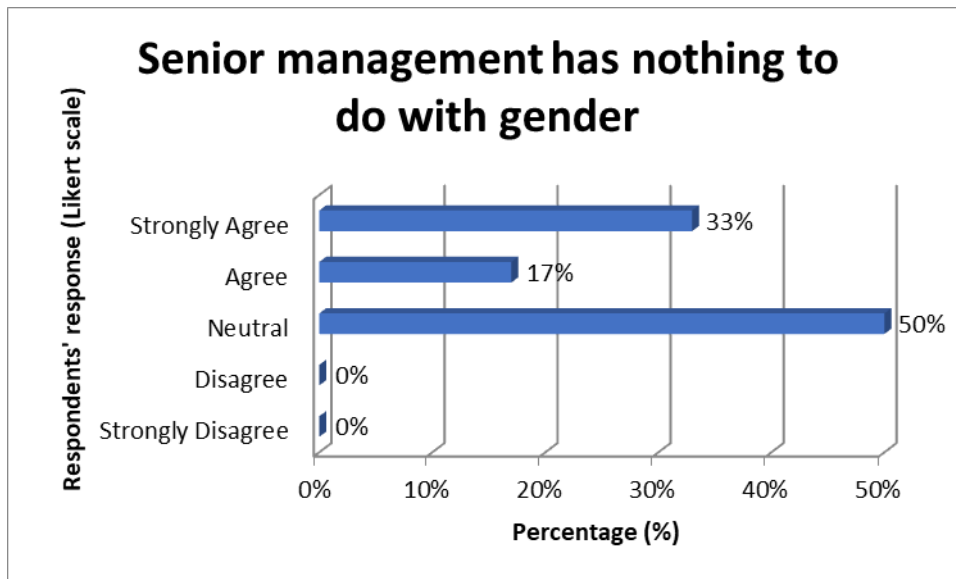


Source: own construction

As demonstrated by figure 7.50 above, 33% of respondents agreed with the statement that women are excluded from senior management positions while the other 67% were neutral with to this statement.

Below is the figure that demonstrates the respondents' response on a statement that senior management has nothing do with gender.

Figure 7.51: Represents female perceptions on senior management have nothing do with gender.

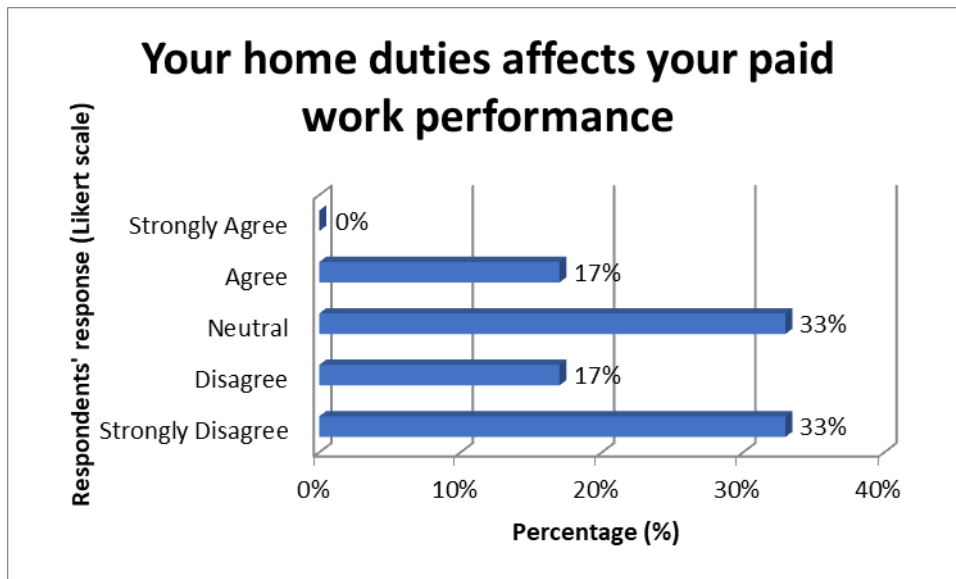


Source: own construction

Referring to figure 7.51 above, 50% of respondents agreed with the statement that senior management has nothing to do with gender of which 33% strongly agreed with this and the other 50% were neutral to this statement.

Below is the figure that demonstrates the respondents' response on a statement that your home duties affect your paid work performance.

Figure 7.52: Represents female perceptions on your home duties affect your paid work performance.

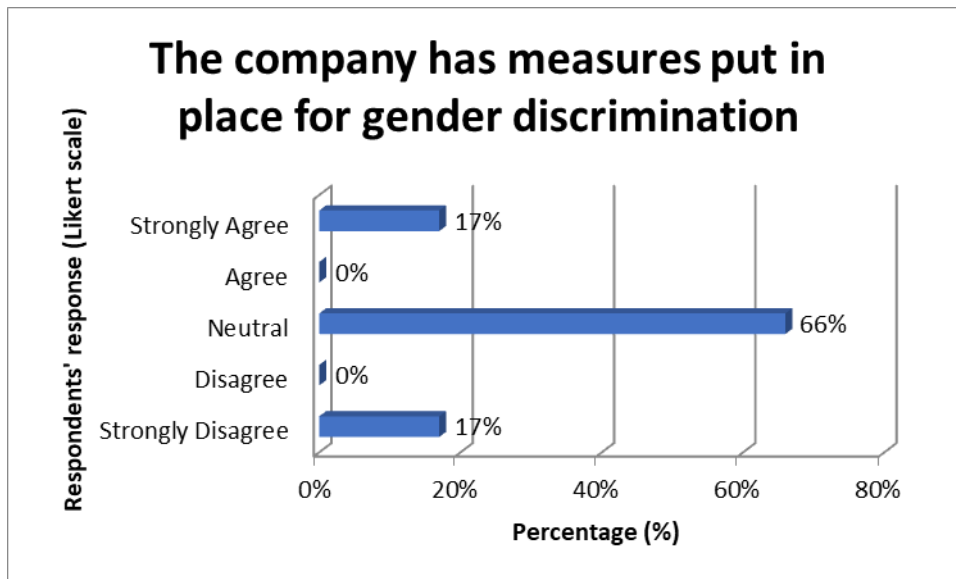


Source: own construction

According to figure 7.52 above, 17% of respondents agreed with the statement that their home duties affect their paid work performance while 50% disagreed with this, of which 33% strongly disagreed and the other 33% were neutral to this statement.

Below is the figure that demonstrates the respondents' response on a statement that the company has measures to in place for gender discrimination.

Figure 7.53: Represents female perceptions on the company have measures to in place for gender discrimination.

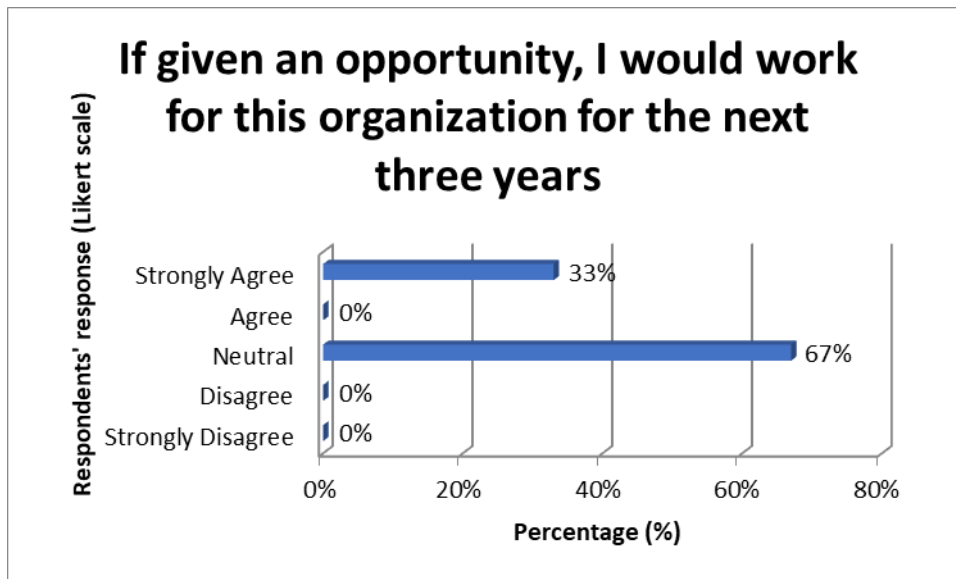


Source: own construction

Based on figure 7.53 above, 17% of respondents strongly agreed with the statement that the company has measures put in place for gender discrimination while the other 17% strongly disagreed and 66% were neutral to this statement.

Below is the figure that demonstrates the respondents' response on a statement that if given an opportunity, I would work for the organization for the next three years.

Figure 7.54: Represents female perceptions on if given an opportunity, I would work for the organization for the next three years.

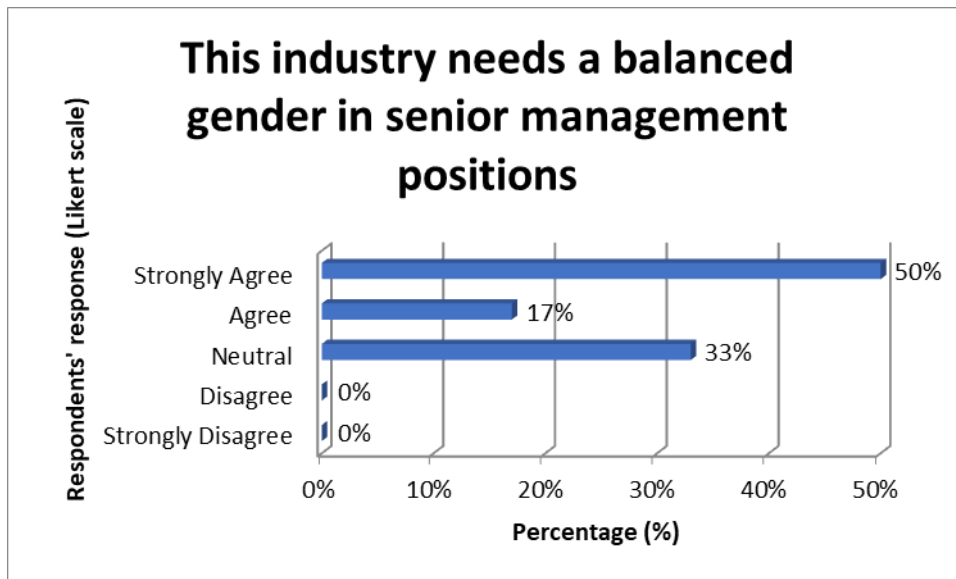


Source: own construction

In light of figure 7.54 above, 33% of respondents strongly agreed with the statement that if given an opportunity, they would work for the organization for the next three years and the other 67% were neutral to this.

Below is the figure that demonstrates the respondents' response on a statement that this industry needs a balanced gender in senior management.

Figure 7.55: Represents female perceptions on this industry need a balanced gender in senior management.



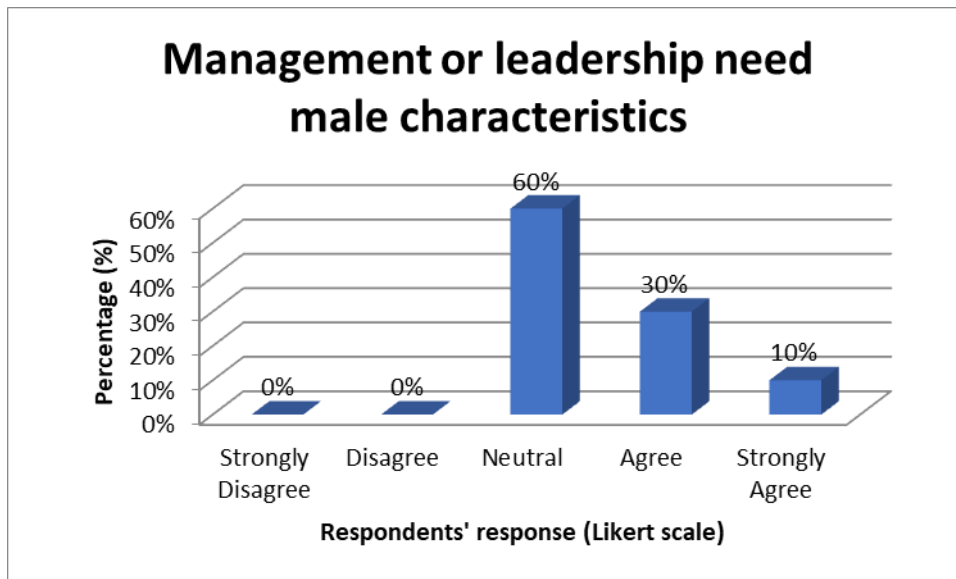
Source: own construction

Pertaining perspectives on balanced gender as presented by figure 7.55 above, 67% of respondents agreed with the statement that this industry needs a balanced gender in senior management positions of which 50% strongly agreed while the other 33% were neutral to this statement.

Male perception on cognition around gender difference

Below is the figure that demonstrates the respondents' response on characteristics that management or leadership needs within the organization (s).

Figure 7.56: Represents male perception on management or leadership characteristics pertaining males

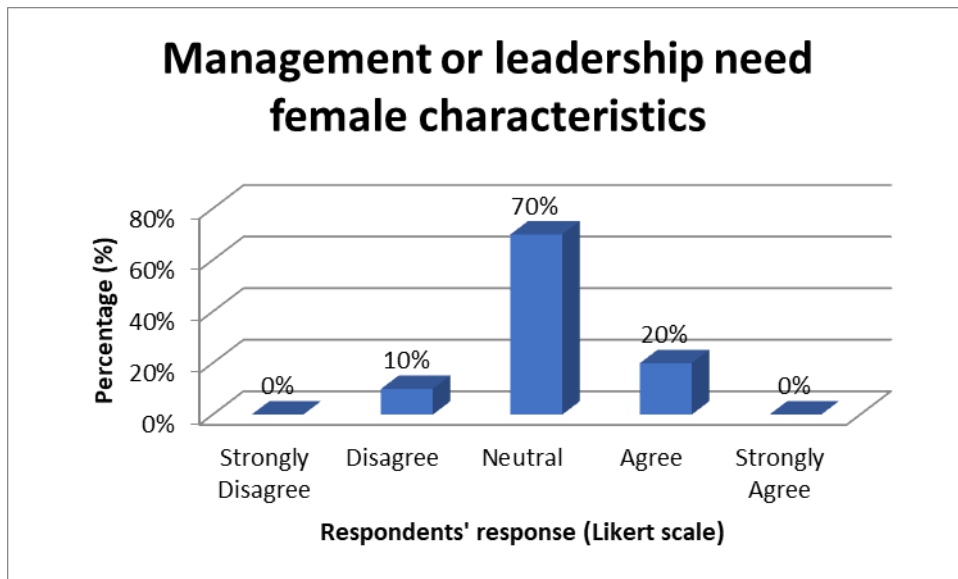


Source: own construction

As alluded by the figure 7.56 above, 60% of male respondents were neutral to the statement that the management or leadership needs male characteristics while 30% actually agreed with the statement and 10% gave strong agreement.

Below is the figure that demonstrates the respondents' response on characteristics that management or leadership needs within the organization (s).

Figure 7.57: Represents male perception on management or leadership characteristics pertaining females



Source: own construction

According to figure 7.57 above, 70% were neutral with the statement that management or leadership needs female characteristics and 20% agreed with the statement while 10% disagreed.

Below is the figure that demonstrates the respondents' response on women under a lot of stress and pressure within the organization (s) to make fruitful decisions.

Figure 7. 58: Represents male perception on women under a lot of stress and pressure within the organization to make fruitful decisions

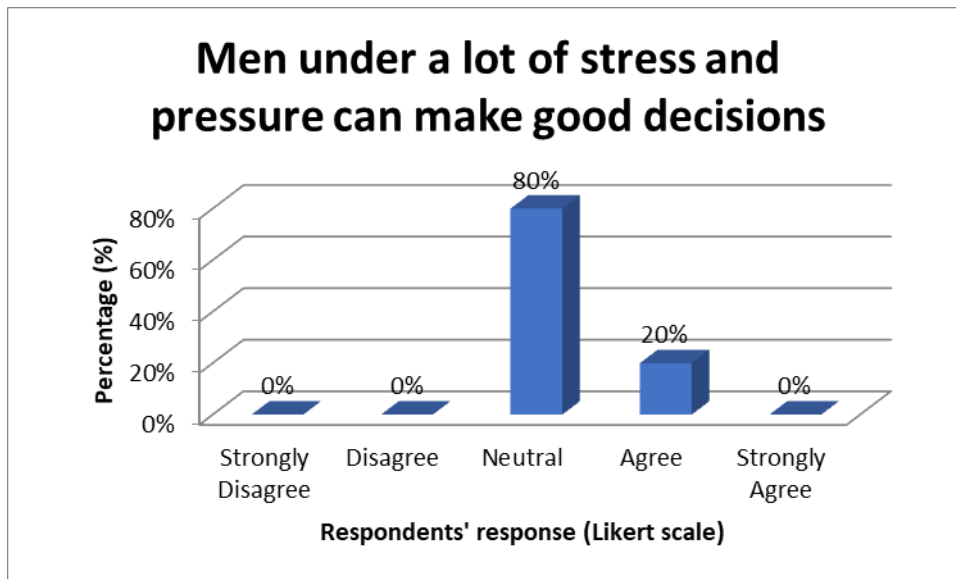


Source: own construction

Based on figure 7.58 above, 20% disagreed with the statement that women under a lot of stress and pressure can make good decisions of that which 10% strongly disagreed, while 60% was neutral to the statement and 20% actually agreed with this statement.

Below is the figure that demonstrates the respondents' response on men under a lot of stress and pressure within the organization (s) to make fruitful decisions.

Figure 7.59: Represents male perception on men under a lot of stress and pressure within the organization to make fruitful decisions

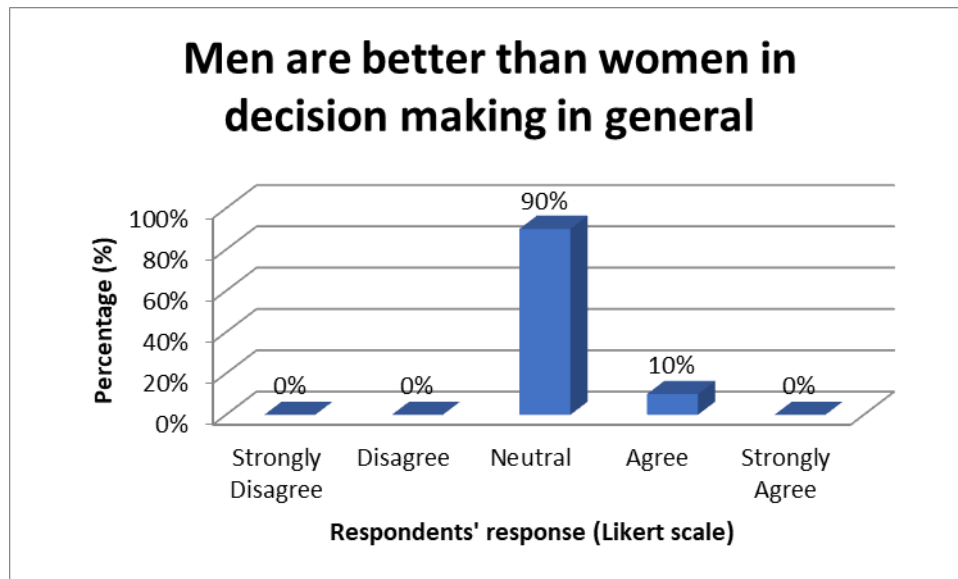


Source: own construction

Referring to figure 7.59 above, 80% were neutral with the statement that men under a lot of stress and pressure can make good decisions and 20% agreed with the statement.

Below is the figure that demonstrates the respondents' response on a point that men are better in decision making in general.

Figure 7.60: Represents male perception on men that are better in decision making in general.

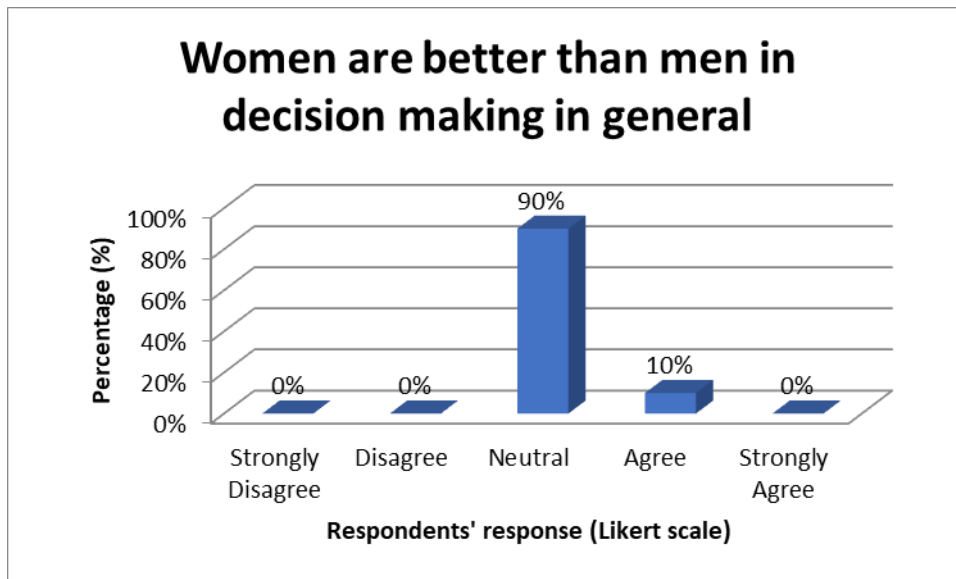


Source: own construction

As presented by figure 7.60 above, 90% were neutral with the statement that men are better than women in decision making in general while 10% actually gave consent with the statement.

Below is the figure that demonstrates the respondents' response on a point that women are better in decision making in general.

Figure 7.61: Represents male perception on women that are better in decision making in general

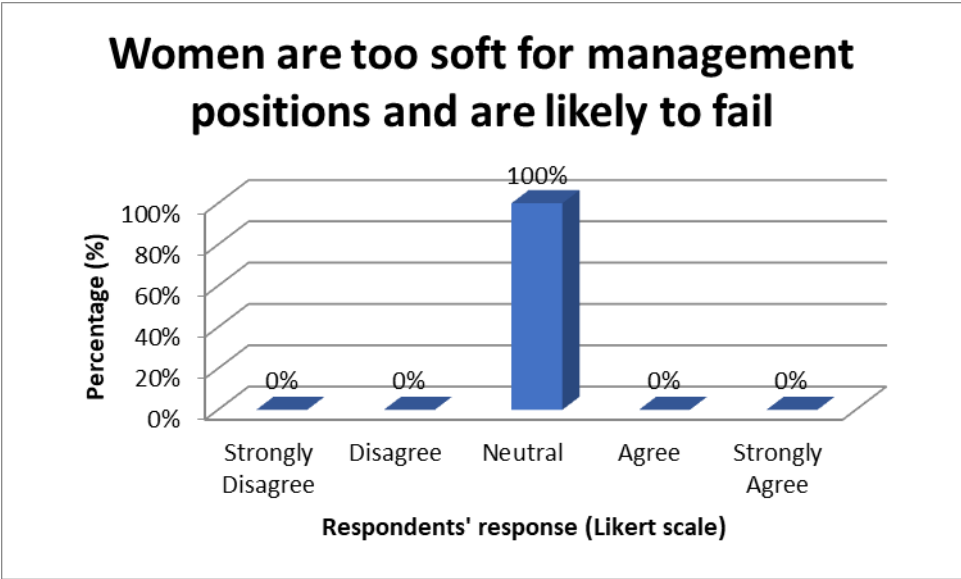


Source: own construction

According to figure 7.61 above, with the statement that women are better than men in decision making in general yielded the same results of 90% was also neutral with the statement while 10% agreed with this statement.

Below is the figure that demonstrates the respondents' response on a statement that women are too soft for management are likely to fail.

Figure 7.62: Represents male perceptions on women are too soft for management are likely to fail.

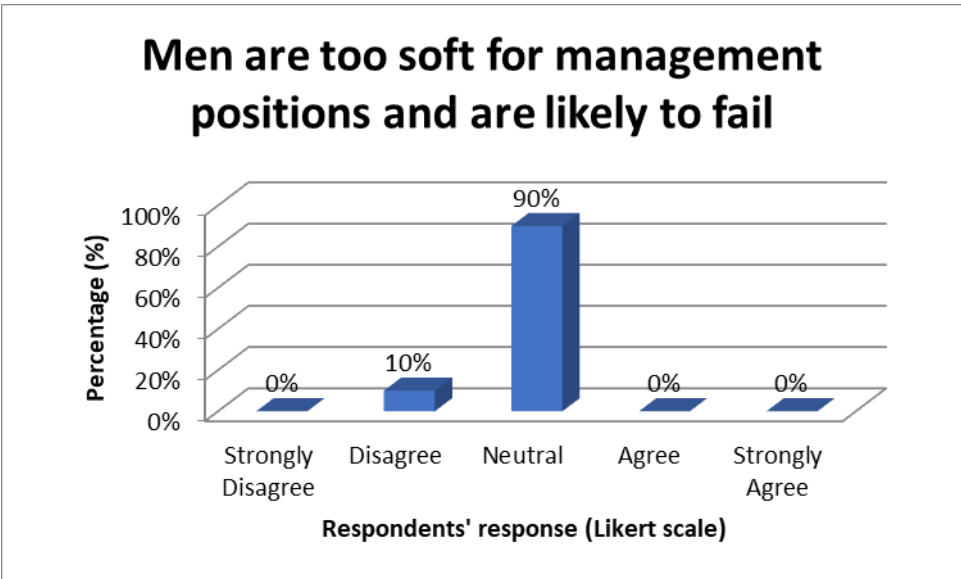


Source: own construction

Based on figure 7.62 above, 100% were neutral with the statement that women are too soft for management positions and are likely to fail.

Below is the figure that demonstrates the respondents' response on a statement that men are too soft for management are likely to fail.

Figure 7.63: Represents male perceptions on men are too soft for management are likely to fail.

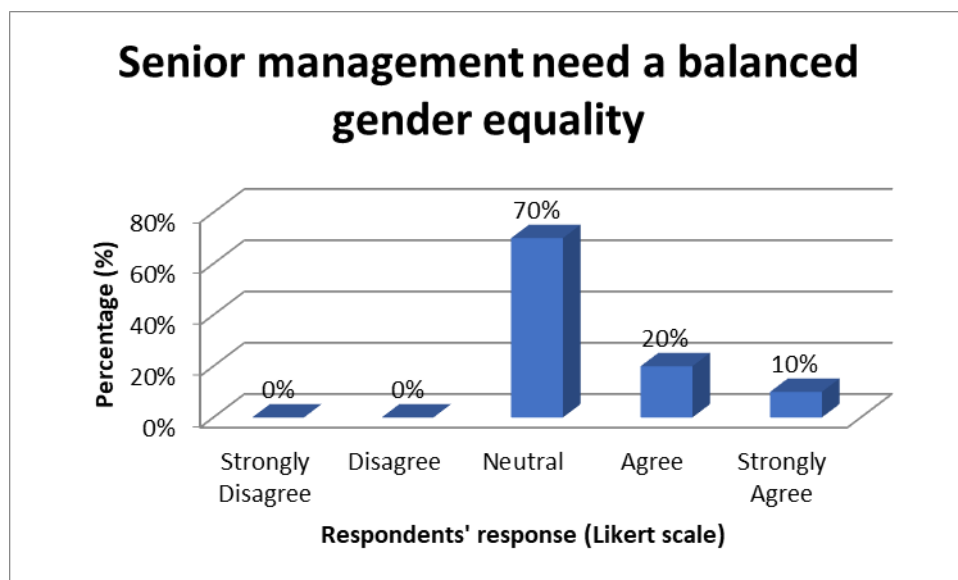


Source: own construction

In light of figure 7.63 above, 90% was neutral to the statement that men are too soft for management positions and are likely to fail while 10% disagreed with the statement.

Below is the figure that demonstrates the respondents' response on a statement that senior management need balanced gender equality.

Figure 7.64: Represents male perceptions on senior management need balanced gender equality.

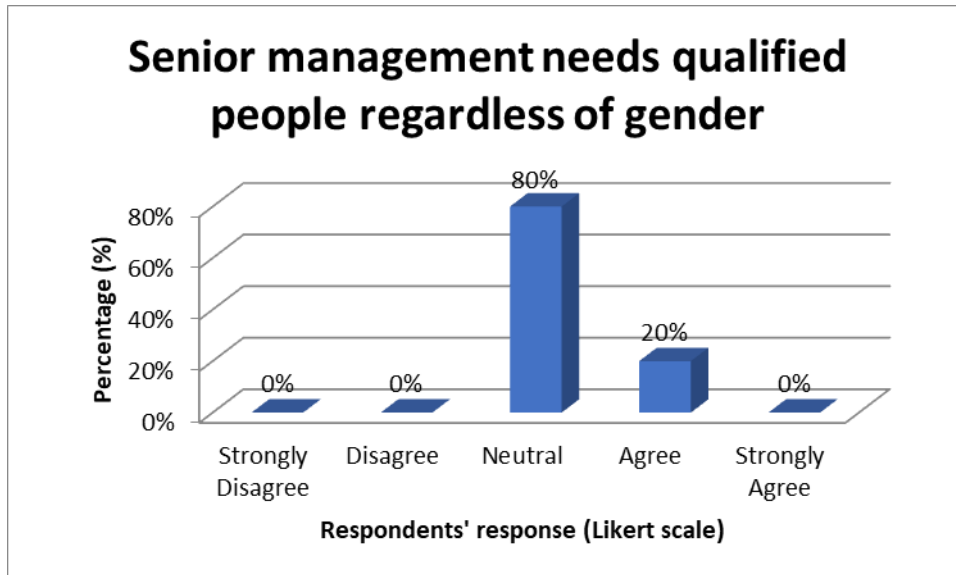


Source: own construction

According to figure 7.64 above, 30% agreed that senior management need balanced gender equality and of this, 10% strongly agreed while 70% was neutral to this.

Below is the figure that demonstrates the respondents' response on a statement that senior management needs qualified people regardless of gender.

Figure 7.65: Represents male perceptions on senior management needs qualified people regardless of gender.

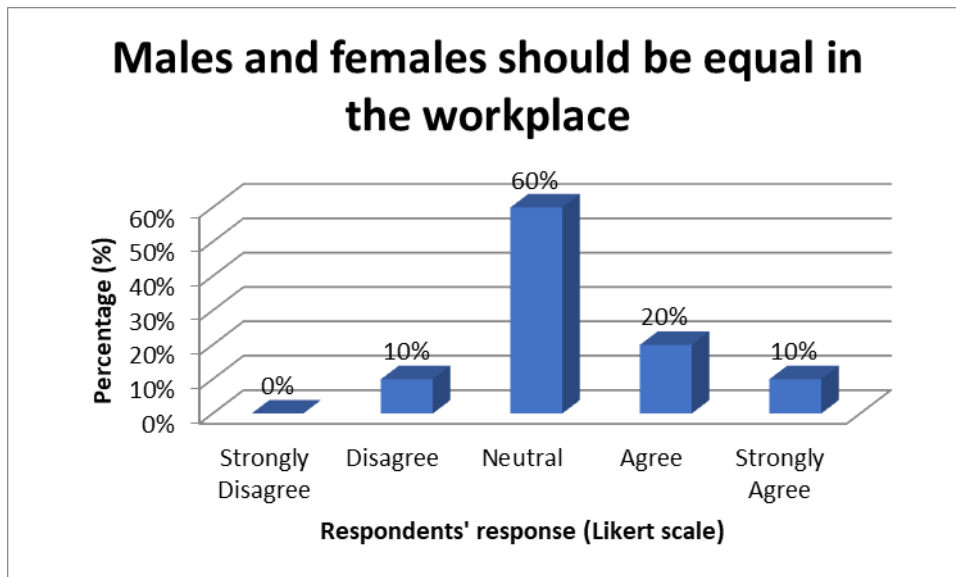


Source: own construction

As alluded by figure 7.65 above, 20% agreed that senior management needs qualified people regardless of gender while 80% were neutral to this.

Below is the figure that demonstrates the respondents' response on a statement that males and females should be equal in the workplace.

Figure 7.66: Represents male perceptions on males and females should be equal in the workplace.

