CONCEPTUALISATION AND MEASUREMENT OF THE EMPOWERMENT OF WORKERS: AN EDUCATIONAL PERSPECTIVE
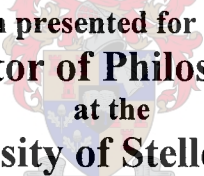
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Dissertation presented for the degree of
Doctor of Philosophy
at the
University of Stellenbosch

Promoter:
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December 2000

Declaration

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

Signature:

Date:

Summary

In the era of globalisation, demands for increased productivity and multiple skills present challenges to adult educators in their role of facilitating empowerment in individuals. The proposed link between productivity and empowerment has stimulated interest in the concept by management and there has to be accountability to ensure that the needs of individuals and organisations are balanced.

The aim of designing a standardised measuring instrument comprised the first phase of this research. The questionnaire was compiled based on the outcomes of empowerment identified in the literature on three levels (Micro-level, Interface level and Macro-level). After exploratory testing, the summated ratings method was applied in order to reduce and standardise the questionnaire. This instrument was tested for validity and the questionnaire of 61 statements was retained for the experiment.

The experiment was conducted in the second phase to measure the effects of an intervention on the empowerment of workers. The questionnaire was applied in the Pre-, Post- and Post-post-test design in eight companies in the Western Cape where the life-skills training programme *FREE TO GROW* was implemented. Qualitative data collected identified the outcomes of empowerment and also validated the measuring instrument. Statistical procedures applied identified the patterns of empowerment in respondents. The respondents in the experiment were mainly females and the mean age was 33.9 years. The majority were Afrikaans and most classified themselves as part of the Coloured ethnic group.

The *FREE TO GROW* training programme succeeded in achieving the objective of empowerment because it was found that there was a statistically significant improvement in the empowerment status of workers both in the short and long term. Most of the total group was empowered on the Interface level prior to the course and on the Micro-level after the course and in the long term. The males were more empowered on the Macro-level before the course, but had increased sustained Interface-level empowerment. The females benefited most on the Micro-level directly after the course and in the long term. Before the course the Coloured group was more empowered on the Micro-level compared to the whites, but they

benefited most on the Interface level directly after the course. The Coloured group and females had statistically significant higher scores on the Interface level in the long term.

In terms of the patterns of empowerment, it was found that the Micro-level issues were dominant prior to the course with a greater spread of perception of the other aspects of empowerment over time. Before the course, the respondents tended to react to personal and family issues where no action was needed. They were motivated to achieve their goals and had a desire for control over aspects affecting them. Directly after the course they had a more positive view of life, a sense of personal responsibility, and an ability to cope. They were prepared to take the initiative, were more ambitious and felt confident of their abilities in the workplace. In the long term their experience of empowerment was more balanced and they felt good about themselves, were more assertive, able to think critically and more involved in issues external to themselves.

The measuring instrument designed in this study measured the outcomes of empowerment on three levels and helped to identify the patterns that emerged over the course of an intervention. A standardised empowerment questionnaire can increase accountability, assist in balancing the needs of individuals and management, and can provide insights to educationalists seeking to empower adults.

Opsomming

In die era van globalisering stel die vraag na verhoogde produktiwiteit en veelvuldige vaardighede groot uitdagings aan opvoedkundiges betrokke by volwassene-onderrig in hul rol as fasiliteerders van bemagtiging by individue. Die voorgestelde verband tussen produktiwiteit en bemagtiging het bestuur se belangstelling in die konsep aangewakker en toerekenbaarheid is noodsaaklik ten einde te verseker dat die behoeftes van individue en organisasies in balans is.

Die eerste fase van hierdie navorsing het die ontwerp van 'n gestandaardiseerde meetinstrument ten doel gehad. Die vraelys is saamgestel op grond van die uitkomste van bemagtiging op drie vlakke (Mikrovlak, Interpersoonlike-vlak en Makrovlak) soos in die literatuur geïdentifiseer. Na ondersoekende toetsing is die vraelys verkort en gestandaardiseer. Hierdie instrument is vir geldigheid getoets en die vraelys van 61 stellings is vir die eksperiment behou.

In die tweede fase is die eksperiment uitgevoer om die uitwerking van 'n intervensie op die bemagtiging van werkers te meet. Die vraelys is in die voor- en na-toets en ná die na-toets in agt maatskappye in die Wes-Kaap toegepas waar die opleidingsprogram in lewensvaardighede, "*FREE TO GROW*", geïmplementeer is. Kwalitatiewe data wat ingesamel is het die resultate van bemagtiging geïdentifiseer en ook die geldigheid van die meetinstrument bekragtig. Statistiese prosedures wat toegepas is het die bemagtigingspatrone by respondente geïdentifiseer. Die respondente in die eksperiment was hoofsaaklik vroue en die gemiddelde ouderdom was 33.9 jaar. Die meeste was Afrikaanssprekend en het hulself as lede van die Kleurling etniese groep geklassifiseer.

Die "*FREE TO GROW*" opleidingsprogram het daarin geslaag om die doelwit van bemagtiging te bereik, omdat daar op kort- en lang termyn 'n statisties beduidende verbetering in die bemagtigingstatus van werkers gevind is. Die meeste van die totale groep is voor die kursus op die Interpersoonlike-vlak bemagtig en na die kursus en op die lang termyn op die Mikrovlak. Die mans is voor die kursus meer op die Makrovlak bemagtig, maar het groter volgehoue Interpersoonlike-vlak bemagtiging getoon. Die vroue het onmiddellik na die kursus en op die lang termyn die meeste op die Mikrovlak gebaat. Voor

die kursus was die Kleurlinggroep meer op die Mikrovlak bemagtig in vergelyking met die blankes, maar hulle het onmiddellik na die kursus die meeste op die Interpersoonlike-vlak gebaat. Die Kleurlinggroep en die vroue het op lang termyn statisties beduidend hoër tellings op die Interpersoonlike-vlak behaal.

Wat bemagtigingpatrone betref, is bevind dat die Mikrovlak-kwessies voor die kursus oorheersend was, met 'n groter verspreiding van persepsie van die ander aspekte van bemagtiging oor tyd. Voor die kursus was die respondente geneig om op persoonlike en gesinsaangeleenthede te reageer wat geen aksies vereis het nie. Hulle was gemotiveer om hul doelwitte te bereik en het beheer verlang oor aspekte wat hulle geraak het. Onmiddellik na die kursus het hulle 'n meer positiewe uitkyk op die lewe en 'n persoonlike verantwoordelikheidsin gehad, en getoon dat hulle probleme kon hanteer. Hulle was bereid om die insiatief te neem, was meer ambisieus en het vertroue gehad in hul vermoëns in die werkplek. Op die lang termyn was hul ervaring van bemagtiging meer gebalanseerd en hulle het goed gevoel oor hulself, was meer assertief, in staat tot kritiese denke en meer betrokke by aangeleenthede buite hulself.

Die meetinstrument wat in hierdie studie ontwerp is, het die uitkoms van bemagtiging op drie vlakke gemeet en gehelp om die patrone wat oor die verloop van 'n intervensie na vore gekom het, te identifiseer. 'n Gestandaardiseerde bemagtigingsvraelys kan toerekenbaarheid verhoog, help om die behoeftes van individue en bestuur te balanseer, en insig bied aan opvoedkundiges wat poog om volwassenes te bemagtig.

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1.1   INTRODUCTION

The twenty-first century presents challenges to humanity as globalisation, political, social and economic changes and growth in technology make individuals vulnerable and needing to adjust to the circumstances in which they find themselves (Kwawu, 1996:2; National Commission on Higher Education, 1996:3; UNESCO, 1998:22). New conditions in the world of work have a direct influence on teaching and training. Adult education is seen as a necessity in helping individuals adapt to the rapidly changing society. Frymier, Shulman and Houser (1996:198)

assert that in order to survive in twenty-first century organisations, students must become empowered learners. Morrison (1995:189) points out that the content model of education has changed, and the new values that are needed are those of self-inquiry, critical thinking and self-actualisation within the competitive ethos present in society. Interest in research on empowerment has increased and indicates that empowerment has become a vital construct for understanding the development of individuals, organisations and communities (Perkins, 1995a:571).

Empowerment is a commonly used buzz-word, considered by numerous disciplines to be part of their professional responsibility, but not all of them define it the same way (LeCompte & DeMarrais, 1992:6; Vincenti, 1993:7; Spreitzer, 1995b:603). Some identify and focus on the psychological, intrapersonal empowerment, some on organisational, and others on community aspects. It is seen as a strategy and a process and an outcome, or a management style, and has been argued from a humanistic and a liberal perspective. This lack of consensus has lead to a deficit of clarity and confusion about the term.

Empowerment is said by various authors (Cornell Empowerment Group, 1989:2; Evans, 1992:140; Inglis, 1997:10; Rappaport, 1981:15; United Nations Development Programme, 1996:55; Zimmerman, 1995:581) to be the amount of control which individuals feel they have over the events affecting their lives. Given the individuals' centrality in the definition, the construct should be handled from this perspective. Each individual possesses power that is found at various levels, namely personal power (Micro-level), interpersonal power (Interface level) and political power (Macro-level). In order for effective empowerment to take place it is essential that it occurs at each of these three levels. Spreitzer (1995a: 1461), who did research on the psychological component of empowerment, suggested that further research should focus on a *gestalt* of empowerment and should examine the micro-macro linkages relevant to empowerment.

Once an empowerment intervention has been implemented, the facilitator needs to be able to evaluate the success of the programme in terms of the aim of empowering the target group (Cadena, 1991:67). For this to be done effectively, the professionals need to know what

indicators of empowerment should be evident in an individual with whom they have sought to facilitate the empowerment process. A measuring instrument can help to identify areas that have been empowered and which levels of empowerment (be they Micro-level, Interface level or Macro-level) need to be focused on and in so doing, serve to continually improve the practice of professionals in their work with their target group. According to Spreitzer (1995b: 602), little empirical research has examined the individual experience of empowerment, and future research should refine the theory development and research design to capture the different meanings and contingencies of empowerment more effectively. It is important for research to measure the impact or effect of empowerment efforts on employees in order to ascertain efficacy.

Transformation theory is intended to be a model consisting of the elements and processes of adult learning (Mezirow, 1994:222). An observation of the process that an individual goes through during the course of an empowering intervention would help educationalists to gain a greater understanding of the transformation process, which could guide their practice and application (Quigley, 1997:6).

This study examines the educational perspectives on empowerment by quantitatively testing participants' empowerment before, immediately after and three months after participating in a life skills programme in the organisational setting which aims to empower the individual. Qualitative data is collected at each time interval to ascertain their personal experience of empowerment to assist in guiding the practice of educationalists working with adults.

1.2   NEED FOR THE STUDY

Disempowered persons are often unaware of, unmotivated and unable to change their conditions of oppression. Intervention, through a series of processes, seeks to motivate individuals to take control of their own lives. The aim is to transform society based on the individuals' empowerment. Mathiba (1995:12) asserts that social change and transformation within a country and amongst individuals can be brought about or facilitated through education and training programmes. Intervention (education) must be directed towards enhancing the

freedom and power of learners to make personally fulfilling and socially beneficial choices about how to live their lives (Taggart, 1990:100).

There is a need for a greater awareness of human development as the driving force of all development and this is illustrated in the World Competitiveness Report (HSRC, 1997b: 16), which ranked South Africa last out of 41 countries in terms of human resources. Issues highlighted were, amongst others, workforce attitudes such as motivation, industrial relations and disputes, and quality of life. Ramphele (1999:4) believes that Africa's lack of global competitiveness stems largely from the poor quality of human resources. According to Oxtoby (1999:42), the vast majority of the South African workforce still operates under management structures that are authoritative in nature, resulting in organisations with passive, dependent, non-initiative taking disempowered members. The South African government realises the importance of individual development and the role of education as it states the aim "to accelerate development of knowledge and skills to actualise peoples' full potential" (Government gazette, 1994:9, UNESCO, 1998:23).

In the post-Fordist era, training needs in industry must be adapted to assist workers to cope with their rapidly changing skill needs. Drucker (1988 in Spreitzer, 1995a: 1442) asserts that there has been widespread interest in psychological empowerment at a time when global competition and change require employee initiative and innovation. Employers increasingly want multi-skilled, flexible workers with a high standard of personal competencies (Edwards, 1991:112; Edwards & Usher, 1994:8; Gluckman, 1996:14; Masumi, 1993 in McLaren & Gutierrez, 1994:329). An empowerment intervention that aims to assist transformation in individuals could deal with these and other issues.

Management practices have been focusing on the empowerment approach (Conger & Kanungo, 1998:473; Spreitzer, 1995a: 1443; Thomas & Velthouse, 1990), but these practices will not necessarily empower employees (LeCompte & DeMarrais, 1992:6). Popular business journals promote the empowerment concept, linking it to economic gain and increased productivity (Kaczmarek, 1994:26; Kizilus, 1990:47; Oxtoby, 1999:40; Wong & Kleiner, 1996:8). Cardoso (1996 in United Nations Development Programme, 1996:44) states that

development must go beyond the logic of economics, and asserts that it will be sustained if it addresses values of a human dimension.

Education and training are an important part of South Africa's National Growth and Development Strategy and need to be effective, producing human resources that will contribute to economic performance in the country and to the overall well-being and productivity of its citizens. It is therefore necessary to monitor the outcomes or outputs of education and training (HSRC, 1997a: 4). An increasingly high profile is being given to the need for evaluation in different settings because of the watchword of accountability in services involving people (National Commission on Higher Education, 1996:5,7; Robson, 1993:170).

There has been a paradigm shift away from curriculum prescriptions to assessing competencies or outcomes. The focus on competence, according to Edwards and Usher (1994:6-7), places individuals as responsible for their own position in the labour market and their contribution to it. "Outcomes-based education is essentially assessment driven, and achievements need to be monitored to measure standards and to make sure that they are maintained" (Barry, Lowe, Schuring & Van den Berg, 1997:51). Impact evaluation determines programme results and effectiveness, especially for deciding about programme continuation, expansion, reduction and funding (Evaluation Research Society, 1980 in Robson, 1993:178).

The disadvantages of the use of quantitative methods in social sciences raise the question as to the value of a measurement tool to test a human construct such as empowerment. Spreitzer (1995) and Israel, Schultz, Checkoway and Zimmerman (1994) state, however, that positivist research approaches have played an important role in identifying some of the common individual and contextual factors that impact on empowerment processes and outcomes.

Foucault (1977:184) speaks of measurement (normalisation) and states:

> *The power of normalisation imposes homogeneity; but it individualises by making it possible to measure gaps, to determine levels, to fix specialities and to render the differences useful by fitting them one to another. It is easy to understand how the power of the norm functions within a system of formal equality, since within a*

homogeneity that is the rule, the norm introduces, as a useful imperative and as a result of measurement, all the shading of individual differences.

Measurement tests render unique information that is generally superior to other information in terms of validity, reliability and objectivity. Standards relate to the purpose of learning and provide an explicit point of reference for making judgements. Empowerment measured by various individuals would be subjective, not forming judgements against the same parameters (Debling, 1991:1,2). Zimmerman (1995:583) asserts that the development of a measure of empowerment is challenging, but relevant measures can help to further develop the empowerment theory, study how it changes over time, learn more about how settings may be empowering and disempowering, and evaluate interventions designed to enhance individuals' control over their lives. It is advisable to use the measure together with qualitative methods in order to provide richness to the concept (Quigley, 1997:11; Rappaport, 1995:801). Foster-Fishman, Salem, Chibnall, Legler and Yapchai (1998:528) suggest that empowerment researchers face a particular challenge, namely to identify both the commonalities across and unique forms of individual empowerment experiences.

A measuring instrument would be beneficial on various levels:

- It could be used as a climate survey or needs analysis to be implemented before the planning phase of an intervention (Israel *et al.*, 1994). This would ensure that the programme meets the needs of the individuals and would increase cost efficiency. The level of empowerment of each individual could be determined. The needs of the group could also be determined.

- It could serve as an assessment tool in the process of evaluating the efficiency of interventions by determining the level of empowerment of participants after completion of the programme.

- It could serve as an ongoing tool to measure the long-term effects, and give indications of future learning needs on the Micro-level, Interface level or the Macro-level.

- Because empowerment is a subjective field relative to each individual, a measurement tool is necessary for objectivity. Evaluations of empowerment interventions frequently have a high level of satisfaction, especially on the feelings level that is generally verbalised directly after completion of the programme (Albertyn, 1995:117; Knowles, 1980:200). This could be construed by programme presenters as a successful intervention. Empowerment therefore needs to be measured on all three levels of empowerment (Micro-level, Interface level and Macro-level), and over a period of time.

Empowerment research has been conducted with individuals and groups in community (Maton & Salem, 1995: 631-655; McMillan, Florin, Stevenson, Kerman & Mitchell, 1995:699-727; Rooth, 1999:13-18) and organisation context (Spreitzer, 1995b: 601-629; Spreitzer, Kizilos & Nason, 1997:679-704), but as far as can be ascertained, no research has been done to develop and test an instrument measuring the Micro-level, Interface level and Macro-level of empowerment. This research aims to develop and test a measuring instrument to determine the empowerment of workers in organisations and who attended the empowerment intervention *FREE TO GROW.*

Whilst the advantages of a measuring tool are apparent (Debling, 1991:1,2; Foucault, 1977:184), the concept of empowerment lends itself to a qualitative investigation because the state of empowerment is an individually specific concept (Israel *et al.,* 1994; Rappaport, 1995:798). In order to give educational perspectives on the term of empowerment, the process of empowerment will be observed using qualitative methods. The descriptive accounts of concrete cases could be useful to make extrapolations to different cases (Quigley, 1997:18).

The study of a social situation leads to improvement of the quality of action. Transformation of the social reality is not possible according to Kuhne and Quigely (1997:23), without an understanding of the social participants that are involved, thus the importance of the qualitative component of this study. This is also supported by Kemmis and McTaggart (1988:5) who state that research in education can be done to improve the rationality and legitimacy of social and educational practices, as well as to expand the researchers' own comprehension of the particular practice and social situations.

1.3   PROBLEM STATEMENT

The purpose of this study is to design and standardise a measuring instrument to assess the status of empowerment of individuals on three levels, namely Micro-level, Interface level and Macro-level, and to empirically apply the questionnaire and observe the effects on empowerment after exposure to an educational intervention where empowerment is a stated objective.

1.4   SUBPROBLEMS

a.   Design a measuring instrument based on the theoretical grounding that would assess empowerment on three levels, namely Micro-level, Interface level and Macro-level.

b.   Standardise the questionnaire.

c.   Empirically apply a structured questionnaire to measure the effect of an educational intervention before, directly after and three months after an intervention.

d.   Apply an unstructured questionnaire to observe and identify the indicators and outcomes of empowerment in the participants through interviews with a sample of each group before, immediately after and three months after the empowerment intervention in order to determine the nature of the short-term and sustained effect of empowerment.

e.   Identify the patterns of empowerment as they exist before, immediately after and three months after the empowerment intervention in order to observe the prominent factors and how these factors are affected by the intervention.

1.5   CLARIFICATION OF CONCEPTS

For the purpose of this study the following operational definitions will be used:

Empowerment

Empowerment refers to one's *"actual and perceived ability to determine the course of one's life and community"* (Evans, 1992:140).

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Empowerment status

The empowerment status of an individual is determined by the number of indicators of empowerment present in that individual.

Empowerment indicators

These indicators refer to qualities that may be evident in the individual in the process of empowerment, or could also refer to the results or outcomes of the empowerment process at a specific time.

Micro-level

The personal internal sphere of individuals relating to their feelings, attitudes and skills.

Interface level

The interpersonal aspects which affect an individual in terms of participation and action.

Macro-level

The aspects which impact on an individual at the external level of beliefs, actions and effects in their world.

Empowerment tests

These refer to the testing of individuals' state of empowerment over a period of time. Three tests will be used in this study. The Pre-test, done before individuals are exposed to an intervention programme, the Post-test, carried out immediately after, and a Post-post-test to determine the sustained effect of empowerment three months after completion of the programme.

Empowerment facilitator

The educator who guides the adult in the process of empowerment through education.

Empowerment intervention programme/course

An educational/training programme presented to individuals where the stated aim is to increase the empowerment of participants. *FREE TO GROW* (FTG) is an example of an educational intervention that aims to increase the empowerment of individuals.

Organisation

The business setting or company where employees are employed.

1.6 DELIMITATIONS

- The study is aimed at lower-level workers, as a questionnaire designed on this level in terms of comprehension would be able to be applied to the higher level workers as well.

- The questionnaire was applied in a business or industrial setting but could be used in a community development setting at a later stage.

- The intervention methods and techniques were not evaluated, only the outcomes of the empowerment intervention.

- The empowerment assessment is an individual measure and was not used for comparison between participants. Each participant was treated as a case. They were compared according to their base level of empowerment before the course, because empowerment is an individual concept. Each individual's level of empowerment was measured longitudinally over a three-month period.

- Detailed information regarding the content of the *FREE TO GROW* programme used in this research has not been included due to the fact that it is a private company presenting training programmes in organisations.

1.7 HYPOTHESES

(a) The designed questionnaire can distinguish between the three levels of empowerment (Micro-level, Interface level, Macro-level).

(b) The final questionnaire is a valid instrument that measures the status of empowerment.

(c)   Exposure to an educational intervention will influence the status of empowerment and the questionnaire can be applied again to measure change immediately after the empowerment intervention and three months later.

(d)   The outcomes of exposure to a life-skills empowerment programme will be perceptible in individuals in the short and longer term, indicating growth or development in or retention of empowerment.

1.8   RESEARCH METHODOLOGY

This section gives a brief overview of the research procedure and methodology employed for the development and empirical testing of the measuring instrument to investigate empowerment of workers.

1.8.1   Research design

The paradigmatic aspects which guided this research design will be accounted for and related to the methods used (Table 1.1), in order to provide logic to the social inquiry (Denzin & Lincoln, 1994; Mouton & Muller, 1998; Reason, 1994; Smaling, 1992).

Table 1.1   **RESEARCH PERSPECTIVE OF THIS STUDY**

Technique	Paradigm	Epistemological viewpoint	Ontological viewpoint
Qualitative	Interpretative/ Naturalistic/ Constructivist	Verbal discourse and intuition linked to coherence theory of truth	Relativist Individual seen as person, interpreter or communicator
Quantitative	Post-positivist	Modified objectivity	Critical realism

In this research there is a blend of paradigms (Guba & Lincoln, 1989:157), in that the quantitative research methods used in the questionnaire development and implementation fall in the post-positivist paradigm. The qualitative methods employed in the observation of the

process of empowerment over a time frame are situated within the interpretative framework (which is also called the naturalist or constructivist paradigm) (Guba, 1990:20; Smaling, 1992:4). This blend of methods or triangulation has been mentioned by various theorists as being beneficial to the research process (Guba, 1990:21; Miles & Huberman, 1984:1; Mouton & Muller, 1998:16; Perkins, 1995b:771; Rappaport, 1995: 800; Robson, 1993:290; Smaling, 1992:4).

The research was carried out in two phases (Table 1.2). Phase 1 addressed the design of the questionnaire based on an established theoretical grounding (Albertyn, 1995) (subproblem *1.4 a*) with the subsequent validation of the instrument (subproblem *1.4, b*). The second phase consisted of the application of the structured and unstructured questionnaires to the experimental group before (Pre-test) exposure to an intervention, directly after (Post-test) and three months after (Post-post-test) completion of the programme.

Table 1.2 **PHASES OF THE RESEARCH**

Phase	Subproblem	Action
Phase 1: DESIGN	*1.4, a*	Design questionnaire
	1.4, b	Validate questionnaire
Phase 2: EXPERIMENT	*1.4, c*	Apply structured questionnaire to the experimental group (before and after intervention, and three months later)
	1.4, d	Apply unstructured questionnaire to a sample of the experimental group (before and after intervention, and three months later)
	1.4, e	Apply factor analysis to observe patterns of empowerment

1.8.2   Subjects

During the first phase of the research, the statements compiled based on the dendrogram (theoretical framework) were pilot tested on a total of 28 respondents to test for readability,

validity and understandability and to select the format for the options of responses (subproblem *1.4, a*). For statistical validation, the questionnaire was tested on three hundred and eleven (n=311) respondents who were matched as far as possible to the participants in the experimental part of the study, being individuals in lower level positions. After applying the summated ratings method for questionnaire development, content analysis was conducted on this reduced questionnaire with the assistance of two experts. During the second phase of the study the experiment was conducted using respondents who were participants in life-skills intervention programmes, which were held in eight organisations in the Western Cape between March and November 1999. The sample of 68 remained after the Post-post-test, while 67 were utilised for the final analysis.

A total of 121 in-depth interviews were conducted prior to, immediately after and again three months after completion of the programme. Forty-five respondents were randomly selected to be part of the sample and 33 remained by the end of the study.

1.8.3   Measuring instruments

In the development of the questionnaire in Phase 1, between 2 and 5 statements were compiled to measure each outcome of empowerment on the dendrogram on the three levels of empowerment (Micro-level, Interface level, Macro-level). The questionnaire consisting of 157 statements were utilised in the exploratory studies. After questionnaire reduction based on a statistical analysis using the summated ratings method, 61 statements remained.

After a content analysis, this finalised, structured questionnaire was utilised for the second phase of the research consisting of the experiment designed to observe the effects of an intervention on the empowerment of participants. For the qualitative collection of data, the interviewer utilised a semi-structured interview schedule to observe and identify the outcomes of empowerment in the respondents over a period of time. Demographic information of each respondent, relating to aspects such as age, gender, education level and organisational rank, was included.

1.8.4   Procedure during the study

After a thorough review of the related literature, each of the concepts on the lowest level of the dendrogram representing the indicators or outcomes of empowerment, were used to compile statements to measure the three levels of empowerment in the design phase of the research. These 157 statements were tested in exploratory studies for comprehensibility and readability. In order to reduce the questionnaire consisting of 141 remaining statements, it was tested on 311 respondents employed in an organisation and statistical procedures were applied to select the most valid and reliable statement for each indicator. Content analysis was applied to this reduced questionnaire.

The finalised questionnaire consisting of 61 statements was implemented in an experimental design in eight companies in the Western Cape (Bellville, Blackheath, Claremont, Paarl, Robertson, Stellenbosch, Strand and Tygerberg). Sixty-eight respondents completed all three questionnaires (Pre-test, Post-test and Post-post-test), of which 67 were retained for analysis, and the sample of 33 respondents completed all the in-depth interview sessions.

In order to observe the effects of empowerment (subproblem *1.4, c*), the qualitative *method* was used, namely in-depth interviews conducted with a randomly selected sample of half of the participants in the FREE TO GROW programme (n=33). These interviews were conducted at the same time as the administration of the questionnaire, namely before, directly after, and again three months after completion of the programme. The semi-structured questions used to guide the interview sessions were also based on the dendrogram that guided the questionnaire development. The information gathered from these interviews was analysed to observe the outcome of empowerment on the three levels of empowerment, namely Micro-level, Interface level and Macro-level, as experienced by participants over time.

1.8.5   Statistical procedures

Statistical procedures were applied in the first phase in order to validate the questionnaire (subproblem *1.4, b*), and in the second phase to describe the sample and observe the effects of

an intervention on the respondents at the three testing occasions (Pre-test, Post-test and Post-post-test) (subproblem *1.4, c*).

In the first phase of the research, the summated rating method was used to design, reduce and validate the questionnaire. Accordingly, item analysis was conducted where two criteria were applied. The first was the utilisation of the 4-point Likert scale with a 90% cut-off point. This was done to determine the questionnaire's discriminative power. The second criterion in the process of questionnaire reduction was the application of the Spearman correlation to determine the extent to which all the responses to the individual statements were correlated to the total score.

In the experimental part of the research (subproblem *1.4, c*), descriptive statistics were applied to determine frequency distributions for the demographic characteristics and to describe the characteristics of the non-completers. The student's t-test was applied to identify within-group changes between testing times. The Duncan's Multiple Range Test was applied to observe differences between means for groupings of categorical variables at testing occasions for the three levels of empowerment ratings (subproblem *1.4, d*). Factor analysis (subproblem *1.4, e*) was applied in order to discover the meaning of the factors that underlie responses to the observed variables (empowerment construct) and to test the theory about the nature of the underlying process within the concept of empowerment.

1.9   ETHICAL STATEMENT

Participants were ensured of confidentiality throughout the research process and reporting of the results. This is in line with guidelines for assessing employees (Jacobson, 1996:30). They were protected from being identified, since names were omitted in the research instruments.

1.10   SEQUENCE OF CHAPTERS

The introduction and problem statement for this study have been included in **Chapter One** to provide an indication of the reasons for this research. The importance of empowerment of

individuals for human development as well as the importance of the accountability and measurement of the effectiveness of interventions has been discussed in this chapter. Concepts were clarified, hypotheses stated and the methods employed were described.

Chapter Two consists of a thorough review of the literature regarding the construct of empowerment, examining the related concepts of power and powerlessness and then a definition of the term empowerment, as well as the classification and identification of the indicators of empowerment. Interventions, which seek to empower individuals, are examined in terms of the context within which empowerment occur, the empowerment process, empowerment techniques and strategies. An examination of organisational perspectives on empowerment concludes the chapter.

Chapter Three describes the research procedure used for this study. The situational context in which the research takes place, selection of the population, measuring instruments, procedures during the study, data collection and data analysis are described in this section.

Chapter Four describes the results of the first phase of the research in accordance with the objective of developing and testing an instrument to measure the empowerment of individuals participating in an educational intervention.

The results of the empirical section of the study are discussed in **Chapter Five**. This is done in terms of the demographic characteristics of respondents and variations in their state of empowerment over time. The findings are discussed regarding the changes that have taken place in respondents at the three levels of empowerment (Micro-level, Interface level and Macro-level) after an educational intervention.

In the final chapter, **Chapter Six**, conclusions and recommendations are given, based on the literature review and the results from the empirical section of the study. Broad guidelines are then drafted for adult educationalists to facilitate empowerment interventions.

REVIEW OF RELATED LITERATURE

2.1   INTRODUCTION

2.2   POWER

2.2.1   Definition

2.2.2   Types of power

2.2.3   Mechanisms of power

2.2.4   Post-modern perspective

2.3   POWERLESSNESS

2.3.1   Definition

2.3.2   Sources of powerlessness

2.3.3   Effects of powerlessness

2.4   EMPOWERMENT

2.4.1   Aims of empowerment

2.4.2   Definition of empowerment

2.4.3   Empowerment classification

2.4.4   Empowerment indicators

2.5   EDUCATIONAL PERSPECTIVES

2.5.1   Empowerment context

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2.5.3   Empowerment models

2.6   INTERVENTIONS IN TRAINING AND ORGANISATIONAL SETTING

2.6.1   Individual perspective of empowerment

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2.6.3   Motivation for use of the empowerment concept in organisations

2.7   IMPLICATIONS FOR ORGANISATIONAL TRAINING: STRATEGIES AND GUIDELINES

2.7.1   Educational perspectives and strategies for empowerment

2.7.2   Guidelines for organisations for enhancing empowerment

2.1   INTRODUCTION

The discussion in this chapter focuses on three main aspects. The first section consists of an analysis of the empowerment construct, where the elements of the term are discussed, namely power, powerlessness and empowerment.   Secondly, the educational perspectives are investigated in order for practitioners to gain knowledge about the processes involved in transformation towards empowerment; and finally, intervention in the training and organisational settings is examined.

In order to understand empowerment it is necessary to clarify the condition from which it evolves, as well as the elements of the construct.   The first section commences with a discussion of the concept of *power,* focusing on the definition, the types of power, mechanisms that operate, and a post-modern perspective of the construct. This is followed by a description of the disempowered state or *powerlessness*.   The *empowerment* concept is, in conclusion, analysed in terms of its aims, definition, classification and indicators.

2.2   POWER

It is important to consider the constructs of power and control when considering the notion of empowerment in adult education (Figure 2.1). Critical theorists argue that issues of power must be placed at the centre of any theory of adult education, because a critical analysis of discourse and power structures and the way they operate in people's lives is missing from adult education (Connelly, 1996:246; Inglis, 1997:8). Power relations are present everywhere in society and everyone has to some extent internalised the value system of the dominant class. The role of adult education in changing unequal power relations in society needs to be debated by adult educators and those interested in emancipatory education (Tisdell, 1993:203). Without an analysis of power there is a danger that transformative learning, instead of being emancipatory, could operate as a subtle form of self-control.

The definition of power has varied over the years according to the discipline and the perspective of the author. The historical context has also determined the nature and operations of power. Foucault has had an influence on the post-modern conceptualisation of power and it

is argued that from this perspective in individuals and society, the empowerment concept has emerged and gained in popularity in recent years.

Outdated perception	**Present perception**
-Negative	-Positive
-Imposed	-Built into everyday life
-Power to possess	-Creative
	-Active

Post-modern perspective

DEFINITION
- ❏ Individual aspects
- ❏ Contextual aspects
- ❏ Relational aspects

Power

EMPOWERMENT

TYPES

MECHANISMS
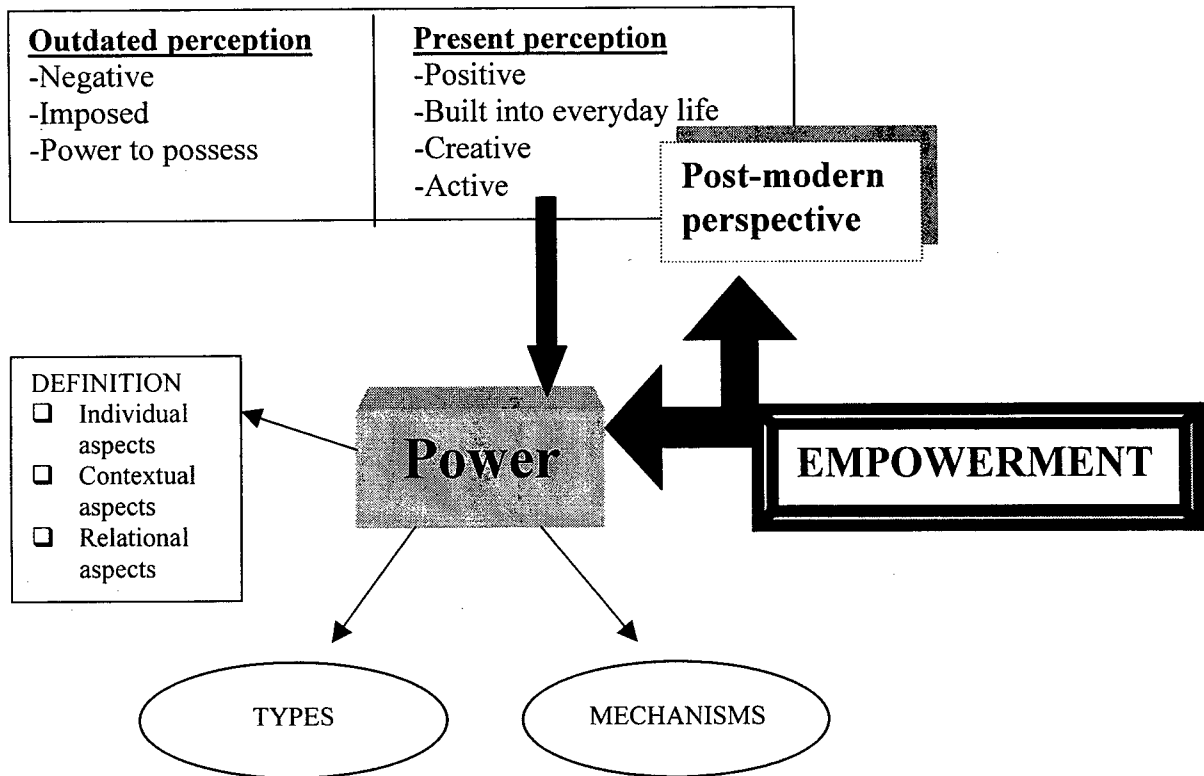
Figure 2.1   **CONCEPTS RELATING TO POWER**

According to Edwards and Usher (1994:2), power is seen by Marxism, Liberal humanism and the ideas of the Enlightenment school of thought as being negative, oppressive, the source of coercion and illegitimate control, the removal of which allows individuals to realise themselves fully. This discourse about power has been brought into question in recent years by the work of Foucault. He moves away from the Marxist perspective of institutionalised forms of power and examines power relations of inequality which are maintained and created in more subtle ways through ostensibly humane social practices (McNay, 1994:3; Lyotard, 1984 in Westwood, 1992:193; Minson, 1986).

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2.2.1 Definition

The definition of power ranges from the individual aspects to the relational concerns to the contextual issues. The comments that follow illustrate the various perspectives. Power has been thought of as an acquisition which either an individual or organisation possesses. Individuals are powerful when they have sufficient resources to get their own way and do what they want despite the resistance of others. Powerful people define not only what is good and bad, right and wrong, but also what is worth knowing (Inglis, 1997). Serrano-Garcia (1994:1) agrees that power has been conceived as an object that can be possessed, which resides in a person, group or society and can be transferred from one person or group to another. It is also seen as an ability, the exercising of which fosters our development and the lack of which limits our control over the most personal aspects of our life. The post-modern view regards power, according to McHoul and Grace (1993:7), in terms of relations built consistently into the practices of everyday life, rather than as something imposed from the top down. Foucault also views power in this light and his perspective will be discussed in more detail later.

Power has been perceived as a primarily relational concept used to describe the perceived power that an individual actor or organisational sub-unit has over others. Power is seen as a function of the dependence and/or interdependence of actors (Thibaut & Kelley, 1959 in Conger & Kanungo, 1988:472). Jarvis (1997:83) suggests that power in its crudest form is behavioural since it involves the ability that either systems or persons have to make others conform to a predetermined behaviour pattern and to ensure that they make the types of decisions that the power holders desire. This is an overt form of power. Power also operates in such a manner as to enable the power holders to control the way in which the issues are discussed. The other form of power relates to the actual control of the social processes themselves.

Everyone is socialised in a social system and becomes part of its culture. The social processes through which individuals pass have emerged as a result of most people accepting the *status quo* and conforming to society's inequalities. Power to control those institutions that benefit the few and to produce people satisfied with their inequality is the most covert of all forms of power. Education is, according to Jarvis (1997:84), part of this power process.

The definition, according to these authors, revolves around power being a possession or ability to influence or control individuals in relations. The classical view of power as being largely a force that is negative and characterised by domination has changed to one that views the individual as central, and this moves closer to the notion of empowerment.

Edwards and Usher (1994:4) see the individual as both an object of power and an instrument through which power is exercised. McNay (1994:137) concurs and says that a human being's subjectivity is not only understood as merely a domain manipulated by techniques of power, but as a constitutive element in a power structure. McClelland (1975 in Conger & Kanungo, 1988:473) suggests that individuals be seen also to have the need for power where power connotes an internal urge to influence and control other people.

Power and control are used as motivational and/or expectancy belief states that are internal to individuals. Their power needs are met when they believe they can adequately cope with events and/or the people they confront. Power in this motivational sense refers to an intrinsic need for self-determination or a belief in personal self-efficacy (Conger & Kanungo, 1988:473). According to Koehn (1998:180), power is the agency to act, to be able.

One important form of power has been referred to as subtle power, that is the ability of ideas to regulate our behaviour, often unconsciously. It also refers to individuals' ability to free themselves of such regulations. If there is a widespread sense of being disempowered, the situation can be altered by enlarging our conception of power and then acting upon the enlarged conception.