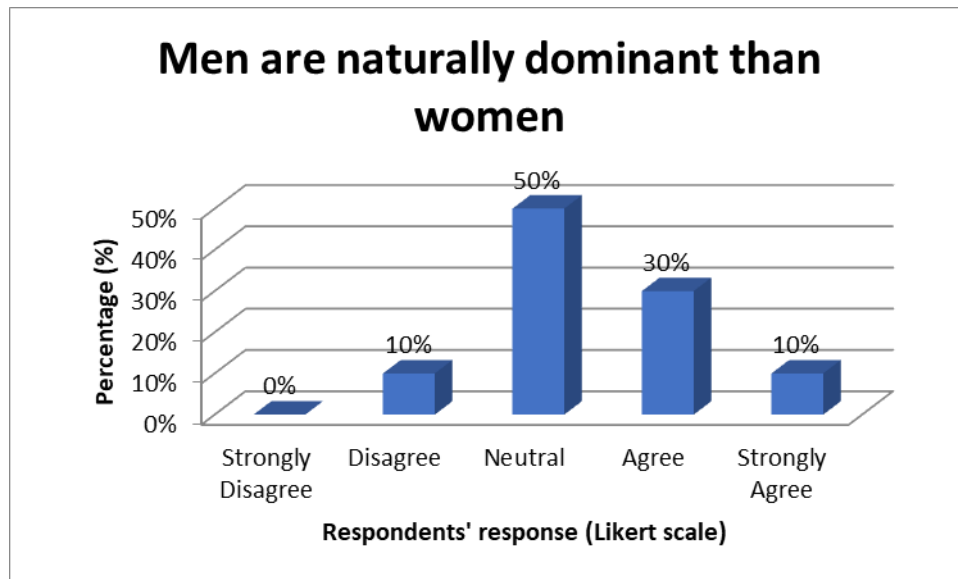


Source: own construction

According to figure 7.66 above, 30% agreed that males and females should be equal in the workplace, 10% being strongly agree with this while 10% actually disagreed with this and 60% were neutral.

Below is the figure that demonstrates the respondents' response on a statement that men are naturally dominant than females.

Figure 7.67: Represents male perceptions on men are naturally dominant than women.

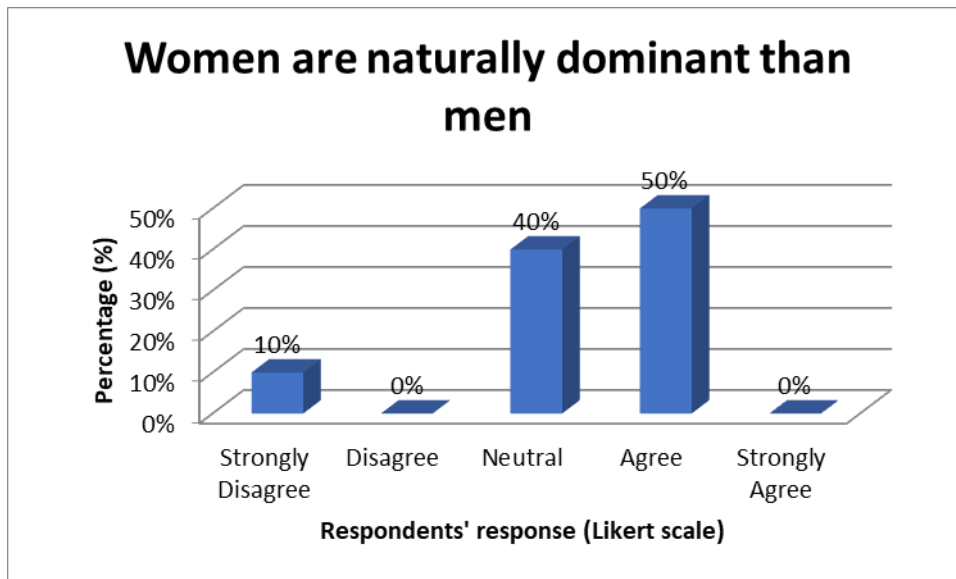


Source: own construction

Regards figure 7.67 above, 40% agreed that men are naturally dominant than women of which 10% strongly agreed while 10% disagreed with this and 50% were neutral with this.

Below is the figure that demonstrates the respondents' response on a statement that women are naturally dominant than females.

Figure 7.68: Represents male perceptions on women are naturally dominant than men.



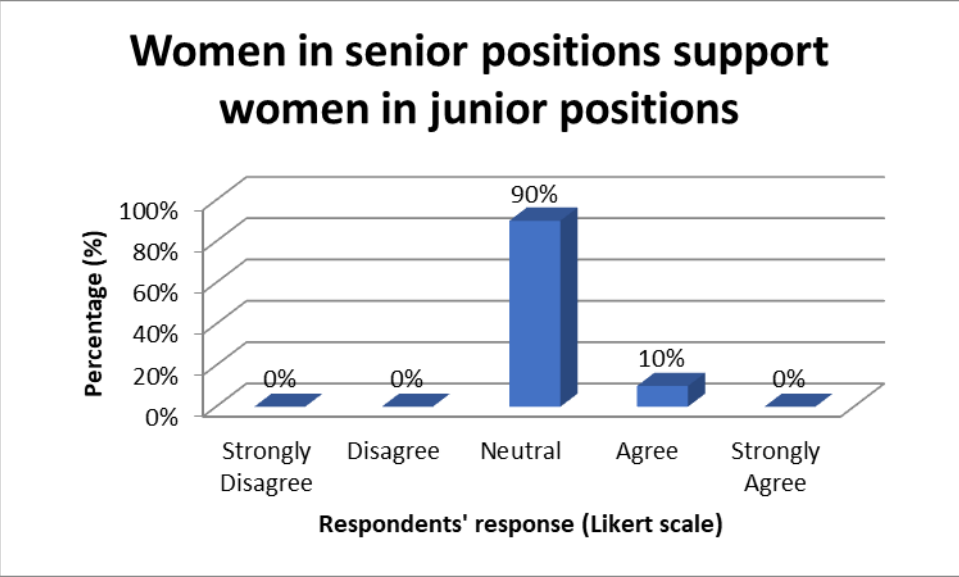
Source: own construction

Based on figure 7.68 above, 50% agreed that women are naturally dominant than men while 10% disagreed with this and 40% were neutral about it.

Male perception around empowerment to stimulate growth

Below is the figure that demonstrates the respondents' response on a statement that women in senior positions support women in junior positions.

Figure 7.69: Represents male perceptions on women in senior positions support women in junior positions.

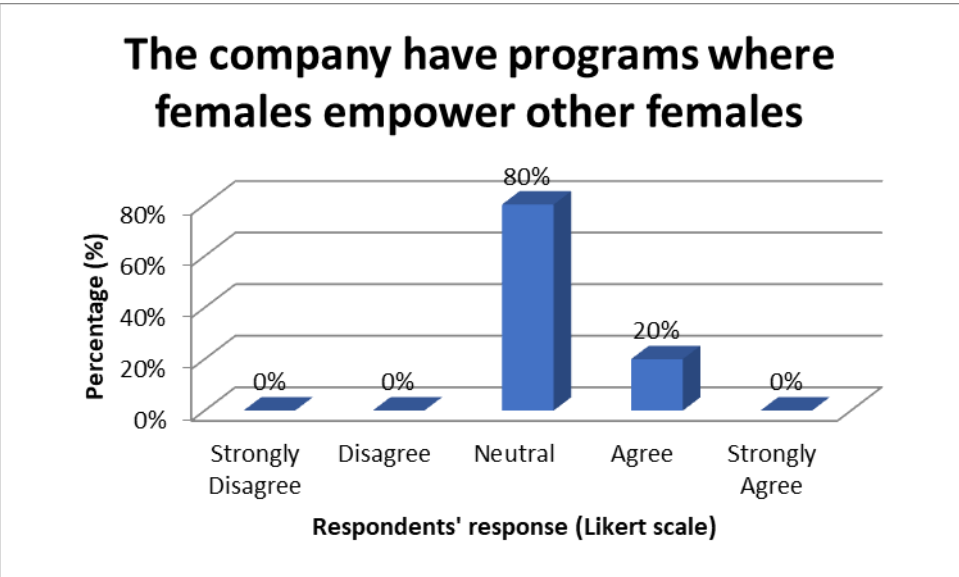


Source: own construction

As presented by figure 7.69, 10% agreed that women in senior positions support women in junior positions while 90% were neutral to this.

Below is the figure that demonstrates the respondents' response on a statement that the company have programs where females empower other females.

Figure 7.70: Represents male perceptions on company have programs where females empower other females.

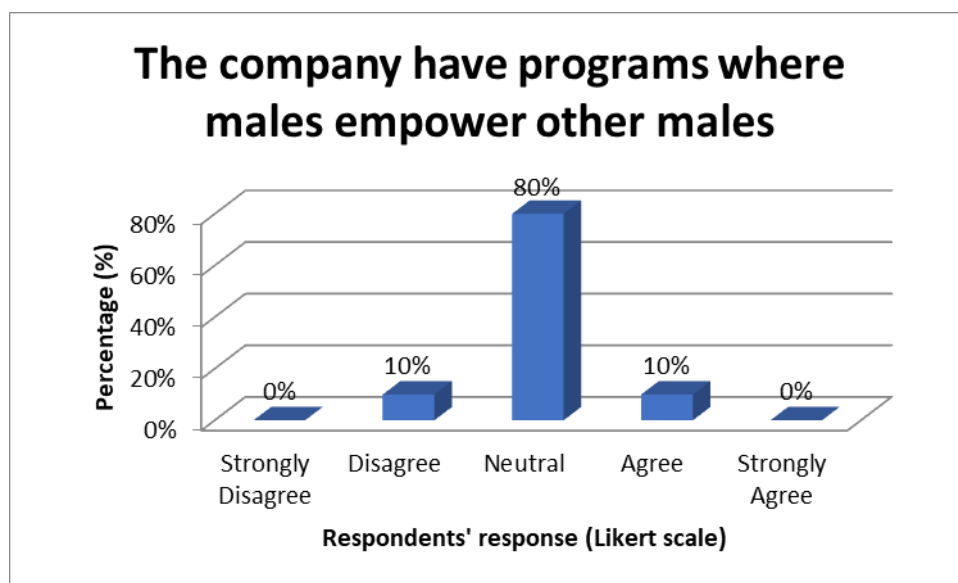


Source: own construction

Regards figure 7.70 above, 20% agreed that the company have programs where females empower other females while 80% were neutral to this.

Below is the figure that demonstrates the respondents' response on a statement that the company have programs where males empower other males.

Figure 7.71: Represents male perceptions on company have programs where males empower other males.

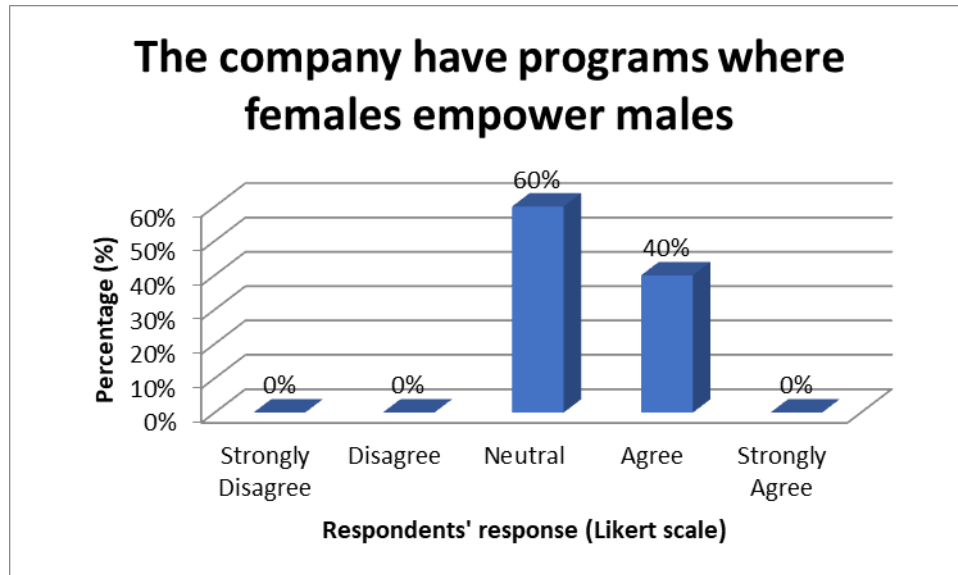


Source: own construction

Referring to figure 7.71 above, also 10% agreed that the company have programs where males empower other males while likewise 10% also disagreed with this and 80% being neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that the company have programs where females empower other males.

Figure 7.72: Represents male perceptions on company have programs where females empower other males.

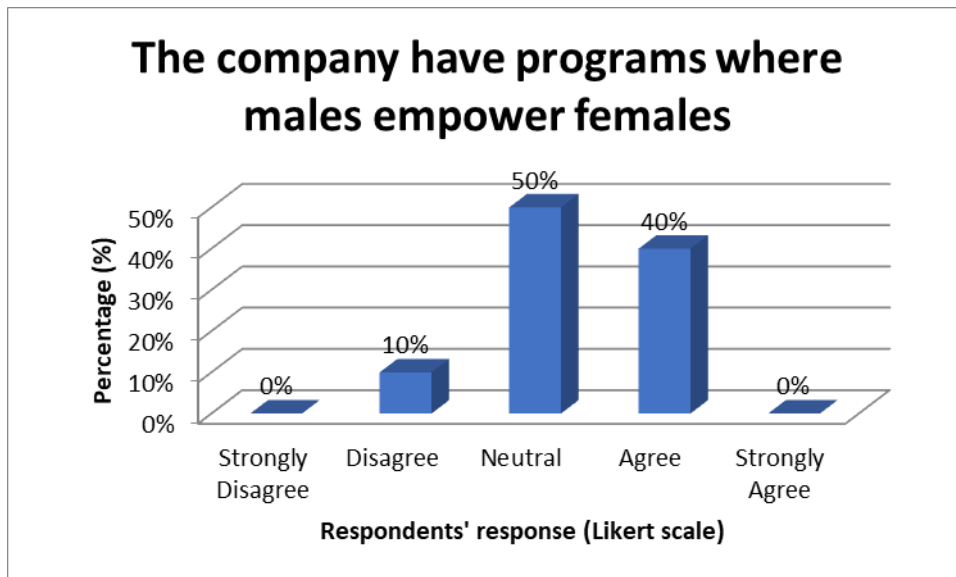


Source: own construction

Based on figure 7.72 above, 40% agreed that the company have programs where females empower males while 60% was neutral with this.

Below is the figure that demonstrates the respondents' response on a statement that the company have programs where males empower females.

Figure 7.73: Represents male perceptions on company have programs where males empower females.

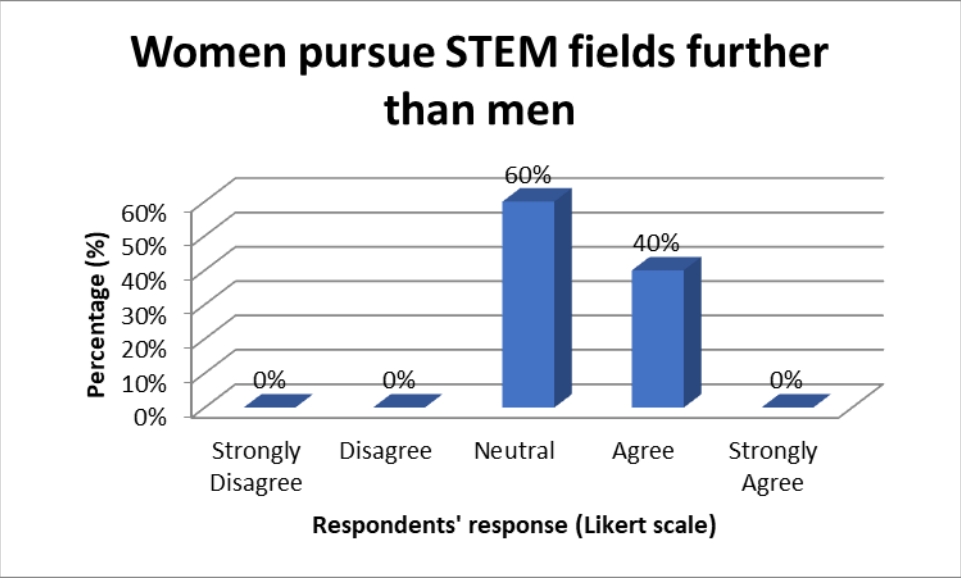


Source: own construction

As demonstrated by figure 7.73 above, 40% agreed that the company have programs where males empower females while 10% actually disagreed with this and 50% were neutral with it.

Below is the figure that demonstrates the respondents' response on a statement that women pursue STEM fields further than men.

Figure 7.74: Represents male perceptions on women pursue STEM fields further than men.

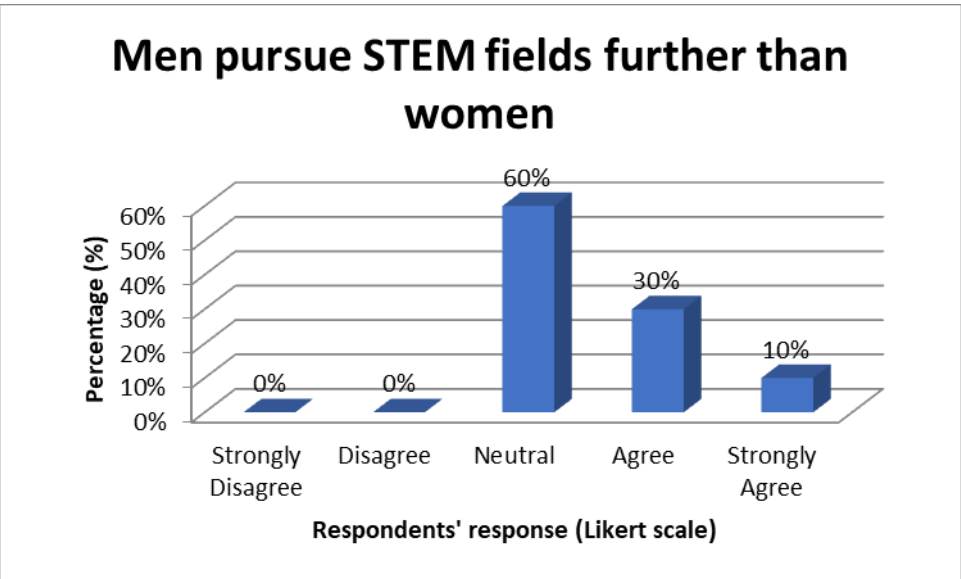


Source: own construction

In light of figure 7.74 above, 40% agreed that women pursue STEM fields further than men while 60% were neutral to this.

Below is the figure that demonstrates the respondents' response on a statement that men pursue STEM fields further than women.

Figure 7.75: Represents male perceptions on men pursue STEM fields further than women.



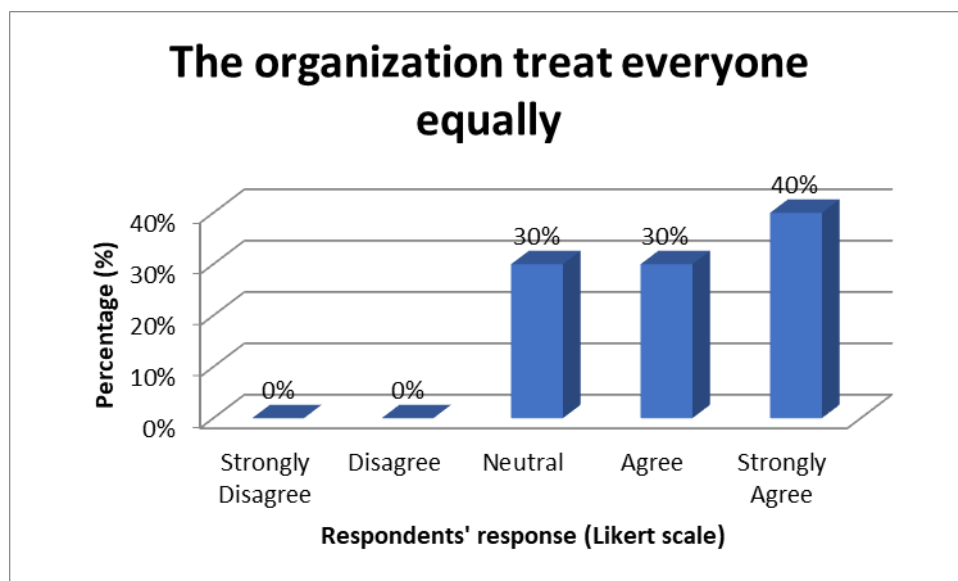
Source: own construction

Based on figure 7.76 above, 40% also agreed that men pursue STEM fields further than women of which 10% strongly agreed while 60% was neutral about it.

Male perception around discrimination for senior management positions

Below is the figure that demonstrates the respondents' response on a statement that the organization treats everyone equally.

Figure 7.76: Represents male perceptions on organization treat everyone equally.

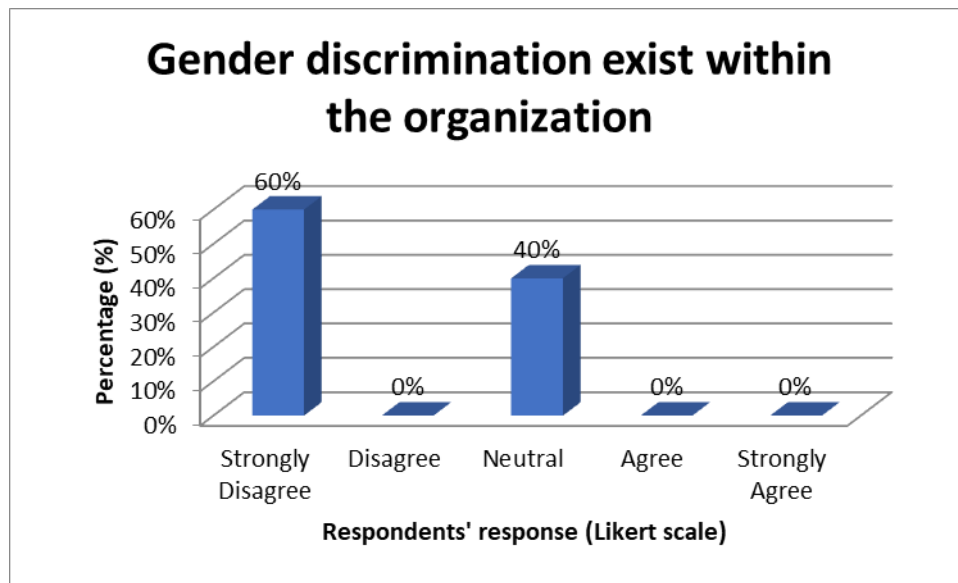


Source: own construction

According to figure 7.76 above, some respondents agreed that the organization treat everyone equally of which that constituted 70% and of that, 40% strongly agreed while the other 30% were neutral about.

Below is the figure that demonstrates the respondents' response on a statement that gender discrimination exists within the organization.

Figure 7.77: Represents male perceptions on gender discrimination exist within the organization.

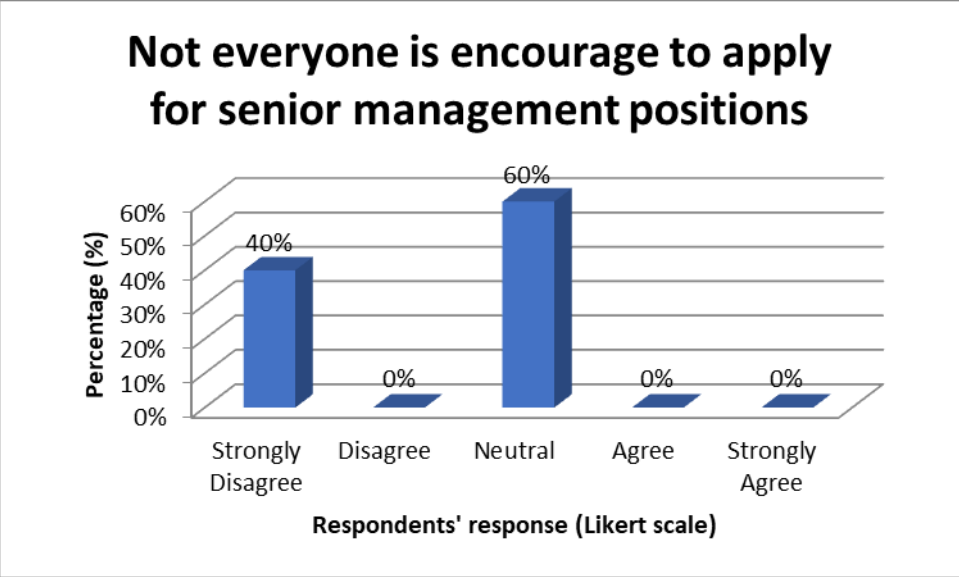


Source: own construction

According to figure 7.77 above, 60% strongly disagreed that gender discrimination exist within the organization while 40% were neutral.

Below is the figure that demonstrates the respondents' response on a statement that not everyone is encouraged to apply for senior management positions.

Figure 7.78: Represents male's perception on not everyone is encouraged to apply for senior management positions.

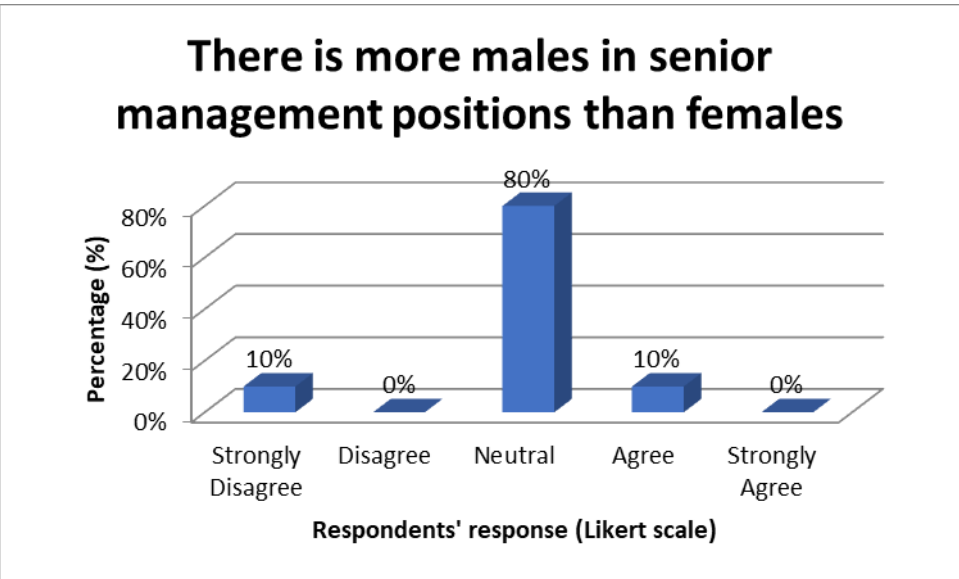


Source: own construction

In light of figure 7.78 above, 40% strongly disagreed that not everyone is encourage to apply for senior management positions while 60% were neutral.

Below is the figure that demonstrates the respondents' response on a statement that there are more males in senior management positions than females.

Figure 7.79: Represents male perceptions on there are more males in senior management positions than females.

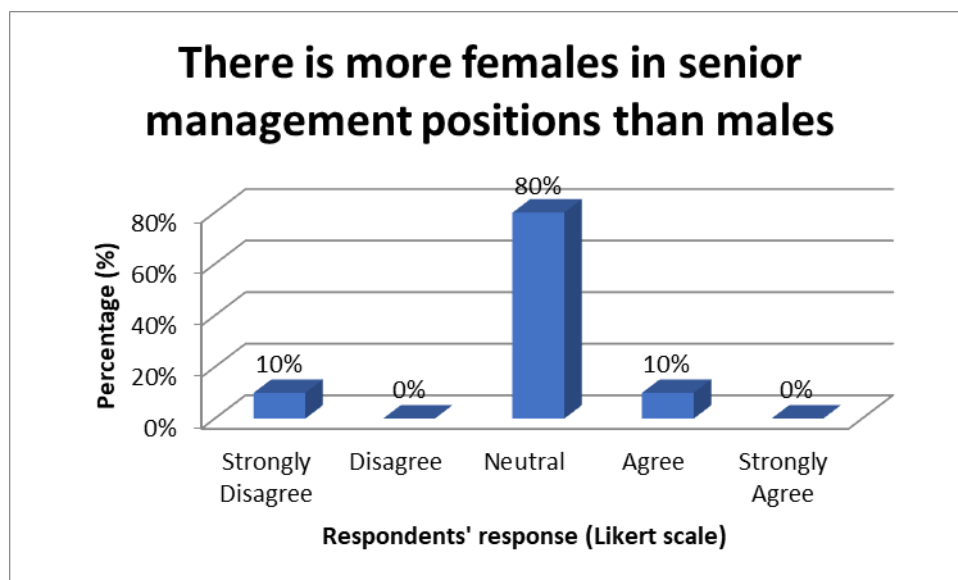


Source: own construction

According to figure 7.79 above, 10% of respondents agreed that there are more males in senior management positions than females while other 10% actually disagreed with this and 80% was neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that there are more females in senior management positions than males.

Figure 7.80: Represents male perceptions on there are more females in senior management positions than males.

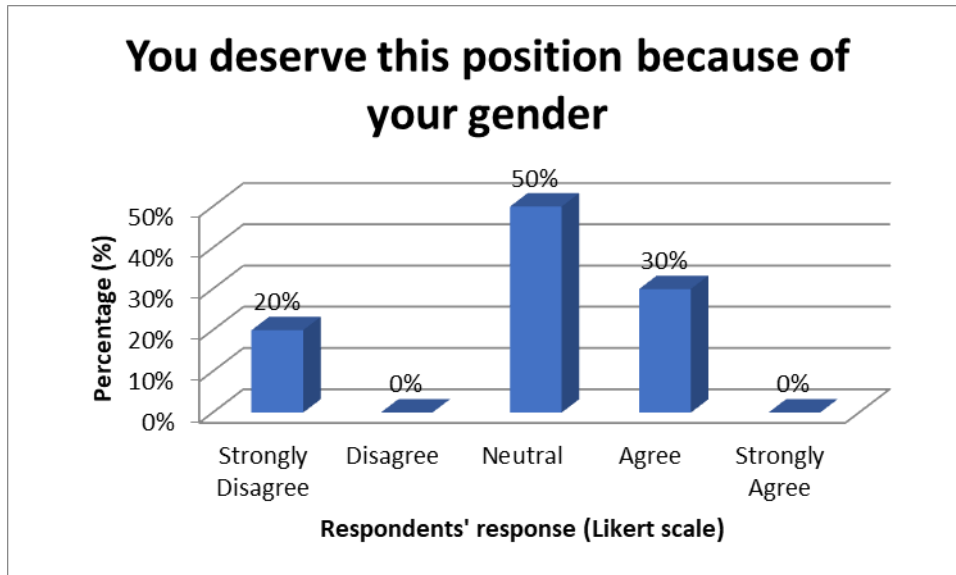


Source: own construction

Referring to figure 7.80 above, 10% of respondents agreed that there are more females in senior management positions than males while other 10% actually disagreed with this and 80% was neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that you deserve this position because of your gender.

Figure 7.81: Represents male perceptions on you deserve this position because of your gender.

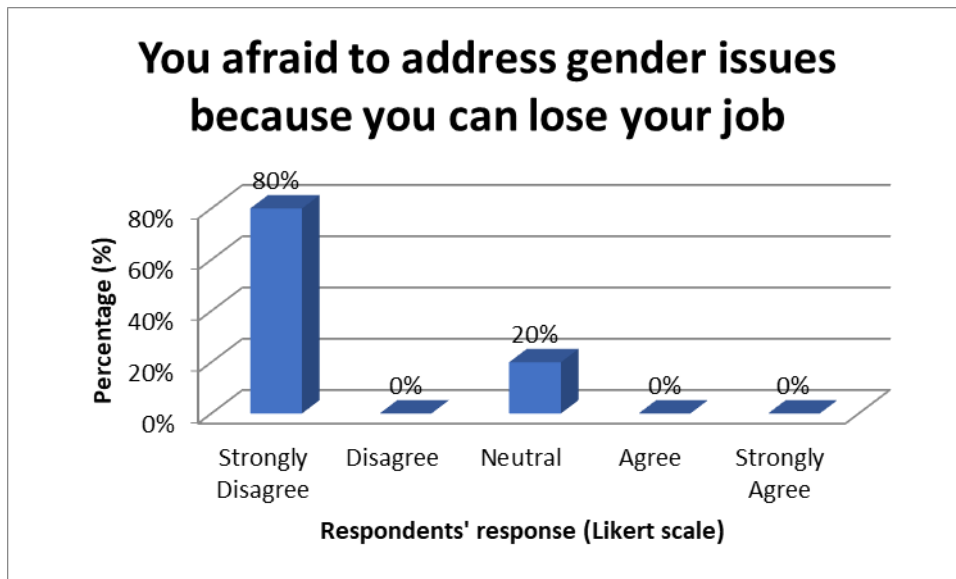


Source: own construction

Based on figure 7.81 above, 30% agreed that they deserve their position(s) because of their gender while 20% strongly disagreed with this and 50% was neutral.