The individual aspect of power cannot be viewed in isolation; the societal aspects are salient in the contextual debate of power. Adult education, Connelly (1996:246) asserts, takes place within an oppressive capitalist society, therefore adult education theory must be informed by an ideological critique and a collective emancipatory praxis. Power is not one individual's domination over others or of one class over another, because the subject which power has constituted becomes the mechanisms of power.

2.2.2   Types of power

It has been proposed that there are various types of power. Stewart (1989 in Clutterbuck & Kernaghan, 1994:14), says that there are five basic kinds of power: the power to reward, the power to punish, authority: power that goes with the job, expertise, and referent power attached to a leader because people admire him/her. Bourdieu and Wacquant (1992:119) assert that most people are able to get their own way through different forms of capital. One of the most efficient ways of doing this has been economic capital. Political capital enables one to rule by having a high position. Social capital comes from social networks, whereas cultural capital is derived from people having greater prestige due to knowledge, education, manners and morals. Empowerment is seen in this context as being the process by which individuals or groups seek to obtain greater economic, political and social power. Benjamin and Walters (1994:88), however, say that power is not something which people possess, but something they exercise, and there are four types of exercised power, namely: 'power over', 'power with', 'power to' and 'power within'.

2.2.3   Mechanisms of power

The issues of control over, and access to resources are mentioned as a cardinal component of the power debate. The mechanisms of power are explained by Serrano-Garcia and Lopez (1990 in Serrano-Garcia, 1994:9) who assert that power is a social relationship characterised by the presence of two agents within an historically asymmetrical material base, which are in conflict over a resource which one of them controls and the other covets. For power relations to develop, people must construct power as unequal, and for this consciousness to develop, the asymmetry must generate feelings of dissatisfaction that people can attribute to other causes. Power relations begin when an agent manifests interest in controlling a resource that another agent controls and that the former believes will satisfy its aspirations (Serrano-Garcia, 1994:13).

2.2.4   Post-modern perspective

The post-modern movement is characterised, according to Mouton and Muller (1998:4), by the celebration of difference, diversity and a distaste for overarching explanations. Foucault's

position will be discussed at this point as it has been seen as important within the post-modern debate concerning power.

Foucault claims that all contemporary analyses of power are based on some or other version that portrays it as negative and repressive (McHoul & Grace, 1993:64). The classical analysis of power, namely that it is a commodity, is dismissed and Foucault is concerned with the micro-level and with the exercising of power at these lowly levels (Marshall, 1989:102). He stresses the productive nature of the modern exercising of power, and attributes the production of ideas and the structures of institutions to the exercising of power in its modern forms. Instead of viewing power as a series of negative attributes, Foucault (1977) suggests that we need to understand that 'the relations of power are, above all productive'.

Power is crucial to the construction of reality, meanings and rituals of truth. Foucault sees power as an essentially positive phenomenon, not in a negative way as a limitation or constraint. Power underlies all social relations and is a fundamentally enabling force, creative and active (McNay, 1994:3,148). In reformulating the relationship between power and knowledge, power itself has to be reconceptualised. Power brings forth active subjects who better understand their own subjectivity and in this process subject themselves. There is a shift in the operation of power to people productive and efficient (Edwards & Usher, 1994:3; Inglis, 1997:12).

Foucault (1973) asserts that modern mechanisms of power are more dependent upon bodies and what they do upon the earth and its products. It is a mechanism of power that permits time and labour, rather than wealth and commodities, to be extracted from bodies. It is a type of power that is constantly exercised by means of surveillance. The organisational emphasis on empowerment focuses on people becoming self-regulating, disciplined and controlled. This can be seen as part of a process of empowerment, which corresponds with Foucault's theory of a gradual movement in Western society towards softer, subtler and more pervasive forms of control (Inglis, 1997:3). He sees the wielders of power as being just as inextricably caught in its web as the supposedly powerless (McHoul & Grace, 1993:7).

Foucault views power and knowledge inseparable from each other rather than counterpoised. He refers to power and knowledge as being correlative, always found together in regimes of truth, the knowledge practices and discourses through which power is manifested and exercised. The exercising of power itself generates new objects of knowledge and new bodies of information (Edwards & Usher, 1994:2; Westwood, 1992:194; McHoul & Grace, 1993:59). Inglis (1997:9) states that power constitutes knowledge and that resistance deconstructs truth.

Individuals are always in the position of simultaneously undergoing and exercising power (Foucault, 1977). Foucault (1980) states that a relationship of power is a mode of action that does not act directly on others, it acts upon their actions, those existing or on those that may arise in the future. Power does not act upon beliefs but upon actions and can always be resisted. It also acts on bodies' changing abilities and producing calculable bodies to lead useful lives. The effects of power are material and potentially empowering, and their site is more often than not the body (Marshall, 1989:104; McHoul & Grace, 1993:22).

Foucault observes that today the population as a whole is controlled through a network of disciplinary institutions spanning all spheres of social life. Social conformity is secured only by way of a permanent and detailed regulation of conduct wherein the leading organs are those institutions of control that are linked together in a closed and regulated system. He sees, therefore, that subjects are forced to adapt not through the manipulation of their psychic drives but through the disciplining of their bodily behaviour (Honneth, 1994:177).

Foucault recommends an ascending rather than descending analysis of power. Global forms of power rely in the first instance on those "infinitesimal practices, composed of their own particular techniques and tactics which exist in those institutions on the fringes or at the micro-level of society" (Foucault, 1980:99). Foucault looks at the way in which the post-enlightened society may delimit rather than increase the freedom of individuals and thereby perpetuate social relations of inequality and oppression. In order to understand power it needs to be analysed in its most diverse and specific manifestations rather than focusing on its most centralised forms (McNay, 1994:3,148).

Psychological empowerment, according to Zimmerman (1995:592), is different from but related to power. Power suggests authority, whereas empowerment is a feeling of control, a critical awareness of one's environment and an active engagement in it. Actual power or control is not necessary for empowerment because in some contexts and for some populations real control or power may not be the desired goal. Rather, goals such as being more informed, more skilled, healthier or more involved in decision making may be the desired outcome. Davis (1997:189) states that to possess power, individuals and institutions must develop, take, exercise and assert it. They empower themselves.

In this section, the notion of power as a commodity has been negated, and the focus has moved to the personal or individual aspects of power. This possibility that individuals possess power to make meaning of their situations, leads to optimism and potential for empowerment of individuals, and this can be facilitated through adult education. The potential of the construct of empowerment gains profundity through an examination of powerlessness, which will be discussed more detail in the following section.

2.3   POWERLESSNESS

Powerlessness is discussed here in terms of its *definition*, the *sources* and its *effects*. By examining powerlessness, the necessity of empowerment becomes clearer (Figure 2.2).

2.3.1   Definition

An antecedent to the empowerment process is that individuals are in a situation where they experience an actual or potential loss of power, and they feel a sense of distrust, alienation from resources to social influence, a sense of hopelessness and an attitude of self-blame. Freire (1973:4) argues that powerlessness causes individuals to lose their ability to make choices, being more subjected to external prescriptions and the choices of others. Perceptions of social isolation, powerlessness, normlessness and helplessness correlate negatively with empowerment (Zimmerman, 1995:589).
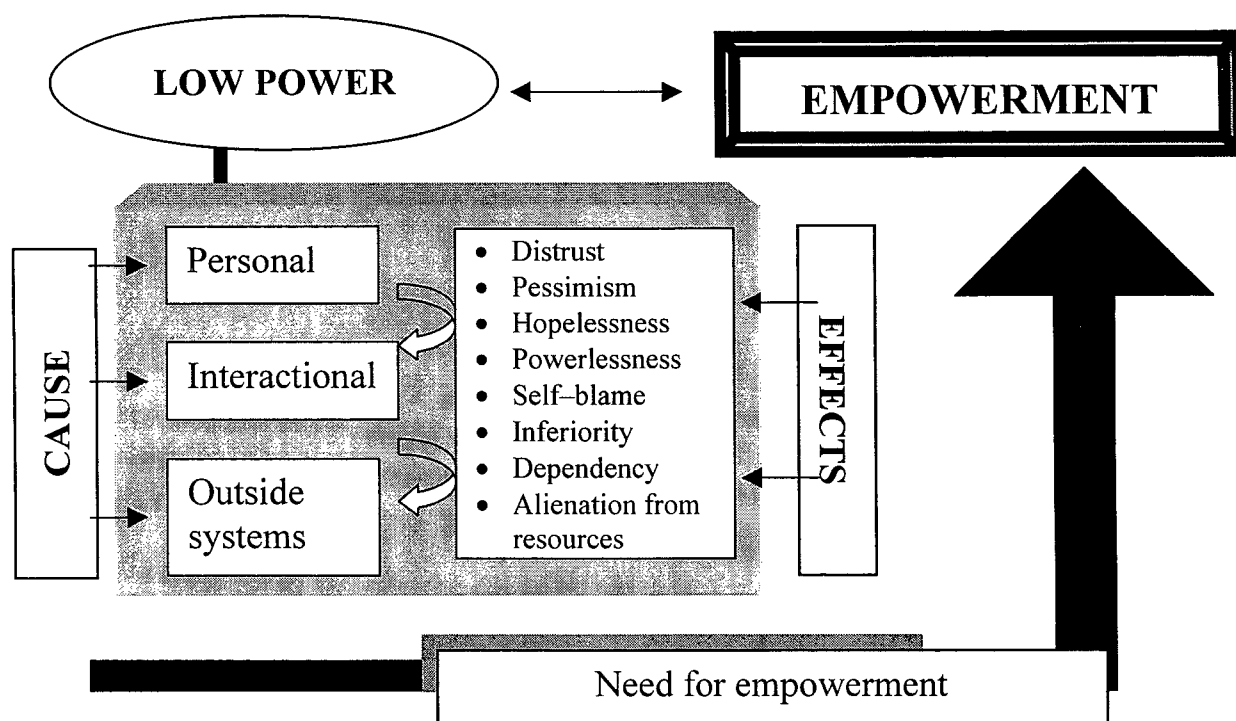
Figure 2.2   **CONCEPTUAL FRAMEWORK RELATING TO POWERLESSNESS**

A disempowered individual, never having been allowed the opportunity to become aware that knowledge is socially constructed and that the reality is a process in a constant state of transformation, accepts this view fatalistically as known reality and becomes passive, dependent and hopeless (O'Loughlin, 1990:8). Conger and Kanungo (1988:473) add that individuals' power needs are frustrated when they believe that they are unable to cope with the demands of their environment.

The term *powerless* refers to being unable to direct the course of one's life or exercise interpersonal influence and function effectively socially. This is due to societal conditions and power dynamics, lack of skills, knowledge and/or material resources, lack of faith that one can change one's life or effectively perform valued social roles which lead to personal gratification. It arises through a process whereby valued identities and roles on the one hand and valuable resources on the other are denied.

According to Foucault (1977), the problem of powerlessness and the inability of individuals to affect their transformation are that power becomes overwhelming, permeating everything and everybody equally. Individuals are left with a deeply pessimistic view of themselves. The lack of power is based on several factors, including economic insecurity, absence of experience in the political arena, absence of access to information, lack of fiscal support, lack of training in abstract and critical thought, and physical and emotional stress. As individuals experience powerlessness in relation to their environment, that experience is internalised. This is a process where people contribute to real powerlessness impinged on the environment by allowing their own emotional, intellectual and spiritual mindset to prevent them from actualising possibilities which in reality do exist (Parsons, 1991:10).

2.3.2   Sources of powerlessness

Solomon (1976) identified three potential sources of powerlessness: the negative self-evaluation attitudes of oppressed people themselves, negative experiences in the interaction between the victims of oppression and the outside systems, and larger environmental systems which block effective action-taking by powerless groups. Powerlessness is derived from the experience of systematic negative valuation based on membership of a stigmatised group.

The factors that constrain individual agency according to LeCompte and DeMarrais (1992:16 in Inglis, 1997:9) revolve around people being excluded from the system because they do not behave in the right way. The oppressed do not have the same ideas and practices as those who are economically, politically and socially more powerful. Honneth (1994:179) states that in normal cases social groups support the process of maintaining relations of social power through their normative convictions and cultural orientations. According to him they participate in the exercise of domination. Foucault (1973) says that we need to discover how it is that the subjects of power are constituted through a multiplicity of organisms, energies, materials, desires and thoughts.

Staub-Bernasconi (1991) argues that powerlessness is a result of relationships in which poor resources lead to low social attractiveness and thus to very low chances to control one's own life

by the access to the resources of others. The more and qualitatively different resources one has, the better one can control other resources, people and ideas according to the individual's and organisation's goals and long-term interests. Gutierrez (1990) makes the point that lack of access to many social resources is both a cause and an effect of powerlessness.

Solomon (1976) relates powerlessness to lack of esteem and maintains that self-esteem is not determined by forces inherent within the organism but is dependent upon the judgement of others. Oxtoby (1999:40) concurs and says that there are two main ways in which people become disempowered, that is through being overcontrolled and through being treated in a way that gives the person a poor self-concept. The disempowered individual operates within the self-imposed limitations that take all the zest out of doing his or her job.

2.3.3   Effects of powerlessness

The effects of powerlessness are varying degrees of alienation from and mistrust of societal institutions, lowered self-esteem, fatalism, an attitude of self-blame, a feeling of alienation from resources for social influence, and a sense of hopelessness in the socio-political struggle. It has the effect of reducing the ability to exercise personal control and contributes to the development of negative stereotypes (Parsons, 1991:10; Solomon, 1976). Powerlessness also contributes to poor mental health outcomes (Gutierrez, 1990).

A significant effect of powerlessness is a state of dependency, which is adopted to get a sense of power, to be close to persons who actually do have power (Pinderhughes, 1983). Negative valuations of individuals have made them insensitive to the power available to them. If individuals have accepted and incorporated these negative valuations into their self-systems, they are generally described as 'unmotivated', that is they perceive no reason for the situation to be different (Solomon, 1976:324). Powerless individuals and groups are exposed to negative valuations from the larger society, but these negative valuations are not experienced uniformly by the group. There may be a multiplicity of individual responses to negative valuation based on the differential exposure (Solomon, 1976).

One of the gravest obstacles to the achievement of liberation is that oppressive reality absorbs those within it and thereby acts to submerge their consciousness (Freire, 1985). There is an even lower awareness of the complex causalities and interaction effects of these multiple social systems on the individual and vice versa (Staub-Bernasconi, 1991). Cranton (1994:18) points out that adults will resist contradiction to their beliefs and will deny discrepancies between new learning and previous knowledge. In response to a challenge to their assumptions, many learners will entrench themselves even more firmly in their belief system and become hostile or withdrawn in the learning environment.

Powerlessness has been described in this section and it is clear that every individual has or will be exposed to powerlessness on various levels and at different stages in his life. Adult education theory needs to take cognisance of these perspectives to facilitate work with disempowered adults. Empowerment is a construct that has the potential to alleviate the elements of powerlessness in individuals, and will be discussed in detail in the next section.

2.4 EMPOWERMENT
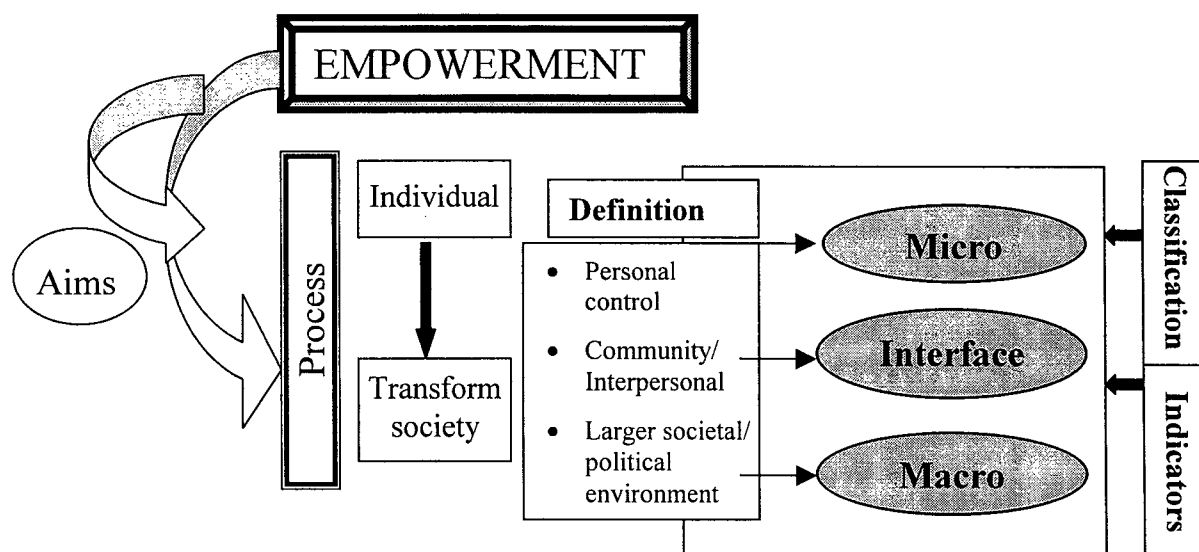
Figure 2.3   CONCEPTUAL FRAMEWORK RELATING TO EMPOWERMENT

To most people empowerment is a vague buzzword, but it is important to have a clear understanding of the concept of empowerment as confusion often arises from indiscriminate use of the term by many different disciplines (Figure 2.3). This lack of clarity ultimately inhibits the development of theory, scientific understanding and sound programme planning and policy making, according to Burns (1992 in Perkins, 1995b:766). LeCompte and DeMarrais (1992:6) caution against the uncritical use of the term empowerment, because if uncritically embraced, empowering practices could lead to the very abuses they seek to redress, that is the further disempowerment of the oppressed.

LeCompte and DeMarrais (1992:7) comment of the origin of the term empowerment and say it is found in the Enlightenment concepts of individualism, liberty, equality and human rationality. They assert that its emphasis on self-awareness, systemic analysis and individualism makes it a distinctly Western concept. The earlier uses of empowerment focused on it as a means to confront political and structural asymmetries and subsequent efforts that emphasise the individual psyches and interpersonal relations. This is an important point and should be borne in mind when critically examining the construct of empowerment.

2.4.1   Aims of empowerment

Power relations are evident in all layers of society. Individuals form responses to these forms of power, ranging from the disempowered helpless response, together with pathological behaviour manifestations, to the empowered response of critically thinking and gaining control over themselves as individuals and ultimately exerting influence in broader society. According to Freire (1985), power is at the basis of all forms of behaviour in which people resist, struggle and fight for their image of a better world. Domination is subtle and is found in the way in which the oppressed internalise and thus participate in their own oppression. This may pose an internal obstacle to self-knowledge and thus to forms of social and self-emancipation. Empowerment aims ultimately to transform society based on the foundation of the individual's empowerment. It should lead to emancipation or the power to act. The aim of empowerment is to increase control at the three levels of power, namely Micro-, Interface and Macro-levels. Various writers illustrate the progressive yet overlapping process in these three realms.

According to Solomon (1976), the overall goal of empowerment is that of helping participants that have been subjected to negative valuations, to perceive themselves as causal forces capable of exerting influence in the world. Once personal empowerment has taken place, empowerment at the other levels will take place as expounded by Freire (1985), who states that people must be allowed to become masters of their thinking so that they may engage in action and reflection upon their world in order to transform it.

Badir (1988) also stresses the importance of the cognitive component and asserts that individuals can come to intervene in the public realm only as they understand the meaning of their life. Knowledge and increased understanding of power relations expand the capacity for acting freely and being empowered. Garrison (1992:141) adds that "...the real purpose of increased control is to achieve a deeper understanding of content and the opportunity to confirm knowledge objectively. This suggests a symbiotic relationship between external control concerns and internal responsibility issues". When people feel empowered, they are likely to use their energy and talents with extraordinary results (Bowen & Lawler, 1992:34; Kizilos, 1990:47; Wong & Kleiner, 1996:8).