Below is the figure that demonstrates the respondents' response on a statement that you afraid to address genders issues because you can lose your job.

Figure 7.82: Represents male perceptions on you afraid to address genders issues because you can lose your job.

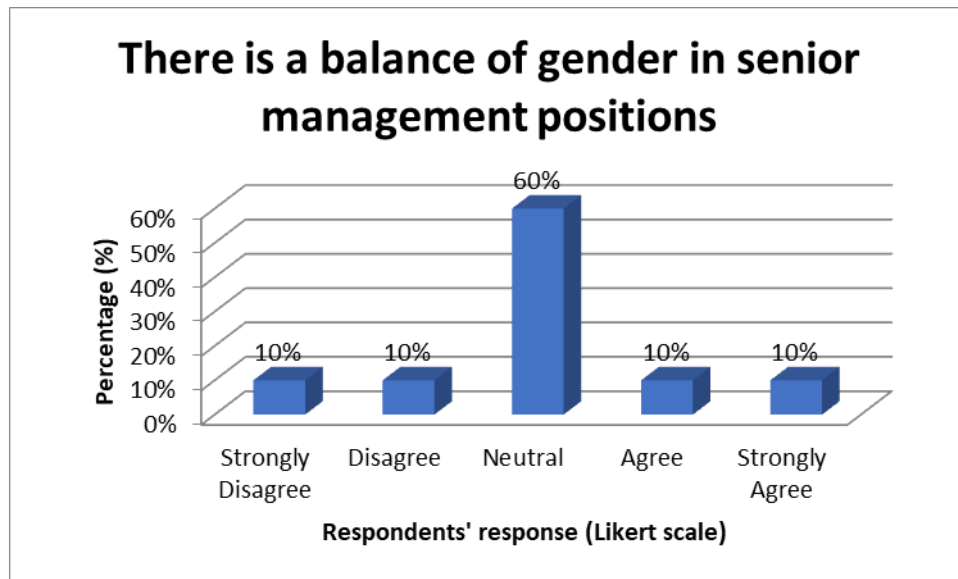


Source: own construction

Pertaining to address gender issues as demonstrated by figure 7.82 above, 80% strongly disagreed that they are afraid to address gender issues because they might lose their job while 20% were neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that there is a balanced of gender in senior management positions.

Figure 7.83: Represents male perceptions on there is a balanced of gender in senior management positions.



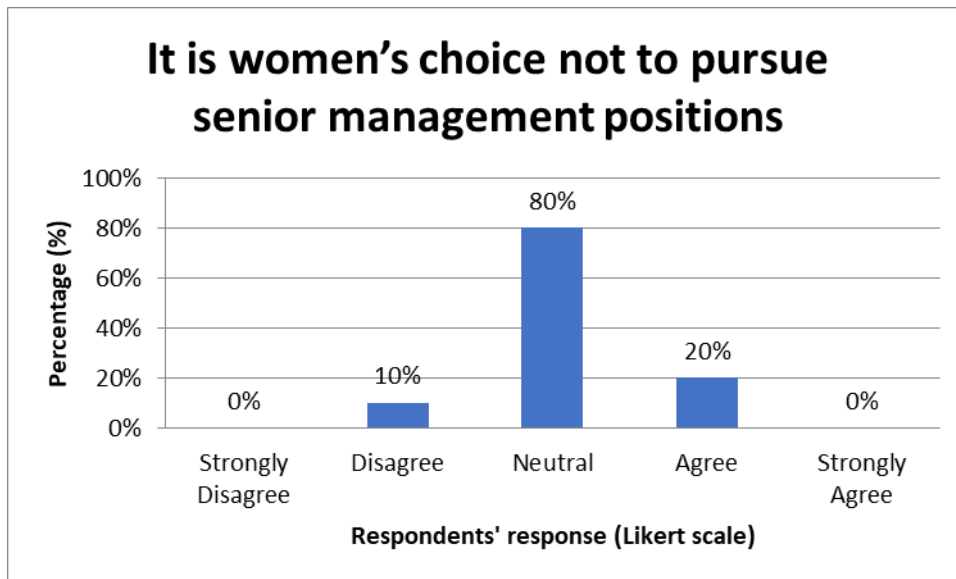
Source: own construction

According to figure 7.83 above, 20% agreed that there is a balance of gender in senior management positions of which 10% strongly agreed while likewise 20% disagreed with this of which 10% strongly disagreed and 60% was neutral about it.

Male perception around decision making and skills

Below is the figure that demonstrates the respondents' response on a statement that it is women choice not to pursue senior management positions.

Figure 7.84: Represents male's perception on it is women choice not to pursue senior management positions.

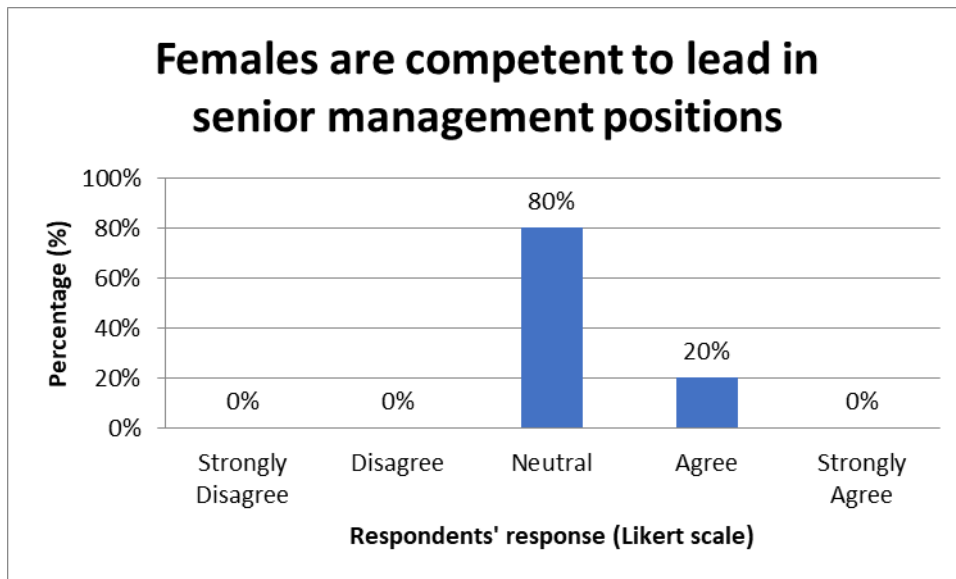


Source: own construction

Decision making is vital in any process. However, as alluded by figure 7.84 above, 20% agreed that it is women's choice not to pursue senior management positions while 10% actually disagree with this and 70% is neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that females are competent to lead in senior management positions.

Figure 7.85: Represents male perceptions on females are competent to lead in senior management positions.

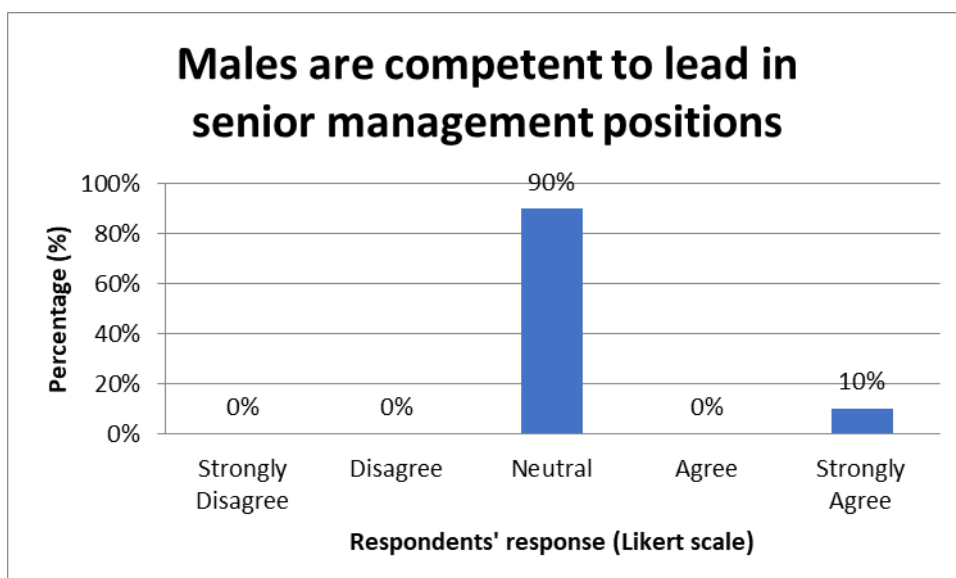


Source: own construction

According to figure 7.85 above, 20% agreed that females are competent to lead in senior management positions and 80% was neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that males are competent to lead in senior management positions.

Figure 7.86: Represents male perceptions on males are competent to lead in senior management positions.

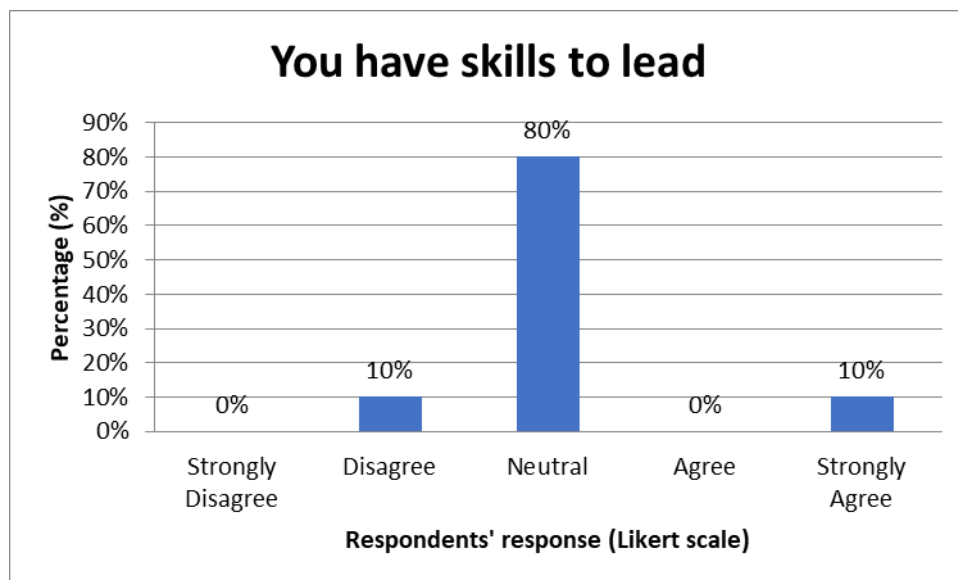


Source: own construction

Based on figure 7.86 above, 10% strongly agreed that males are competent to lead in senior management positions and 90% was neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that you have skills to lead.

Figure 7.87: Represents male perceptions on you have skills to lead.

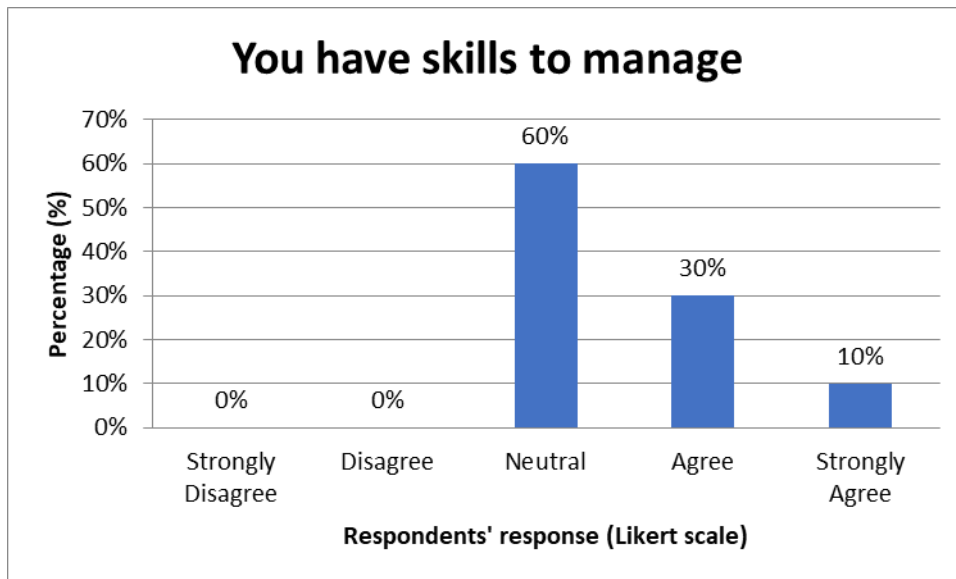


Source: own construction

In light of figure 7.87 above, 10% strongly agreed that they have skills to lead while 10% disagreed with this and 80% was neutral.

Below is the figure that demonstrates the respondents' response on a statement that you have skills to manage.

Figure 7. 88: Represents male perceptions on you have skills to manage.



Source: own construction

Referring to figure 7.88 above, 40% agreed that they have skills to manage of which 10% strongly agreed with this and 60% was neutral.

Below is the figure that demonstrates the respondents' response on a statement that you have strong brain to tolerate stress in the workplace.

Figure 7.89: Represents male perceptions on you have strong brain to tolerate stress in the workplace.

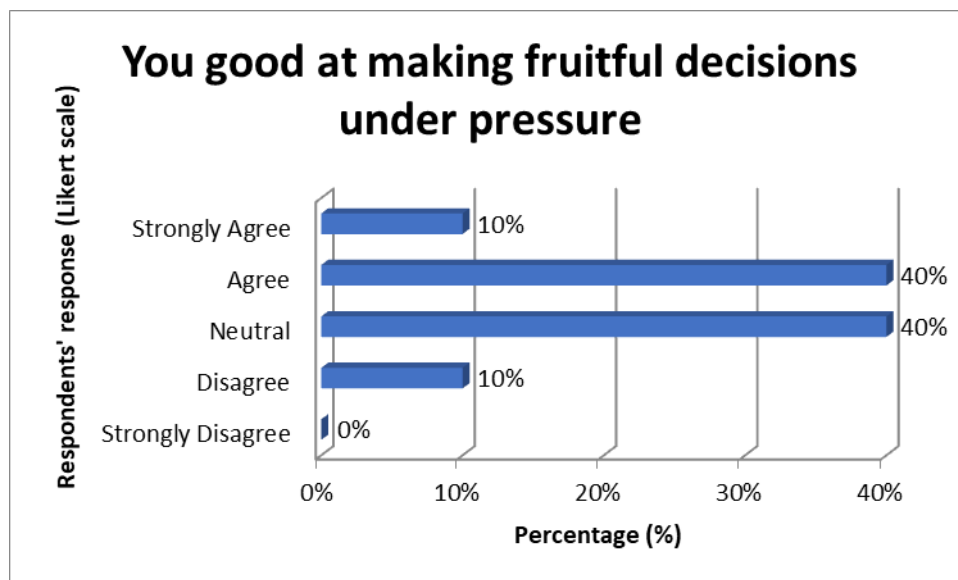


Source: own construction

Referring to figure 7.89 above, 30% agreed that they have strong brain to tolerate stress in the workplace of which 10% strongly agreed while 70% was neutral.

Below is the figure that demonstrates the respondents' response on a statement that you good at making fruitful decisions under pressure.

Figure 7.90: Represents male perceptions on you good at making fruitful decisions under pressure.

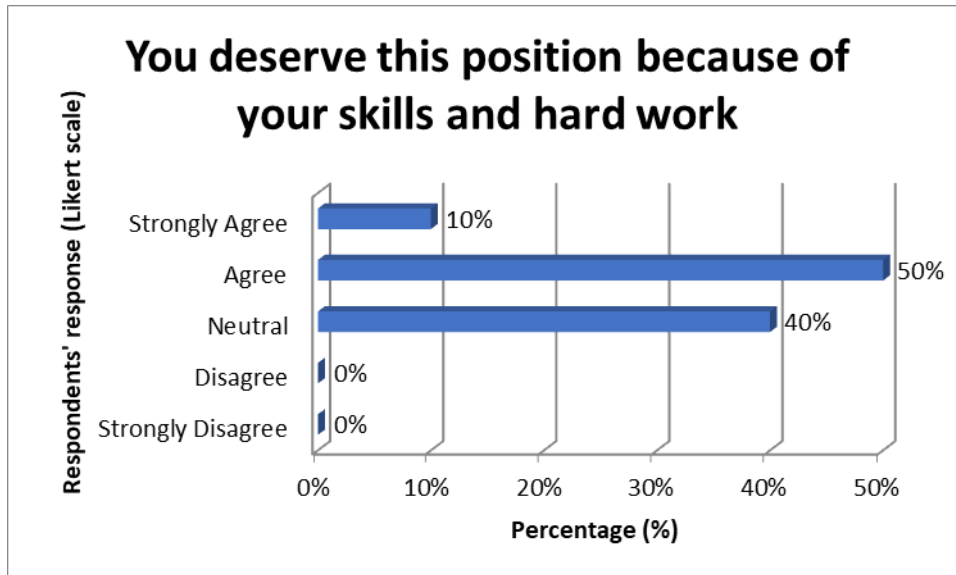


Source: own construction

Regards figure 7.90 above, 50% agreed that they good at making fruitful decisions under pressure of which 10% strongly agreed with this while 10% disagreed with this and 40% was neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that you deserve this position because of your skills and hard work.

Figure 7.91: Represents male perceptions on you deserve this position because of your skills and hard work.

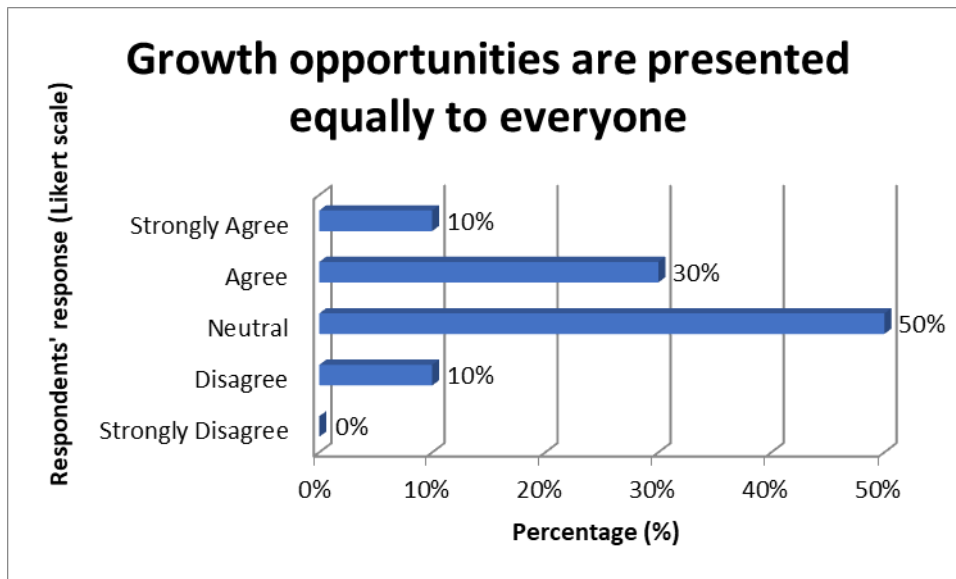


Source: own construction

Referring to figure 7.91 above, 60% agreed that they deserve this position because of their skills and hard work of which 10% strongly agreed while 40% was neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that growth opportunities are presented to everyone equally.

Figure 7.92: Represents male perceptions on growth opportunities are presented to everyone equally.

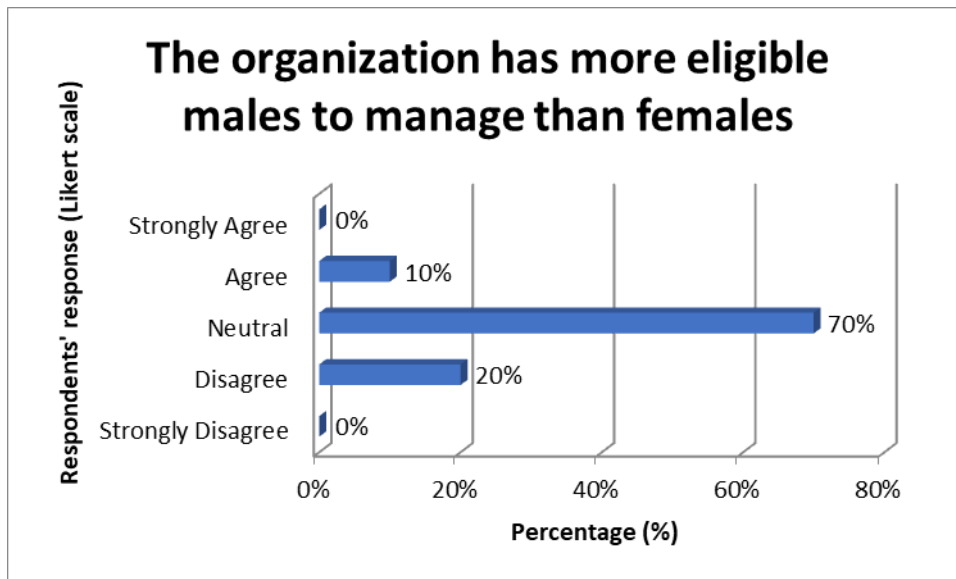


Source: own construction

Based on figure 7.92 above, 40% agreed that growth opportunities are presented equally to every one of which 10% strongly agreed with it while 10% disagreed and 50% was neutral.

Below is the figure that demonstrates the respondents' response on a statement that the organization has more eligible males to manage than females.

Figure 7.93: Represents male perceptions on the organization have more eligible males to manage than females.

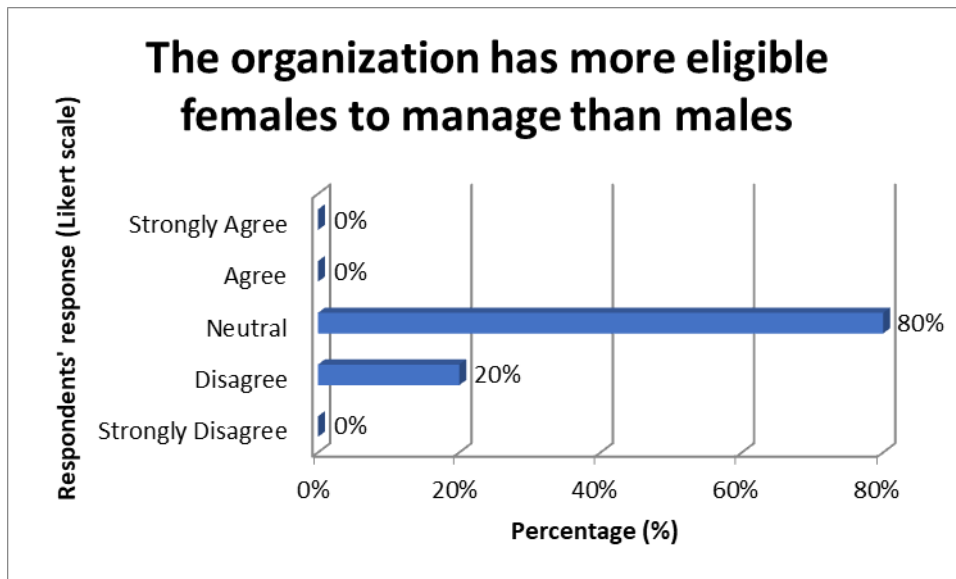


Source: own construction

According to figure 7.93 above, 10% agreed that the organization has more eligible males to manage than females while 20% disagreed with this and 70% was neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that the organization has more eligible females to manage than males.

Figure 7.94: Represents male perceptions on the organization have more eligible females to manage than males.

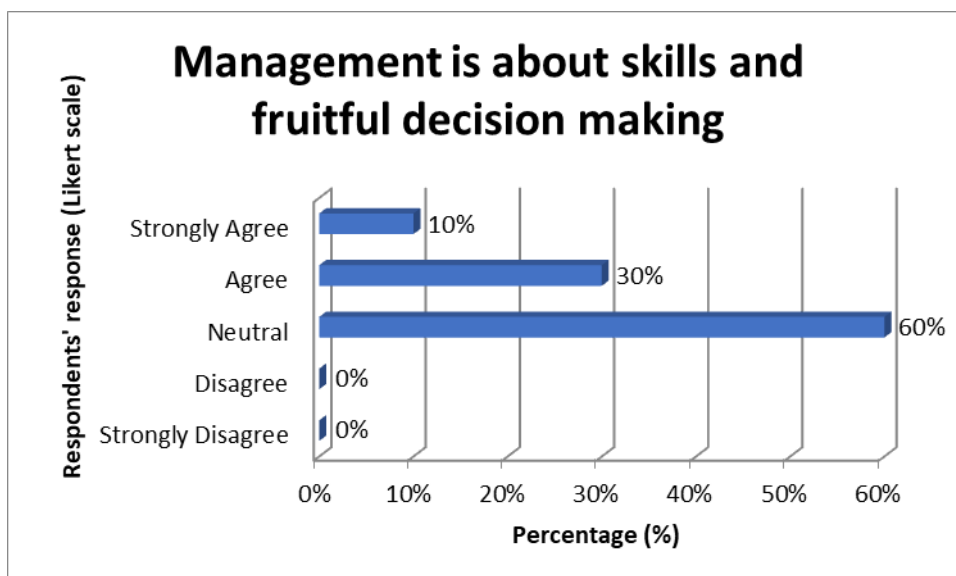


Source: own construction

According to figure 7.94 above, 20% disagreed that the organization has more eligible females to manage than males while 80% was neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that management is about skills and fruitful decision making.

Figure 7.95: Represents male's perception on management is about skills and fruitful decision making.



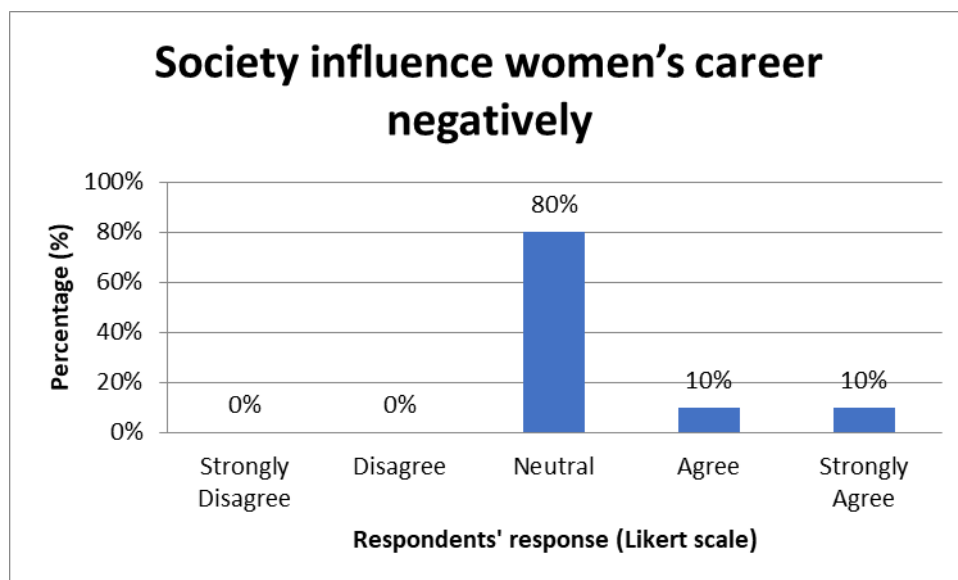
Source: own construction

Based on figure 7.95 above, 30% agreed that management is about skills and fruitful decision making of which 10% strongly agreed while 60% was neutral about it.

Male perception around self-evaluation and awareness

Below is the figure that demonstrates the respondents' response on a statement that society influences women's career negatively.

Figure 7.96: Represents male perceptions on society influences women's career negatively.

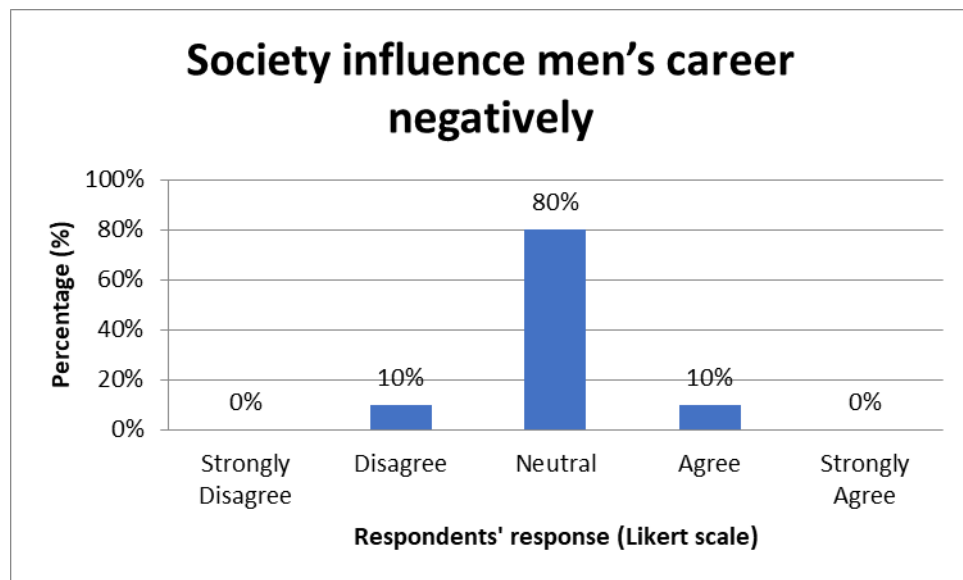


Source: own construction

Surroundings might have impact on how we perceive things in life. However, figure 7.96 above, illustrate that 20% agreed that society influence women's career negatively of which 10% strongly agreed with this and 80% was neutral was about it.

Below is the figure that demonstrates the respondents' response on a statement that society influences men's career negatively.

Figure 7.97: Represents male perceptions on society influences men's career negatively.

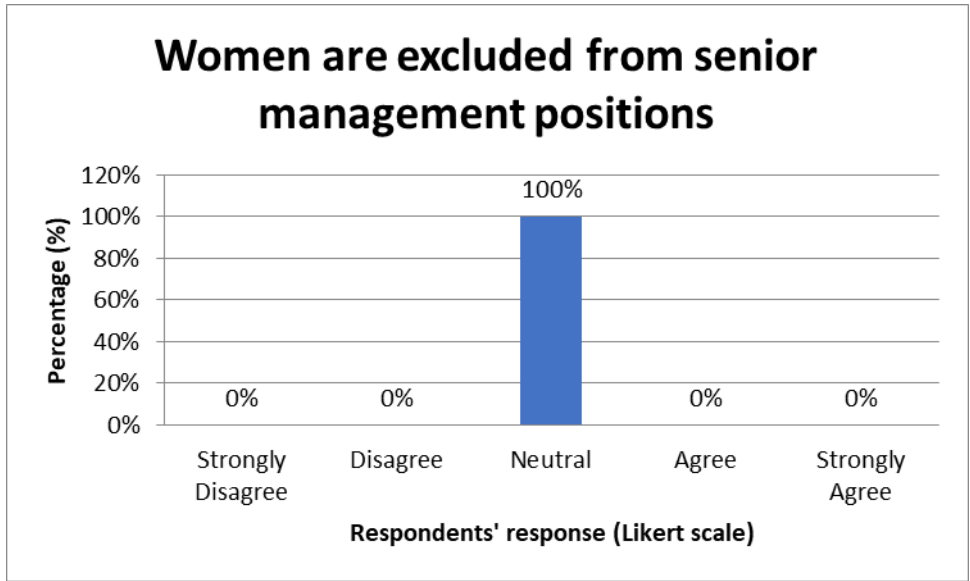


Source: own construction

As illustrated by figure 7.97 above, 10% agreed that society influence men's career negatively while 10% disagreed with this and 80% was neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that women are excluded from senior management positions.

Figure 7.98: Represents male perceptions on women are excluded from senior management positions.

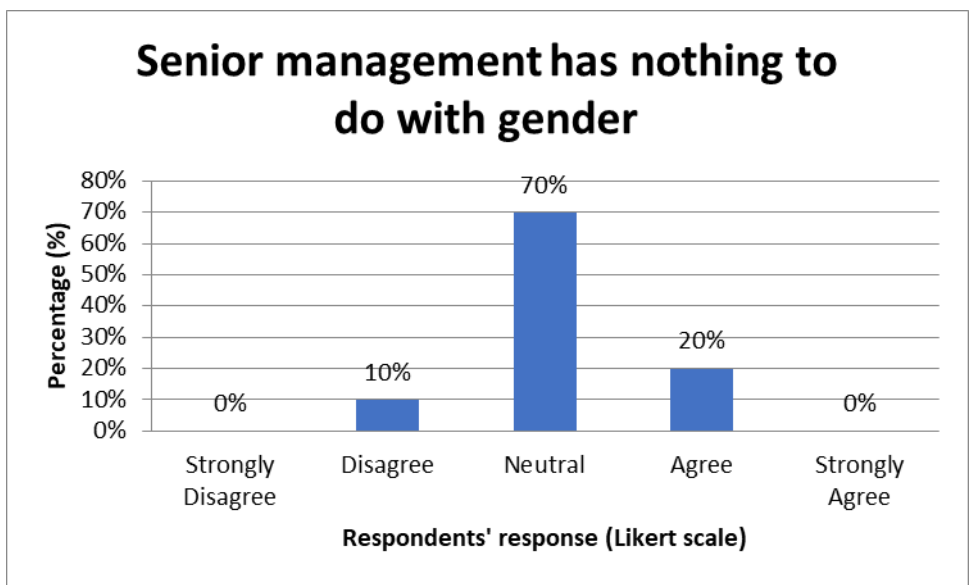


Source: own construction

According to figure 7.98 above, 100% were neutral with the statement that women are excluded from senior management positions.

Below is the figure that demonstrates the respondents' response on a statement that senior management has nothing do with gender.

Figure 7.99: Represents male perceptions on senior management have nothing do with gender.

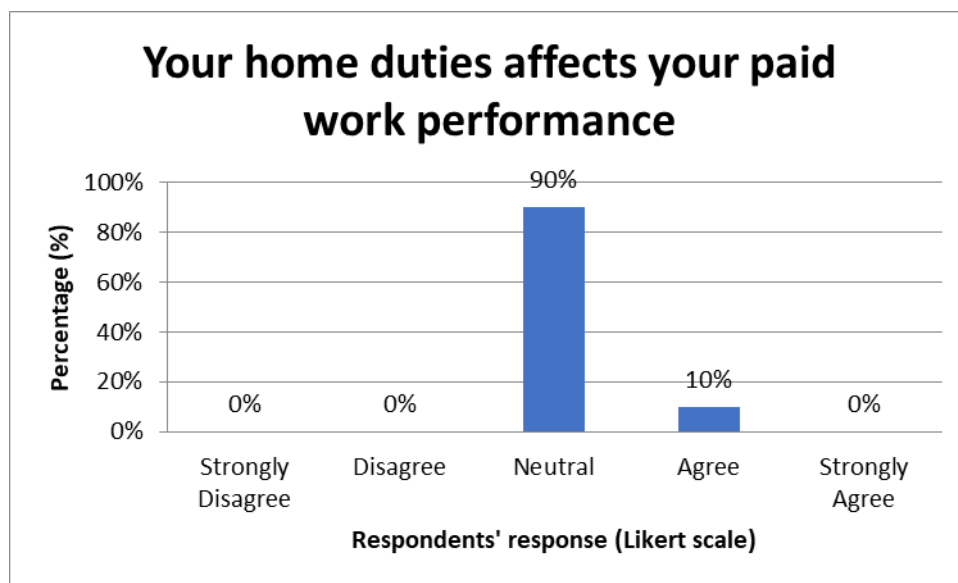


Source: own construction

In light of figure 7.99 above, 20% agreed that senior management has nothing to do with gender, 10% disagreed and 70% was neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that your home duties affect your paid work performance.

Figure 7.100: Represents male perceptions on your home duties affect your paid work performance.

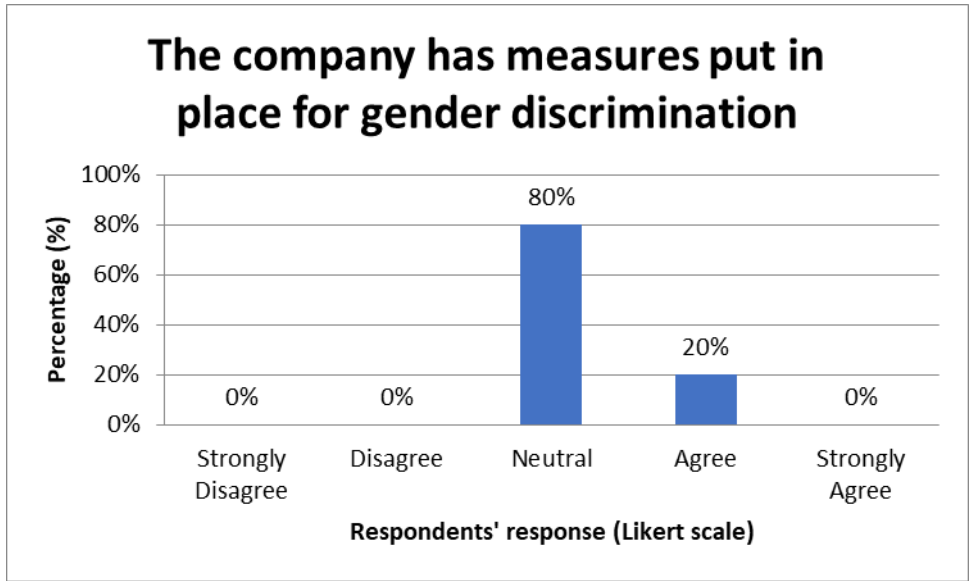


Source: own construction

Based on figure 7.100 above, 10% agreed that their home duties affect their paid work performance while 90% was neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that the company has measures to in place for gender discrimination.

Figure 7.101: Represents male perceptions on the company have measures to in place for gender discrimination.

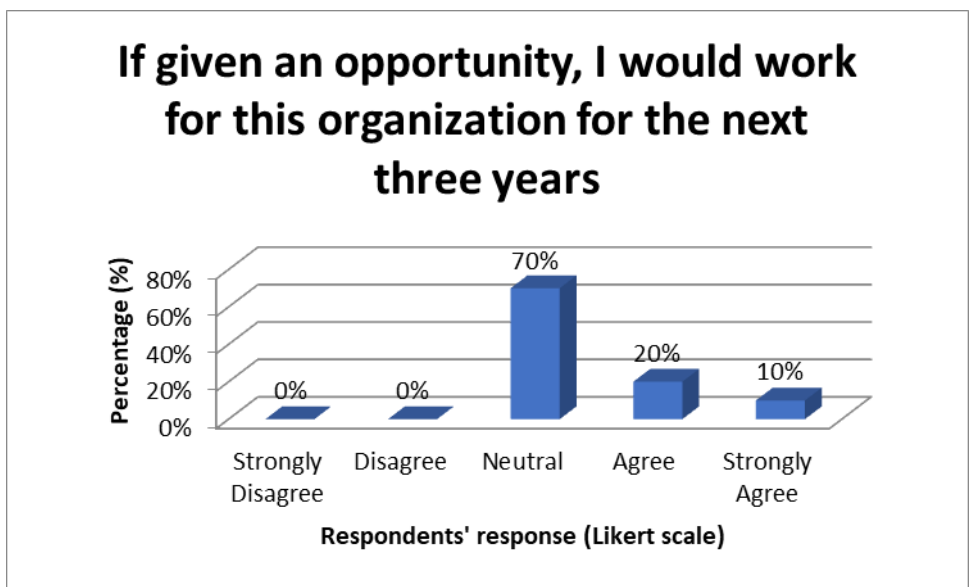


Source: own construction

Referring to figure 7.101 above, 20% agreed that the company has measures put in place for gender discrimination while 80% was neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that if given an opportunity, I would work for the organization for the next three years.

Figure 7.102: Represents male perceptions on if given an opportunity, I would work for the organization for the next three years.

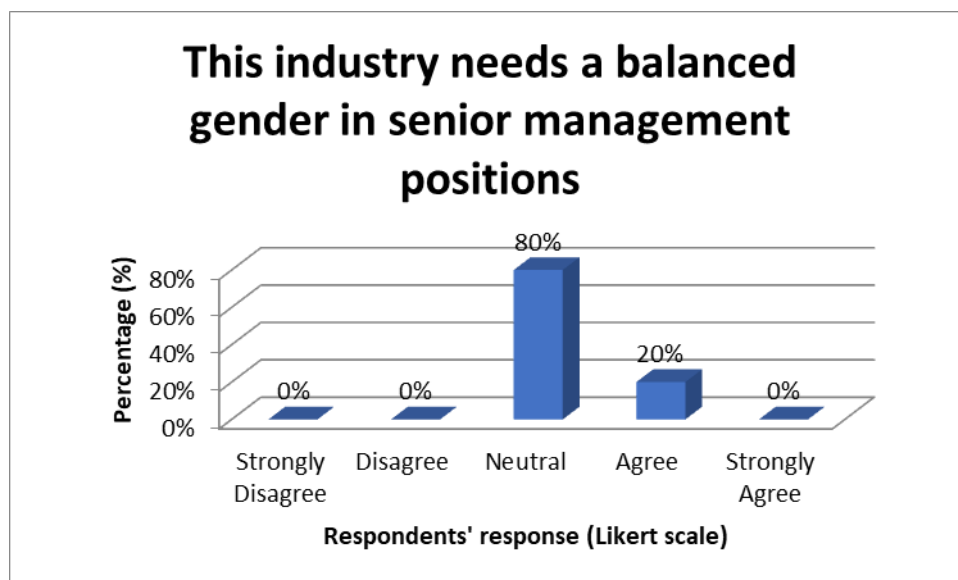


Source: own construction

According to figure 7.102 above, 30% agreed that if given an opportunity, they would work for the organization for the next three years of which 10% strongly agreed while 70% was neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that this industry needs a balanced gender in senior management.

Figure 7.103: Represents male perceptions on this industry need a balanced gender in senior management.



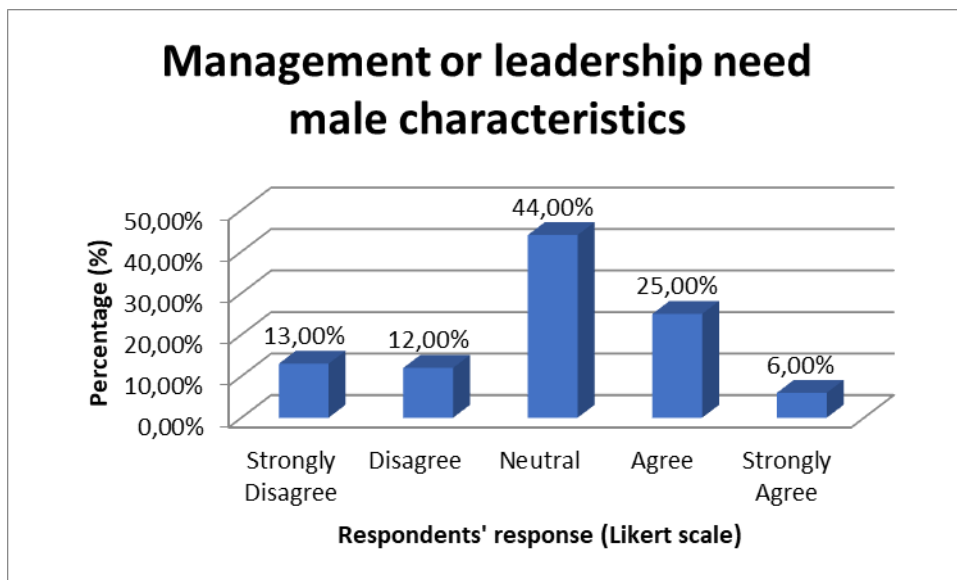
Source: own construction

In light of figure 7.103 above, 20% agreed that this industry needs a balanced gender in senior management positions while 80% was neutral about it.

Overall perception on cognition around gender difference

Below is the figure that demonstrates the respondents' response on characteristics that management or leadership needs within the organization (s).

Figure 7.104: Represents overall perception on management or leadership characteristics pertaining males

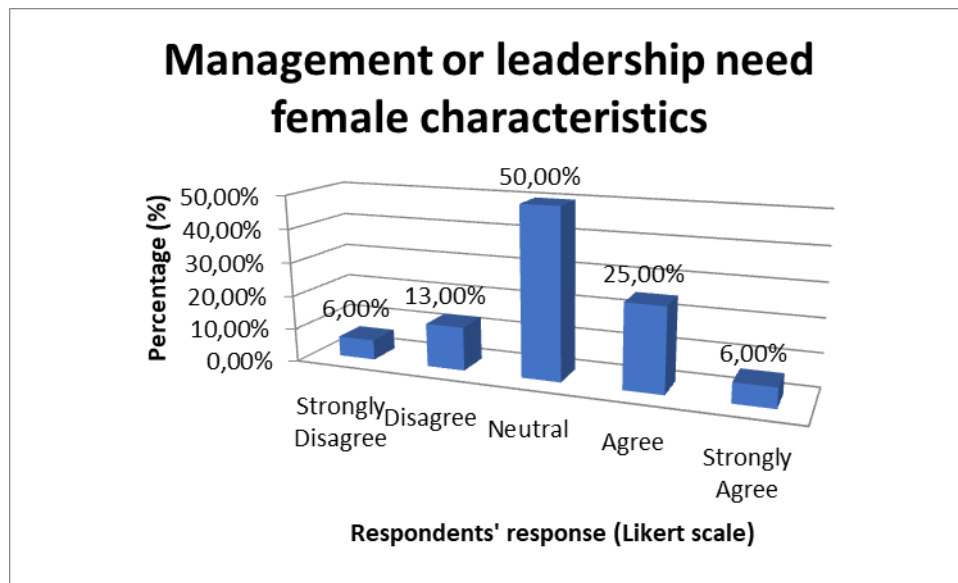


Source: own construction

As presented by figure 7.104 above, 31% of respondents agreed with the statement that management or leadership need male characteristics of which 6% strongly agreed with this. However, there were also respondents who disagreed with this which made up 25% in total, of which 13% strongly disagreed and the other 44% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on characteristics that management or leadership needs within the organization (s).

Figure 7.105: Represents overall perception on management or leadership characteristics pertaining females

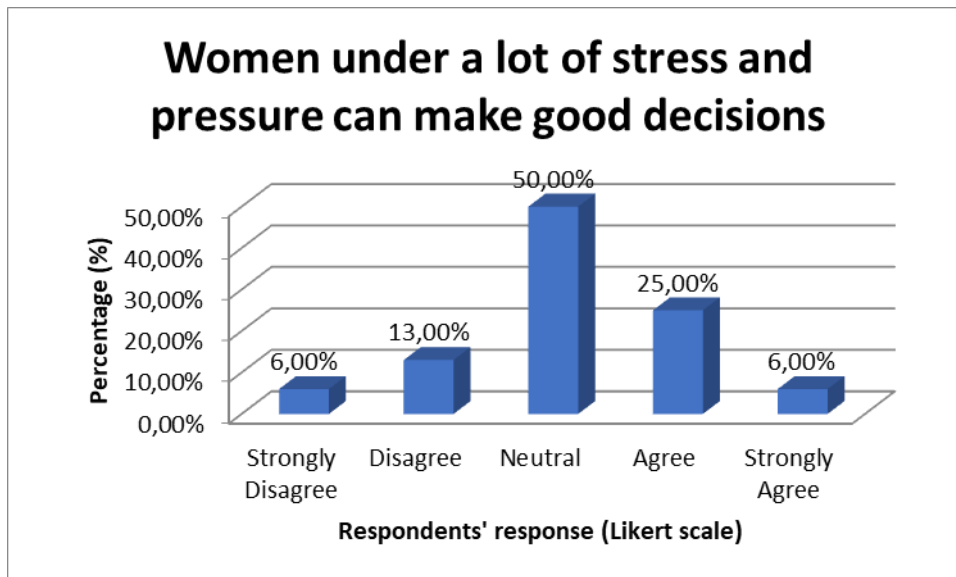


Source: own construction

As presented by figure 7.105 above, 31% of respondents agreed with the statement that management or leadership need female characteristics of which 6% strongly agreed with this. However, there were also respondents who disagreed with this which made up 19% in total, of which 6% strongly disagreed and the other 50% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on women under a lot of stress and pressure within the organization (s) to make fruitful decisions.

Figure 7.106: Represents overall perception on women under a lot of stress and pressure within the organization to make fruitful decisions

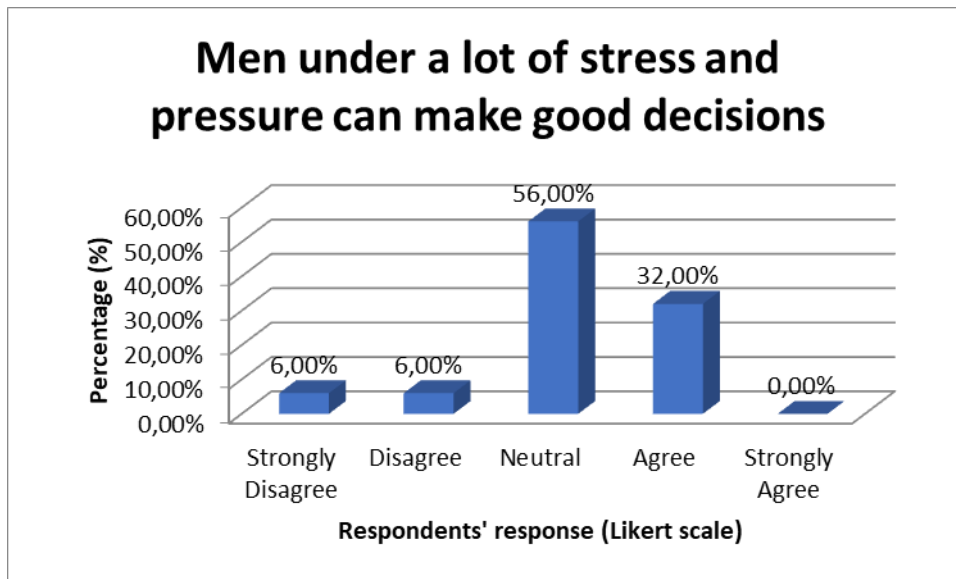


Source: own construction

According to figure 7.106 above, 31% of respondents agreed with the statement that women under a lot of stress and pressure can make good decisions of which 6% strongly agreed with this. However, there were also respondents who disagreed with this which made up 19% in total, of which 6% strongly disagreed and the other 50% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on men under a lot of stress and pressure within the organization (s) to make fruitful decisions.

Figure 7.107: Represents overall perception on men under a lot of stress and pressure within the organization to make fruitful decisions

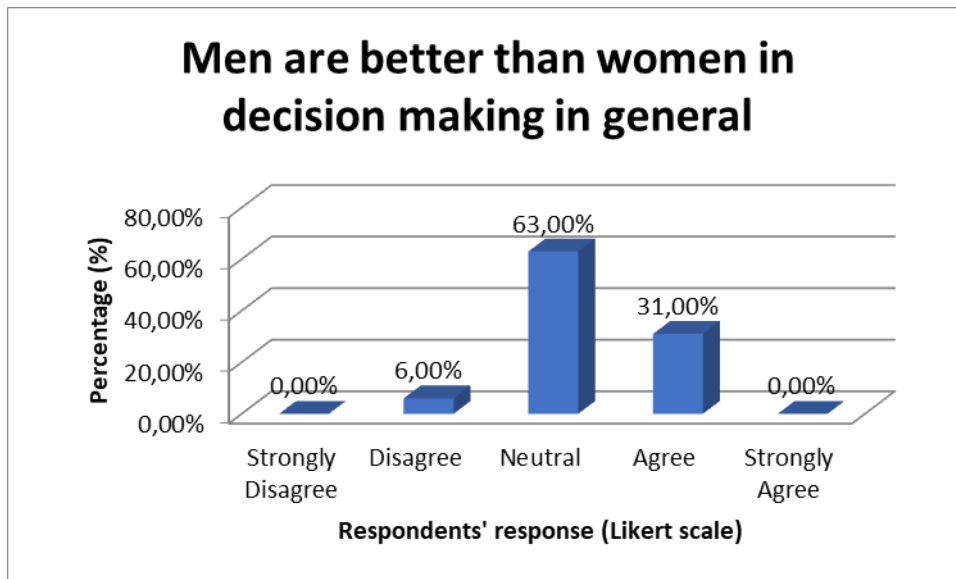


Source: own construction

As presented by figure 7.107 above, 32% of respondents agreed with the statement that men under a lot of stress and pressure can make good decisions. However, there were also respondents who disagreed with this which made up 12% in total, of which 6% strongly disagreed and the other 56% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a point that men are better in decision making in general.

Figure 7.108: Represents overall perception on men that are better in decision making in general.

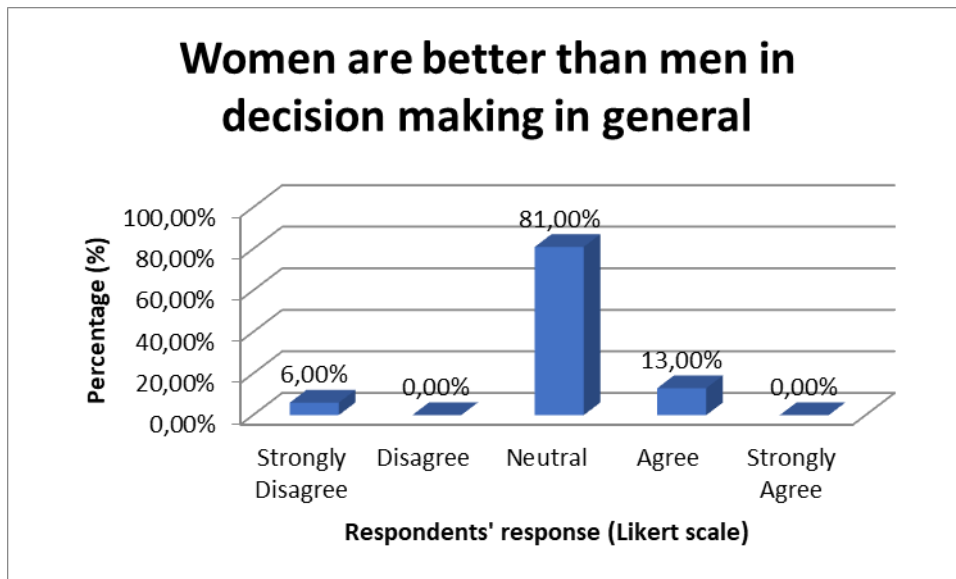


Source: own construction

According to figure 7.108 above, 31% of respondents agreed with the statement that men are better than women in decision making in general. However, there were also respondents who disagreed with this which made up 6% and the other 63% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a point that women are better in decision making in general.

Figure 7.109: Represents overall perception on women that are better in decision making in general

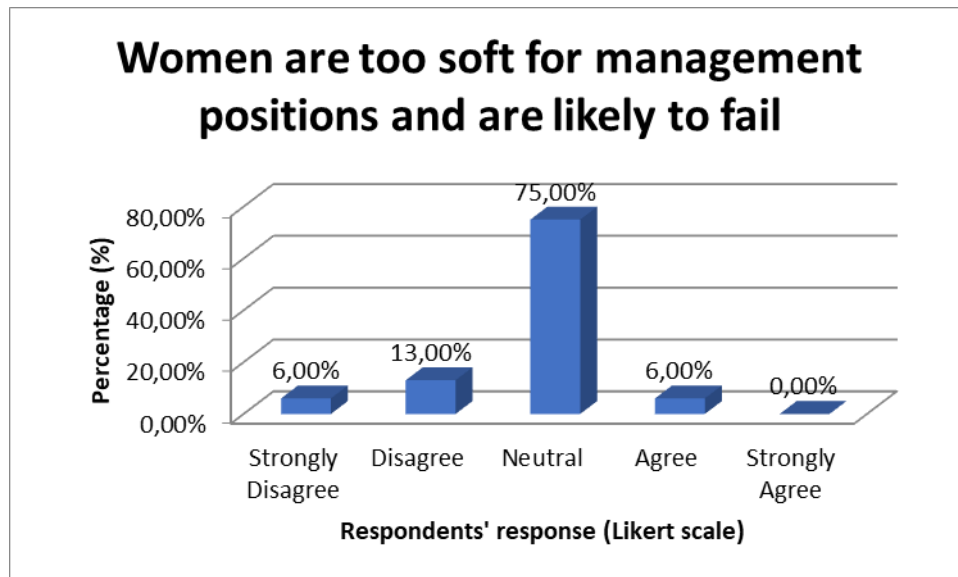


Source: own construction

As presented by figure 7.109 above, 13% of respondents agreed with the statement that women are better than men in decision making in general. However, there were also respondents who strongly disagreed with this which made up 6% and the other 81% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that women are too soft for management are likely to fail.

Figure 7.110: Represents overall perceptions on women are too soft for management are likely to fail.

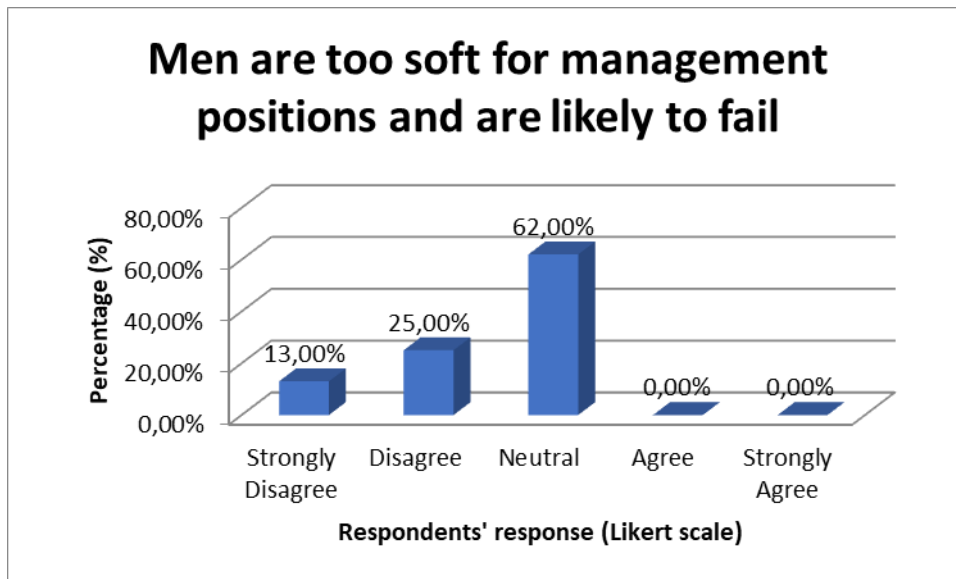


Source: own construction

In light of figure 7.110 above, 6% of respondents agreed with the statement that women are too soft for senior management positions and are likely to fail. However, there were also respondents who disagreed with this which made up 19% in total, of which 6% strongly disagreed with this and the other 75% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that men are too soft for management are likely to fail.

Figure 7.111: Represents overall perceptions on men are too soft for management are likely to fail.

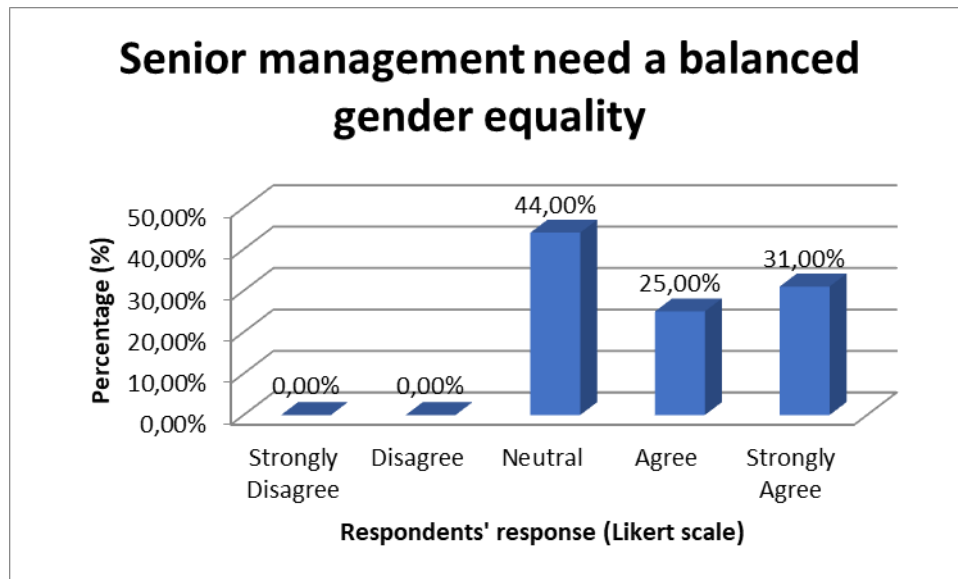


Source: own construction

In light of figure 7.111 above, 38% of respondents disagreed with the statement that men are too soft for senior management positions and are likely to fail of which 13% strongly disagreed with this. However, the other 62% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that senior management need balanced gender equality.

Figure 7.112: Represents overall perceptions on senior management need balanced gender equality.

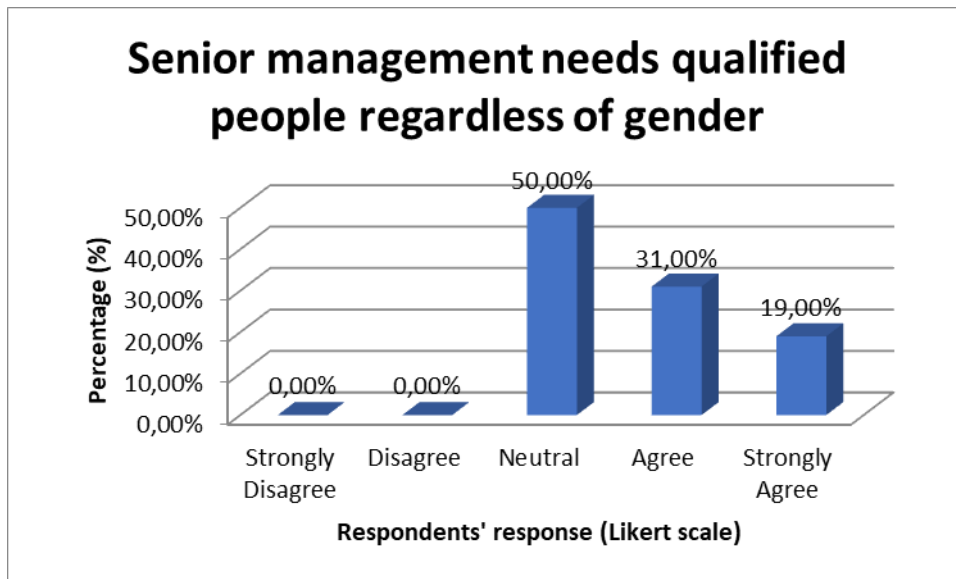


Source: own construction

According to figure 7.112 above, 56% of respondents agreed with the statement that senior management need a balanced gender equality of which 31% strongly agreed with this. However, the other 44% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that senior management needs qualified people regardless of gender.

Figure 7.113: Represents overall perceptions on senior management needs qualified people regardless of gender.

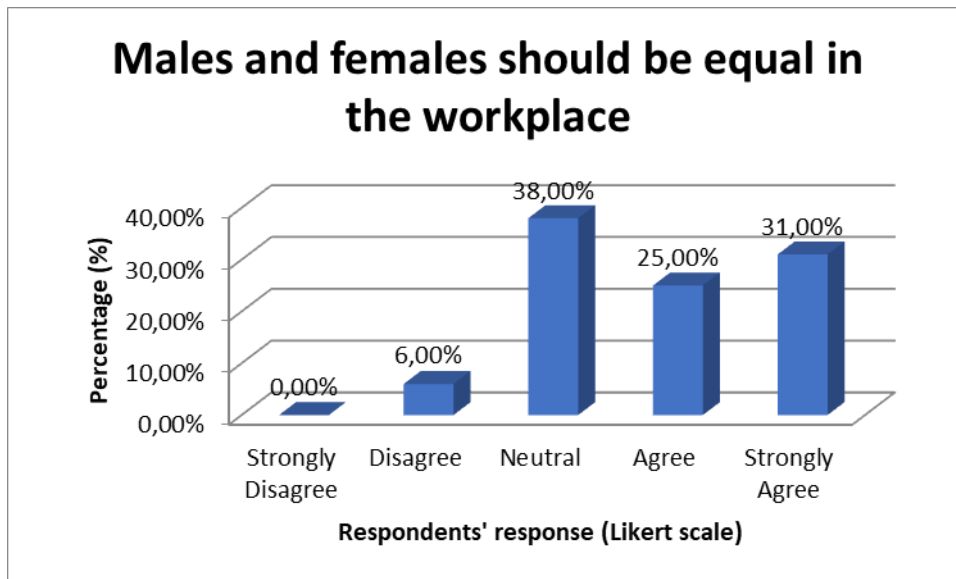


Source: own construction

As presented by figure 7.113 above, 50% of respondents agreed with the statement that senior management needs qualified people regardless of gender of which 19% strongly agreed with this. However, the other 50% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that males and females should be equal in the workplace.