It is important to note limitations placed on the individual by the external world, in that someone may be powerful psychologically, personally or interpersonally, yet have no or little social power to determine his/her own fate economically, socially or politically (Evans, 1992). Empowerment must therefore be based on experiences designed to challenge and change social structures that support injustice and unequal power, so that people who are lacking an equal share of valued resources gain greater control over those resources and more equal power relationships (Cunningham, 1992; Allen & Barr in Morgaine, 1993:15). It is clear therefore that the aim of empowerment is to enable people to have greater control in their lives and this takes place on varying levels.

2.4.2   Definition of empowerment

According to Rappaport (1995:797) and Thomas and Velthouse (1990:666), empowerment is a multifaceted, conceptually complex idea and its essence cannot be captured by a single concept.

It is a multilevel construct in which each level of analysis is interdependent on the others (Zimmerman, 1995:581). Foster-Fishman *et al.* (1998:519) found in their research that multiple forms of empowerment exist across people and contexts. Maton and Salem (1995:632) state that empowerment has been defined in many ways depending in part on the specific population of life domain under consideration and in part on the theoretical orientation and level of analysis employed by the researcher. The definition needs to be expanded to include an understanding of all forces necessary for transformation of reality (Airhihenbuwa, 1994:345). Part of the difficulty with defining empowerment is that the dynamics of power are present in all facets of society, and so empowerment takes on a variant form in different people, within varying contexts, as specific meanings of empowerment grow out of each individual's life experiences.

The form of empowerment and the results will therefore vary. Foster-Fishman *et al.* (1998:509), Rappaport (1995) and Yonemura (1986:478) say that empowerment cannot be defined in a single way; it needs to be defined by the people concerned. It has been propounded, however, that a conceptual definition of empowerment that is consistent with the empirical literature helps delineate the boundaries of the construct (Zimmerman, 1995:585).

Empowerment theory and practice with roots in diverse disciplines such as community organisation methods, adult education techniques, feminist theory, economics and political psychology, all emphasise different aspects of the concept of empowerment. Because empowerment consists of various dimensions, it is important that educationalists study all the definitions and derive their own definition to suit their mission.

The guiding definition of empowerment for adult educationalists should involve a psychological sense of personal control and concern with actual social influence, political power and legal rights. It should include both individual determination and community participation. Empowerment concerns both one's perceived and actual ability to determine the course of one's life and community (Evans, 1992:141). LeCompte and DeMarrais (1992:16) suggest two ways of addressing power. The first is through Micro-level or site-specific struggles, which involve challenging the existing structures of power by devising alternative

ways of doing things, and this is essentially reformist. The second more radical approach is at a Macro-level and involves challenging and changing existing structures of power.

The focus on the individual or Micro-level perspective of empowerment has been seen as increasing the power of participants so that individuals can take action to improve their life situations; to influence the forces which affect their life space for their own benefit (Pinderhughes, 1983:332). Each individual's experience of empowerment or oppression is different from another and is influenced by a wide range of intersecting factors such as race, class, geographic location and so on. Mechanic (1991 in Maton & Salem, 1995:632) defines empowerment as a process in which people develop a closer correspondence between their goals, efforts and life outcomes.

According to Conger and Kanungo (1988:474) empowerment is defined as a process of enhancing feelings of self-efficacy through the identification of conditions that foster powerlessness and through their removal by both formal organisational practices and informal techniques of providing efficacy information. Empowerment is defined more broadly as increased intrinsic task motivation manifested in four cognitions reflecting an individual's orientation to his/her work role: meaning, competence (self-efficacy), self-determination and impact (Thomas & Velthouse, 1990:666). Empowerment has been described as a way in which individuals learn to be more powerful, where people learn to be more self-aware, self-confident, assertive, effective and dynamic so they can do better within the existing system rather than change it (Inglis, 1997:10).

It is power that stems from new knowledge and skills acquired, action taken and gaining inner strength from an educational experience; it also includes an intentional ongoing process centred in the local community, involving mutual respect, critical reflection, caring, and group participation, through which people lacking an equal share of valued resources gain greater access to and control over those resources (Simmons & Parsons, 1983). Perkins (1995a:569) says that empowerment theory, research and intervention link individual well-being with the larger societal and political environment. Letsebe (1998:1) regards empowerment as the

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improvement of personal, interpersonal and political power so that individuals can become actively involved in improving their quality of life.

A definition of empowerment where it is seen as a mechanism by which people, organisations, and communities gain mastery over affairs, emphasises the individual's participation in the process (Fawcett, White, Balcazar, Suárez-Balcazar, Mathews, Paine-Andrews, Seekins & Smith, 1994 in Foster-Fishman *et al.*, 1998:508; Kizilos, 1990:49; Miller, 1983; Rappaport, 1981:19). Simmons and Parsons (1983) concur and say that empowerment is the process of enabling persons to master their environment and achieve self-determination. Basic empowerment depends on the expansion of people's capabilities that involves an enlargement of choices, individual growth in skills and thus an increase in freedom (United Nations Development Programme, 1996:55; McWhirter, 1991). Leidenfrost (1992:115) defines empowerment as the "... ability to do, the capability to accomplish tasks, the command over events, and the ability to exercise influence".

All people possess empowerment. It cannot be bestowed on others, it does not simply mean giving the disenfranchised more responsibility without additional support or resources, it should include both individual and collective actions, it is not assertiveness training, it is not just feeling good about oneself and it cannot be limited to personal change (Morgaine, 1993:15; Kaczmarek, 1994:29).

From the above discussion it is evident that the definition of the construct includes the aspects of personal agency, social interaction and action to bring about change. These will be examined more closely in the following section.

2.4.3 Empowerment classification

From the literature the three levels of empowerment can be distinguished when the definitions of empowerment are grouped according to the outcome expected to take place through the empowerment process; be they increased personal control (Micro-level), Interface control or political control (Macro-level). Empowerment should take place on all of these levels (albeit at

EMPOWERMENT

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        MICRO-LEVEL        INTERFACE LEVEL        MACRO-LEVEL
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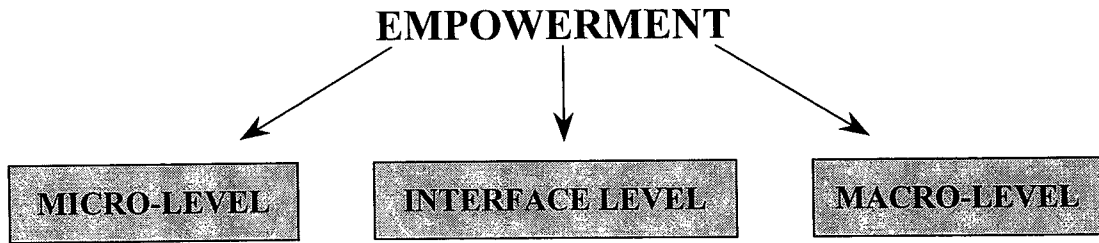
Figure 2.4   **CLASSIFICATION OF EMPOWERMENT**

varying stages and rates) for it to be called true empowerment. Inglis (1997:8) states that the problem of a solely psychological or Micro-level perspective on empowerment is the lack of emphasis given to an analysis of the social structural constraints of oppression and to an examination of how these constraints may be overcome. Being able to transform social life necessitates being able to understand different types of power and the ways in which they operate in society as a whole, as well as in the lives of individuals (Figure 2.4).

(a)   *Micro-level empowerment*

On the micro- or personal level, Bowen and Lawler (1992:32) quote Carlzon (1987) who defined empowerment as follows:

> *To free someone from rigorous control by instructions, policies and orders, and to give that person freedom to take responsibility for her/his ideas, decisions and actions is to release hidden resources that would otherwise remain inaccessible to both the individual and the organisation.*

People can be empowered to possess a sense of agency, that is to take responsibility for constructing their own understanding and ultimately for determining the direction of their own lives (O'Loughlin, 1990:9). Pinderhughes (1983:334) says that an empowered individual has "... the ability and capacity to cope constructively with the forces that undermine and hinder coping, the achievement of some reasonable control over their destiny".

Rappaport (1981:15) states that empowerment suggests a sense of control over one's life in personality, cognition and motivation. It expresses itself at the level of feelings of self-worth, of being able to make a difference in the world. The real issue is not so much that of having power, but feeling powerful (Kieffer, 1984). Within the individual framework, Stromquist (1988:13) suggests the classification of firstly, cognitive empowerment, in which the aspect of individuals understanding their conditions of subordination and the reasons for the creation of such conditions, is emphasised. Secondly, the psychological component includes the development of feelings so that they can improve their conditions. They must believe that they can succeed in their efforts. To summarise, Micro-level empowerment refers to personal feelings of control of the specific individual's environment.

(b)   *Interface level empowerment*

According to LeCompte and DeMarrais (1992:14) a major weakness in the focus on individuals is the extent to which contextual factors and especially asymmetries of power constraining individual agency are ignored. It is important to explore linkages between the micro- and the other levels, showing how effects observed at the Micro-level are associated with factors in larger social, cultural and political spheres.

Pinderhughes (1983), Rappaport (1981) and Solomon (1976) stress that empowerment is not strictly an individual phenomenon, but that it includes wider effects occurring at social and community levels. The Interface (interpersonal) level of empowerment starts to impact on the people with whom the individual comes into contact. Kari and Michels (1991) illustrate this by saying that empowerment occurs when parties influence each other. Empowerment is not something one does for another person but rather the ability to act collectively to solve problems and influence important issues.

Gutierrez (1990) and Simmons and Parsons (1983) emphasise the mutual benefits in that individual empowerment can contribute to a group's empowerment and an increase in a group's power can enhance the functioning of its individual members. Kieffer (1984) expands on this and remarks that empowerment is a transactional concept because the process involves a

relationship with others. Although empowerment involves an individual demand, it is nurtured by the effects of collaborative efforts (Solomon, 1976). Parsons (1991:11) defined empowerment as "... a process through which people become strong enough to participate within, share in the control of, and influence, events and institutions affecting their lives". Three characteristics of the empowerment definition are the individual's access to and control over needed resources; decision-making and problem-solving abilities, and acquisition of instrumental behaviour needed to interact effectively with others in order to procure resources (Dunst & Trivette, 1987).

According to Rappaport (1981), empowerment is a developmental concept where individual, family and community growth is enhanced. There is a multidimensional nature of empowerment and an emphasis on community participation (Mariner, 1992; McWhirter, 1991:227), because people are part of a larger reality that includes a variety of dimensions (Fahlberg, Poulin, Girdano & Dusek, 1991:184). Interface level empowerment will therefore be characterised by an ability to make a difference in the relationships and conditions immediately affecting the individual.

(c)   *Macro-level empowerment*

Stromquist (1988), says that empowerment is a socio-political concept that goes beyond 'participation' and 'consciousness raising'. Empowerment brings the notion that individuals must be ready to take action at all times because social change and reconstruction occur daily. Individuals should not only understand their place in society, but should undertake efforts to modify social relations. LeCompte and DeMarrais (1992:8) maintain that conceptions of empowerment or human liberation concern structural correlates of inequality and the role which dominant groups play in creating them.

Reflections on interaction between the individual and the environment must be extended to deal with levels of organisation and structures, encompassing all aspects of reality and the causal links between them (Pinderhughes, 1983; Staub-Bernasconi, 1991).

Based on the above discussion, empowerment refers to a comprehensive process affecting not just the individual but the individual in relation to others, to the community, and to society (McWhirter, 1991). There is a combination of a sense of personal control and the ability to affect the behaviour of others, a focus on enhancing existing strengths in individuals or communities, a goal of establishing equity in the distribution of resources, an ecological (rather than individual) form of analysis for understanding individual and community phenomena, a means for addressing the problems of powerless populations and for mediating the role powerlessness plays in creating and perpetuating social problems, and a belief that power is not a scarce commodity but rather one that can be generated in the process of empowerment (Gutierrez, 1990). Some change agents have attempted to create a synthesis between individual empowerment and social revolution. They argue that Macro-level structural changes can be initiated at the Micro-level by grassroots empowerment movements stimulated by critical pedagogy. This brings about self-awareness, and those empowered individuals can then in turn confront oppressive social structures as catalysts for wider change (LeCompte & DeMarrais, 1992:17).

The post-Marxist's emphasis is on an attempt to understand 'subject constitution' and aims to identify different discursive conditions for the emergence of collective action. In this vein, empowerment on the Macro-level is not reliant on changes in powerful social groupings but on democratic revolutions. The emphasis, according to Laclau and Mouffe (1985 in Mouton & Muller, 1998:37), is on "...a type of action whose objective is the transformation of a social relation which constitutes a subject in a relation of subordination".

To sum up, Torre (in Parsons, 1991:11) identified from literature at least three major themes in the conceptualisation of empowerment. Firstly, a development process which begins with individual growth, and possibly culminates in larger social change; secondly, a psychological state marked by heightened feelings of self-esteem, efficacy, and control; and thirdly, liberation resulting from a social movement which begins with education of powerless people, and later involves collective attempts on the part of the powerless to gain power and to change those structures which remain oppressive. According to Gibson (1991), empowerment is a difficult concept to define and is easier understood by its absence: powerlessness, helplessness,

hopelessness, alienation, victimisation, subordination, oppression, paternalism, loss of a sense of control over one's life, and dependency. It is associated with such concepts as coping skills, mutual support, support systems, community organisation, neighbourhood participation, personal efficacy, competence, self-sufficiency and self-esteem.

In relation to adult education, it is imperative to be convinced of the importance of all the elements of the empowerment concept. Rappaport (1981) talks about the dangers of pushing for individual rights (Macro-level empowerment), without developing the capability for the individual to operate confidently in the new role (Micro-level). In the same vein, Vincenti (1993) states that it does not help to empower individuals if they are constrained on the Macro-level; they need to be freed from those external constraints as well. Only if there is evidence of all the dimensions of empowerment, namely Micro-level, Interface level and Macro-level, can it be said that empowerment has taken place.

2.4.4   Empowerment indicators

From the literature it is clear that various authors identify indicators or qualities which may be evident in the individual in the process of empowerment. These indicators could also be referred to as the results or outcomes of the empowerment process at a specific time. Empowerment takes different forms in different contexts. It may vary across different life domains and may also fluctuate over time (Zimmerman, 1995:586).

Empowered outcomes refer to specific measurement operations (qualitative or quantitative) that may be used to study the effects of interventions designed to empower participants. Empowered outcomes are one consequence of empowering processes (Zimmerman, 1995:585). Israel *et al.*, (1994:153) contend that all levels of empowerment need to be targeted, because much of the literature on empowerment focuses on the individual level. They say that for empowerment to be a meaningful concept, distinct from others such as self-esteem and self-efficacy, the broader context within which the individual exists must be recognised.

It must be borne in mind that empowerment is a relative concept in that it is defined and interpreted by individuals in terms of its relevance to the self within their specific context. The results will therefore be variable. Empowerment is also both a process and an outcome so that an ideal or end state is never reached; there are no specific beginning and end states of empowerment (McWhirter, 1991; Perkins, 1995a:570; Rappaport, 1981). A conceptual definition of empowerment that is consistent with the empirical literature helps delineates the boundaries of the construct (Zimmerman, 1995:585).

The outcomes, as propounded by various authors have been grouped according to the three level classification discussed previously, namely, Micro-level, Interface level and Macro-level.

(a)   *Micro-level*

Empowerment includes recognition of the current abilities of marginalised individuals and the development of skills that foster their increased control. Development of the capacity to influence one's own life requires concrete skills and enough faith in those skills to try them out. The empowerment process involves a behaviour change and will give the participants a new and positive view of themselves. Self-esteem is built and they learn more about self worth (Leidenfrost, 1992). Individual assertiveness, upward mobility and feelings of having power over one's life are characteristics of one who is empowered (Mariner, 1992).

In the educational empowerment process, a new knowledge base is acquired, self-confidence is enhanced and human potential improved. The empowerment experience creates new connections that may cause change of attitude and behaviour for individuals. The educational message taught and the developmental process implemented can instil and create new visions, possibilities and opportunities for participants (Leidenfrost, 1992; Perkins, 1995b:777). Baker and Balakkrishnan (1992) and Kieffer (1984:10) contend that empowered individuals will be able to direct their own choices, exercise control over their own bodies, and have improved self-esteem, self-sufficiency and coping skills. Empowerment combines personal efficacy and competence, a sense of mastery and control and a process of participation to influence institutions and decisions (Bandura, 1977:193; Israel *et al.,* 1994:152; Kieffer, 1984:10;

Zimmerman, 1995:589), as well as feelings of responsibility, personal meaningfulness, ownership, and intrinsic motivation to learn (Frymier *et al.*, 1996:183).

Oxtoby (1999:40) refers to the indicators of empowered individuals as being their ability to do, to achieve, their confidence that they can make a success of the tasks they tackle and their sense of subjective power. Perkins (1995b:777) adds a sense of control over goal setting and over the paths to reach those goals; and Thomas and Velthouse (1990) suggest that empowerment is related to the specific behaviours of initiative, resiliency and flexibility. Rooth (1999:16) identifies enhanced self-concept and the development of an increasingly internal locus of control, which lead to capacity building. According to Baker and Balakkrishnan (1992), empowerment of individuals will help them gain control over resource allocation both at home and in the labour market. Stromquist (1988) agrees and says that individuals involved in productive activity will have increased financial independence and empowerment.

Textbox 2.1 SUMMARY OF MICRO-LEVEL CONCEPTS

ABILITY TO ACCOMPLISH TASKS	FAITH AND GROWTH IN SKILLS	NEW VISIONS AND POSSIBILITIES
ATTITUDE CHANGE	FEELING OF HAVING POWER OVER ONE'S OWN LIFE AND DESTINY	PERSONAL CONTROL
BEHAVIOUR CHANGE		PRO-ACTIVE
BELIEF IN SUCCESS	IMPROVED COPING SKILLS	SELF-EFFICACY
CERTAINTY OF ACHIEVEMENT OF GOALS	INCREASED CONTROL OVER RESOURCE ALLOCATION	SELF-ESTEEM
COMMAND OVER EVENTS	INDIVIDUAL ASSERTIVENESS	SELF-RESPECT
COMPETENCE	INDIVIDUAL DETERMINATION	SELF-SUFFICIENCY
CONFIDENCE	INDIVIDUAL GROWTH	SELF-WORTH
DIGNITY	LEADERSHIP	SENSE OF AGENCY
DIRECT OWN CHOICES	PAID WORK	UPWARD MOBILITY
	MOTIVATION	USE EFFORTS AND RESOURCES TO ACHIEVE SUCCESS

Psychological empowerment is distinguished from organisational or community empowerment but it also influences and is influenced by empowerment at other levels of analysis. It is not simply self-perceptions of competence but includes active engagement in one's community and

an understanding on one's socio-political environment. It involves learning about controlling agents and acting to influence those agents. It should not be seen as individualism, the promotion of one ideology versus another, rather, it includes beliefs that goals can be achieved, awareness about resources and factors that hinder or enhance one's efforts to achieve goals and efforts to fulfil the goals (Zimmerman, 1995:582).

(b)   *Interface level*

Components of the empowered sense of self are group identity or understanding areas of common experience and concern, feelings of shared fate, stratum consciousness or realistic appraisal of the status and power of groups in society, and self- and collective efficacy or beliefs that one is capable as an individual or member of a group, of making desired changes in one's life, decision making and problem-solving skills, participatory behaviours and the ability to exert influence (Baker & Balakkrishnan, 1992; Israel *et al.*, 1994:153; Zimmerman, 1995:588).