Figure 7.114: Represents overall perceptions on males and females should be equal in the workplace.

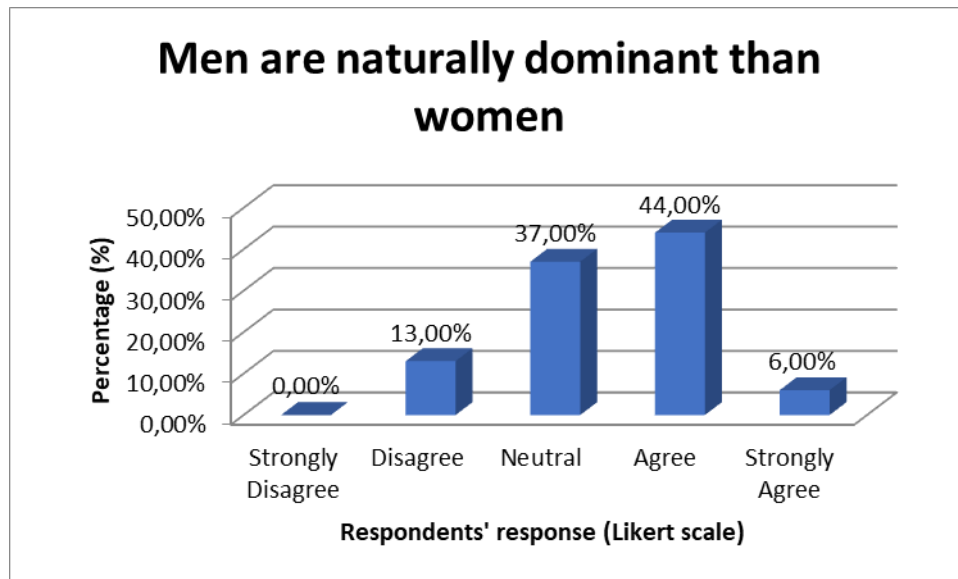


Source: own construction

According to figure 7.114 above, 56% of respondents agreed with the statement that males and females should be equal in the workplace of which 31% strongly agreed with this. However, there were also respondents who disagreed with this which made up 6% and the other 38% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that men are naturally dominant than females.

Figure 7.115: Represents overall perceptions on men are naturally dominant than females.

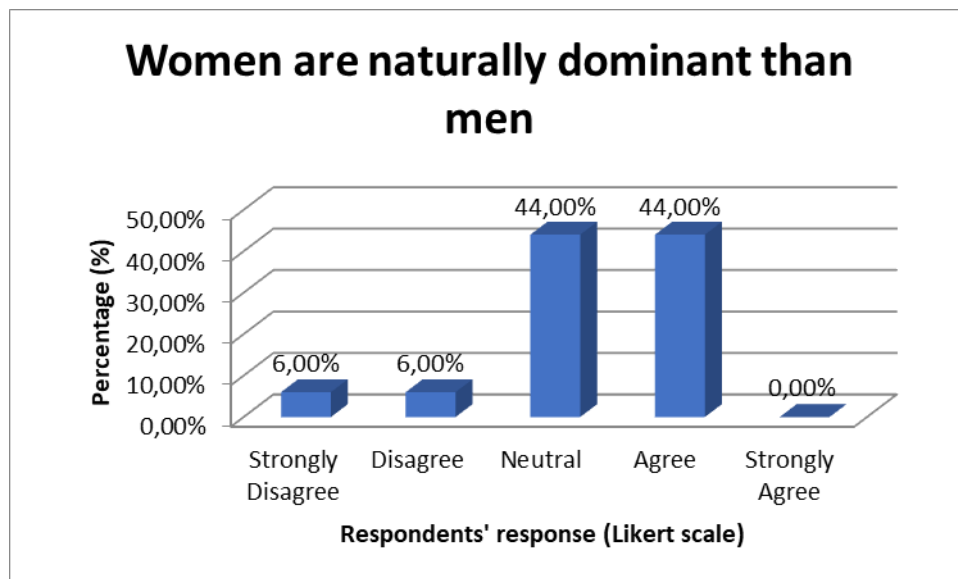


Source: own construction

In light of figure 7.115 above, 50% of respondents agreed with the statement that men are naturally dominant than women of which 6% strongly agreed with this. However, there were also respondents who disagreed with this which made up 13% and the other 37% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that women are naturally dominant than men.

Figure 7.116: Represents overall perceptions on women are naturally dominant than men.



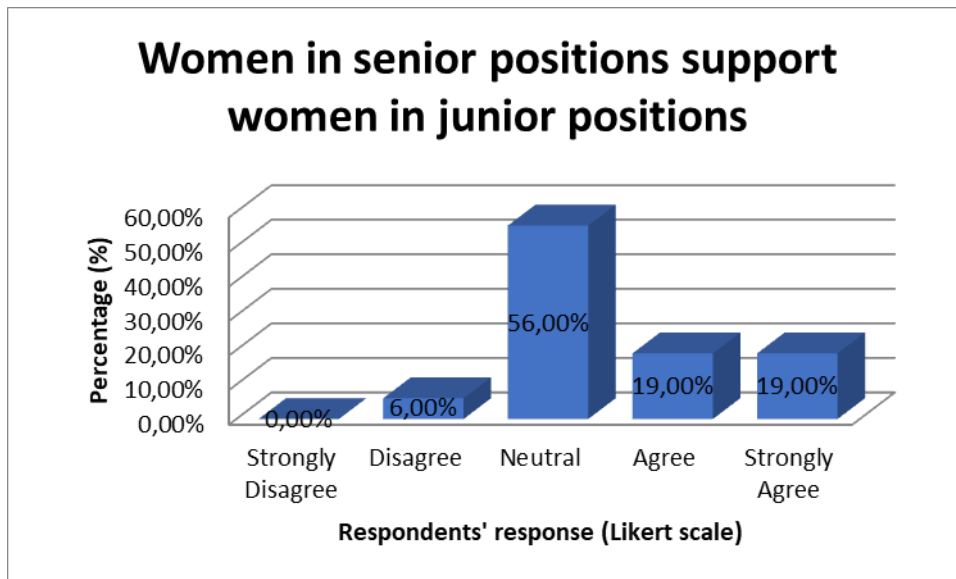
Source: own construction

According to figure 7.116 above, 44% of respondents agreed with the statement that women are naturally dominant than men. However, there were also respondents who disagreed with this which made up 12% in total, of which 6% strongly disagreed and the other 44% were neutral to the statement.

Overall perception around empowerment to stimulate growth

Below is the figure that demonstrates the respondents' response on a statement that women in senior positions support women in junior positions.

Figure 7.117: Represents overall perceptions on women in senior positions support women in junior positions.

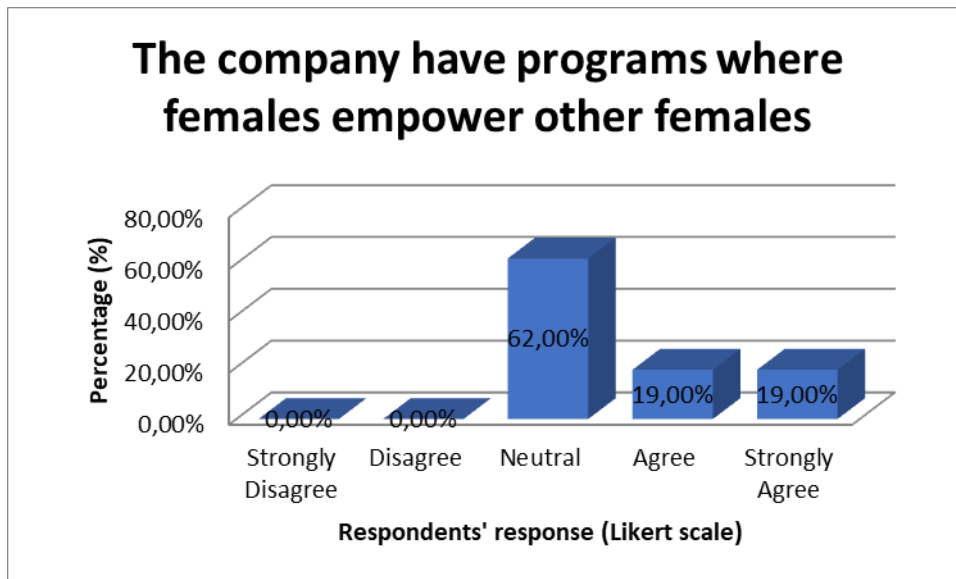


Source: own construction

In the light of figure 7.117 above, 38% of respondents agreed with the statement that women in senior managements support women in junior management positions of which 19% strongly agreed with this. However, there were also respondents who disagreed with this which made up 6% and the other 56% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that the company have programs where females empower other females.

Figure 7.118: Represents overall perceptions on company have programs where females empower other females.

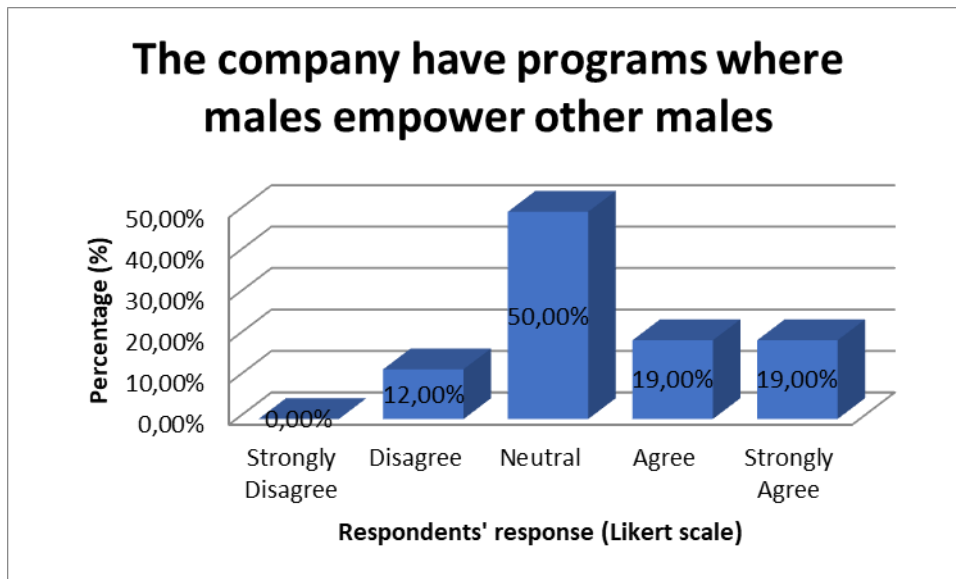


Source: own construction

As presented by figure 7.118 above, 38% of respondents agreed with the statement that the company have programs where females empower females of which 19% strongly agreed with this. However, the other 62% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that the company have programs where males empower other males.

Figure 7.119: Represents overall perceptions on company have programs where males empower other males.

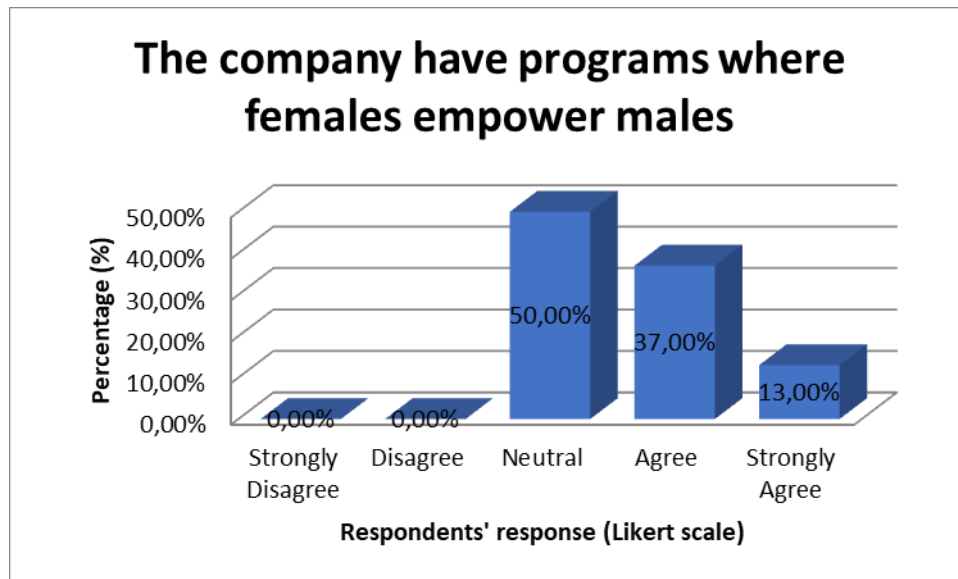


Source: own construction

In the light of figure 7.119 above, 38% of respondents agreed with the statement that the company have programs where males empower other males of which 19% strongly agreed with this. However, there were also respondents who disagreed with this which made up 12% and the other 50% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that the company have programs where females empower other males.

Figure 7.120: Represents overall perceptions on company have programs where females empower other males.

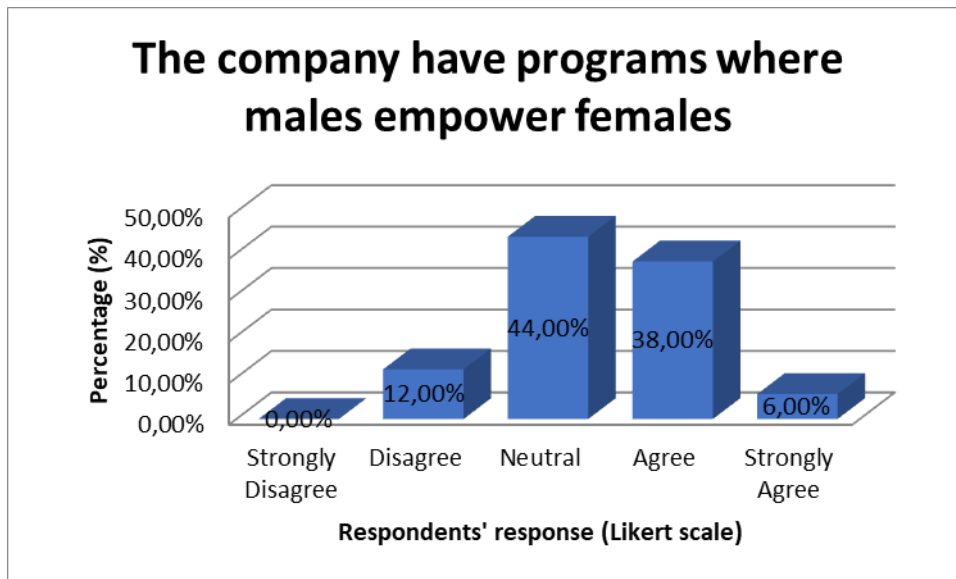


Source: own construction

As presented by figure 7.120 above, 50% of respondents agreed with the statement that the company have programs where females empower males of which 13% strongly agreed with this. However, the other 50% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that the company have programs where males empower females.

Figure 7.121: Represents overall perceptions on company have programs where males empower females.

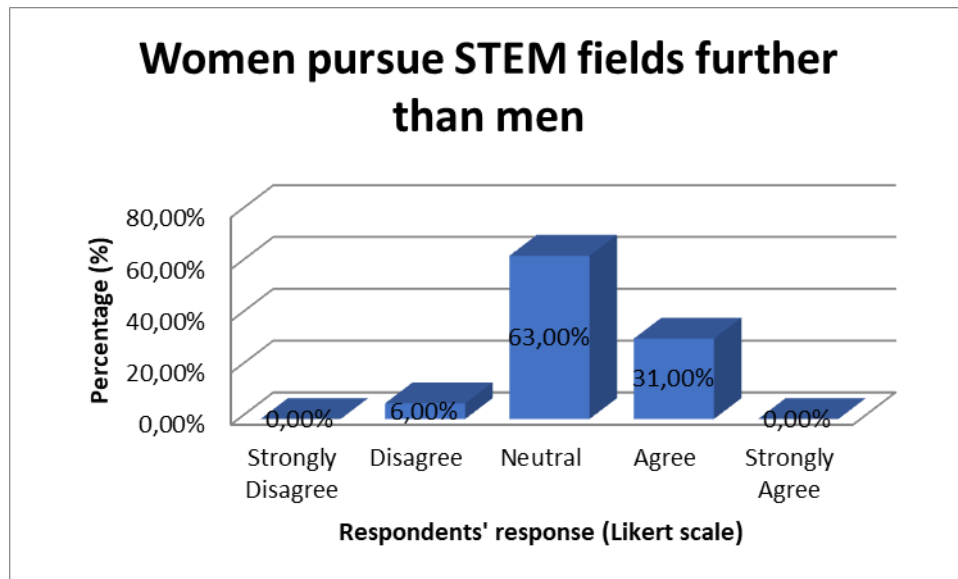


Source: own construction

In the light of figure 7.121 above, 44% of respondents agreed with the statement that the company have programs where males empower females of which 6% strongly agreed with this. However, there were also respondents who disagreed with this which made up 12% and the other 44% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that women pursue STEM fields further than men.

Figure 7.122: Represents overall perceptions on women pursue STEM fields further than men.

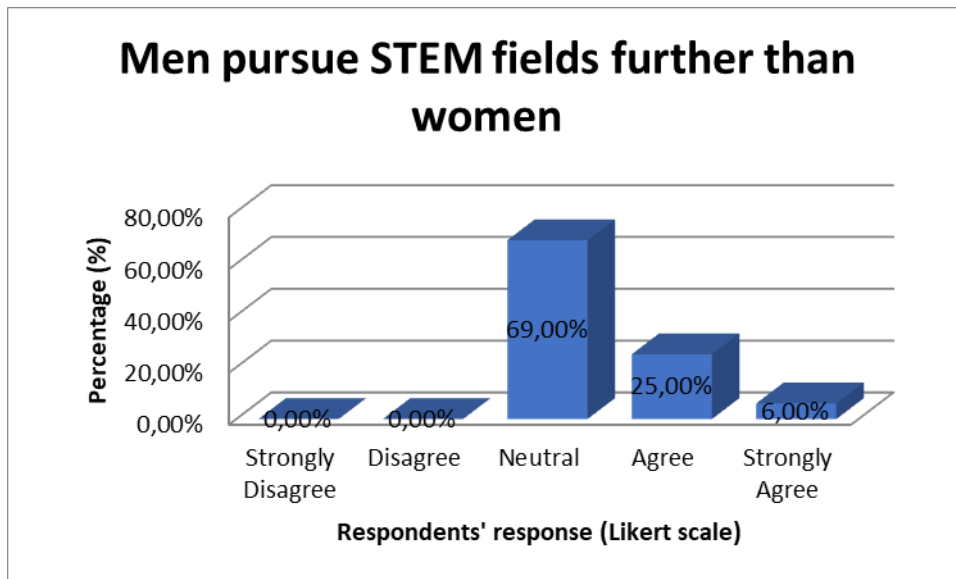


Source: own construction

According to figure 7.122 above, 31% of respondents agreed with the statement that women pursue STEM fields further than men. However, there were also respondents that actually disagreed with this which made up 6% and the other 63% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that men pursue STEM fields further than women.

Figure 7.123: Represents overall perceptions on men pursue STEM fields further than women.



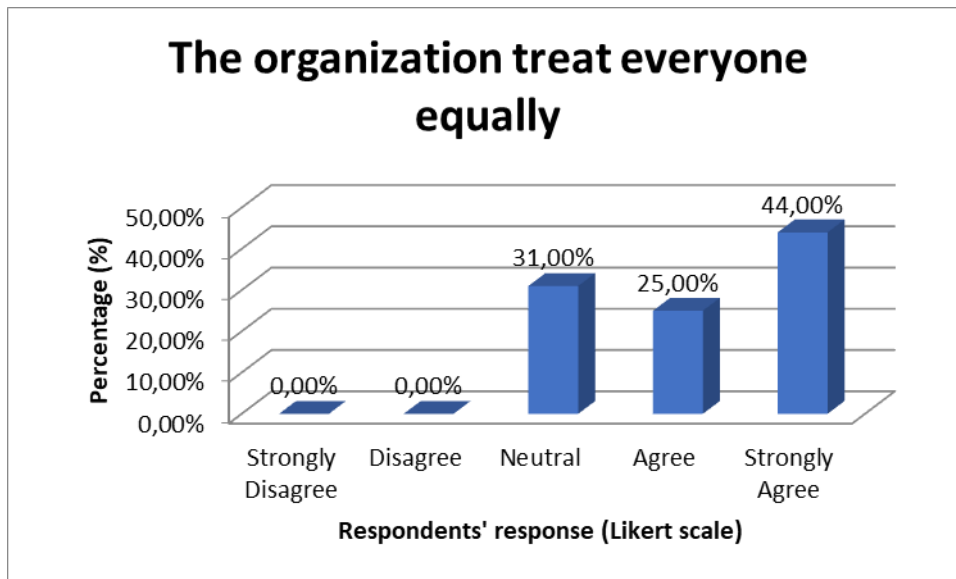
Source: own construction

As demonstrated by figure 7.123 above, 31% of respondents agreed with the statement that men pursue STEM fields further than women of which 6% strongly agreed with this. However, the rest of respondents which made up 69% were neutral to the statement.

Overall perception around discrimination for senior management positions

Below is the figure that demonstrates the respondents' response on a statement that the organization treats everyone equally.

Figure 7.124: Represents overall perceptions on organization treat everyone equally.

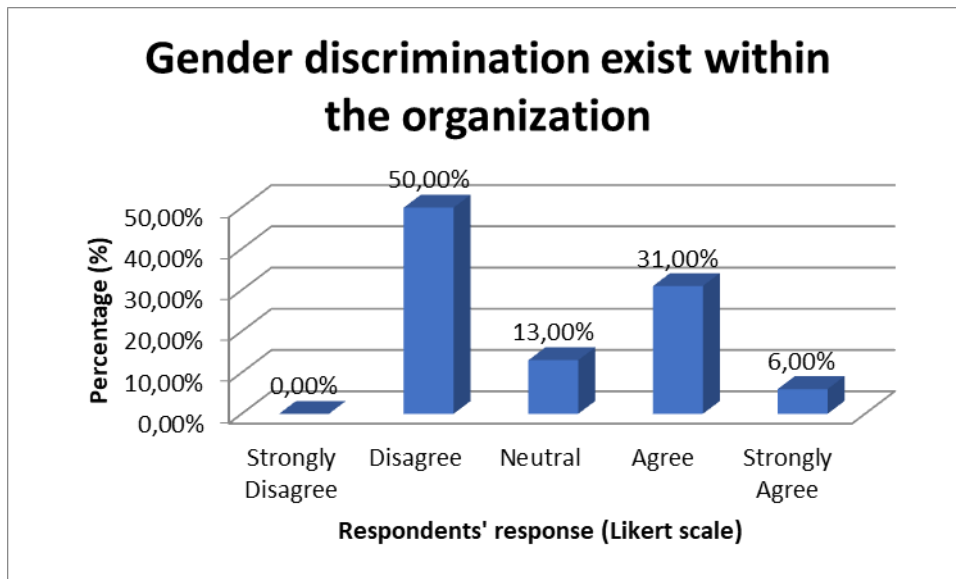


Source: own construction

Based on figure 7.124 above, 69% of respondents agreed with the statement that the organization treat everyone equally of which 44% strongly agreed with this. However, the other 31% of the respondents were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that gender discrimination exists within the organization.

Figure 7.125: Represents overall perceptions on gender discrimination exist within the organization.

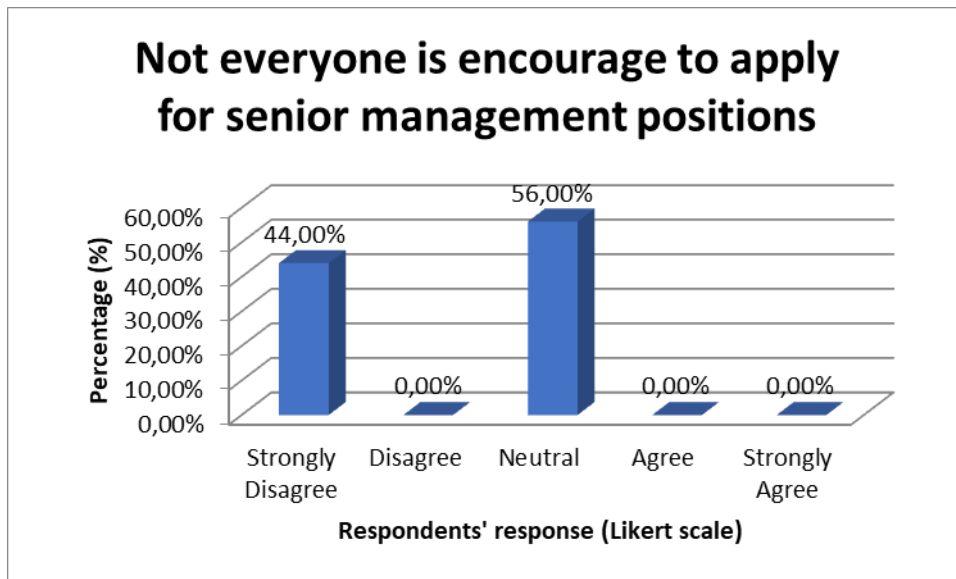


Source: own construction

According to figure 7.125 above, 37% of respondents agreed with the statement that gender discrimination exist within the organization of which 6% strongly agreed with this. However, there were also respondents who disagreed with this statement which made up 50% and the other 13% was neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that not everyone is encouraged to apply for senior management positions.

Figure 7.126: Represents overall perception on not everyone is encouraged to apply for senior management positions.

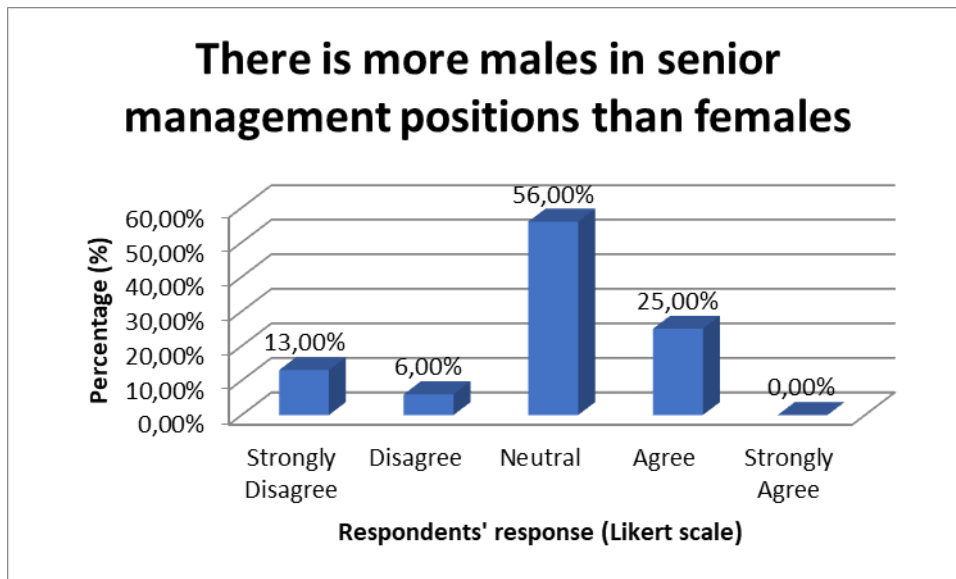


Source: own construction

As demonstrated by figure 7.126 above, 44% of respondents strongly disagreed with the statement that not everyone is encouraged to apply for senior management positions. However, the rest of the respondents which made up 56% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that there are more males in senior management positions than females.

Figure 7.127: Represents overall perceptions on there are more males in senior management positions than females.

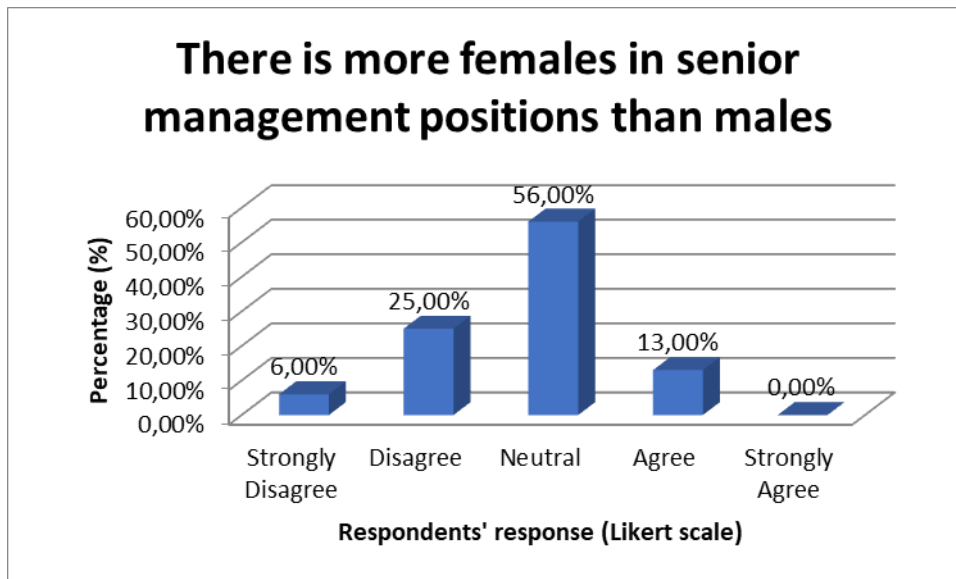


Source: own construction

In the light of figure 7.127 above, 25% of respondents agreed with the statement that there is more males in senior management positions than females. However, there were also respondents who disagreed with this statement which made up 19% in total, of 13% strongly disagreed and the other 56% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that there are more females in senior management positions than males.

Figure 7.128: Represents overall perceptions on there are more females in senior management positions than males

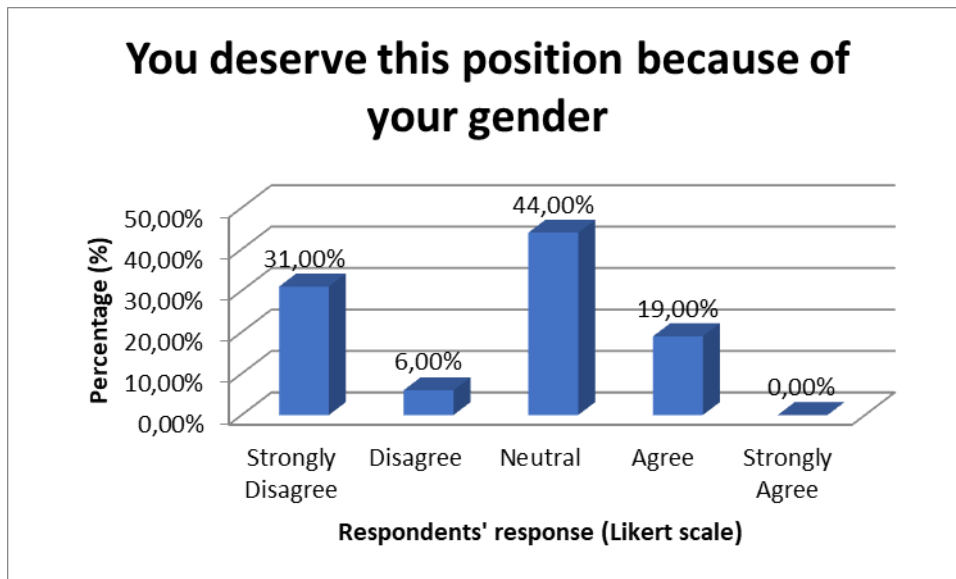


Source: own construction

As alluded by figure 7.128 above, 13% of respondents agreed with the statement that there is more females in senior management positions than males. However, there were also respondents who disagreed with this statement which made up 31% in total, of 6% strongly disagreed and the other 56% was neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that you deserve this position because of your gender.

Figure 7.129: Represents overall perceptions on you deserve this position because of your gender.

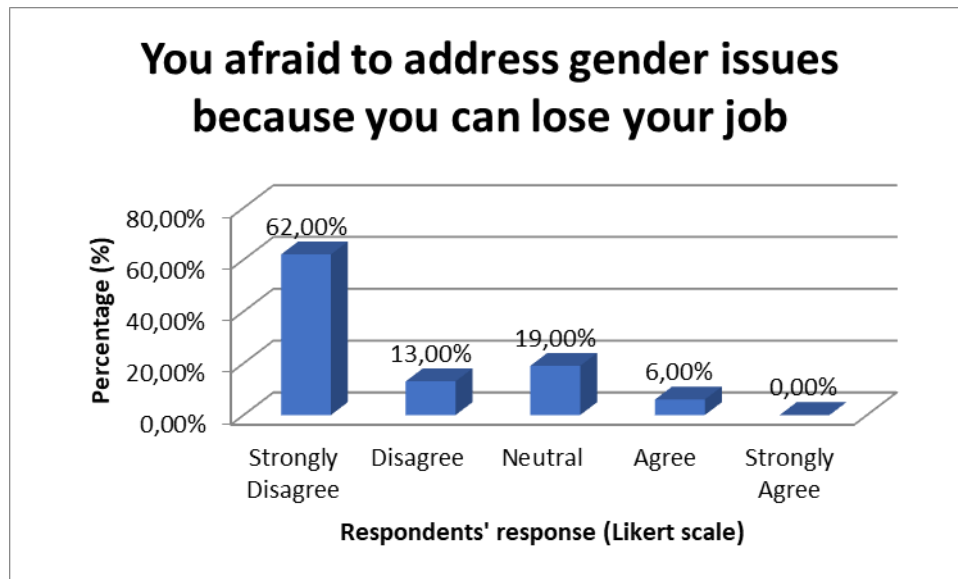


Source: own construction

In the light of figure 7.129 above, 19% of respondents agreed with the statement that they deserve their position because of their gender. However, there were also respondents who disagreed with this statement which made up 37% in total of 31% strongly disagreed and the other 44% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that you afraid to address genders issues because you can lose your job.

Figure 7.130: Represents overall perceptions on you afraid to address genders issues because you can lose your job.

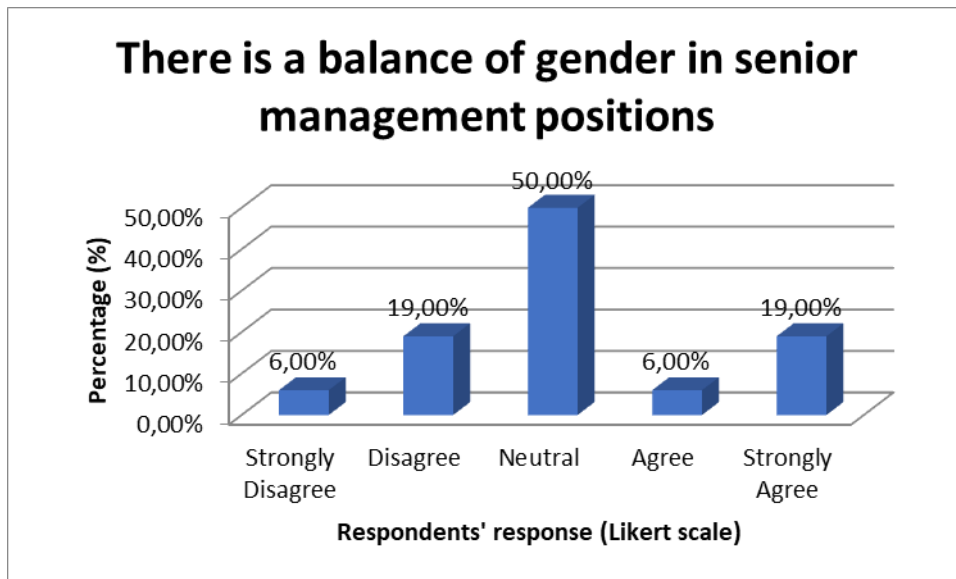


Source: own construction

As demonstrated by figure 7.130 above, 6% of respondents agreed with the statement that they afraid to address gender issues because they can lose their job. However, there were also respondents who disagreed with this statement which made up 75% in total of which 62% strongly disagreed and the other 19% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that there is a balanced of gender in senior management positions.

Figure 7.131: Represents overall perceptions on there is a balanced of gender in senior management positions.



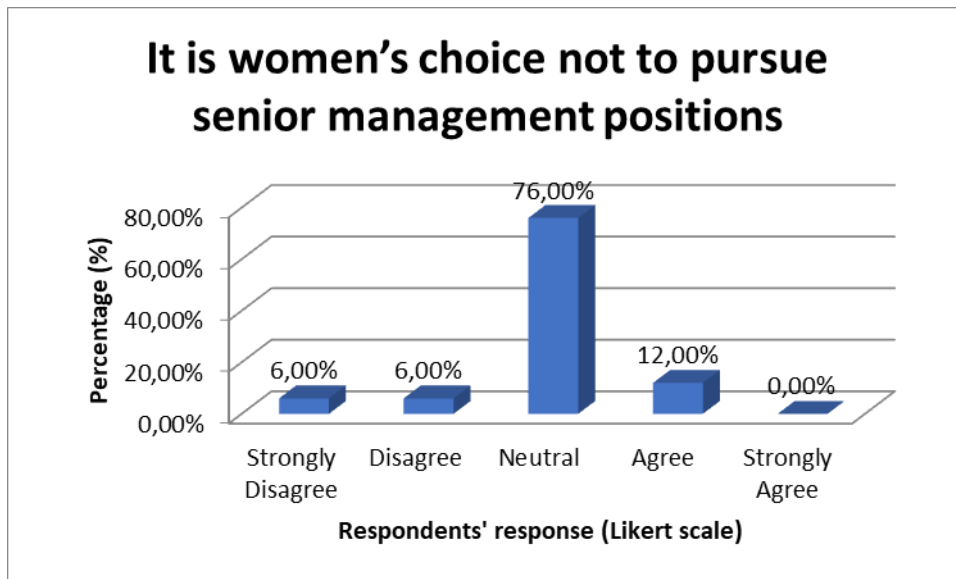
Source: own construction

In the light of figure 7.131 above, 25% of respondents agreed with the statement that there is a balance of gender in senior management positions of which 19% strongly agreed with this. However, there were also respondents who disagreed with this statement which made up 25% in total of 6% strongly disagreed and the other 50% were neutral to the statement.

Overall perception around decision making and skills

Below is the figure that demonstrates the respondents' response on a statement that it is women choice not to pursue senior management positions.

Figure 7.132: Represents overall perception on it is women choice not to pursue senior management positions.

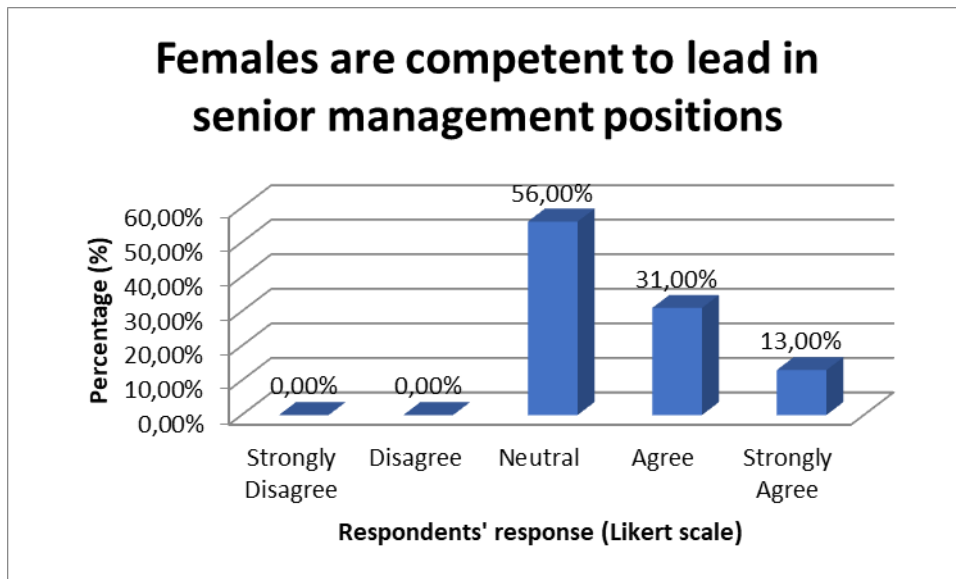


Source: own construction

As demonstrated by figure 7.132 above, 12% of respondents agreed with the statement that it is women choice not to pursue senior management positions while some respondents actually disagreed with 12% of which 6% strongly disagreed with this. However, the other 76% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that females are competent to lead in senior management positions.

Figure 7.133: Represents overall perceptions on females are competent to lead in senior management positions.

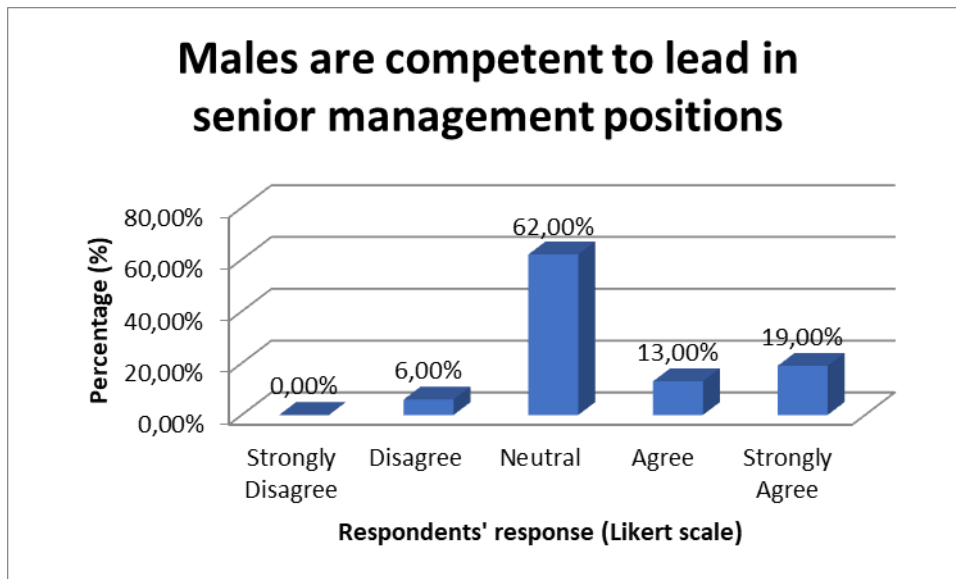


Source: own construction

According to figure 7.133 above, 44% of respondents agreed with the statement that females are competent to lead in senior management positions of which 13% strongly agreed with this. However, the other 56% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that males are competent to lead in senior management positions.

Figure 7.134: Represents overall perceptions on males are competent to lead in senior management positions.

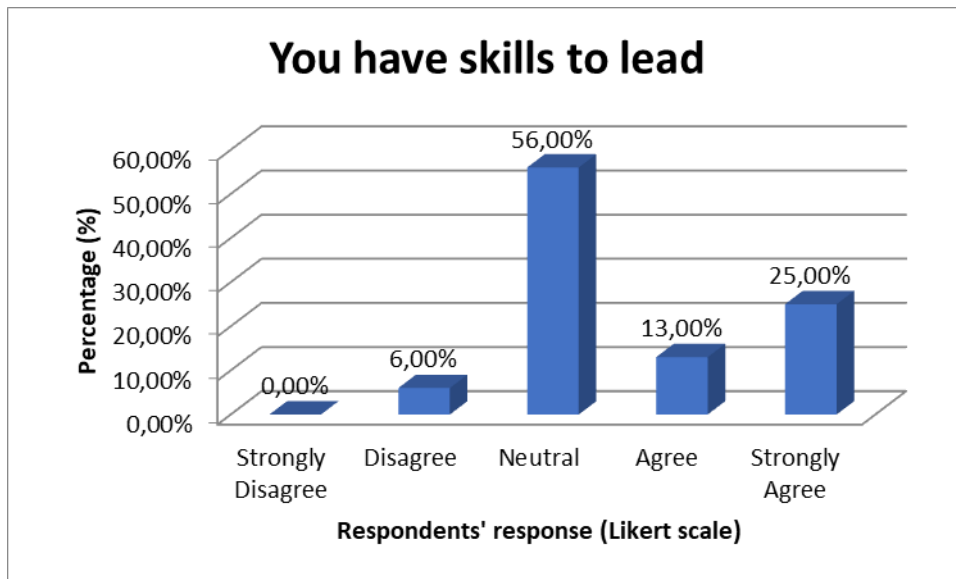


Source: own construction

In the light of figure 7.134 above, 32% of respondents agreed with the statement that males are competent to lead in senior management positions of which 19% strongly agreed with this. However, there were also respondents who disagreed with this statement of which made up 6% and the other 62% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that you have skills to lead.

Figure 7.135: Represents overall perceptions on you have skills to lead.

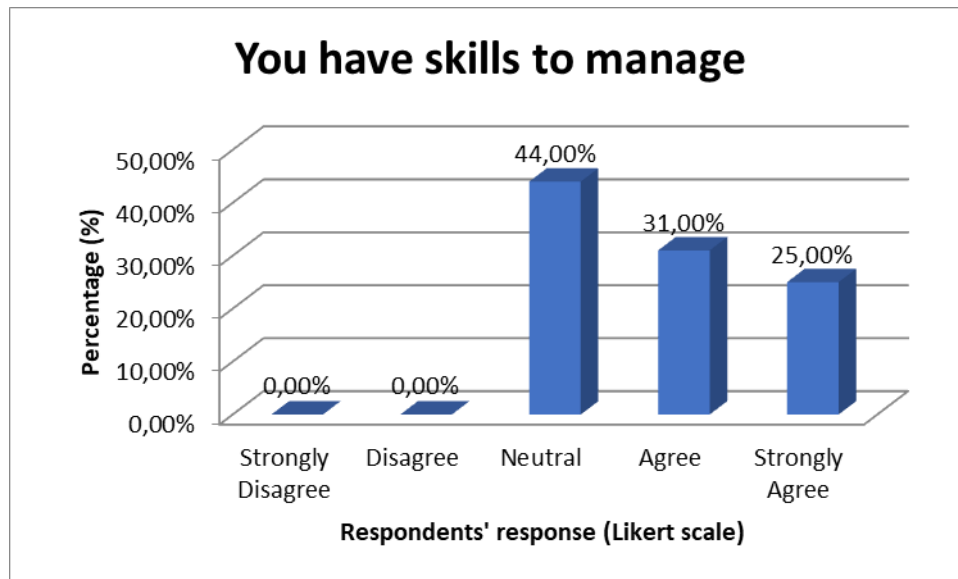


Source: own construction

Based on figure 7.135 above, 38% of respondents agreed with the statement that they have skills to lead of which 25% strongly agreed with this. However, there were also respondents that actually disagreed with this of which constituted 6% and the other 56% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that you have skills to manage.

Figure 7.136: Represents overall perceptions on you have skills to manage.

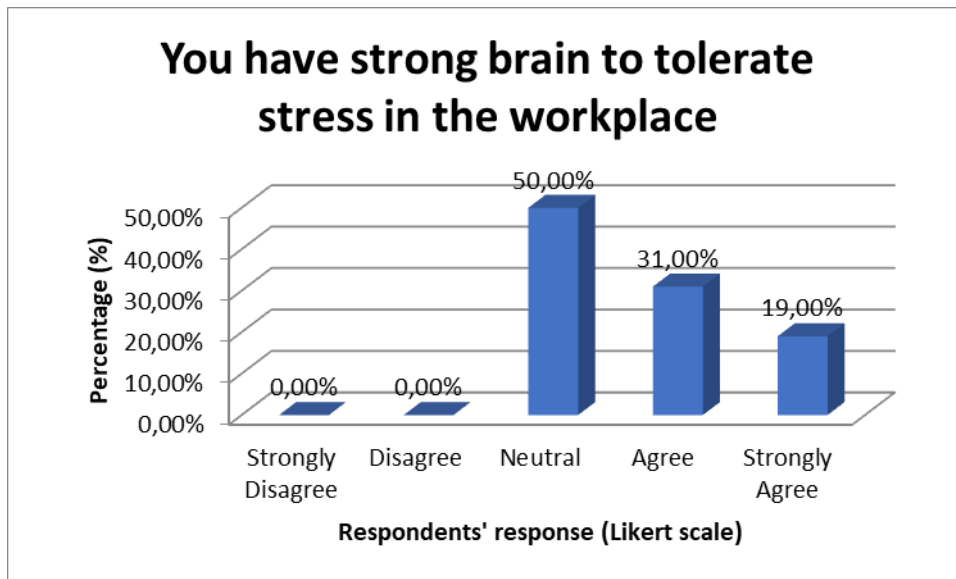


Source: own construction

As seen on figure 7.136 above, 56% of respondents agreed with the statement that they have skills to manage of which 25% strongly agreed with this. However, the other 44% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that you have strong brain to tolerate stress in the workplace.

Figure 7.137: Represents overall perceptions on you have strong brain to tolerate stress in the workplace.

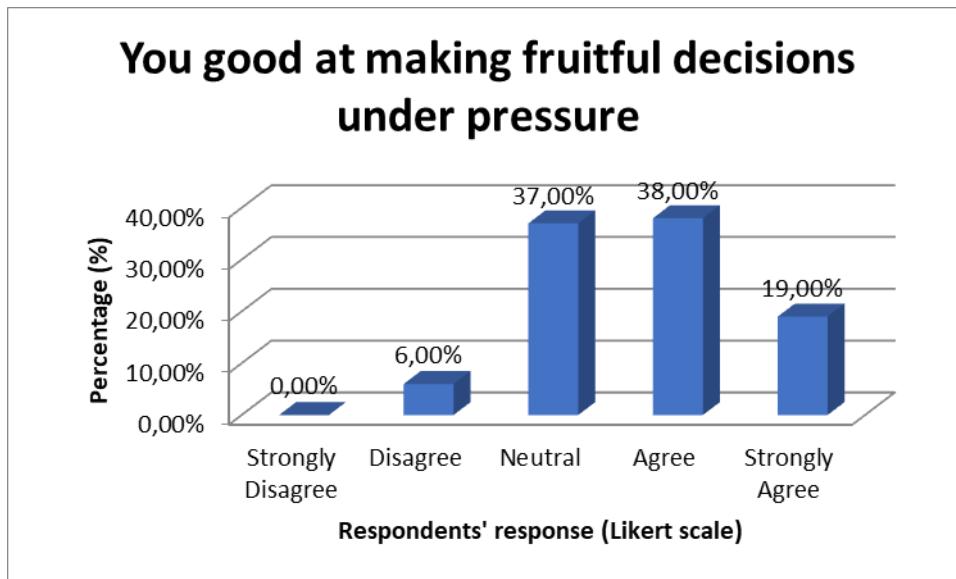


Source: own construction

Based on figure 7.137, 50% of the respondents agreed with the statement that they have strong brain to tolerate stress in the workplace of which 19% strongly agreed with this while the remaining 50% of respondents were neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that you good at making fruitful decisions under pressure.

Figure 7.138: Represents overall perception on you good at making fruitful decisions under pressure.

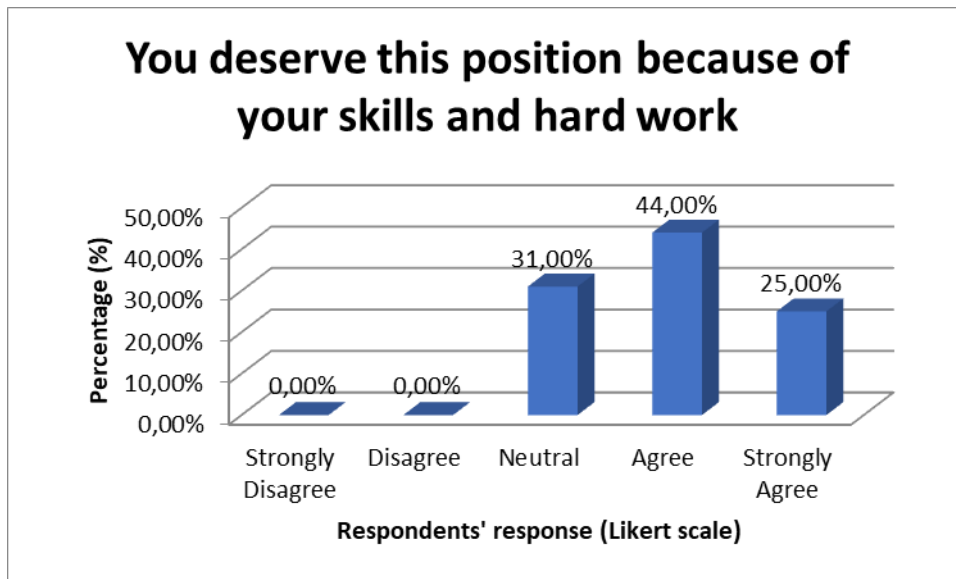


Source: own construction

In the light of figure 7.138 above, 57% of respondents agreed with the statement that they are good at making fruitful decisions under pressure of which 19% strongly agreed with this. However, there were also respondents who disagreed with this statement which made up 6% and the other 37% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that you deserve this position because of your skills and hard work.

Figure 7.139: Represents overall perceptions on you deserve this position because of your skills and hard work.

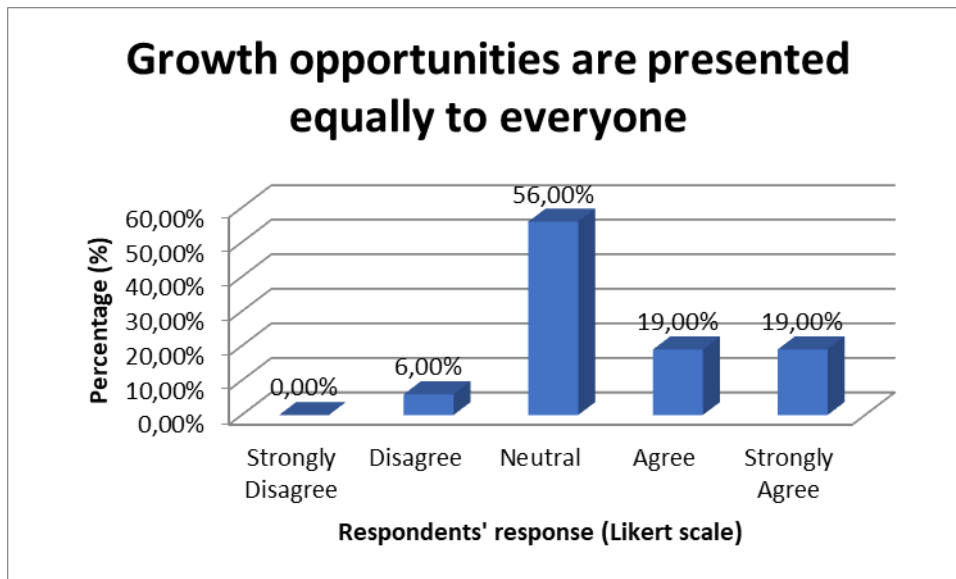


Source: own construction

As seen on figure 7.139 above, 69% of respondents agreed with the statement that they deserve their positions because of their skills and hard work of which 25% strongly agreed with this. However, the other 31% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that growth opportunities are presented to everyone equally.

Figure 7.140: Represents overall perception on growth opportunities are presented to everyone equally.

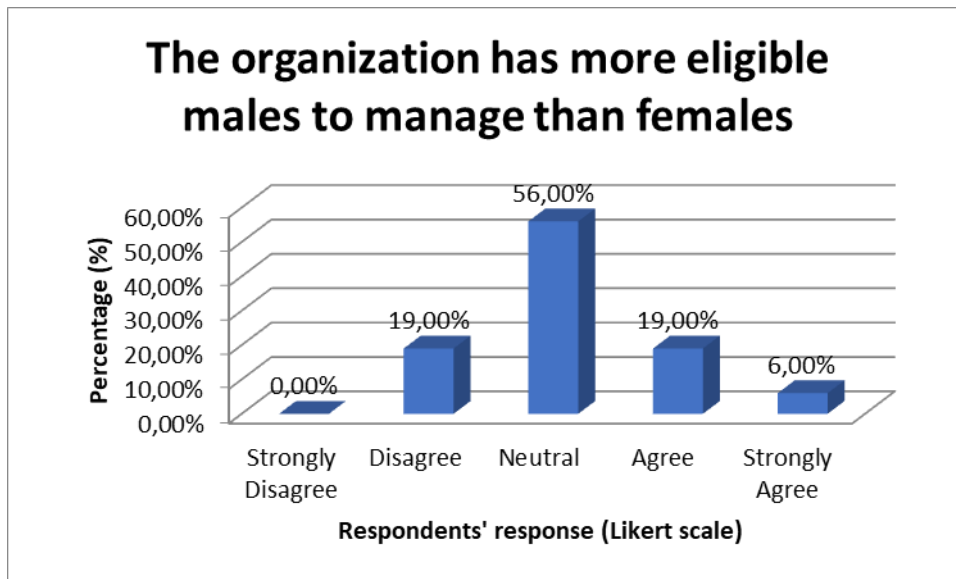


Source: own construction

Based on figure 7.140, 38% of the respondents agreed with the statement that growth opportunities are presented to every one equally of which 19% strongly agreed with this while some respondents actually disagreed with this which made up 6% and the remaining 56% were neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that the organization has more eligible males to manage than females.

Figure 7.141: Represents overall perception on the organization has more eligible males to manage than females.

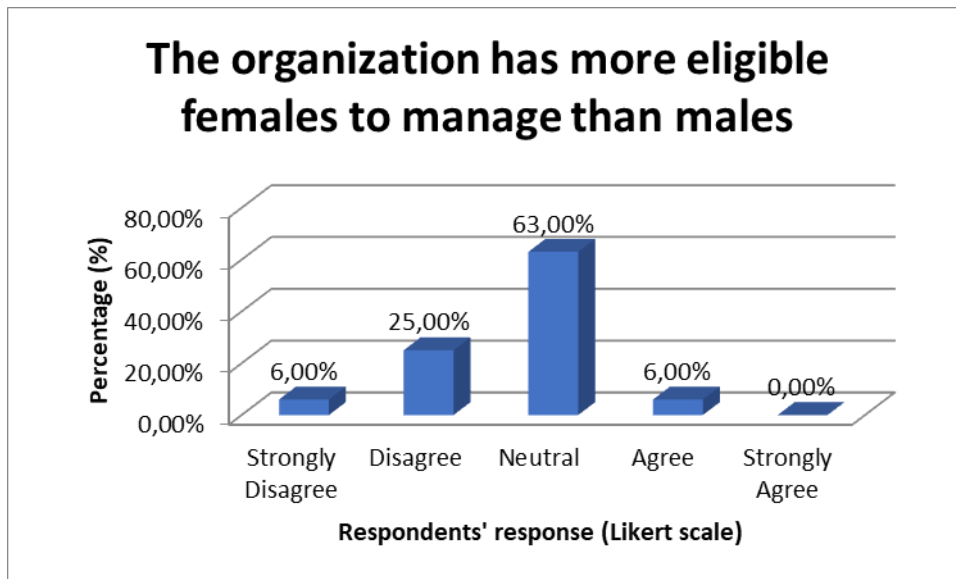


Source: own construction

As demonstrated by figure 7.141, 25% of respondents agreed that the organization has more eligible males to manage than females of which 6% of that total percent, strongly agreed with this statement. However, there were also respondents that actually strongly disagreed with this statement that constituted 19% and the other 56% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that the organization has more eligible females to manage than males.

Figure 7.142: Represents overall perceptions on the organization have more eligible females to manage than males.

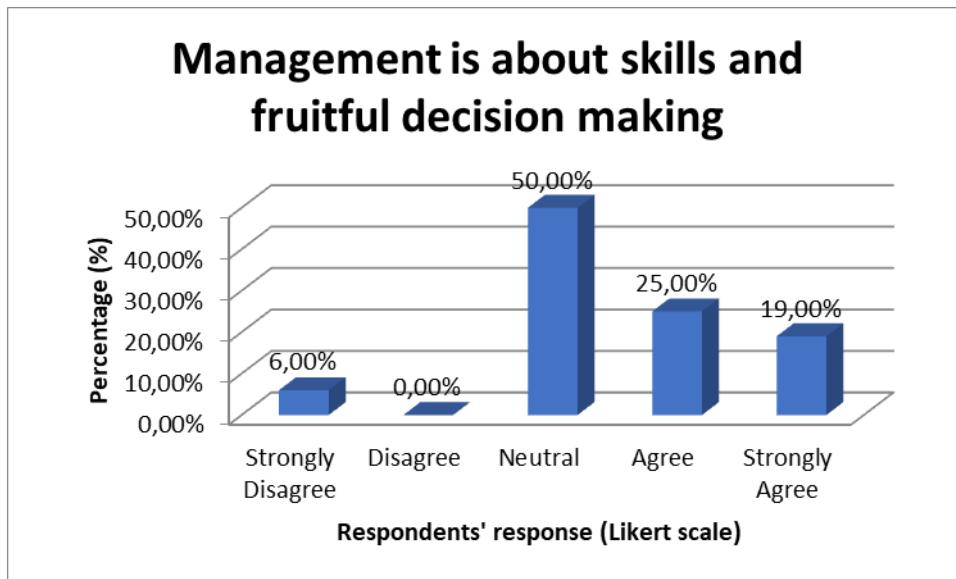


Source: own construction

As demonstrated by figure 7.142, 6% of respondents agreed with the statement that the organization has more eligible females to manage than males while the 31% actually disagreed with this, of which 6% strongly disagreed. However, the other 63% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that management is about skills and fruitful decision making.

Figure 7.143: Represents overall perception on management is about skills and fruitful decision making.



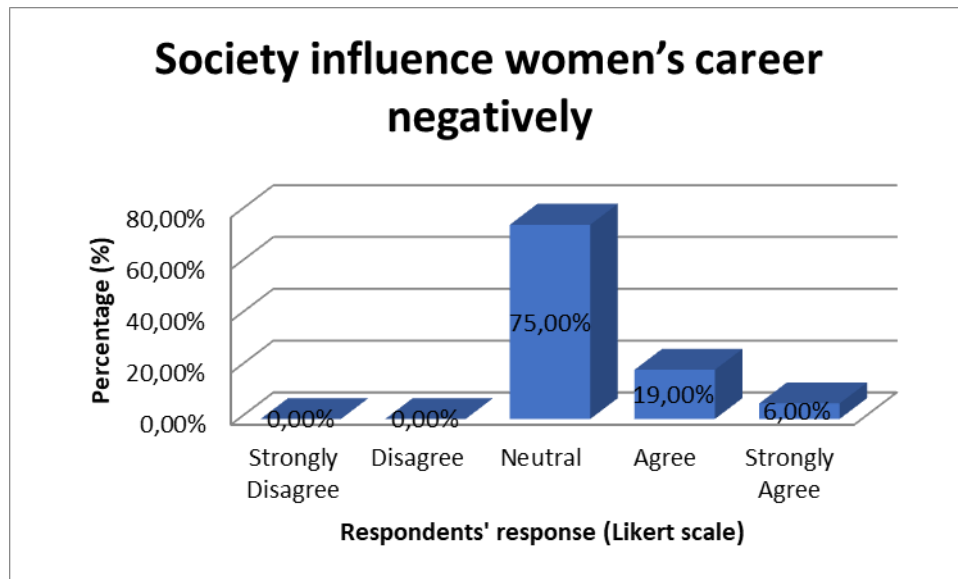
Source: own construction

As seen on figure 7.143 above, 44% of respondents agreed with the statement that management is about skills and fruitful decision making of which 19% strongly agreed with this. However, there were respondents that also strongly disagreed with this statement of which made up 6% and the other 50% were actually neutral about it.

Overall perception around self-evaluation and awareness

Below is the figure that demonstrates the respondents' response on a statement that society influences women's career negatively.

Figure 7.144: Represents overall perception on society influences women's career negatively.