Mutual support, natural support systems, community organisation and neighbourhood participation are mentioned by Israel *et al.* (1994:152) and Zimmerman (1995:582) as Interface- level empowerment indicators. Empowered individuals will be able to exert interpersonal influence in family and community affairs (Baker & Balakkrishnan, 1992; Solomon, 1976). As members of families and communities, people value social cohesion and the right to assert their own traditions and culture (United Nations Development Programme, 1996:50).

Textbox 2.2   SUMMARY OF INTERFACE-LEVEL CONCEPTS

ABILITY TO EFFECT THE BEHAVIOUR OF OTHERS	COMMUNITY PARTICIPATION	MUTUAL SUPPORT
	DECISION MAKING	PROBLEM SOLVING
ABILITY TO MAKE A DIFFERENCE IN THE WORLD AROUND US	EXERCISING INFLUENCE	RELEASE OF HIDDEN RESOURCES
	FEELINGS OF SHARED FATE	
COLLECTIVE GROUP EFFICACY	GROUP IDENTITY	SUPPORT SYSTEMS
COMMUNITY ORGANISATION	INDIVIDUAL ASSERTIVENESS IN GROUP	UNDERSTANDING POWER AND STATUS OF GROUPS

(c)   *Macro-level*

Stromquist (1988) emphasises that empowered individuals must be ready to take action at all times and be prepared to be involved in social change and reconstruction. They should undertake efforts to modify social relations. Zimmerman (1995:588) refers to this as a critical awareness of one's socio-political environment. People acting as a strong, cohesive community can achieve more than individuals. This tends to offer more space for those who otherwise would be weak and powerless. When people work together in this way a virtuous circle develops as one form of social capital builds on another (Coleman, 1988, Putnam, 1993 & De Vylder, 1995 in United Nations Development Programme, 1996:75). People value freedom of movement and speech and freedom from oppression, violence and exploitation (United Nations Development Programme, 1996:50).

Empowerment involves a critical understanding of the socio-political environment; it is not a static personality trait but a dynamic contextually driven construct. For individuals to feel empowered they must have a critical awareness of their environment, they must internalise, perceive and interpret the objective role environment as liberating rather than constraining (Spreitzer, 1995b:606-607).

Textbox 2.3   SUMMARY OF MACRO-LEVEL CONSTRUCTS

ABILITY TO MAKE A DIFFERENCE AND HAVE COMMAND OVER EVENTS

AWARENESS OF RIGHTS AND INCREASED COLLECTIVE POLITICAL POWER

CRITICAL REFLECTION OF SOCIAL PROBLEMS AND AN UNDERSTANDING OF THEIR PLACE IN SOCIETY

INCREASED CONTROL AND ACCESS TO RESOURCES

READY TO TAKE ACTION AND PARTICIPATE IN SOCIAL CHANGE AND RECONSTRUCTION

In conclusion, the criticism levelled by Riger (1993:280) is noted as the point she makes illustrates the importance of the multi-level conceptualisation of the construct. The critique concerns the masculine valued outcomes present in empowerment theory, which has emphasised agency, mastery, and control concerns, rather than concerns typically associated

with femininity and women, such as community and connections with others. The assumption is that the healthy individual is one who is self-contained, independent and self-reliant, capable of asserting him/herself and influencing his/her environment. (In the context of this research, the Micro-level and Macro-level issues.) This view artificially disconnects human behaviour from the larger socio-political context, resulting in a search within the self for solutions to human problems. Placing primacy on the phenomenology of the individual ignores the possibility of what Marxists deem 'false consciousness'. The individual's experience of power or powerlessness may be unrelated to actual ability to influence, and an increase in the sense of empowerment does not always reflect an increase in actual power. A sense of empowerment may be an illusion when much of life is controlled by the politics and practice at a Macro-level.

There is a need to incorporate the more feminine characteristics of connectedness and community. (In this research context, the Interface level.) She states that her point is not that the study of connectedness and community should now supersede the study of empowerment, but rather that both are integral to human well-being and to well-functioning communities and that both need to be objects of study. She says that little work has been done to integrate these ideas. The conceptualisation of empowerment on three levels and not just in one domain is argued to address this failing in many disciplines' definition of the concept.

Processes that enhance any of the components of empowerment can be empowering. Once empowered, the person, group or community can become more empowered, giving recognition to its continuous nature. According to Spreitzer (1995a:1444), any lack of a single dimension (indicator) will deflate, though not completely eliminate, the overall degree of felt empowerment. On the other hand, empowerment generates power and power in turn contributes to a greater capacity for empowerment. This process suggests that there is no final state of empowerment (Lombard, 1992:59).

The empowerment concept was critically examined in this section focusing on the constructs of power, powerlessness and empowerment. The processes involved in empowerment interventions will be examined in the following section and could serve as a guideline for adult educators.

2.5 EDUCATIONAL PERSPECTIVES

In this section general aspects of the empowerment intervention will be discussed, namely the context within which an empowering intervention would occur, the process of empowerment and the techniques used in empowerment. This serves as a guideline for professionals wishing to follow the empowerment approach when working with their target group (Figure 2.5).
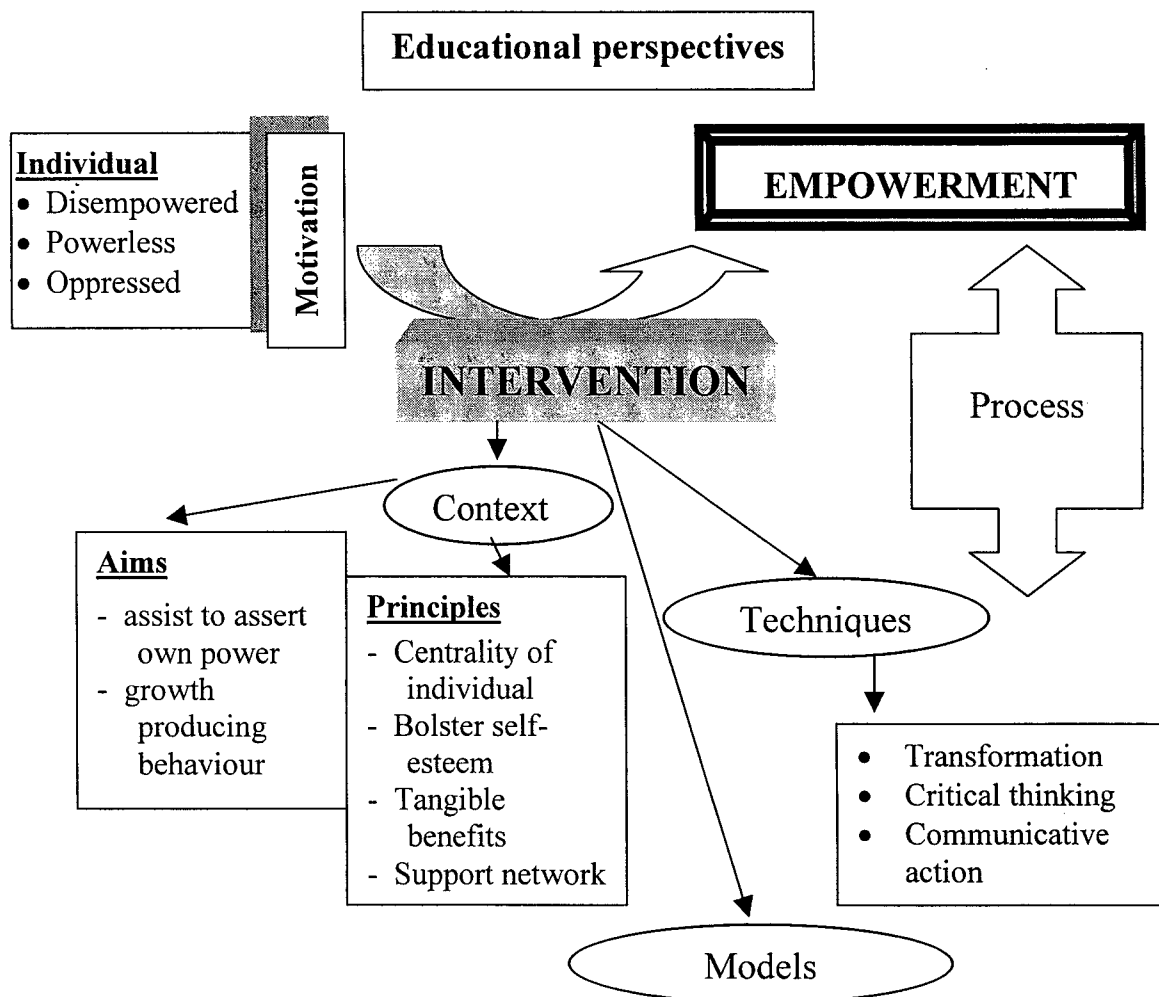
Figure 2.5 CONCEPTUAL LINKAGES RELATED TO EDUCATIONAL PERSPECTIVES

Education is seen as a process that can be used for the purpose of promoting equal opportunity and empowerment, especially to compensate for disadvantages (Perkins 1995b:775). This is

not always the case. According to Airhihenbuwa (1994:345), classical pedagogy disempowers students by assuming that they can only acquire knowledge and not produce it. A broader pedagogy challenges students to constantly cross their political, educational and situational boundaries. Such examination is crucial before one can critically engage in meaningful transformation. Educational experiences should not only deconstruct but should also reconstruct. It is imperative that a discussion on empowerment should examine the empowerment intervention in order to bring about reconstruction. Tennant (1994:235) states that ultimately education can lead to either oppressive or to liberatory change. Oppressive change domesticates learners by simply helping them to adjust to socially expected developmental tasks, while liberatory change assists them to fundamentally question their perspectives on the world and their place in it.

Disempowered persons are often unaware, unmotivated and unable to change their conditions of oppression. Intervention seeks, through a series of processes to motivate individuals to take control of their own lives. Intervention is thus often necessary to facilitate the process of empowerment of disempowered individuals. It is important to be aware of the various aspects relevant to intervening in the lives of people.

Kieffer (1984) is of the opinion that the education process never fosters the initial steps to the empowerment process solely, for example consciousness raising, intellectual analysis or educative intervention. He believes that only the immediate violation of the sense of integrity has sufficient force to mobilise initial participation. Solomon (1976:324) states that:

> ... *if an individual has not accepted negative valuations of society associated with powerlessness, he does not perceive the status quo as his 'due' and is interested in exerting whatever power he can muster to change it. This person would thus be described as 'motivated'. Motivation to work on a problem can be defined as the amount of pressure a participant feels to effect change in his problem situation. The pressure stems from both the perceived gap between what 'is' and what 'ought to be' and from perceived possibilities for closing the gap.*

Ideally an individual needs to be motivated to bring about the required changes him/herself. According to Mungazi (1985), individual incentive and self-motivation are important characteristics of human achievement. Individuals themselves are the essential agents of change (Dunst & Trivette, 1987). It is important to note that if individuals do not desire change, then individual transformation is unlikely. Individuals who desire greater control are more likely to engage in new behaviours and pursue empowering opportunities (Foster-Fishman & Keys, 1997:348).

2.5.1 Empowerment context

The context within which empowerment occurs will vary depending on the circumstances of the individual. In this section the aims and goals of the intervention are discussed, as are the approaches to be used and the principles that need to be borne in mind to increase effectiveness of interventions.

The variety of power relationships in society is such that the means for putting empowerment into practice varies across individuals and time. The nature of the empowerment process will also depend on the context within which empowerment occurs. Each experience will have characteristics unique to the roles of the people and the situations involved. It is important to recognise that the empowerment process represents a continuum rather than a dichotomy. Likewise, there are no specific beginning and end states of empowerment (McWhirter, 1991).

The culture-specific characteristic of empowerment will require modification of those goals or techniques of intervention, which have been based on the dominant society's norms. Various authors concur that intervention should be normative in terms of the participants' own culture, and should be congruent with their appraisal of their problem or need (Dunst & Trivette, 1987:444; Kari & Michels, 1991:722; McLaren & Gutierrez, 1994:329). Bowen, Bahrick and Zerbe Enns (1991) say that intervention is grounded in the belief that personal and political spheres are interactive spheres of participant reality. "Reality is marked by a multiplicity of voices in plural contexts, each with its own legitimate discourse" (Higgs, 1997:12). Hicks (1990) suggests that there should be an increase in individuals' awareness of their own cultural

background, as well as the multiplicity of diverse traditions which together constitute the world. By so doing, individuals are educated to value the multiplicity of human experiences, and helped to understand the options for ways of being. They are thus enabled to compare alternatives and make choices based on a wider range of options.

Intervention (education) must be directed towards enhancing the freedom and power of learners to make personally fulfilling and socially beneficial choices about how to live their lives (Aronowitz & Giroux in Harris, 1990; Taggart, 1990). The individuals' agency in the education process is therefore clear and it should take place within their specific context.

(a) *Aims of empowerment interventions*

Due to the fact that each empowerment intervention will need to be based on the individual's particular needs and circumstances, it is important to decide what the aims of the empowering intervention would be.

In reference to the aims or goals of interventions for empowerment, Pinderhughes (1983) comments that assisting participants to exert their own power and to obtain needed resources should be the ultimate goal of interventions. Individuals must play an active role in deciding what is important to them, what options they will choose to achieve intentions, and what steps they will take in carrying out plans. The goal of intervention is to make individuals better able to deal effectively with future problems, not to make them problem free. They need to acquire analytical skills to understand changing realities, which will give them strength to refuse to submit to conditions of indignity (Bhasin, 1992:12; Dunst & Trivette, 1987). Gutierrez (1990) agrees and comments that intervention often focuses on assisting individuals to cope with or accept a difficult situation rather than on working to change the situation. The focus must be on promotion of growth-producing behaviours rather than treatment of problems or prevention of negative outcomes. The participant's problem may be rooted in a lack of actual power and so increasing power should be the goal of interventions.

Solomon (1976:26) lists empowerment activities as having the following goals: firstly; helping the participants perceive themselves as causal agents in achieving a solution to their problems. Secondly, helping the participant to perceive the facilitator as having knowledge and skills that the participant can use. Thirdly, helping the participant to perceive the facilitator as peer collaborator or partner in the problem-solving effort. Finally, helping the participant to perceive the 'power structure' as multipolar, demonstrating varying degrees of commitment to the *status quo* and therefore open to influence. The multifaceted context within which the intervention occurs must be acknowledged and incorporated and then the principles that need to be in place should be established.

(b)   *Principles important in empowerment intervention*

Various principles have been identified as being important to enhance efficacy in empowerment interventions. The approach to the empowerment intervention should emphasise exploration, discovery and gradual change. Dunst and Trivette (1987) point out the *centrality of the individual* in the approach to empowering interventions, and say that the locus of decision making rests with the individual, including decisions about the goal, the options for carrying out the intentions, and whether or not to accept or reject help that is offered. Participants should be encouraged to find their own answers to their own questions and there should also be respect for the individuals' capacity to determine their destiny (Charlton, 1984; Evans, 1992:143; Stromquist, 1988).

The student-centred approach should focus on continual negotiation with clients on the curriculum and content of the sessions, frequent reviews, and as much user participation as possible. The empowerment process in learning is where learners gain power and control over their learning through participation and partnership and not only through an increase in self-confidence (Ruddock & Worrall, 1997:277)

It should also *bolster the self-esteem* of the recipients and emphasise individual strengths, using existing functioning style (strengths and capabilities) as a basis for promoting their ability to mobilise resources. Bolstering self-esteem is accomplished by using a person's existing

strengths as a basis for helping that person solve small problems and experience immediate success before tackling more difficult problems (Solomon, 1976). Individuals should see themselves functioning as active agents who have played a significant role in improving their own lives and the maintenance of these changes (Mariner, 1992). Empowerment as a goal for the participant implies the participant's perception of his or her own intrinsic and extrinsic value (McGoldrick *et al.*, 1990).

Success in achieving long-range and ultimate goals requires the incremental *achievement of smaller, more immediate goals*. Specific objectives, which promise some tangible benefit over a limited period of time, could raise the level of motivation. There may be immediate results in efforts to develop empowerment, but it must be a process of building over time, of constant reinforcement and feedback over a period of time depending on the initial level of knowledge and confidence (Evans, 1992:143; Ruddock & Worrall, 1997; Solomon, 1976; Stromquist, 1988). In order for participants to develop their own initiative, they must become involved, identify issues, appraise the situation and make decisions (Leidenfrost, 1992). Participants should be motivated to use every personal resource and skill in the effort to achieve self-determined goals (McGoldrick *et al.*, 1990).

According to Mariner (1992), an empowering intervention promotes the individual's *use of a natural support network* and does not replace it with professional services. There should be a feeling of joint responsibility for meeting needs and solving problems and the acquisition of effective behaviour that decreases the need for help, thus making the person more competent. In transformative learning, there may be a threat to psychological security in that beliefs and values, including those that are central to self-concept, are challenged and there are changes in relationships (Ball, 1991). The support of others who are going through a similar process will help to minimise this effect.

In order to increase the probability of becoming more self-sustaining with regard to meeting needs, helping behaviours that promote the *acquisition of competencies and skills* necessary to mobilise resources should be employed. Evans (1992) identifies three major processes that facilitate empowerment and these are skill-building, the enhancement of feelings of self-

efficacy, and consciousness raising. McWhirter (1991) specifies skills that need to be built as being decision making, assertiveness, and social skills training. Moving on from this, it is noted that the individual's responsibility for causing his or her problems should be de-emphasised, and emphasis should be placed on responsibility to acquire competencies necessary to solve problems, meet needs, realise personal projects, or attain goals or goal states. One is less likely to find any maintenance of behaviour change in situations in which change is attributed to external agents rather than the help seeker (Dunst & Trivette, 1987).

The approach to empowering intervention needs to be seen within a broader context, in that true empowerment of marginalised groups requires changing the balance of power at interpersonal, community and societal levels (McWhirter, 1991). Gibson (1991) warns that a sole focus on lifestyles not only leads to blaming the victim but also overlooks the fact that individuals are not solely responsible for the status of their own well-being. In research done by Simmons and Parsons (1983) they suggest that empowerment strategy be approached on both a systems and an individual level.