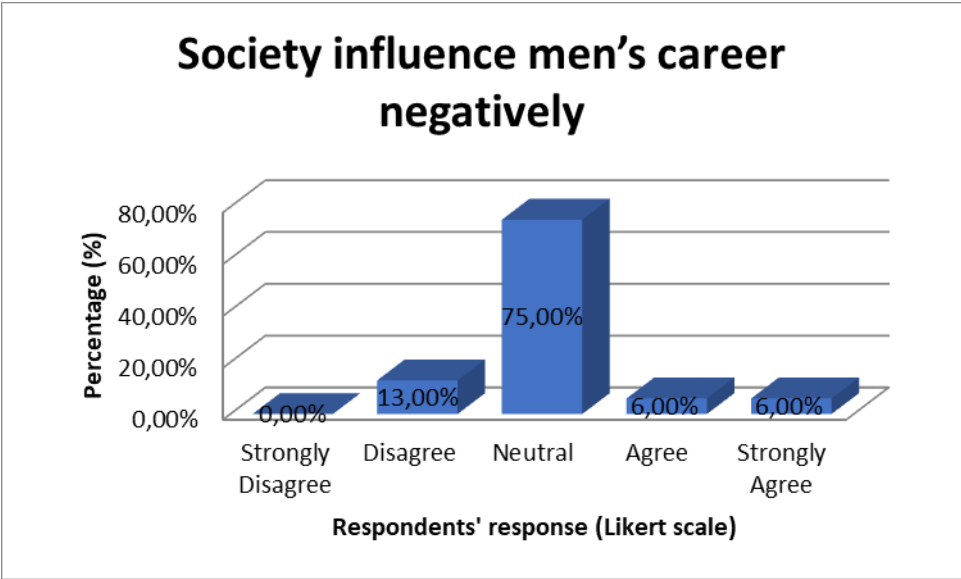


Source: own construction

As demonstrated by figure 7.144, 25% of respondents agreed that society influence women's career negatively of which 6% of that percent, strongly agreed with this statement. However, the other 75% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that society influences men's career negatively.

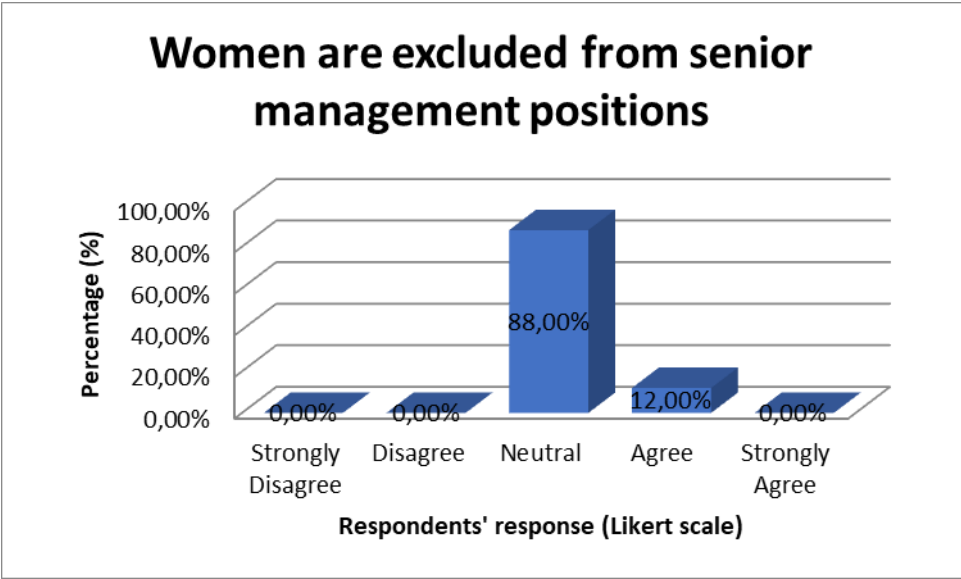
Figure 7.145: Represents overall perception on society influences men's career negatively.



Based on figure 7.145, 12% of the respondents agreed with the statement that society influence men's career negatively of which 6% strongly agreed with this and the remaining 75% were actually neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that women are excluded from senior management positions.

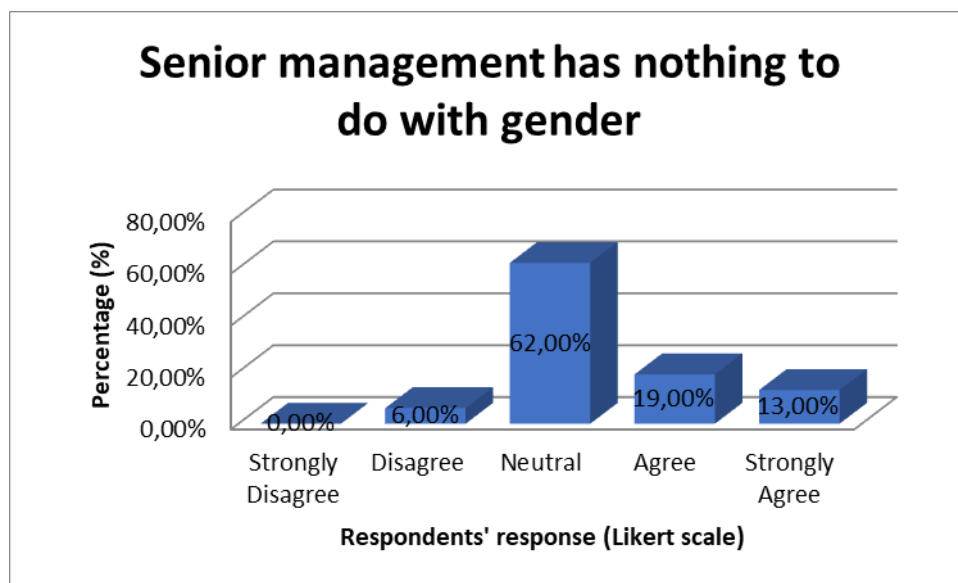
Figure 7.146: Represents overall perceptions on women are excluded from senior management positions.



According to figure 7.146, 12% of respondents agreed with the statement that women are excluded from senior management positions while the other 88% were actually neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that senior management has nothing to do with gender.

Figure 7.147: Represents overall perception on senior management has nothing to do with gender.

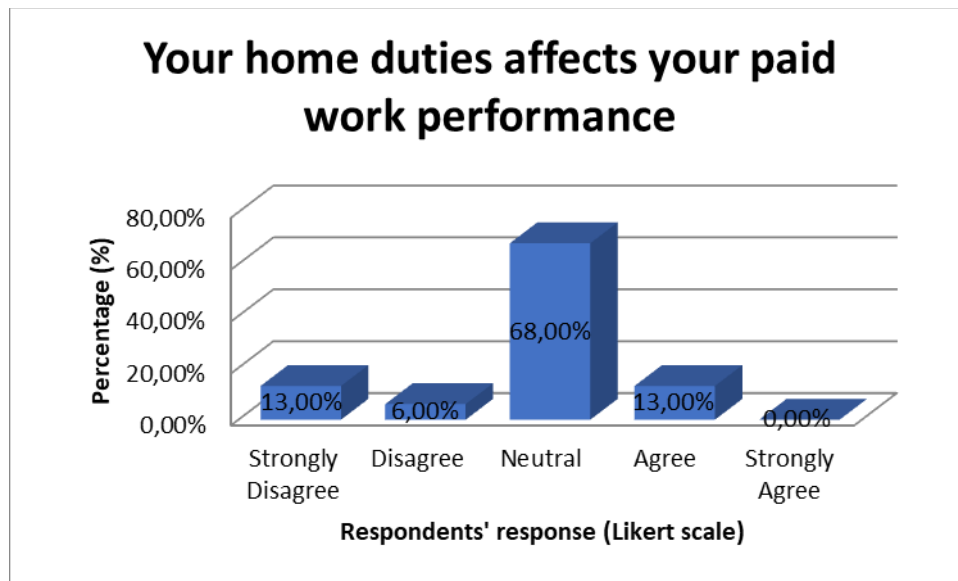


Source: own construction

As seen on figure 7.147, above, 32% of respondents agreed with the statement that senior management has nothing to do with gender of which 13% strongly agreed with this. However, there were respondents that also disagreed with this statement of which made up 6% and the other 62% was actually neutral about it.

Below is the figure that demonstrates the respondents' response on a statement that your home duties affect your paid work performance.

Figure 7.148: Represents overall perception on your home duties affect your paid work performance.

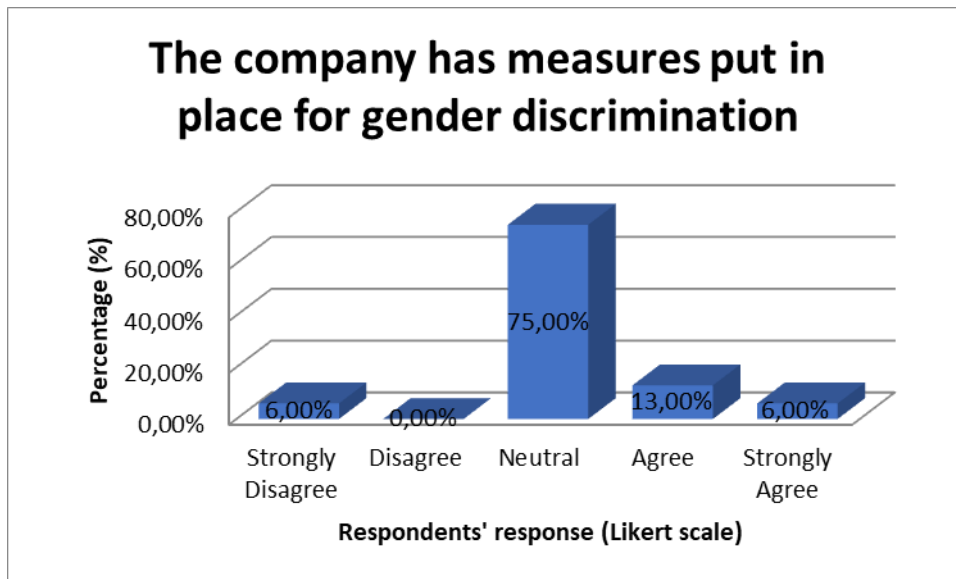


Source: own construction

As alluded by figure 7.148, 13% of respondents agreed that their home duties do affect their paid work performance while the other 13% as well strongly disagreed with this statement and the other 68% were actually neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that the company has measures to in place for gender discrimination.

Figure 7.149: Represents overall perception on the company has measures to in place for gender discrimination.

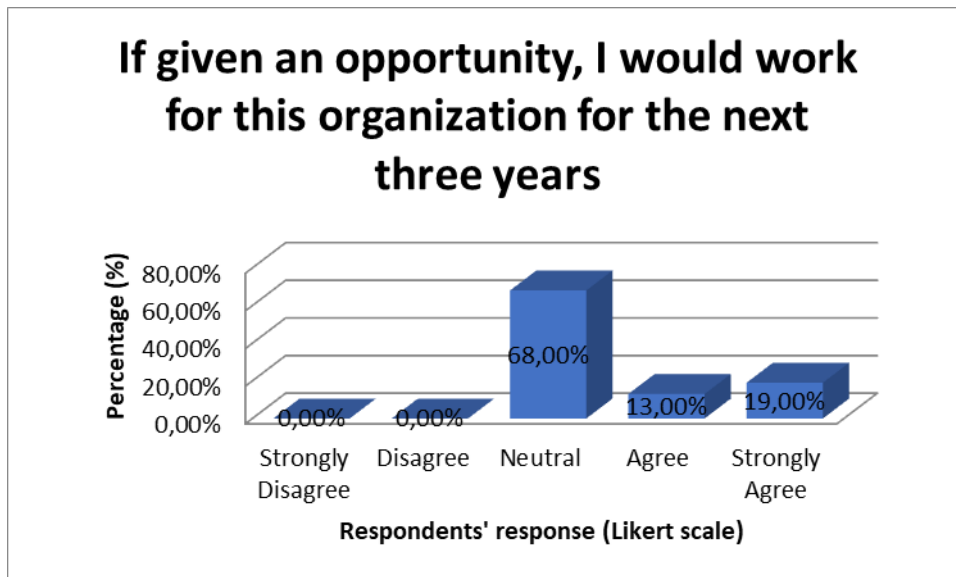


Source: own construction

As demonstrated by figure 7.149, 19% of respondents agreed that the company has measures put in place for gender discrimination of which 6% of that percent, strongly agreed with this statement. However, there were also respondents that actually strongly disagreed with this statement of constituted 6% and the other 75% were neutral to the statement.

Below is the figure that demonstrates the respondents' response on a statement that if given an opportunity, I would work for the organization for the next three years.

Figure 7.150: Represents overall perception on if given an opportunity, I would work for the organization for the next three years.

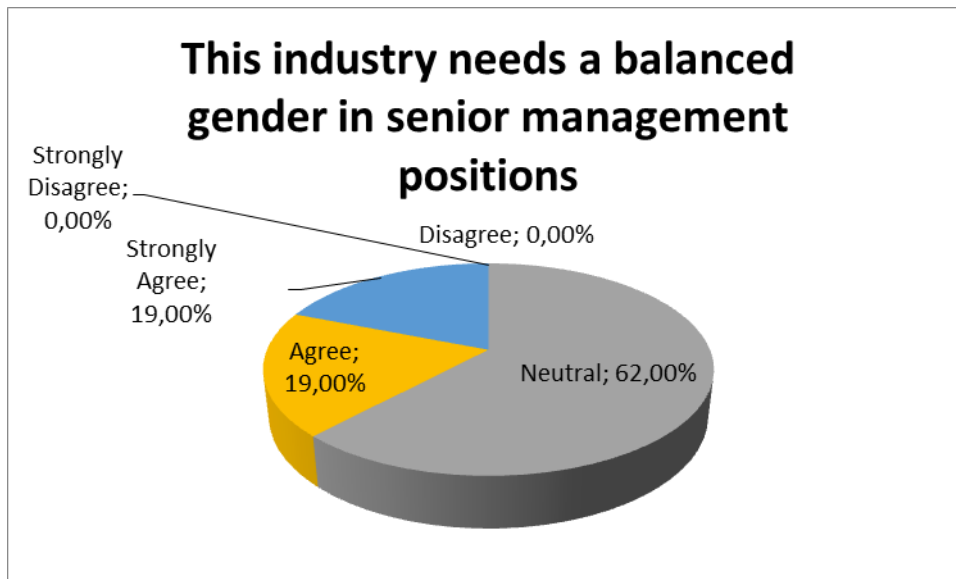


Source: own construction

Based on figure 7.150, 32% of the respondents agreed that if given an opportunity, they would work for the organization for the next three years of which 19% strongly agreed with this and the remaining 68% were actually neutral to this statement.

Below is the figure that demonstrates the respondents' response on a statement that this industry needs a balanced gender in senior management.

Figure 7.151: Represents overall perception on this industry need a balanced gender in senior management.



Source: own construction

Accordinging figure 7.151, 38% of respondents agreed that this industry needs a balanced gender in senior management positions of which 19% strongly agreed with this while the other 62% was actually neutral about it.

6.3 Section C; open ended section

The open-ended section filled two needs; it permitted the respondents to contribute anything else pertaining to the topic. Furthermore, it opened an opportunity to connect with the researcher. Thusly, this segment took into consideration extra qualitative research, which was important for the research methodology in utilizing a clear examination that accommodates both qualitative and quantitative techniques. The respondents were required to give data, in a similar format utilized in the past aspects of the questionnaire.

Below is the respondents' response pertaining subject:

State three things that the company should put in place to improve gender equality

- Empower females
- Give more chance to females

- Treat females equally with males
- Females should also be given a fair chance to show their capabilities
- More females should be granted an opportunity to lead
- Employ more females
- Females must study construction

Does the company have any women or men empowerment program, if any, name the gender and the program

- Both gender, have different skill development training

Anything else you may want to say

- When it comes to working in construction industry, women need to be strong, leave home issues and emotions behind when come to work

6.4 Discussion

Cognition around gender difference; this was developed to investigate issues concerning gender difference within organisations in order to explore if the organisational culture suit the style that employees prefer.

Empowerment to stimulate growth; this was factored in to interrogate kind of empowerment organisations put in place to grow the employees and the company moving forward, also to see if is there any programmes that the organisation have pertaining gender disparity within this industry.

Discrimination for senior management positions; this was indeed to explore the issues that has to do with discrimination against women in getting into senior management positions. Additionally, to have an idea on how organisations treats everyone.

Decision-making and skills; this was to clear the air that senior management should have nothing to do with gender but qualified people. Regardless of gender if

you do not have the skills to manage, your gender should not do the justice for you (screening for senior management positions).

Self-evaluation and awareness; this was developed to do intro-inspection on employees and to raise awareness of the surrounding that might affect us positively or negatively.

However, there is a perception that management or leadership needs male characteristics in order to be strongly functional and optimal. Additionally, it was discovered in the study that women when undergo a lot of stress and pressure they are not so good in making good decisions, What is more, some people still believe that women are too soft for senior management are likely to fail. However, most participants agreed that there is a need for balance of gender and equality in senior management with that being said, these people should be qualified individuals.

Some organisations do not have empowerment and growth programmes. Therefore, most organisations should develop programmes where highly qualified people mentor the upcoming younger generation to take over the industry. Women in senior positions should support those who are in junior position. Moreover, women who pursue STEM fields further should also encourage the younger generation to do so. Companies that do not have empowerment programmes have greater gender disparity in senior management.

Some organisations do not treat everyone equally which this demotivate other employees. In case of availability of senior management positions, every qualified individual should be encouraged to apply for the post; this makes everyone feel appreciated and welcomed within the organisation. Gender should not be a defining factor especially in positions of leadership or management. Regardless of gender, if people are skilled in that regard they will get the job done on whatever situation.

However, it is unclear whether it is women's choice not to pursue senior management positions or not as majority of respondents remained neutral to this statement. Moreover, 83% of women agreed that are competent to lead in senior management and they have skills to manage and lead in that regard. If Growth opportunities are not presented to everyone, it is most likely that this might retard the productivity and/or performance of the organisations.

Moreover, it was unclear whether the society influences women's career negatively or not and whether if women are excluded from senior management or not as majority of the respondents remained neutral to this statement. Furthermore, based on the study it was discovered that most women (50%) do not feel like their home duties affect their paid work performance. Nonetheless, organisations need to have measures put in place for gender discrimination in order to have a balanced gender in senior management in construction industry.

Carriers that may possibly act as a glass ceiling on women in getting into senior management positions in construction site:

- There is a perception that leadership or management needs male characteristics to function optimally.
- Organisational culture (alludes to values, beliefs and expectations which the pioneer practices) and bias perception on gender difference
- Organisations that lacks empowering, coaching and mentoring programmes
- Long hours required by the construction industry
- Not pursuing STEM studies and fields further
- When women in senior positions do not support those in junior positions
- Society is perceived as one of the factors that influence women's career negatively by dictating how they should conduct themselves
- When women cannot handle pressure and stress in the workplace, management or leadership comes with these attributes
- Perception that women are too soft for managing or leading
- Home duties tempers with work performance

Those who wish and aspire to enrol and manage or lead in construction industry should also put endeavours in trying to understand the journey and the industry they want to embark on and study the characteristics needed in that particular

regards in order to pave way to their destination. Moreover, to improve the underrepresentation of women in the construction industry, empowering programmes need to be created where those who have the skills ought to transfer them to those who seek the skills

CHAPTER 8

Summary of the findings, conclusions and recommendations

8.1 Introduction

This chapter sets out the high points of the findings and provides an overview of the results. The results of all the sections are summarized in this chapter. The previous chapters provided detailed insights about the study and how it met the research objectives of the topic: "Structural impediments hampering career development of women to senior management at a selected construction site within the Cape Metropolis". It also discussed reasons why women are often excluded from senior management positions.

8.2 Section A – Biography

Section A provided the respondents' biographic details, fundamentally to affirm appropriateness of their participation in the study. The target population was both men and women working within the construction industry whereby cognition and issues around gender difference in senior management needed to be explored. Section A subsequently describes how such participants support the researcher's motivation for conducting this study.

Question 1: What is your position in the project?

Conclusion: Women respondents that fell within team members' positions constituted 40% of the female participants while 60% were safety officers. Moreover, male respondents that fell within team member's position constituted 70% while managers made up the remaining 30%.

Recommendation: the organization should try to minimize the gap between the two genders.

Question 2: How long have you been working for this company?

Conclusion: Respondents who had worked for the organisations between 2-5 years constituted 56% while those who had worked for 6-9 years composed 31% and the

ones who had worked within the organisation for 10 years or more made up 13%. There were no respondents who had worked for 1 year or less.

Recommendation: the organization should create and develop a pool of trainee leaders and managers. The data indicates that there are enough experienced individuals to be groomed for these positions (56% of 2-5 years and 31% of 6-9 years).

Question 3: What gender are you?

Conclusion: It was apparent that men constituted higher percentage of employees than females, men made up 63% while females constituted 37% of employees.

Recommendation: The organization should try to minimize the gap between the two genders by building programmes that will empower women.

Question 4: What is the most common characteristic about males in workplace?

Conclusion: Most participants (56%) perceived men as hard working, while (25%) some had a different perception, namely that men can think out of box followed by a minority those (19%) who think males can manage or lead well.

Recommendation: it clear that males produce a good effect within the work place, therefore, they should share their skills with women and aid them to reach more senior management positions.

Question 5: What is the most common characteristic of females in workplace?

Conclusion: Most respondents 38% perceived that women are as hard working as men, 36% believe that women think out of the box while 25% think females can manage and lead well

Recommendation: Respondents' responses indicate that there is very little difference between the two genders. It is apparent that females also have good effect upon organization's productivity. Therefore, they should be given an opportunity to demonstrate their capabilities within senior management positions as well as men.

Question 6: What would you say about this industry, is it?

Conclusion: It clear that 56% of the respondents perceive that the industry is balanced followed by those (38%) who regard it as male ruled and lastly those (6%) see it as female ruled.

Recommendation: No recommendation.

8.3 – Likert scale

This section has to do with issues that concern gender disparity within the construction industry. It gives some insights on the following aspects: Cognition around gender difference, Empowerment to stimulate growth, Discrimination for senior management positions, Decision-making and skills and, lastly, Self-evaluation and awareness. The Likert scale is presented as following: 1- strongly disagree, 2 - disagree, 3 - neutral, 4 - agree and 5 - strongly agree.

Empowerment to stimulate growth

Table 8.1: Summary of Likert scale statement; 1-7

		Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
		%	%	%	%	%
1	Women in senior positions support women in junior positions	0	6	56	19	19
2	The company have programs where females empower other females	0	0	62	19	19
3	The company have programs where males empower other males	0	12	50	19	19
4	The company have programs where females empower males	0	0	50	37	13

5	The company have programs where males empower females	0	12	44	38	6
6	Women pursue STEM fields further than men	0	6	63	31	0
7	Men pursue STEM fields further than women	0,	0	69	25	6

Statement 1: Women in senior positions support women in junior positions

Conclusion: Findings suggests that 38% of respondents agreed with the statement that women in senior management positions support women in junior management positions of which 19% strongly agreed with this statement. However, there were also 6% respondents who disagreed with this statement while the remaining 56% were neutral with regard to the statement. Since the majority of the respondents remained neutral to this statement, it cannot be determined whether or not women in senior management positions support women in junior management positions. However, people are encouraged to speak up about such matters as they are key in acquiring pertinent information in rectifying the gender issue regarding management or leadership within the construction industry. Moreover, women in senior positions should support women in junior positions because this practice is one of the critical steps in closing this gender gap within the construction industry.

Recommendation: More studies need to be conducted.

Statement 2: The company has programs whereby females empower other females

Conclusion: Findings suggests that 38% of respondents agreed with the statement that the company has programs whereby females empower other females of which 19% strongly agreed with this. However, the other 62% were neutral to the statement and there were no respondents who disagreed with this statement. Most respondents did not speak freely about this matter, although, as previously mentioned, it is critical for people to express their opinions on these issues because it will assist scholars to make appropriate proper recommendations on how to balance the management gap between the genders.

Recommendation: More studies need to be conducted. However, thus far, it is recommended that organizations should have programs through which females can empower other females. There is a need for such crucial system to be in place whereby coaching and mentoring takes place in building individuals and/or the team which, in return, will stimulate growth within the organization. Such programmes allow free interaction of employees to interchange and transfer the unique skills of each individual.

Statement 3: The company has programs whereby males empower other males

Conclusion: Findings suggest that 38% of the study respondents agreed with the statement that the company has programs through which males empower other males, of which 19% strongly agreed with this statement. However, 12% of respondents disagreed and the other 50% were neutral towards the statement. It was apparent that the majority of respondents did not wish to talk about this issue or possibility that they had no knowledge of such programs being available within the organization or were not part of them, so, therefore, decided not to comment.

Recommendation: As previously alluded, more studies need to be conducted within this area. However, the researcher urges all construction companies to implement the appropriate measures and programs to at least reduce the gender disparity within the construction industry. Also employees themselves should use their expertise to develop one another, especially those colleagues who aspire to become managers and future leaders of the industry.

Statement 4: The company have programs where females empower males

Conclusion: The research findings indicate that 50% of respondents agreed with the statement that the company has programs through which females empower males of whom 13% strongly agreed. However, the remaining 50% of respondents were neutral with regard to this statement. Due to the fact that 50% of the respondents acknowledged that the organization has programs through which women empower men, suggests that there it is possibility that these two genders might come together and share their

knowledge at a future date. It also appears that women have knowledge to share within the workplace and, thus, they should also share this expertise with other more junior females.

Recommendation: All construction companies are urged to continue to implement programs through which females empower both males and females, especially their junior counterparts. This practice will ensure effective interaction and skills transfer between the two genders.

Statement 5: The company has programs whereby males empower females

Conclusion: The study findings indicated that 44% of respondents agreed with the above statement of which 6% strongly agreed. However, 12% of the respondents disagreed and the remaining 44% were neutral regarding this statement.

Recommendation: Construction companies should have diverse empowerment programs through which the interaction between the two genders will occur with the aid of interpersonal coaching, mentoring, teaching and training. Moreover, these companies should at times engage male and female experts from other organizations to come and inspire their pool of potential managers and leaders.

Statement 6: Women pursue STEM fields further than men.

Conclusion: The research findings indicate that 31% of study respondents agreed with the statement that women pursue STEM fields further than men. However, 6% of them disagreed and the remaining 63% remained neutral towards this, thus, making it difficult for the researcher to gather a proper understanding of this aspect.

Recommendation: More studies should be conducted upon this topic. However, women should continue to pursue studies within the STEM fields because such knowledge is critical for building a rational mind set. Such logical thought processes are necessary for resolving challenging problems within the workplace, especially when embarking upon a career within the construction industry.

Statement 7: Men pursue STEM fields further than women.

Conclusion: The research findings imply that 31% of respondents agreed with the statement that men pursue STEM fields further than women, of whom 6% strongly agreed. However, the remaining 69% of respondents were neutral towards it, making it difficult for the researcher to gather insight on this topic.

Recommendation: More studies need to be conducted on this topic. Women are encouraged to extend their pursue studies within the STEM fields with the goal of equipping themselves to effectively participate within such challenging environments as the construction industry from the start of their employment contracts.

Cognition around gender difference

Table 8.2: Summary of Likert scale statement; 8-20

		Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
		%	%	%	%	%
8	Management or leadership need female characteristics	13	12	44	25	6
9	Women under a lot of stress and pressure can make good decisions	6	13	50	25	6
10	Men under a lot of stress and pressure can make good decisions	6	13	50	25	6
11	Men are better than women in decision making in general	6	6	56	32	0
12	Women are better than men in decision making in general	0	6	63	31	0
13	Women are too soft for management positions and are likely to fail	6	0	81	13	0

14	Men are too soft for management positions and are likely to fail	6	13	75	6	0
15	Management or leadership need female characteristics	13	25	62	0	0
16	Senior management need a balanced gender equality	0	0	44	25	31
17	Senior management needs qualified people regardless of gender	0	0	50	31	19
18	Males and females should be equal in the workplace	0	6	38	25	31
19	Men are naturally dominant than women	0	13	37	44	6
20	Women are naturally dominant than men	6	6	44	44	0

Statement 8: Management or leadership need male characteristics.

Conclusion: The research findings indicate that 31% of respondents agreed with the statement that management and leadership need male characteristics, of which 6% strongly agreed. However, 25% of respondents disagreed with this statement, of which 13% strongly disagreed. The fact that there were 44% neutral responses to this statement. This makes it difficult for the researcher to gain an adequate understanding of whether or not effective management or leadership requires male characteristics.

Recommendation: More studies should be conducted upon this issue. More important, however, is the fact that management or leadership should not be gender biased. It is highly recommended, therefore, that when promoting employees, organizations should consider the capabilities of all potential candidates (either internal or external) who possess the desired abilities specified as criteria for the position, regardless of their gender. All practices relating to promotion should be equally applicable to both male and female candidates. Neither group should be made to feel inadequate for such a role and/or deprived of an opportunity due to their gender.

Statement 9: Management or leadership need female characteristics

Conclusion: The research findings indicate that 31% of respondents agreed with the statement that management and leadership need male characteristics, of which 6% strongly agreed. However, 19% of respondents disagreed with this statement, of whom 6% strongly disagreed, The remaining 50% of respondents were neutral regarding this statement, thus, making it difficult for the researcher to gain an adequate understanding of whether or not management or leadership need female characteristics.

Recommendation: More studies should be conducted on these issues. However, women who demonstrate management and leadership capabilities should not be deprived of an opportunity to demonstrate their skills, thus organizations are urged to be unbiased in their process of promoting or hiring employees for the aforementioned positions. Neither men nor women should be made to feel inadequate for such a role because the system should treat both genders in exactly the same manner.

Statement 10: Women under a lot of stress and pressure can make good decisions

Conclusion: The research findings indicate that 31% of respondents agreed with the statement that women under a lot of stress and pressure can make good decisions, of whom 6% strongly agreed. However, 19% of respondents disagreed with this statement, 6% of whom strongly disagreed. The remaining 50% of respondents were neutral regarding the statement, thus, statement; it was difficult for the researcher to gain an adequate understanding with regard to whether or not women under a lot of stress and pressure can make good decisions.

Recommendation: More studies should be conducted on this topic. However, organizations meanwhile should create and implement training and mentoring sessions through which women employees will be assisted to manage stress within the workplace. Furthermore, they should also encourage their employees to engage in STEM studies in order to improve their logical thinking ability because such an attribute will increase the value of their contribution during decision-making processes, when under considerable

pressure within the workplace.

Statement 11: Men under a lot of stress and pressure can make good decisions.

Conclusion: The research findings indicate that 32% of respondents agreed with the statement that men under a lot of stress and pressure can make good decisions. However, 12% of respondents disagreed with this statement, of which 6% strongly disagreed. The remaining 56% of respondents were neutral above towards this statement (an increase of 6% compared to statement 10) thus, again making it difficult for the researcher to gain an adequate understanding as to whether or not men under a lot of pressure can make good decisions.

Recommendation: As previously mentioned, further insight is needed pertaining to this matter, therefore, more studies should be conducted.

Statement 12: Men are better than women at decision-making in general

Conclusion: The research findings indicate that 31% of respondents agreed with the statement that in general men are better than women at making decisions and 6% of them who disagreed with this idea. The remaining 63% of respondents were neutral on this statement.

It was anticipated that men might have attributes that set them apart from women in regard to decision-making in general, however, since the majority of respondents remained neutral, it is difficult for the research to infer an opinion from the findings.

Recommendation: More studies should be conducted upon this topic. The researcher, however, proposes that organizations should try to develop the positive leadership qualities of both men and women in order to ensure growth within the organization. Also to enable women in particular to gain the necessary expertise pertaining to the critical decision-making skills required for management and leadership positions within the organization.

Statement 13: Women are better than men at decision-making in general.

Conclusion: The research findings indicate that 13% of respondents agreed with the statement that generally women are better than men at making decisions and 6% of respondents strongly disagreed with this statement. However, 81% of respondents remained neutral, thus, in conjunction with the previous statement, the deviation within the neutral response were even greater for women's regarding decision-making skills. Once again, it is difficult for the researcher to make any inference in this regard.

Recommendation: More studies should be conducted upon this issue. However, organizations in which women appear to lack good decision-making skills should create programmes that will train women in decision-making skills. This practice will build a pool of effective decision makers within the organization, resulting in improved organizational growth.

Statement 14: Women are too soft for management positions and are likely to fail

Conclusion: The research findings indicate that 6% of respondents agreed with the statement that women are too soft for senior management positions and are likely to fail. However, 19% respondents disagreed with this claim, of which 6% strongly disagreed while the other 75% were neutral to the statement. Therefore since the majority of respondents were neutral, it cannot be inferred whether or not women are too soft for senior management positions and are likely to fail. However, perceptions on women's lack of suitability for management or leadership role maybe just a stereotype.