Textbox 2.4   PRINCIPLES IN EMPOWERING INTERVENTIONS

- CENTRALITY OF THE INDIVIDUAL
- BOLSTER SELF-ESTEEM
- SUCCESS WITH SMALL IMMEDIATE GOALS
- USE OF NATURAL SUPPORT NETWORK
- SKILL DEVELOPMENT

The requisite conditions of the empowerment process, according to Parsons (1991), are a personal attitude or sense of self that promotes active social involvement; a knowledge and capacity for critical analysis of the social and political systems that define one's environment; an ability to develop action strategies and cultivate resources for the attainment of one's own goals; and an ability to act in concert with others to define and attain collective goals. In order

to operationalise the above principles in empowerment interventions, Dunst and Trivette (1987) propose the following (Figure 2.6):

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┌─────────────────────────────────────────────────────────┐
│  •   Identify concerns, issues and priorities, using a number │
│      of needs-based assessment procedures and strategies  │
└─────────────────────────────────────────────────────────┘
                              ↓
┌─────────────────────────────────────────────────────────┐
│  •   Identify  strengths  and  capabilities  as  a  basis  for │
│      proactively  emphasising  the  things  they  already  do │
└─────────────────────────────────────────────────────────┘
                              ↓
┌─────────────────────────────────────────────────────────┐
│  •   Map  the  social  support  network  in  terms  of  both │
│      existing   sources   and   support,   and   untapped,   but │
│      potential sources of aid and assistance.             │
└─────────────────────────────────────────────────────────┘
                              ↓
┌─────────────────────────────────────────────────────────┐
│  •   Function in a number of different capacities so that they │
│      become  more  competent  in  being  able  to  mobilise │
│      resources, get needs met, and achieve desired goals. │
└─────────────────────────────────────────────────────────┘
                              ↓
          ┌─────────────────────────────────────┐
          │      EMPOWERING INTERVENTIONS       │
          └─────────────────────────────────────┘
```

Figure 2.6   STEPS TO OPERATIONALISE THE PRINCIPLES OF EMPOWERING INTERVENTIONS

To sum up, the context in terms of the aims, approaches and principles of interventions seems to emphasise the importance of involving the individual throughout the process of empowerment. He or she needs to gain confidence through this involvement in surroundings that are familiar and non-threatening, and needs to learn of his or her own responsibility in the process. In research conducted by McMillan *et al.* (1995:721) it was found that active individual participation is a major route to achieving psychological empowerment.

2.5.2   Empowerment process

The value of an intervention is clear, but the aspect of how to go about the implementation of the intervention requires an examination of the elements or components that contribute to effective interventions. Various factors have been identified as being elements of the empowerment process.

The concept of transformation has been linked as a process in emancipatory education to the construct of empowerment. Empowerment is both a goal and a condition for transformatory learning (Cranton, 1994:138). Generally speaking, people who are disempowered within a specific context need to go through a process of critical awareness, often within a social support system using participatory skills. The process of empowerment or transformation as it takes place will be examined by looking at the various components or aspects of the educational process that seeks to empower the participant. Each of these will be expounded according to the various authors. Thereafter, the empowerment models as devised by theorists will be set out.

Parsons (1991) describes empowerment as both a process and an outcome. Ruddock and Worrall (1997:277) state that the educational process, rather than measurable outcomes is the most important part of empowerment, and Kieffer (1984) talks of empowerment as a process of becoming. Empowering processes, according to Zimmerman (1995:583), are those where people create or are given opportunities to control their own destiny and influence the decisions that affect their lives. Efforts to gain control, access to resources, and a critical understanding of one's socio-political context are fundamental aspects of empowering processes. Empowering processes might include opportunities to develop and practise skills, to learn about resource development and management, to work with others on a common goal, to expand one's social support network and to develop leadership skills.

Adult education is the process of assisting those who are fulfilling adult roles to understand the meaning of their experience by participating more fully and freely in rational discourse to validate expressed ideas and to take action upon the resulting insights. Rationality means assessing the validity of expressed ideas through reflective and critically reflective discourse.

People need to be able to label their world, assess it and then act as an agent to change it. Minds should be opened to higher stages of consciousness, as rational thought and action are the cardinal goals of adult education. It is important to act upon the emancipatory insights, so praxis is therefore also necessary. Students must be helped to better understand their past and present reality, and thereby be in a better position to change their world. Education is a moral attitude, based on the adult's need to find personal dignity, to participate in and to contribute to social change (Bhasin, 1992; Freire, 1973; Mungazi, 1985).

(a)   *Transformative learning*

Transformative learning is central to what adult education is all about, and the theory, according to Mezirow (1994:222), is intended to be a model consisting of the processes of adult learning. Clark and Wilson (1991:85) contend that adult development is the realisation of an adult's capacity to participate in rational dialogue, to achieve an integrative understanding of his/her experience as a guide to action. Becoming autonomous is a transformation process, that is becoming free of the constraints of distorted meaning perspectives (Cranton, 1994:60). Connelly (1996:242) refers to Mezirow's initial notion of perspective transformation that was located in Habermas' early theoretical framework of three cognitive interests that influence our actions. Each knowledge domain involves a different mode of learning, which is: learning for task-related competence, learning for interpersonal understanding, and learning for perspective transformation. It is the instrumental assumptions of the first, Connelly asserts, that have been dominant in Western society, and it is the third domain that is important in combating this dominance. The concept of perspective transformation performs these emancipatory functions. Freire refers to this a conscientisation and Habermas refers to it as emancipatory action.

Transformation theory seeks to explain the way adult learning is structured and to determine by what processes interpreted experiences (meaning perspectives) are changed or transformed. Transformative learning results either in transformed meaning schemes or, when reflection focuses on premises, transformed meaning perspectives (Mezirow, 1991a:111). We interpret our experiences as a result of our perceptions of our experiences. Transformative learning is a

process of examining, questioning, validating and revising these perceptions (Cranton, 1994:26).

The *phases* of the transformation of meaning schemes have been identified by Cranton (1994:72) and by Mezirow (1991c:168-169) as being, firstly, a *disorienting dilemma.* Research into accounts of adult reflective learning by Boyd and Fales (1983 in Nelson, 1994:393) reported significant incidence of some inner discomfort with triggered reflection and the learner's need to make a choice about the outcome of the reflective process. Rappaport (1995) affirms the fact that individuals operate without much conscious effort for change except during times of high stress or life transition. Cranton calls the first phase the trigger event; an unexpected event that leads to discomfort. Secondly, Mezirow speaks of *self-examination* with feelings of guilt or shame, sometimes turning to religion for support. 'Appraisal' is the term referred to by Cranton where there is self-examination or clarification of the concern. Next is a *critical assessment of assumptions* or Cranton's 'exploration', where discrepancies or investigation of new ways of thinking and behaving occurs. Fourthly, Mezirow refers to a recognition that one's discontent and the *process of transformation are shared* and others have negotiated a similar change. Mezirow's fifth phase is the *exploration of options* for new roles, relationships and actions, which corresponds with Cranton's fourth phase; that of developing alternative perspectives and trying out new ways of thinking. Mezirow refers to the next phase (sixth phase) as the *planning* of a course of action. Seventh, acquiring knowledge and *skills for implementing* one's plans. Eighth, provisionally *trying out new roles.* Ninth, *renegotiating relationships* and negotiating new relationships. Next, *building competence* and self-confidence in new roles and relationships, and finally, a *reintegration* into one's life on the basis of conditions dictated by one's new perspective. Cranton's final stage is integration that is transformation of beliefs and assumptions.

Lawrence and Valsiner (1993:151-152) speak about internalisation, which they assert is the process by which material held out for the individual by social others is imported into the individual's intra-psychological domain of thinking and affective processes. It is also seen as the transformation of culturally provided input into the person's process of co-construction of the self and its subsequent use to co-ordinate previously existing knowledge structures. Each

individual thus builds a unique mental construction of reality. This is a dynamic process that is never completed, but continues as sufficient support for the person's new encounters with the world.

Higgs (1997:14) proposes that personal transformation be marked by certain moments which are manifestations of deeper issues in individuals. Burbules (1995 in Higgs, 1997) identifies four moments, these being firstly, *plurality,* which is fostered by being exposed to a range of different perspectives and engaging in them in a way that enables the individual to consider the merits of each. Secondly, *fallibalism* refers to being able to make mistakes and learn from the insights gained. It refers to the capacity for change prompted by recognition of error leading to active reconstruction of frameworks of understanding (Higgs, 1997:15). *Pragmatism* believes that practical problems are important in driving the process of intellectual, moral and political development and an inevitable condition of growth. Lastly, a sense of *judiciousness,* which has to do with a capacity for prudence and moderation even in the exercise of reason.

Textbox 2.5   SUMMARY OF THE PHASES OF TRANSFORMATIVE LEARNING
(Cranton, 1994:72)

- SOME STIMULATING EVENT OR SITUATION
- SELF-ANALYSIS OR SELF-EXAMINATION, PERHAPS ACCOMPANIED BY EMOTIONAL RESPONSES SUCH AS FRUSTRATION, ANXIETY OR EXCITEMENT
- REFLECTION AND EXPLORATION, INCLUDING A QUESTIONING OF ASSUMPTIONS
- REVISION OF ASSUMPTIONS (MEANING SCHEMES) OR MEANING PERSPECTIVES
- REINTEGRATION, REORIENTATION OR EQUILIBRIUM

It is important at this stage to note the *criticisms* by various authors of the theory of transformation. Clark and Wilson (1991:79), Inglis (1997:6) and Tennant (1993:35) say that there is an overemphasis on personal transformation rather than social movements as the agency of social change, and consequently this leads to an inadequate and false sense of emancipation. The lack of social critique, together with the overemphasis on the agency of individuals without taking into account the impact of the socio-cultural context, adds to their

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disempowerment. It is important in the process of empowerment that individuals place the locus of responsibility outside themselves in issues that are not their own.

In contrast with the humanist's notion of human agency, the post-structuralist's idea is that of contested subjectivity where the individual is situated within the socio-cultural context that has a formative impact on the construction of the self. Subjectivity, according to this view, is not unified but fragmented and therefore the way individuals think about themselves is socially constructed language and culture and serves the interests of those in power. Much of the structuring of the self occurs apart from conscious awareness; it is only when it is brought to consciousness and critiqued that it can be changed. Clark and Wilson (1991:80) are critical of the use of "...hegemonic American values of individualism, rationality and autonomy".

From Foucault's perspective, there is a shift towards self-control in adult education discourse. Instead of producing docile, regulated bodies through external forms of control, there has been a shift to more subtle forms of control. Through an ongoing process of critically evaluating one's being, a critical reflective self is constituted, which becomes the centre of control. Inglis (1997:7) says that there is no end to power and the only freedom comes from resistance and turning power back on itself. The structuralist's position asserts that individual's are constituted within structures of power, but that through their agency they not only reproduce but change these structures.

There is a balance as well as a tension between individual transformative learning and emancipatory education (Inglis, 1997:14). There is a clear role for the educator in facilitating a progression from individual transformative learning to emancipatory education. The educator needs to help the oppressed to be able to see and understand how power operates in their lives. Cultures and situations determine which of these processes will be acted upon and whose voice will be heard. Clark and Wilson (1991:85) state that meaning is always an interpretation from a contextually defined perspective. The importance of a critically reflective process is borne out in the discussion on transformation. The aspects of critical thinking and consciousness raising will be discussed.

(b)   *Critical thinking*

Traditionally, learning has been defined as the acquisition of any relatively permanent change in behaviour as a result of practice or experience. Current emphasis on transformation or emancipatory change has resulted in a deeper focus in education. Cranton (1994) asserts that the concept of reflection, or critically assessing our interpretations of experience, has often been neglected in psychological theories of learning. Reflective thinking has become a goal of education as educators now teach learners to think. Critical thinking in this section encompasses the processes of reflection and consciousness raising.

Reflection is the process of critically assessing the premises of individuals' efforts to give meaning to an experience, their feelings, the insights gained and the commitments that they need to make to ensure optimal skills development (Mezirow, 1991a:104; Rooth, 1999:92) (Figure 2.7). Critically reflective persons have been described by Higgs (1997:13) as wanting to make sense of their existence, wanting to understand and be fair to alternative perspectives and willing to admit their limitations. Critical reflection is described as being the careful use of reflective scepticism guided by experience to provide insight into prevailing problems and to produce satisfactory solutions. Critical reflection may be aided by finding a new metaphor that reorients problem-solving efforts in a more effective way (Mezirow *et al.*, 1990 in Nelson, 1994:397).

Theoretical knowledge of meanings about society and individuals and knowledge of existing social realities can be used in critique of ideologically false social beliefs. It involves the reflective search for given cultural norms before uncritically accepting or rejecting them. The individual becomes emancipated from internal constraints in his thought and action (Brown, 1983; Garrison, 1992). Higgs (1997:13) states that analysis and evidence are important to careful reasoning but these choices must take place in a larger context of choices directed at multiple sources of information, appreciating the merits of other perspectives and thus critically reflecting on the limits of their own assumptions.

It is important to note that consciousness is socially/economically determined, in that people in different formations are impeded from making free and autonomous choices. Harris (1990)

agrees that the capacity for making free choices is greater in some social formations than others, and individuals never have truly or completely free choice. Consciousness raising relates to the internal and external effect of power, which makes it a form of emancipatory learning, entailing the process of critical reflection and self-reflection and involving a transformation of meaning perspectives (Freire, 1973). This would lead to the empowerment of individuals.
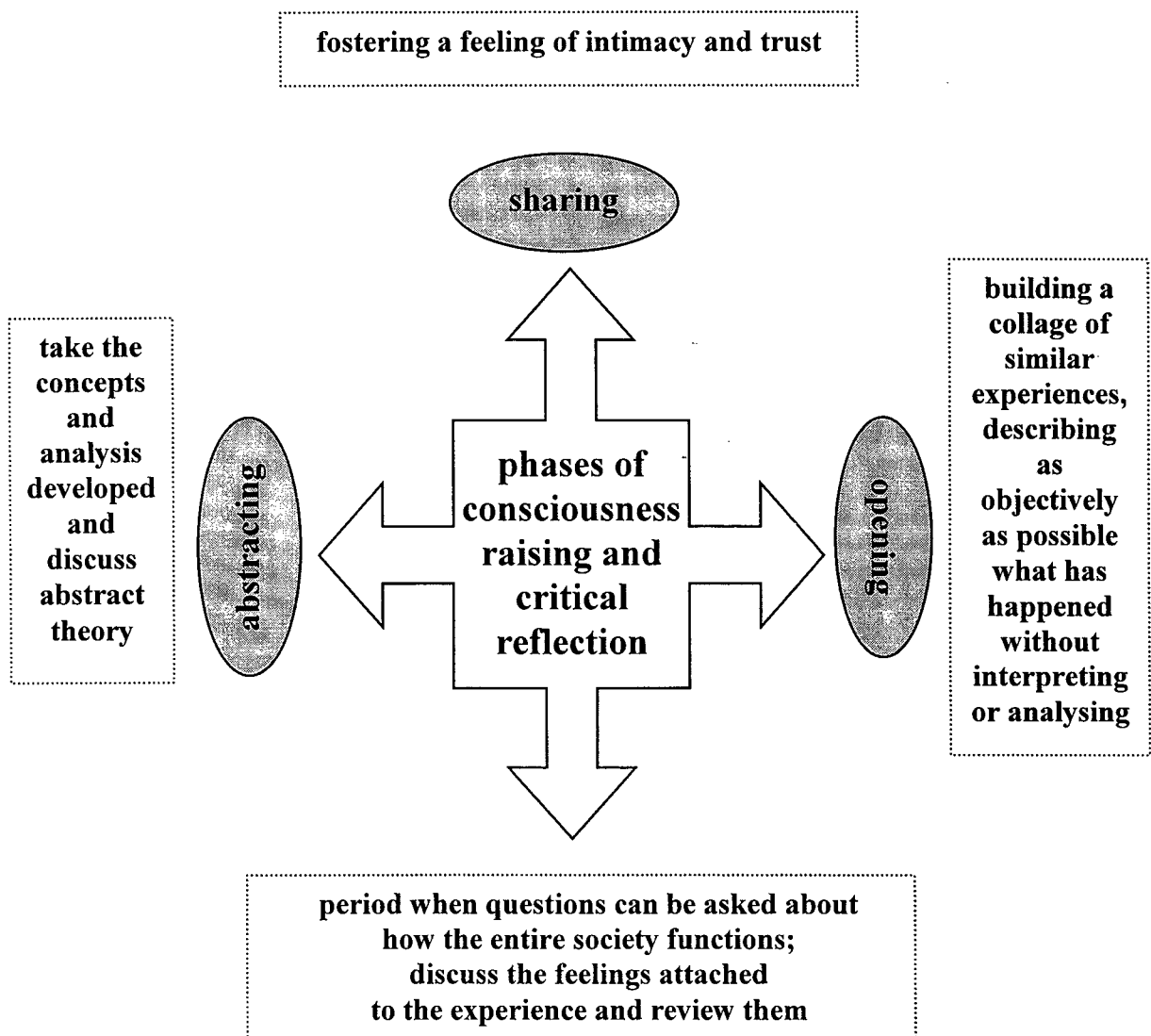
Figure 2.7   **PHASES OF CRITICAL REFLECTION AND CONSCIOUSNESS RAISING**

Only beings that can reflect upon the fact that they are determined are capable of freeing themselves (Freire, 1985). Only when people can become detached from their view of reality can they treat that reality as an object of reflection. This process is empowering because people, who previously felt hopeless, now think of overcoming reality in order to achieve new possibilities. Kieffer (1984) maintains that empowerment entails a process of helping individuals develop a critical awareness of the root causes of their problems and a readiness to act on this awareness. Critical knowledge (conscientisation) is fundamental to popular education, where people's knowledge is reclaimed as an instrument of resistance (Cadena, 1991; Levine and Perkins (1987 in Perkins, 1995b). According to Freire (1985:36): "... one of the gravest obstacles to the achievement of liberation is that oppressive reality absorbs those within it and thereby acts to submerge men's consciousness. The oppressed must confront reality critically, simultaneously objectifying and acting upon that reality". Parsons (1991) adds that it is a process in which individuals become critically aware of their relation to the environment, as well as interactive with it.

In order to change prejudices and find new life goals, it is necessary to analyse and reconstruct one's biography and social context (Staub-Bernasconi, 1991). An important element in the area of critical thinking revolves around self-knowledge and the salient component of this being the individual's *history*. This is expressed well by Brown (1984:54): ".... understanding how we have come to be how we are is the first step towards freeing ourselves from our self-imposed constraints. For this self-understanding, it would help to understand our history more adequately. Among reasoning people, such self-understanding becomes rational self-criticism".

Foucault (in McHoul & Grace, 1993:60) supports this historical perspective where he suggests ontology of the present to inspire unearthing of the particular historical conditions that produced the types of truths particular to our society. In order for this to be done, the individual needs to detach him/her from a his/her cultural surroundings and to pose a series of questions intended to undermine the familiarity of the present to disturb the ease with which s/he thinks s/he knows him/herself and others.

Although parts of an individual's past are not easily brought to the surface, they may influence the present ways in which he feels and behaves. People need to be helped to enter the historical process critically, enabling them to reflect on themselves, their responsibilities, and their role in the new cultural climate. The resulting development of this power of reflection would mean an increased capacity for choice (Freire, 1973; McCarthy, 1992). Freire (1985) also emphasises the action component by saying that critical thinking is thinking which perceives reality as a process, as transformation, rather than as a static entity - thinking which does not separate itself from action.

To give *meaning to one's reality* requires self-knowledge, being aware of one's true interests and intentions. The oppressed must confront reality critically, simultaneously objectifying and acting upon that reality (Freire, 1985; Hart, 1990). Staub-Bernasconi (1991) also emphasises the *importance of groups* in that they are the arenas for consciousness raising about one's own and others' problem situations. Consciousness raising through problem-posing dialogue facilitates critical reflection and then, once they are critically aware of problems, participants are able to formulate solutions which then become stepping stones to participation in the process of personal growth and social transformation (Fahlberg *et al.,* 1991:187; Mezirow, 1994). McWhirter (1991) points out the importance of acquiring a *theoretical distance* to personal experience. Existing theoretical knowledge needs to be scrutinised and new knowledge created or developed. Ander-Egg (1980 in Serrano-Garcia, 1994:10) refers to the phases in terms of four levels of consciousness, which are submissive, pre-critical, critical-integrative and liberating. At the first level, people construct social reality as natural and unchangeable, explainable only by superior forces. Their situation is taken for granted and they are satisfied with it. At the pre-critical level initial feelings of dissatisfaction, resentment and need arise, accompanied by the feeling that the solution might be within their means. People begin to search for explanations and to make causal attributions. At the critical-integrative level, people begin to analyse the roots of asymmetry and initiate change efforts. They conceptualise asymmetry as unjust. Finally, at the liberating level, people demand social transformation because they construct their asymmetrical situation as oppressive. Thus oppression is the most sophisticated consciousness of asymmetry.

***Textbox 2.6*   SUMMARY OF THE PRINCIPLES OF CONSCIOUSNESS RAISING**

- ACKNOWLEDGEMENT OF OPPRESSION
  (Hart, 1990).

- CONTENT CONSISTING OF ANALYSIS OF OPPRESSION
  (Mezirow, 1991c).

- IMPORTANCE OF PERSONAL EXPERIENCE
  (Hart, 1990)
  This is referred to by Mezirow (1991c) as the epistemological premise (to start from subjective experience).

- GROUP SHOULD BE HOMOGENEOUS because self-disclosure could only take place within the relative safety of a group
  (Hart, 1990).

- A STRUCTURE OF EQUALITY AMONG ALL THE PARTICIPANTS OF THESE GROUPS
  (Hart, 1990)
  Mezirow (1991c) refers to this as the interactive structure (characterised by reciprocity and equality).

- GAINING AND SUSTAINING THEORETICAL DISTANCE TO PERSONAL EXPERIENCE
  (Hart, 1990).

Reflection and conscientisation move the individual from thinking towards the taking of action, an important aspect of empowerment. The final process that will be considered in the facilitation of the empowerment process is that of communicative action.

(c)   *Communicative action*

Instead of attempting to determine the truth, we need to establish the validity of or justification for our belief. There are three main ways to do this according to Mezirow (1994:225), namely to turn to authority figures, or to force, or to validate the problematic belief through rational discourse.

Habermas (1972) proposes a theory of communicative action, where meaning evolves interactively. In this context, the ideal educational interaction is a communication community where knowledge is created by communicative action that recognises both the private and shared worlds of the individual. In communicative learning, the emphasis is on critical

reflection of assumptions supporting our beliefs, discourse to validate our beliefs and reflective action upon the insights resulting from the transformation of meaning structures (Mezirow, 1994:226). Habermas posits an ideal speech situation as the context for practical, democratic decision making among groups of people, focusing on a common area of concern. Integral to the communicative process is a commitment to grappling with identifiable distortions and coercive structures that impede rational discourse. In this way relevant courses of action become achievable (Cunningham, 1992).

Individuals build up a continuous and changing picture of themselves and their self-concept is developed through socialisation and interaction with others. As soon as people hear their own account of their life they construct their identity and this becomes empowering. During the course of interaction, the individuals' version of their story often appears to change as the development of insight leads to new interpretations (Inglis, 1997; Nelson, 1994). Rappaport (1995:804) states that the reason why many people who seek to change their sense of themselves are attracted to mutual help organisations, is that in such organisations a new community narrative is formed to support their personal life story. People provide social and emotional support and offer one another new ways to think and talk about themselves. It is easier to accomplish and sustain this in a collective context. The element of caring is as vital a component of liberatory practice, as the fostering of all experiences occurs within established regimes of signification or meanings. We need a theoretical language if we want to be able to interrogate the manner in which we enable our experiences to be understood and acted upon (McLaren & Gutierrez, 1994:335).

Individuals live interdependently and knowledge is socially determined. Freire (1985) is of the opinion that only dialogue that requires critical thinking is also capable of generating critical thinking. The important thing is for individuals to come to feel like masters of their thinking by discussing their views of the world. Thus, according to Freire, it is in the shared world that true meaning is achieved. The learner has the dual responsibility to construct and to justify that meaning through critical discourse with informed others. Education for communicative competence involves cultivating the learner's ability to negotiate meanings and purposes instead

of passively accepting the social realities defined by others (Garrison, 1992; Mezirow, 1991b; Mezirow, 1994).

Rational discourse differs from ordinary dialogue in that an intentional effort is made by those involved to set aside preconceptions and biases in favour of objective analysis and to attempt to responsibly weigh the evidence, fairly assess the arguments and critically examine the assumptions behind them (Mezirow, 1991b:189).

Bargad and Hyde (1991) point out that a common by-product of having one's consciousness raised, is the feeling of helplessness and of being overwhelmed, which might relate to anger and feelings of guilt that come to the fore in this process. This needs to be taken into account when facilitating the process of conscientisation, especially in the group situation.

The social support system is referred to by Parsons (1991) who notes that the process of empowerment is initiated by interaction with others through which mutual support, mutual aid and validation for one's perceptions and experiences are received. These are critical to the development of heightened self-esteem, self-confidence and perception of personal efficacy. According to Solomon (1976), hope can be increased by the use of 'testimonies' where people with similar backgrounds can attest to the effectiveness of help received. A central condition for the development and fostering of autonomy is the existence of social relations based on equity and equality. A precondition and ongoing aim of education are the active promotion of consciousness and practice directed towards empowering people to bring about such social relations (Harris, 1990).

Support system, according to Maton and Salem (1995:646), refers to social support resources within a setting that contribute to individuals' quality of life and to their ability to cope with stressful life situations. Empowerment can be promoted through a support system in two ways. Firstly, people lacking in power in society need support to deal with current disempowering condition in their lives. Secondly, the process of enhancing control over one's life and of achieving life goals may entail substantial challenge and stress for which support is needed.

2.5.3 Empowerment models

Various writers have proposed empowerment models to indicate the stages that are necessary in the process of empowerment. Table 2.1 below summarises these authors' models and indicates points of overlap.

Table 2.1   **SUMMARY OF THE MODELS OF THE EMPOWERMENT PROCESS**

Models	**Empowerment Process**
Phase 1: ● Era of entry	- participation of the individual is exploratory, while power structures are demystified (Kieffer, 1984).
● Awareness	- individuals of themselves and others. They are subject to and react to their upbringing, daily events, social changes and crises (Hopson, 1981). - become aware of the power dynamics at work in their life context (McWhirter, 1991).
● Increased self-efficacy	- the ability to regulate events in one's life, strengthening ego functioning, developing a sense of personal power, developing participant initiative, or increasing the participant's ability to act (Gutierrez, 1990).
● Speak openly about power	- participants learn within their groups about power, including the power of the facilitator over them. Discuss legitimate constraining power or illegitimate hindering power and the criteria by which the judgement is made (Staub-Bernasconi, 1991).
Phase 2: ● Era of advancement	- Mutually supportive problem solving. Critical understanding of situation. Develop mechanisms for action. Accepts responsibility for choices (Kieffer, 1984).
● Goals	- Individuals take charge by exploring their values, developing commitments, and by specifying goals with outcomes. Action follows reflection (Hopson, 1981).
● Developing group consciousness	- an awareness of how political structures affect individual and group experiences. The resulting critical perspective on society redefines individual, group, or community problems as emerging from a lack of power, a sense of shared fate, a focus of energies on the causes of their problems rather than on changing their internal subjective states (Gutierrez, 1990).
● Examination of power bases	- analysis of personal or organisational power, or the power of others (Staub-Bernasconi, 1991).

Table 2.1 (*cont.*)

Models	Empowerment Process
Phase 3: • Era of incorporation • Values • Decision-making and reflection	- confronting painfulness of barriers to self-determination. Skills are developed (Kieffer, 1984). - a belief chosen freely from alternatives after weighing consequences of alternatives (Hopson, 1981). - about what to do with one's own and other's power sources. Reflection of the possible risks is needed (Staub-Bernasconi, 1991).
Phase 4: • Era of commitment • Life skills • Reducing self-blame	- integrates new knowledge and skills into reality and structure of everyday life world (Kieffer, 1984). - values must be taken further and skills must be developed so that they can be translated into action (Hopson, 1981). - develop the skills for gaining reasonable control over their lives and exercise this control without infringing upon rights of others (McWhirter, 1991) - by attributing their problems to the existing power arrangements in society. Participants are freed from feeling responsible for their negative situation. Participants feel less deficient and more capable of changing their situation (Gutierrez, 1990).
Phase 5: • Information • Assuming personal responsibility for change • Mobilisation	- this is the raw material for awareness of self and the surrounding world (Hopson, 1981). - support the empowerment of others in the community (McWhirter, 1991). - individuals become active participants in an effort to improve their quality of life, rather than powerless objects in society (Gutierrez, 1990). - of power source for pursuing legitimate needs and goals

From the discussion of the various authors proposing the empowerment models, it is clear that certain overlapping concepts are evident. These include participation and critical reflection in a group setting with mutual support; facilitation by an empowering enabler to stimulate critical thinking; individual self-worth and self-efficacy should be emphasised and participants must set

goals and develop plans of action so that the effects of their empowerment will be felt in the community at large.

It is evident that the empowerment process does not always occur in a series of stages: instead, the changes often occur simultaneously and enhance one another. One does not necessarily achieve empowerment, but rather it is a continual process of growth and change that can occur throughout the life cycle. Rather than a specific state, it is a way of interacting with the world.

2.6 INTERVENTIONS IN TRAINING AND ORGANISATIONAL SETTINGS

Empowerment is a concept being used in organisations, be it in management strategies or education and training within organisations.
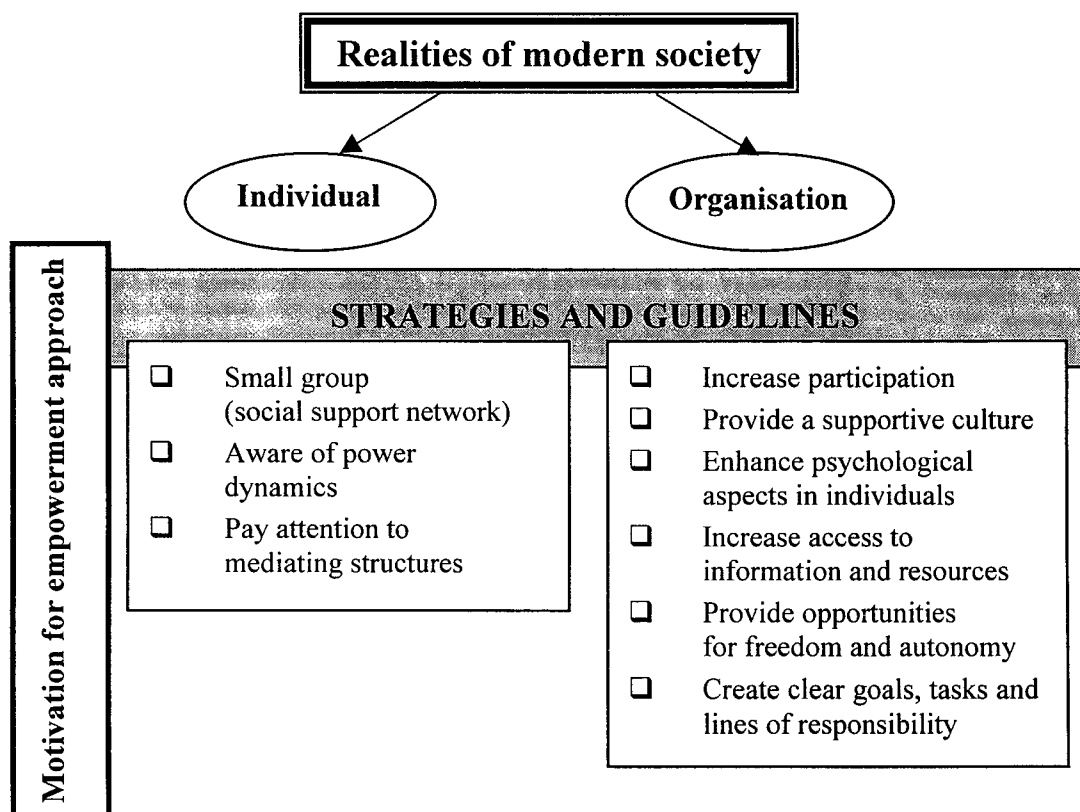
Figure 2.8   **CONCEPTUAL FRAMEWORK OF INTERVENTIONS IN TRAINING AND ORGANISATIONAL SETTINGS**

The rationale for the use of the construct of empowerment is examined with a focus on the importance of the individual in the organisational context (Figure 2.8). Based on the findings of research done in organisations, strategies and guidelines for the application of the concepts around empowerment are discussed.

Modern adult education and training have not grown from the ideal of a cultured, learning society, according to Greibler (1996:35), but are an expression and means of social production and reproduction of the industrial society in particular. This modern world is an accelerated, individualised world symbolised by continual circulation, and everyone has an increasing need to act at a faster pace. The effects of the capitalist economic principles are increased individualistic lifestyles as traditional structures are undermined, and accompanying loss of direction and purpose and an individual and societal search for substitutes. McLaren and Gutierrez (1993:329-330) explain that the individual's 'self' has been constituted within a market culture and morality. They contend that when non-market values disappear, nihilism sets in, especially in urban setting, as everything has become commodified. The resultant lack of culture and identity requires an understanding of how learners bring meaning to everyday life and their need to understand structural contexts and power relations.

People no longer have one world but many possible worlds and each person shapes his or her own life. This individual agency is borne out by Massumi (1993 in McLaren & Gutierrez, 1994:329), who asserts that in the post-modern era, the merging of production and consumption is accompanied largely by the disappearance of leisure and a focus on self-improvement in the service of gaining a competitive edge in the marketplace.

Garrick and Rhodes (1998:172) state that from the organisations' perspective, contemporary contexts of organisations are characterised by uncertainty, unpredictability and an insatiable market appetite to develop knowledge workers who will give an organisation a competitive edge. They allege that organisational learning is an approach to management that is attempting to reap organisational and managerial benefits through workplace learning. The question needs to be asked what is the motivation on the part of organisations for training and empowerment. Greibler (1996:35) suggests that societal control is becoming increasingly apparent in adult

education and training, and that it is becoming even more a constituent part of the capitalistic process of exploitation than it used to be.

These two perspectives, namely, the individual with his/her need for empowerment and organisations' focus on empowerment, need to be seen against the background of globalisation, the reality of the twenty-first century. Globalisation, according to Cardoso (1996 in United Nations Development Programme, 1996:44), is an economic given but he points out that the economic reality should not predetermine the realm of values. It is essential to ensure that it attains a human dimension and responds to the demand for equity. He further states that the biggest challenge for multilateral organisations is to reinvent the sense of community, which is not easy, given the sense of individualism present in society.

Human development needs to go beyond income and growth to cover all human capabilities. It emphasises the importance of putting people with their needs, aspirations and choices, at the centre. Human development can be expressed as a process of enlarging people's choices, but too often the expansion of income is confused with the enhancement of human capabilities. The dimensions of human development can be used to evaluate the quality of economic growth. 'Good' economic growth, according to the United Nations Development Programme (1996:56), is growth that promotes human development in all its dimensions.

On the one hand there is the individuals' need to adjust to the rapid rate of economic change and the ensuing individualisation and self-discipline, and on the other hand the benefits that organisations have perceived in enabling their employees to become empowered, from a management strategy perspective, participatory management, effective teamwork and increased initiative. Clearly there needs to be a balance in the focus so that both the individual's and the organisations' needs are met. Empowerment will be discussed bearing these two aspects in mind.

Clarity is needed in terms of the definition of empowerment within the organisational setting in order to look critically at strategies and guidelines for implementing the empowerment approach. Empowerment is viewed from the individual and organisational perspectives.

2.6.1 Individual perspective of empowerment

If empowerment is seen in relational terms, it has been seen as the process by which a leader or manager shares his/her power with subordinates. The central notion in management literature is that decision making needs to be delegated and decentralised, and makes use of participative management techniques. Empowerment has been seen as simply equated to employee participation, but as Conger and Kanungo (1988:473) state, this is inadequate reasoning, as the nature of empowerment as experienced by the subordinates is not addressed. It is necessary to study these conditions and the process through which they go in order for the perspective of the subordinates to be considered.

According to Spreitzer (1995a:1442), organisational researchers have in the past focused their work on empowering management practices without any perspective on the individuals' perspective on empowerment and the psychological experience of empowerment. Oxtoby (1999:40) states that there is both an objective and a subjective side to being empowered, and much current usage is concerned with the objective facts of the situation that places limits on the power of individuals. By removing those objective limitations does not enable or impart power to something, it is the subjective side, how people feel about themselves, their self-image, the self-limiting beliefs, that holds them back from achievement and this must be addressed in any meaningful empowerment programme. It is what the individual does with his or her education, skills, power and influence which brings greater or lesser rewards for both the individual and the organisation. It is what individuals do that depends crucially on what they believe to be true about themselves and their ability to do, to achieve, their confidence that they can make a success of the tasks they tackle; their sense of subjective power.

2.6.2 Organisational perspective of empowerment

The conception of empowerment, according to Inglis (1997:5), can be located within a structural-functional or systems theory of organisations and society. Empowerment is a process by which the role of workers becomes redefined in order to enable the organisation to achieve new goals and adapt to a changing environment. Clutterbuck and Kernaghan (1994:23-26 in Inglis, 1997:5) say that empowerment involves getting workers to share the same values and

practices as managers and to work with them to improve competitiveness, quality, innovation, loyalty and, most of all, productivity and profit.

Ford and Fottler (1995:21) speak about empowerment within the workplace as being when employees are asked to accept responsibility for the definition of the content of their jobs and the quality of their work. Empowerment comes from having the authority to do something about problems faced while doing their job. They say that empowerment involves passing decision-making authority and responsibility from managers to employees. It is also about rewarding employees for exercising initiative and imagination. The empowerment process is one of directed autonomy whereby employees are given an overall direction yet considerable leeway concerning how they go about following that direction. It does also go beyond this autonomy, in that it also necessitates sharing with employees information and knowledge that enables them to understand and contribute to organisational performance and giving them authority to make decisions that influence organisational outcomes.

Thomas and Velthouse (1990:672) have conceived the four dimensions of empowerment within the workplace and these are impact, competence, meaningfulness and choice. Impact is the degree to which behaviour is seen as making a difference in terms of accomplishing the purpose of the task, that is, producing intended effects in one's task environment. Competence is the degree to which a person can perform task activities skilfully when he or she tries. Meaningfulness concerns the value of the task goal or purpose judged according to the individual's own ideals or standards. Choice involves causal responsibility for a person's actions, or self-determination.

2.6.3   Motivation for use of the empowerment concept in organisations

Empowerment has become popular because it provides a label for the non-traditional paradigm for motivation, which has come at a time when foreign competition and change force a search for alternative forms of management that encourage commitment, risk taking and innovation (Thomas & Velthouse, 1990:667; Drucker, 1988 in Spreitzer, 1995a:1442). The term empowerment used to be associated with a wide variety of radical social movements. In more

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recent years it has taken off where the 1980's concept of total quality management left off (Kaczmarek, 1994:26; McCabe, 1996), and been appropriated by organisational and industrial training (Inglis, 1997:4). Burdett (1991:23) notes that each decade seems to demand a new concept to inspire management to get workers to be more efficient. Empowerment has been identified as a key challenge for contemporary organisations as they undergo radical change from traditional hierarchical structures to flatter, more participative systems (Spreitzer 1995b).

Spreitzer *et al.* (1997:682) who examine the genesis of the empowerment movement illustrate this change. Initial attention to empowerment came through the quality of life movement in organisations where the key focus was on enhancing employee satisfaction, improving intrinsic motivation and helping employees to feel good about their work and jobs. Thus work satisfaction was one of the earliest anticipated outcomes of empowerment. More recent attention to employee empowerment has come as organisations struggle to compete in an increasingly competitive external environment. Downsizing in organisations has caused a focus on empowerment to enable existing employees to perform to their full potential. The relaxed controls of the new paradigms in organisations and the constant change in the external environment require employees who can cope well with ambiguity, complexity and change. Because a sense of empowerment helps individuals to experience greater personal control over their work, they are more likely to be better able to manage any accompanying strain.

The focus these days on competence in individuals reconstructs a technology of power within the education and training system as part of wider changes in the social formation, and does so in ways which construct individuals as responsible for their own position in the labour market and their contribution to it. Foucault's post-modern conceptualisation of power is illustrated in that power is exercised over and through them and competence is not just seen as a matter of performance, but of surveillance and control over the learner. In terms of competence, learners become the subjects of their own surveillance, they judge themselves and they are disciplined by self-discipline. Edwards and Usher (1994:11) assert that the power of competence in the liberal humanist form is more of a seduction than oppression in that it embraces student-centred learning in building its own rationale, it evokes the need for individuals to take more control over their own learning so that they can become competent members of the workforce. It

evokes the means for economic survival and the individual's ability to take control of the means of that survival. Self-discipline through self-control and competence performance replaces any need for the direct control of the workforce. More direct forms of management power are replaced by the humane practices of human resource management and development.

Further benefits are pointed out in that creating a climate of trust and co-operation reduces the transactional costs of doing business and creates an environment in which investment, saving and employment can grow, and makes a significant contribution to economic growth (Coleman, 1988, Putnam, 1993 & De Vylder, 1995 in United Nations Development Programme, 1996:75). In order to succeed in the current socio-economic and political environment, employees need to be able to personally take responsibility for the success of the organisation and for the success of their lives (Gluckman, 1996:14). The strength of the individuals' belief in their own effectiveness will affect whether they would even try to cope in a given situation. Efficacy expectations determine how much effort people will expend and how long they will persist in the face of obstacles and aversive situations (Bandura, 1977:193-194).

Organisations want employees who can take initiative, embrace risk, stimulate innovation and cope with high uncertainty, therefore effectiveness and innovative behaviour are needed (Spreitzer, 1995a:1448). Research quoted in Thomas and Velthouse (1990:667) indicates the benefits of how transformational and charismatic leaders can energise workers by tapping idealism and building faith in the ability to accomplish meaningful goals. Conceptualisations of organisations have also demonstrated how controls can be reduced under conditions of strong goal alignment to allow initiative without sacrificing co-ordination.

The concept of empowerment properly implemented in a well-developed programme has the potential, according to Oxtoby (1999:40), to make powerful and enduring contributions to improved organisational functioning. Empowerment addresses the basic issue in determining organisational effectiveness, namely the extent to which the needs of the organisation either harmonise or conflict with those of the individual. The empowerment concept's strength lies in the fact that programmes aimed at producing an empowered organisation are performing an equal service to the organisation and to the empowered individuals they aim to produce. Over

time, empowered individuals can also affect their environments through proactive behaviour (Thomas & Velthouse, 1990:679).