Recommendation: More studies need to be conducted upon this belief. Thus far, the researcher urges organizations to train women in leadership skills by creating appropriate coaching and mentoring programmes.

Statement 15: Men are too soft for management positions and are likely to fail

Conclusion: The research findings indicate that 38% of respondents disagreed with the statement that men are too soft for senior management positions and are likely to fail, of whom 13% strongly disagreed. However, 62% respondents were neutral regarding this

statement, thus, it cannot be inferred whether or not men are too soft for senior management positions and are likely to fail. However, there is a reduction in terms of neutrality compared with statement 14 above.

Recommendation: As alluded to with regard to the previous statement, more studies need to be conducted pertaining to this issue.

Statement 16: Senior management needs gender equality

Conclusion: The research findings indicated that 56% of respondents agreed with the statement that senior management need gender equality, of which 31% strongly agreed. However, 44% of respondents were neutral in regard to this statement. Therefore, it is evident that the majority of respondents agreed that senior management needs gender equality.

Recommendation: The construction industry should endeavour to reduce the gender disparity pertaining to senior management observed within this industry. This transformation might attract more investors to the construction industry. The first step in attaining this goal should be to implement programmes that will coach/train women pertaining to leadership and management, thus, increasing the pool from which such personnel can be selected. Another option would be for the construction industry to partner with universities that offer classes that focus on leadership, management and STEM studies.

Statement 17: Senior management needs qualified people regardless of gender

Conclusion: The research findings indicated that 50% of respondents agreed with the statement that senior management needs qualified people regardless of gender, of whom 19% strongly agreed. However, 50% of respondents were neutral with regards to the statement. Therefore, it can be said that management appointments should not focus upon gender but rather upon choosing suitably qualified people for the position. It is possible, however, that the 50% of respondents who remained neutral may not be either interested in, or qualified for, senior management positions.

Recommendation: Organizations should promote qualified individuals regardless of their gender, if suitably qualified people are promoted regardless of gender, the organization will progress.

Statement 18: Males and females should be equal in the workplace

Conclusion: The research findings indicated that 56% of respondents agreed with the statement that males and females should be equal in the workplace, of which 31% strongly agreed. However, 6% of respondents disagreed with this claim while 38% were neutral to the statement. According to these findings, it is clear that both the men and women respondents advocate equality within the workplace.

Recommendation: Construction organizations should strive to ensure equality within the workplace, a policy that will result in all employees striving to attain the company's objectives. Construction organizations should treat all employees with the respect and fairness they deserve and interact them according to their respective attributes and roles.

Statement 19: Men are naturally more dominant than women.

Conclusion: The majority of respondents (50%) agreed that men are naturally more dominant than women, of whom 6% strongly agreed with this fact. However, 13% of respondents disagreed and 37% were neutral in response to this statement. The study findings inferred that men are naturally more dominant than women.

Recommendation: The researcher recommends that the construction industry encourages their male employees to train and mentor women with the aim of transferring their natural leadership skills so that women also can become dominant within the workplace. As previously mentioned, leadership coaching for women should be employed as well.

Statement 20: Women are naturally more dominant than men

Conclusion: The research findings indicate that 44% of respondents agreed with the statement that women are naturally more dominant than men. However, 12% of them disagreed with this claim, of whom 6% strongly disagreed and the other 44% were neutral to the statement. However, the responses for and against this statement are equal, it cannot be inferred that women are naturally more dominant than men. However, there is an impression that women may not be the more forceful group.

Recommendation: Both men and women who are naturally dominant should help those women who are lacking in self-confidence within the work environment. They likewise should strive to be amongst the first employees attempting this transition in order to reduce the gender gap by initiating interactive coaching sessions.

Discrimination practiced with regard to senior management positions

Table 8.3: Summary of Likert scale statement; 21-28

		Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
		%	%	%	%	%
21	The organization treat everyone equally	0	0	31	25	44
22	Gender discrimination exist within the organization	0	50	13	31	6
23	Not everyone is encourage to apply for senior management positions	44	0	56	0	0

24	There is more males in senior management positions than females	13	6	56	25	0
25	There is more females in senior management positions than males	6	25	56	13	0
26	You deserve this position because of your gender	31	6	44	19	0
27	You afraid to address gender issues because you can lose your job	62	13	19	6	0
28	There is a balance of gender in senior management positions	6	19	50	6	19

Statement 21: The organization treats everyone equally

Conclusion: According to the findings, 69% of respondents agreed with the statement that the organization treats everyone equally, of whom 44% strongly agreed with this claim. However, 31% of the respondents were neutral regarding the statement. Therefore, the study findings indicate that the organization treats everyone equally. However, consistent fair treatment to employees in the workplace engenders trust, improves morale, develops loyalty and spikes efficiency.

Recommendation: Construction organizations should treat all employees equally within the workplace to ensure consistent fair treatment which, in turn, will foster trust, improve morals, develop loyalty and spike efficiency within the organization.

Statement 22: Gender discrimination exists within the organization

Conclusion: The research findings indicated that 37% of respondents agreed with the statement that gender discrimination exists within the organization, with 6% strongly agreeing. However, 50% of respondents disagreed with this statement and 13% of them were neutral to the statement. Therefore, the findings imply that there is no gender discrimination within the construction organization.

Recommendation: Organizations are urged to discourage gender discrimination within the work environment, because such a biased practice may result in valuable employees'

exhibiting dissatisfaction and low productivity within the organization. Some disgruntled employees may even decide to abandon the organization. Some ways in which organizations can discourage gender discrimination is to have a vivid policy against any form of prejudice, being transparent to employees and implementing developmental processes that inhibit all form of gender bias.

Statement 23: Not everyone is encouraged to apply for senior management positions

Conclusion: The research findings indicated that 44% of respondents strongly disagreed with the statement that not everyone is encouraged to apply for senior management positions. However, the remaining 56% of respondents were neutral in their response to this statement. Therefore, even though some respondents believed that all suitably qualified employees are encouraged to apply for senior management positions, the fact that the majority of the respondents remained neutral on this statement, made it inconceivable for the researcher to generate an inference on this matter. Possibly, as indicated by the two previous statements (21 and 22), it is possible that the respondents who disagreed with this statement are employees who do not consider themselves sufficiently qualified for senior management positions because the organization does not see the necessity of encouraging them to apply for such positions.

Recommendation: More studies need to be conducted with regard to the above issue.

Statement 24: There are more males in senior management positions than females

Conclusion: The research findings indicated that 25% of respondents agreed with the above statement, however, there were 19% of respondents who disagreed with this claim, 13% of whom strongly disagreed, while the remaining 56% of respondents were neutral in regard to the statement. Therefore, even though the study's biographical findings indicate that there are more males than females within the construction industry, it cannot be inferred from the participants' responses that there are more males than females in senior management positions, since the majority of them remained neutral to

this claim.

Recommendation: More studies need to be conducted with regard to the above issue.

Statement 25: There are more females in senior management positions than males

Conclusion: The research findings indicate that 13% of respondents agreed with the statement that there are more females in senior management positions than males within the construction industry. However, 31% of respondents disagreed with this statement, of whom 6% strongly disagreed and 56% of the respondents were neutral to the statement. In conjunction with the previous statement, it is unclear whether senior management has more females than males or vice versa because the majority of respondents remained neutral to this statement.

Recommendation: More studies need to be conducted in this regard.

Statement 26: You deserve this position because of your gender.

Conclusion: The research findings indicate that 19% of respondents agreed with the statement that they deserve their position because of their gender. However, there 37% of respondents who disagreed with this statement, of whom 31% strongly disagreed, while other 44% was neutral towards the statement. Therefore, since the majority of the respondents were neutral to this claim, it is unclear as whether or most respondents deserve their position due to gender.

Recommendation: More studies need to be conducted on this issue. However, the researcher recommends that organizations should promote people based upon their skills and level of eligibility for the open positions and not because of their gender. Moreover, it is recommended that organizations should encompass gender diversity and welcome the dual interaction inclusion during organizational decision-making meetings and when creating promotional opportunities.

Statement 27: You afraid to address gender issues because you might lose your job

Conclusion: The research findings indicated that 6% of respondents agreed with the above statement. However, there were 75% of the respondents who disagreed with it, of whom 62% strongly disagreed and the remaining 19% were neutral in terms of the statement. These findings indicated that the majority of respondents are not afraid to address gender issues because they might lose their job, thus, it would appear that the organization is accommodative to addressing gender related topics when raised by the employees. This finding is in correspondence with the fact that majority of the respondents agreed that the organization does not practice gender discrimination towards employees.

Recommendation: Organizations within the construction industry should be accommodative regarding gender related issues to allow a working environment that is free from gender discrimination.

Statement 28: There is a balance of gender in senior management positions.

Conclusion: The research findings indicate that 25% of respondents agreed with the statement that there is a balance of gender in senior management positions, of which 19% strongly agreed with this claim. However, there were 25% of respondents who disagreed with this statement, of whom 6% strongly disagreed, while the remaining 50% were neutral towards the statement. In conjunction with the two previously mentioned statements (24 and 25) this finding corresponds with the claims that senior management positions are balanced with regard to males and females. This outcome it difficult for the researcher to gather definitive information regarding this issue currently within the construction industry because the majority of the responses are neutral towards statement 28.

Recommendation: More studies need to be conducted on this issue. Nonetheless, organizations are recommended to accomplish gender balance, because this practice has a significant affect upon employees' working environment, not just in light of the fact

that it is ethical behaviour but because it is connected to South Africa's overall economy.

Decision making and skills

Table 8.4: Summary of Likert scale statement; 29-40

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		%	%	%	%	%
29	It is women's choice not to pursue senior management positions	6	6	76	12	0
30	Females are competent to lead in senior management positions	0	0	56	31	13
31	Males are competent to lead in senior management positions	0	6	62	13	19
32	You have skills to lead	0	6	56	13	25
33	You have skills to manage	0	0	44	31	25
34	You have strong brain to tolerate stress in the workplace	0	0	50	31	19
35	You good at making fruitful decisions under pressure	0	6	37	38	19
36	You deserve this position because of your skills and hard work	0	0	31	44	25
37	Growth opportunities are presented equally to everyone	0	6	56	19	19
38	The organization has more eligible males to manage than females	0	19	56	19	6
39	The organization has more eligible females to manage than males	6	25	63	6	0

40	Management is about skills and fruitful decision making	6	0	50	25	19
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Statement 29: It is women's choice not to pursue senior management positions.

Conclusion: The research findings indicated that 12% of respondents agreed with the statement that it is women choice not to pursue senior management positions while 12% of respondents disagreed with it, of which 6% strongly disagreed. However, the remaining 76% were neutral to the statement. Therefore, these results suggest that it cannot be determined whether or not it is women choice not pursue senior management positions because the majority of the respondents remained neutral upon this point.

Recommendation: More research need to be conducted in relation to this topic.

Statement 30: Females are competent to lead in senior management positions.

Conclusion: The research findings indicated that 44% of respondents agreed with the statement that females are competent to lead in senior management positions, of whom 13% strongly agreed. However, the remaining 56% of respondents were neutral regarding the statement. Since the majority of the participants indicated a neutral response, it is not apparent whether or not females are competent to lead in senior management positions.

Recommendation: More studies need to be conducted upon this topic.

Statement 31: Males are competent to lead in senior management positions.

Conclusion: The research findings indicated that 32% of respondents agreed with the statement that males are competent to lead in senior management positions, of whom 19% strongly agreed. However, 6% of respondents disagreed with this statement, and the remaining 62% were neutral regarding the statement. In conjunction with the previous

statement, it cannot be concluded that males are competent to lead in senior management positions because the majority of responses were neutral. It is possible that the reason for this result is that the organization does not have enough sufficiently trained personnel to perform management functions.

Recommendation: More studies need to be conducted on this topic.

Statement 32: You have skills to lead.

Conclusion: The research findings indicated that 38% of respondents agreed with the statement that they have strong leadership skills, of which 25% strongly agreed. However, 6% of respondents disagreed with this statement, while 56% of the respondents were neutral to the statement. Since the majority of the respondents were neutral, it is difficult for the researcher to determine whether the organization has enough sufficiently trained people to lead or to be promoted to leadership positions.

Recommendation: More studies need to be conducted on this topic. Nonetheless, organizations should groom more people to take upon leadership roles by through the implementation of coaching and training programmes.

Statement 33: You have skills to manage.

Conclusion: The research findings indicated that 56% of respondents agreed with the statement that they have skills to manage, of which 25% strongly agreed. However, the other 44% of respondents were neutral with regard to the statement. It is clear that leading and managing are two different practices that have certain similarities. The study findings demonstrate that the majority of respondents may not have the necessary skills to lead but have those required managing. Therefore, the researcher sees the practice of leadership implies leading a group of people, while management concerns planning and overseeing the duties and responsibilities needed to ensure that the organization moves forward.

Recommendation: it is recommended that those who have a desire to pursue senior

management should also acquire leadership skills. The blend of the two will set such personnel apart from the other employees and should earn them well-deserved respect and phenomenal accomplishments within the construction industry and other such organizations.

Statement 34: You have strong brain to tolerate stress in the workplace.

Conclusion: The research findings indicated that 50% of the respondents agreed with the above statement, of which 19% strongly agreed while the remaining 50% of respondents were neutral regarding this statement. Therefore, it can be said that the organization has half of employees who can tolerate stress in the workplace while the other half are unsure of their ability to do so.

Recommendation: Therefore, it is recommended that women who can tolerate stress in the workplace, and also demonstrate some capabilities relating to leading or managing, should be given an opportunity to display their proficiencies. However, more studies are recommended which might bring greater insights upon this situation.

Statement 35: You good at making fruitful decisions under pressure.

Conclusion: The research findings indicated that 57% of respondents agreed with the statement that they are good at making fruitful decisions under pressure of which 19% strongly agreed. However, 6% of respondents disagreed with this statement and the remaining 37% of respondents were neutral regarding the statement. The findings clearly show that women can make fruitful decisions under pressure.

Recommendation: Organizations should give women a chance to demonstrate their management or leadership capabilities. It is highly recommended that women who are interested in management and/or leadership role should continue to pursue STEM studies in order to prepare to engage in logical decision-making practices.

Statement 36: You deserve this position because of your skills and hard work.

Conclusion: The research findings indicated that 69% of respondents agreed with the statement that they deserve their positions because of their skills and hard work, of whom 25% strongly agreed. However, the remaining 31% of respondents were neutral with regard to the statement. Therefore, the findings suggest that women have the necessary skills and work commitment to be given an opportunity to demonstrate their management and/or capabilities. Moreover, workers with good interpersonal skills make up great team players and well-organized managers.

Recommendation: Women who aspire to be managers and/or leaders should acquire skills for such roles and continue to pursue STEM studies. This knowledge will enable them to become effective team players and well-organized managers and/or inspiring leaders.

Statement 37: Growth opportunities are presented equally to everyone.

Conclusion: The research findings indicate that 38% of the respondents agreed with the statement that growth opportunities are presented equally, of whom 19% strongly agreed. However, 6% of the respondents disagreed with this statement and the remaining 56% were neutral towards the statement. Since the majority of the respondents remained neutral, it cannot be determined whether or not the organization presents growth opportunities equally to every employee.

Recommendation: More studies need to be conducted upon this topic. The researcher us recommends that organizations should present growth opportunities equally to all employees and that qualified personnel should be encouraged to apply for promotion.

Statement 38: The organization has more males capable of managing than females

Conclusion: The research findings indicated that 25% of respondents agreed that the organization has more males capable of managing than females, of whom 6% strongly

agreed. However, 19% of respondents strongly disagreed with this statement and the remaining 56% were neutral regarding the statement. Therefore, since the majority of the respondents provided a neutral response, it cannot be determined whether or not the organization has more males than females who are capable of managing.

Recommendation: More studies need to be conducted upon this topic. It is critical for women and men to co-operate and share their skills. Senior men in positions of management and/or leadership should play training, coaching and mentoring roles to eligible women looking to pursue senior management roles and *vice versa*.

Statement 39: The organization has more females capable of managing than males

Conclusion: The research findings indicated that 6% of the respondents agreed with the above statement, while 31% of them disagreed with it, of which 6% strongly disagreed. However, the remaining 63% were neutral towards the statement. Since the majority of the respondents remained neutral to this statement, it cannot be determined whether or not the organization has more females than males capable of managing.

Recommendation: More studies need to be conducted upon this topic. The researcher recommends that women willing to pursue senior management should acquire the skills through effective training and coaching programmes in order to realize their dreams. They should constantly interact with both men and women who already hold positions of senior management and/or leadership.

Statement 40: Management is about skills and fruitful decision making.

Conclusion: The research findings indicate that 44% of respondents agreed with the statement that management comprises skills and fruitful decision-making practices, of whom 19% strongly agreed. However, 6% of respondents strongly disagreed with this statement and the remaining 50% were neutral regarding this claim. Since the majority of the respondents remained neutral, it cannot be determined whether or not management

comprises skills and fruitful decision-making practices. Moreover, it is unclear why most of the respondents remained neutral with this statement. However, solid decision-making is a significant skill within any working environment since it engages leaders and employees to make joint decisions that are advantageous with regard to driving an organization towards more noteworthy levels of production and financial returns.

Recommendation: More studies need to be conducted upon this topic.

Self-evaluation and awareness

Table 8.5: Summary of Likert scale statement; 41-48

		Strongly disagree	Disagreed	Neutral	Agree	Strongly agree
		%	%	%	%	%
41	Society influence women's career negatively	0	0	75	19	6
42	Society influence men's career negatively	0	13	75	6	6
43	Women are excluded from senior management positions	0	0	88	12	0
44	Senior management has nothing to do with gender	0	6	62	19	13
45	Your home duties affects your paid work performance	13	6	68	13	0
46	The company has measures put in place for gender discrimination	6	0	75	13	6
47	If given an opportunity, I would work for this organization for the next three years	0	0	68	13	19
48	This industry needs a balanced gender in senior management positions	0	0	62	19	19

Statement 41: Society influence women's career negatively.

Conclusion: The research findings indicate that 25% of respondents agreed that society influence women's career negatively of which 6% of that percent, strongly agreed with this statement. However, the other 75% were neutral to the statement. Since the majority of the respondents remained neutral to this statement, it cannot be determined whether the society influence women's career negatively or not.

Recommendation: More studies need to be conducted.

Statement 42: Society influences men's career negatively.

Conclusion: The research findings indicated that 12% of the respondents agreed with the statement that society influence men's career negatively, of whom 6% strongly agreed and the remaining 75% respondents were neutral about this statement. Since the majority of the respondents remained neutral, it cannot be determined whether or not society influences men's career negatively. This occurrence was observed in conjunction with previous statements regarding women's position within business.

Recommendation: More studies need to be conducted upon this topic.

Statement 43: Women are excluded from senior management positions.

Conclusion: The research findings indicated that 12% of respondents agreed with the statement that women are excluded from senior management positions while the remaining 88% were neutral about this claim. A result of this response, it cannot be determined whether or not women are excluded from senior management positions.

Recommendation: More studies need to be conducted upon this topic. However, the

researcher recommends that organizations should increase its pool of female managers with the aim of assisting the South Africa to increase the current generation of aspiring female leaders, a practice that will aid in closing the gender gap within the work environment.

Statement 44: Senior management has nothing to do with gender.

Conclusion: The research findings indicated that 32% of respondents agreed with the above, of which 13% strongly agreed. However, 6% of respondents disagreed with this statement while the remaining 62% were neutral about it. Since the majority of the respondents remained neutral to this statement, it cannot be determined whether or not the appointment of senior managers is determined by gender.

Recommendation: More studies need to be conducted upon this topic.

Statement 45: Your home duties affect your paid work performance.

Conclusion: The research findings indicated that 13% of respondents agreed that their home duties do affect their paid work performance, while 13% of them strongly disagreed with this statement and the remaining 68% of respondents were neutral regarding this claim. Therefore, since the majority of the respondents remained neutral, it cannot be determined whether or not home duties do affect men or women's paid work performance.

Recommendation: More studies need to be conducted upon this topic.

Statement 46: The company has put measures in place to prevent/reduce gender discrimination.

Conclusion: The research findings indicated that 19% of respondents agreed that the

company has measures put in place to prevent/reduce gender discrimination of which 6% strongly agreed. However, 6% of respondents strongly disagreed with this statement and the remaining 75% of them were neutral regarding this statement. Since the majority of the respondents remained neutral, it cannot be determined whether or not the company has put measures in place to prevent/reduce gender discrimination. However, improving women's chance of overcoming the 'glass ceiling' in terms of management and leadership positions will be beneficial for both South Africa's and the global economy. Therefore, every organization should put measures in place to prevent/reduce gender discrimination to ensure this goal is actualized.

Recommendation: More studies need to be conducted upon this issue.

Statement 47: If given an opportunity, I would work for this organization for the next three years.

Conclusion: The research findings indicated that 32% of the respondents agreed that if given an opportunity, they would work for the organization for the next three years, of whom 19% strongly agreed and the remaining 68% of respondents were neutral to this statement. Since the majority of the respondents remained neutral, it cannot be determined whether or not, if people were given an opportunity to work for the organization for the next three years, they would do. Therefore it cannot be said whether the employees are satisfied to be part of the organization or not. However, employees' belief in the integrity of their employer and trusting that they will treat them fairly is an essential component of workplace fulfilment and employee satisfaction.

Recommendation: Thus far, it is recommended that every organization should treat all its employees fairly and without gender biased in order to build their trust, loyalty and longevity of service.

Statement 48: This industry needs balanced gender representation within senior management positions.

Conclusion: The research findings indicated that 38% of respondents agreed that this

industry needs balanced gender representation within senior management positions of which 19% strongly agreed, while the remaining 62% of respondents were neutral towards this statement. Since the majority of the respondents remained neutral, it cannot be determined whether or not this industry needs a balanced gender representation within senior management positions. However, a reasonable combination of women and men within the organization ensures a more sustainable promotions policy, better career progression and improved continuous leadership development.

Recommendation: More studies need to be conducted upon this topic.

8.4 Section C; open ended section

The open-ended section filled two needs; it permitted the respondents to contribute anything else pertaining to the topic. Furthermore, it opened an opportunity to connect with the researcher. Thusly, this segment took into consideration extra qualitative research, which was important for the research methodology in utilizing a clear examination that accommodates both qualitative and quantitative techniques. The respondents were required to give data, in a similar format utilized in the past aspects of the questionnaire.

Below is the respondents' response pertaining the subject:

Table 8.6: State three things that the company should put in place to improve gender equality

1.	Empower females
2.	Give more chance to females
3.	Treat females equally with males
4.	Females should also be given a fair chance to show their capabilities
5.	More females should be granted an opportunity to lead
6.	Employ more females
7.	Females must study construction

Table 8.7: Does the company have any women or men empowerment program, if any, name the gender and the program?

1.	Both gender, have different skill development training
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Table 8.8: Anything else you may want to say?

1.	When it comes to working in construction industry, women need to be strong, leave home issues and emotions behind when come to work
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8.5 Limitation of the study

- The study was only based on construction industry
- The study was exclusive in the Cape Metropolis
- The study focal point was senior management/leadership only
- The study focused on improving women into senior managers/leaders
- The study focused on gender balance within the construction industry

8.6 Prospects for future studies

- Ways in which society negatively impacts women's careers.
- Characteristics needed by women employed within the construction industry who aspire towards senior management positions.
- Factors that fuel gender imbalance or disparity within the construction industry.
- The effect of empowering, coaching and mentoring programmes within the construction industry to reduce gender imbalances.

8.7 Conclusion

It was found in this research study that women are few in numbers in the construction industry. Moreover, the study discovered that there may be barriers that act as a 'glass ceiling' preventing women from progressing into senior management and executive positions within the construction industry. However, based on the findings, it is unclear whether or not it is women's choice not to pursue senior management positions and, equally so, it is not apparent whether or not women are excluded from senior management positions. There were no significant differences between men and women within the workplace other than biological issues. Subsequently, the study results indicated no significant differences in the behavioural qualities of women and men within the construction industry, both men and women were perceived to be hard working and 'thinking out-of-the-box'. However, men were perceived to be naturally more dominant than women – a fact that perhaps may be a quality that gives them an advantage over women within the construction industry.

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QUESTIONNAIRE

Structural impediments hampering career development of women to senior management at a selected construction site in Cape Metropolis

Note: It is not compulsory for you to fill in this questionnaire but your contribution will be much appreciated, your name or that of your firm should not appear anywhere on this research instrument. We kindly request you to assist us in gathering knowledge that will be used for effective project management.

SECTION A – BIOGRAPHY

1. What is your position in the project? Please mark the appropriate answer.

Team member	Project administrator	Direct subordinate	Other
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If other, please specify

.....

2. For how long have you been working for this company?

1 year	2-5 years	6– 9 years	10 years
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If other, please specify

.....

3. Indicate your gender by ticking below?

Male	Female	Other
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If other, please specify

.....

4. What is the most common characteristic about males in workplace? Please tick an appropriate box below

Working hard	Think out of the box	Can manage or lead well	Other
Very lazy	Poor thinking	Cannot manage or lead well	Other

Other, please specify

.....

5. What is the most common characteristic about females in workplace? Please tick an appropriate box below

Working hard	Think out of the box	Can manage or lead well	Other
Very lazy	Poor thinking	Cannot manage or lead well	Other

Other, please specify

.....

6. What would you say about this industry, is it?

Male ruled	Female ruled	Balanced	Other
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If other please specify

.....

7. What can be done to reduce gender gap in construction industry, submit your ideas in bullet form?

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-
-

SECTION B LIKERT SCALE

Please rank the statements in the table below on a scale of 1-5, 1 = strongly disagree, 2 = disagree, 3 = neutral / indifferent, 4 = agree and 5 = strongly agree.

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	Empowerment to stimulate growth					
1	Women in senior positions support women in junior positions	1	2	3	4	5
2	The company have programs where females empower other females	1	2	3	4	5
3	The company have programs where males empower other males	1	2	3	4	5
4	The company have programs where females empower males	1	2	3	4	5
5	The company have programs where males empower females	1	2	3	4	5
6	Women pursue STEM fields further than men	1	2	3	4	5
7	Men pursue STEM fields further than women	1	2	3	4	5
	Cognition around gender difference					
8	Management or leadership need male characteristics	1	2	3	4	5
9	Management or leadership need female characteristics	1	2	3	4	5
10	Women under a lot of stress and pressure can make good decisions	1	2	3	4	5
11	Men under a lot of stress and pressure can make good decisions	1	2	3	4	5
12	Men are better than women in decision making in general	1	2	3	4	5
13	Women are better than men in decision making in general	1	2	3	4	5
14	Women are too soft for management positions and are likely to fail	1	2	3	4	5
15	Men are too soft for management positions and are likely to fail	1	2	3	4	5
16	Senior management need a balanced gender equality	1	2	3	4	5
17	Senior management needs qualified people regardless of gender	1	2	3	4	5
18	Males and females should be equal in the workplace	1	2	3	4	5
19	Men are naturally dominant than women	1	2	3	4	5
20	Women are naturally dominant than men	1	2	3	4	5
	Discrimination for senior management positions					
21	The organization treat everyone equally	1	2	3	4	5
22	Gender discrimination exist within the organization	1	2	3	4	5
23	Not everyone is encourage to apply for senior management positions	1	2	3	4	5
24	There is more males in senior management positions than females	1	2	3	4	5

25	There is more females in senior management positions than males	1	2	3	4	5
26	You deserve this position because of your gender	1	2	3	4	5
27	You afraid to address gender issues because you can lose your job	1	2	3	4	5
28	There is a balance of gender in senior management positions	1	2	3	4	5
Decision making and skills						
29	It is women's choice not to pursue senior management positions	1	2	3	4	5
30	Females are competent to lead in senior management positions	1	2	3	4	5
31	Males are competent to lead in senior management positions	1	2	3	4	5
32	You have skills to lead	1	2	3	4	5
33	You have skills to manage	1	2	3	4	5
34	You have strong brain to tolerate stress in the workplace	1	2	3	4	5
35	You good at making fruitful decisions under pressure	1	2	3	4	5
36	You deserve this position because of your skills and hard work	1	2	3	4	5
37	Growth opportunities are presented equally to everyone	1	2	3	4	5
38	The organization has more eligible males to manage than females	1	2	3	4	5
39	The organization has more eligible females to manage than males	1	2	3	4	5
40	Management is about skills and fruitful decision making	1	2	3	4	5
Self-evaluation and awareness						
41	Society influence women's career negatively	1	2	3	4	5
42	Society influence men's career negatively	1	2	3	4	5
43	Women are excluded from senior management positions	1	2	3	4	5
44	Senior management has nothing to do with gender	1	2	3	4	5
45	Your home duties affects your paid work performance	1	2	3	4	5
46	The company has measures put in place for gender discrimination	1	2	3	4	5
47	If given an opportunity, I would work for this organization for the next three years	1	2	3	4	5
48	This industry needs a balanced gender in senior management positions	1	2	3	4	5

SECTION C (OPEN ENDED QUESTIONS)

REQUEST 1; State three things that the company should put in place to improve gender equality

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REQUEST 2; Does the company have any women or men empowerment program, if any, name the gender and the program.

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-

REQUEST 3; ANYTHING[S] ELSE YOU MAY WANT TO SAY

-
-
-
-

THANK YOU FOR PARTICIPATING = this helps to develop management and/or leadership

APPENDICE B



Address: Unit 6, Time Business Park, 39 Blaauwberg Rd, Bloubergstrand, Cape Town, South Africa

Telephone: +27 21 556 5309

Fax: 086 238 5355

Email: info@nokhanyaservices.co.za

Permission to collect research data

I VENANT NIBIGIRA, The CONSTRUCTION MANAGER of Nokhanya Services (Pty) Ltd, hereby authorize Sivuyile Gqozo, student No. (213293129) to conduct academic research under a topic "Structural impediments hampering career development of women to senior management at a selected construction site in Cape Metropolis."

Approval signature: _____

APPENDICE C



P.O. Box 1906 | Bellville 7535
 Symphony Road Bellville 7535
 South Africa
 Tel: +27 21 4603291
 Email: fbmsethics@cput.ac.za

Office of the Chairperson Research Ethics Committee	FACULTY: BUSINESS AND MANAGEMENT SCIENCES
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The Faculty's Research Ethics Committee (FREC) on **22 February 2022**, ethics **APPROVAL** was granted to **Sivuyile Gqozo (213293129)** for a research activity for **Master of Business and Information Administration** at the Cape Peninsula University of Technology.

Title of project:	Structural impediments hampering career development of women to senior management at a selected construction site in Cape Metropolis Researcher (s): Dr L Jowah
-------------------	---

Decision: APPROVED

	8 March 2022
Signed: Chairperson: Research Ethics Committee	Date

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the CPUT Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study requires that the researcher stops the study and immediately informs the chairperson of the relevant Faculty Ethics Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing accompanied by a progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines, and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, notably compliance with the Bill of Rights as provided for in the Constitution of the Republic of South Africa, 1996 (the Constitution) and where applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003 and/or other legislations that is relevant.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after two (2) years for Masters and Doctorate research project from the date of issue of the Ethics Certificate. Submission of a completed research ethics progress report (REC 6) will constitute an application for renewal of Ethics Research Committee approval.

Clearance Certificate No | 2022 FBMSREC 006

APPENDICE D

DECLARATION OF LANGUAGE EDITING

A dissertation submitted in fulfilment of the requirements for the degree Master of Technology: Business Administration in Project Management in the Faculty of Business and Management Sciences at the Cape Peninsula University of Technology entitled: Structural Impediments Hampering Career Development of Women to Senior Management at a Selected Construction Site in Cape Metropolis

by

Sivuyile Calvin Gqozo,

Supervisor: Dr L.E. Jowah.

has been subjected to an English language edit by

Dr Barbara Basel

D.Litt. University of Pretoria,
MA Potchefstroom University,
BA UNISA

Vice President of the Council of English Academy of Southern Africa

Associate Member Professional Editors' Guild

Past Lecturer in English Literature, Linguistics, Communication and Business

English for 10 years at Pearson Institute for Higher Education (previously Midrand Graduate Institute), Cape Town Campus.

Academic Editing – PhD, MBA, MComm, MEd, MPM and Master's in Graphic Design Theses, External Examiner for MEd Thesis.

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31 July 2022

APPENDICE E

STRUCTURAL IMPEDIMENTS HAMPERING CAREER DEVELOPMENT OF WOMEN TO SENIOR MANAGEMENT AT A SELECTED CONSTRUCTION SITE IN CAPE METROPOLIS