Previous research (Amabile, 1988; Ashforth, 1990; Kanter, 1983; Deci & Ryan, 1987; Gecas, 1989; Locke, Frederick, Lee & Bobko, 1984; Ozer & Bandura, 1990 in Thomas & Velthouse, 1990) mentions the behaviour that would be evident in individual dimensions of empowerment. This includes high commitment and energy, effort and persistence in challenging situations, coping and high goal expectations, high performance, learning, interest in activity and resilience in the face of adversity and absence of withdrawal from difficult situations. Empowered individuals believe they are autonomous and have an impact, they are more likely to be creative and feel less constrained than others do by technical and rule-bound aspects of work. Empowered individuals feel self-efficacious; they are likely to be innovative in their work and to expect success.

The advantages of empowerment in the modern era have been discussed, but criticism of the term needs to be noted in order to ensure that individuals' are not exploited. Gilbert (1996:13 in Inglis, 1997:6) argues that the old issues of exploitation, control and de-skilling of workers have not gone away; rather, they have been wrapped up in different management clothing. In times of rapid change and uncertainty, there is a seductiveness that accompanies the promise of greater certainty, prediction and control. Garrick and Rhodes (1998:180) state that more scepticism is needed than is found at present.

Empowerment has become a strategic discourse employed by management to legitimise changes to increase production and profit and which are often not the interests of the employees (McCabe, 1996:36 in Inglis, 1997:6).

Garrick and Rhodes (1998:175) assert that the discourse of organisational learning has taken a path which seeks to fix change through a modernist project of control, where it legitimates its practices through an unquestioned belief that learning will lead to business success and that business success is a valuable social goal in itself, or that it will lead to other valuable social goals. Activities, which do not result in commercially measurable results, are marginalised.

Popular views of organisational learning are based on the idea that learning in individuals can be transformed into more general improvements that will lead to success and prosperity for the organisation. Senge (1990 in Garrick & Rhodes, 1998:175) suggests an irony where traditional organisations focus more on performance and control than curiosity and a desire to learn, and improvement is measured in terms of market position. Business success establishes what is valued and recognised in learning, and thus the role of adult education is trapped in a cult of efficiency which elevates technical rationality to a position of prominence over other ways of thinking and talking.

Edwards and Usher (1994:12) discuss the argument that the focus on the competence of individuals is a form of domination by employers over the workforce, which produces a workforce of victims passive to their own oppression. The concept of empowerment is paradoxical in that in virtually all settings the institutional context serves to maintain existing inequalities (Perkins, 1995b:779). LeCompte and Dworkin (1988 in LeCompte & DeMarrais, 1992:19) suggest that struggles for liberation and empowerment constituted a powerful threat to existing power structures and so curricula which once advocated independence, now stress how individuals should struggle either to adapt to existing conditions or to build individual self-esteem from within. Especially in education, the oppressed have been encouraged to focus less on external correlates of oppression and more upon their own deficits and their role in creating the conditions which oppress them. They claim that such blaming the victim serves to bandage the worst wounds of oppressive systems without changing their structure or purposes. Senge (1990 in Frymier *et al.*, 1996:182) views businesses as learning organisations, where learning is valued as the best source of competitive advantage. He says that the only sustainable source of competitive advantage is an organisation's ability to learn faster than its competitors. LeCompte and DeMarrais (1992:6) point out that there is a danger that what appears to be empowering mechanisms often raise initial hopes, only to dash them when it becomes clear that the mechanisms are at best tokenism and at worst a co-optation that justifies the *status quo*.

The individual must remain the focus and a tool to monitor the individual perspective and perception of empowerment could assist in the management of human resources and increase accountability. This is illustrated by Frymier *et al.* (1996:181), who maintain that the emphasis

on transforming organisational member relationships has at its core the concept of empowerment and empowerment is a major subject of attention in evaluating an organisation's human resource development and management.

These attitudes and comments need to be debated in order for practitioners to identify motivations behind learning in order to ensure benefits reach the individual learner and larger society.

2.7 IMPLICATIONS FOR ORGANISATIONAL TRAINING: STRATEGIES AND GUIDELINES

Given the conflicting points of focus, it is argued that balance is needed in empowering strategies. The benefits of empowering the individual will impact favourably on the organisation but if there is a disempowering context to which the empowered individual returns after an empowering intervention, it will not have the full benefit for the individual or the organisation. Strategies for educational interventions will be discussed, followed by guidelines for organisations on how to approach the empowered individual.

2.7.1 Educational perspectives and strategies for empowerment

Empowerment is the process of setting the right environment and structure in which people can make a full contribution with the best of their skills. Empowerment recognises that there is power and authority everywhere within an organisation and the trick is to free it for effective use. According to Clutterbuck and Kernaghan (1994:13), power lies with people and is not something that is delegated down from senior management.

Within the organisational and training situation there is a need to value education in its own right, whether it increases production or not. For the potential of human capacity building to be realised, there must be a steady expansion of opportunities to enable people to make improved choices. Life skills training programmes could provide just such an opportunity. Edwards and Usher (1994) assert that adults need to be disciplined through a process whereby adults discipline themselves as learners of a particular type and way, and this can be managed by the

education and training system.   The post-modern challenge can make a contribution to education when it provides elements of an oppositional discourse for understanding; challenging and responding to changing cultural and educational shifts (Higgs, 1997:18).

The concept of empowerment must be used in a way to begin the change process both individually and as a society; it is an opportunity to question the structural constraints in our lives.   The concept of empowerment embodies the notion of possibilities, as it entails addressing power imbalances (LeCompte & DeMarrais, 1992:27).

It is important to take the notion of human emancipation away from notions of liberating a pre-existing, essential self towards a more realist or structuralist understanding of power. Instead of individuals, the focus shifts to fields of discourse and practice within which individuals are constituted.   Self-control without critical reflection is in itself disempowering, as true empowerment should free individuals from constraints (Inglis, 1997:5).

There is a move, according to Edwards and Usher (1994:6), towards more student-centred empowering, humanistic forms of teaching and learning where power appears to be more equally shared. The exercise of power is always changing and power-knowledge refines and redefines itself. They state that the exercise of power has moved from direct repression to more humane and less obvious forms of governance and the corresponding changes in the way this is sustained. Marshall (1989 in Edwards & Usher, 1994:6), however, is of the opinion that power is still exercised in the search for normalised and governable people. He says that if it is more humane, it is subtler, if it is less overt and involves less violence to bring power into play, it may be more dangerous because of its insidious silence. Adult educators clearly need to be aware of these elements of power.

These days, the emphasis is placed on individuals' agency as is illustrated by Offe (1992:67) when he says that once the constraints of sovereign power are diminished, the people must control themselves and apply their capacity for practical judgement and appeal to the cultural traditions of their form of life. Adult education has increased in popularity because of the role that it has in facilitating this individual agency. Edwards and Usher (1994:4), however, point

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out that a knowledge-power discourse regulates in two different yet related ways. It empowers by creating active subjects with certain capacities, but these can also disempower by objectifying individuals. Knowledge is an aspect of regulatory power that operates externally. At the same time, regulation can take the form of self-regulation, where knowledge is self-knowledge.

Table 2.2   **STRATEGIES FOR USE IN EMPOWERING INTERVENTIONS**

STRATEGY	MOTIVATION
Small group (social support network)	• *Opportunity for dialogue* Critical thinking, knowledge, skill-building, validation, support consciousness raising (Parsons,1991) • *Skills* Ability to handle conflict, decision-making, problems-solving (Leidenfrost, 1992) • *Social identity maintained* Cohesion enhanced (Simmons & Parsons, 1983) • *Resources base* Emotional support, new social contacts, exposure to different adult roles, mutual aid, power-base for future action (Gutierrez, 1990) • *Increased ability to cope* Support from others, increased control, increased self-esteem, concrete assistance (Das, 1991; Minkler in Kari & Michels, 1991; Stromquist, 1988:13)
Aware of power dynamics (implies problem lies in the system rather than only in the victim. Solutions come through action of the victim and systemic change)	• *Identify phenomena* • *Develop understanding of effects* • *Resolve external and internal issues* • *Practise powerful behaviour* Helping roles: Participation-setting the agenda, sharing leadership (McWhirter, 1991; Evans, 1992; Gutierrez, 1990; Pinderhughes, 1983; Solomon, 1976)
Pay attention to mediating structures (those that stand between the large social institutions and individual people)	• *Use new-found strengths* Experience sense of personal power. Create opportunity for competence to be displayed (Rappaport, 1981). Individuals in a group setting work collectively on a common concern or interest (Leidenfrost, 1992)

Individuals are therefore empowered in gaining self-knowledge but also disempower themselves in the very process of self-empowerment, because the power of learning about oneself is also the condition of self-regulation.

Adult education also has a role to play assisting adults to make sense of their situations. There is a constant struggle, according to Edwards and Usher (1994:9), to make sense of a situation in order to exert power within and through it. Our experiences are always constrained by conditions of possibility, systems of power that give significance to particular experiences (McLaren & Gutierrez, 1994:336).

Empowerment-oriented practice strategies focus on changes which take place within the individual, within the collective itself or in the larger environment (Parsons, 1991). On an individual level, people need to construct their own knowledge and must assimilate new experiences in ways that make sense to them (Duckworth, 1986). In discussing empowerment strategies, various aspects are considered (Table 2.2).

Sometimes the strategies chosen influence the types of results that are possible. Small incremental steps will be the most likely to succeed, but they will be small steps (Tronto, 1991). Yonemura (1986:478) warns that new knowledge is formed by addition to existing knowledge, as well as by the reformulation of previously held viewpoints. These changes can be turbulent and unsettling, and can cause a person to regress to safer territory for a time.

In summing up this discussion on empowerment, the following are important aspects to note:

❑ Learners' willingness to accept responsibility is very much dependent upon a sense of their being able to influence or have some control of the learning process.

❑ Learners' need to become critically aware of what they are being asked to learn, and this may require considerable support as well as questioning of assumptions (Garrison, 1992).

❑ Educational approaches must not stop at an analysis of the impact of socialisation without providing some opportunity for activating that analysis. The facilitator must engage in a cost-benefit analysis of change with the participant.

❑ Benefits of community involvement need to be discussed and weighed. Community involvement can be a general principle of empowerment, but the nature of the community and the level of involvement are defined by the participant (Bowen *et al.*, 1991).

❑ Individuals are beings of praxis in the activity of action and reflection. Participants are actively involved in change, they also are reflecting on and analysing their experience, and the results are then integrated into the development of future efforts (Freire, 1985:125; Gutierrez, 1990). Reality becomes a process that is constantly undergoing transformation in a liberatory classroom.

❑ If one is to acquire a sense of control, it is important for the learner to attribute behaviour change to her/his own actions (Dunst & Trivette, 1987).

2.7.2   Guidelines for organisations for enhancing empowerment

Empowerment protagonists must resist monolithic empowerment initiatives that ignore the contextual realities (Foster-Fishman & Keys, 1997:367). The frustration with empowerment has come from the fact that no amount of critical analysis or personal empowerment will by itself change the existing set of rules and structures (LeCompte & DeMarrais, 1992:22) It is important to identify conditions within organisations that foster a sense of powerlessness among subordinates. Once these conditions are identified, empowerment strategies and tactics can be used to remove them (Conger & Kanungo, 1988:473). Although perceptions and subjective experience are critical, without actual changes in the objective reality the end stage of empowerment has not occurred (Israel *et al.*, 1994:155).

Spreitzer *et al.* (1997:701) suggest that practitioners that focus exclusively on a single dimension in their efforts to empower employees are likely to have, at best, limited success. Organisations must create more complex empowerment interventions; in addition to providing decision-making autonomy to facilitate self-determination, organisations must create a supportive organisational culture, design jobs that are meaningful to employees, provide training and development to enhance feelings of competence and allow employees to have impact in their work unit through involvement in strategic goal setting and shared governance.

Ford and Fottler (1995:22-25) devised a job content/context grid to assist managers in empowerment strategies. They theorise that all jobs have two dimensions: content and context. Job content represents the tasks and procedures necessary for carrying out a particular job. Job context is broader and is said to be the reason the organisation needs that job done and includes both how it fits into the overall organisational mission, goals and objectives and the organisational setting within which the job is done. The strategies suggested by Ford and Fottler (1995:26) should focus on decisions related to job content and later the empowered employees would become involved in making decisions about job context as well. This will permit management to learn the extent to which both it and its employees are ready and able to become empowered.

Research on the empowerment construct has been conducted in various organisations and their findings will be described. According to Zimmerman (1995), access to information and resources, socio-political support, opportunities for autonomy and control and the ability to influence organisational decision making are recurrent themes in the empowerment literature. Spreitzer (1996:486) says that it is the individuals' perceptions of their working environments that shape empowerment rather than some objective reality.

Foster-Fishman *et al.* (1998:520) found in their research that employees in a company in the United States of America described six pathways for experiencing increased control and influence in their jobs as being: having opportunities for job autonomy; having the freedom to be creative; gaining job relevant knowledge; feeling trusted and respected; experiencing job fulfilment; and participating in decision making. They also found that shifting organisational and environmental contexts altered the employees' empowerment experiences over time. This, they suggest, has implications for the methodologies and the interventions that are designed in pursuit of empowerment.

Spreitzer (1995a:1442-1465) found that managers in a company whose departments were characterised by an employee-centred culture, wide superior span of control (many supervisors), access to socio-political support, and access to strategic information experienced more empowerment than other managers. These features are seen as encouraging autonomy,

innovation, commitment and a sense of environmental control. Spreitzer (1995b:620) found that in general, individuals perceive undefined authority relationships and minimal goal/task formalisation as chaotic rather than empowering. Individuals who see their work environment as providing sufficient information and who perceive an employee-centred culture were found to be more empowered. According to Spreitzer (1995b:607), when individuals view their work environment as providing opportunities for, rather than constraints on individual behaviour, they feel empowered.

In later research, Spreitzer (1996:495) found that larger units were found to be related to empowerment; rather than being viewed as bureaucratic, larger units provide more meaning to individuals. She also found that those with more education were found to be more empowered. Role ambiguity was found to have the strongest relationship to empowerment. A highly flexible goal or task injects uncertainty and ambiguity. Role ambiguity threatens personal control and creates stress. Clear goals, tasks and lines of responsibility are key factors related to empowerment in the workplace. Subordinates are likely to feel more empowered in their work roles because their boss is not monitoring their actions. Socio-political support was also related to empowerment. Empowered employees see themselves as integrated into key political channels for getting work done in organisations. Through endorsement, approval for legitimacy, individuals feel a sense of mutual trust that breaks down forces of domination in a work unit and enhances empowerment. Access to information related positively to their empowerment in that those individuals feel a sense of ownership regarding the organisation. A participative climate was related to empowerment in that the climate of the work unit defines what is valued. A participative climate helps employees believe that they are important assets in the organisation and that they can make a difference. Access to resources was not found to be significantly related to empowerment. She found that higher levels of education are critical for enhancing empowerment, particularly in terms of providing skills and abilities individuals need to feel competent. Training and development programmes are likely to have parallel effects on empowerment.

In research conducted by McMillan *et al.* (1995:721-722), it was found that the organisational context is important to psychological empowerment. The organisational climate variable was

the strongest independent variable associated with psychological empowerment. They found a strong association between psychological empowerment and perceiving oneself part of an inclusive and focused group with which one identifies and to which one commits. They identified organisational characteristics that were strongly related to collective empowerment. These were: having an organisation which promotes participation benefits and reduced participation costs for members, and having an organisation perceived by members to be both task-focused and inclusive of all members in discussions and decisions.

Research conducted by Foster-Fishman and Keys (1997:365) supported the finding that when initial power differences are substantial and are sustained by the organisational culture, then it is unlikely that a disempowered group will be empowered. When power differences are not too great and the organisational culture supports member inclusions, then it is more likely that groups may become empowered. They also found that while most employees in a company rejected a larger role in organisational decision making, many still desired more influence and control within their own job domain. This suggests that opportunities made available for employee empowerment must fit the individual's desire for control and influence.

Ford and Fottler (1995:26) suggest that self-management may not be appropriate for most organisations or even most employees. An incremental process may be more appropriate. It is important to have an organisational structure that supports empowerment where teamwork, mutual support, freedom, motivation, independent effort and commitment to the overall system are evident. Strategies for worker empowerment, according to Perkins (1995b:777), include decreasing layers of supervision, pushing decision making lower in the hierarchy, and moving from assembly line organisational process to teamwork process (e.g. Quality circles).

Foster-Fishman and Keys (1997:348) take the position that there are two major kinds of critical preconditions for employee empowerment, namely conditions concerning power and control and those concerning inclusion and trust. Favourable conditions for empowerment require organisational practices and employee attitudes and behaviours consistent with an empowerment philosophy.

In SUMMARY, this section has noted the need for learning and training in organisations within the era of globalisation. The benefits to organisations are clear but the scepticism around the motivation for empowering practices needs to be heeded in order to ensure that true empowerment of individuals does occur. Based of the findings of research conducted in organisations, the following broad principles could guide practitioners:

Textbox 2.7 **PRINCIPLES FOR PRACTITIONERS**

> ❑   Increase participation in processes in organisations
>
> ❑   Provide a supportive culture and organisational climate
>
> ❑   Enhance psychological aspects in individuals through training
>
> ❑   Increase access to information and resources
>
> ❑   Provide opportunities for freedom and autonomy
>
> ❑   Create clear goals, tasks and lines of responsibility

There is clearly a niche for training in the process of empowerment of workers, but a commitment on the part of organisations is also needed in order to provide an environment in which these individuals can be nurtured and flourish.

After reviewing the literature related to empowerment, the questionnaire to measure the construct could be designed for application in the organisational setting. The methods utilised in this research will be discussed in the following chapter.

METHODS AND PROCEDURES

3.1 INTRODUCTION

3.2 PHASES OF THE RESEARCH

3.3 SUBJECTS
3.3.1 Subjects for Phase 1
3.3.2 Subjects for Phase 2

3.4 MEASURING INSTRUMENTS

3.5 PROCEDURES DURING THE STUDY

3.6 INTERVENTION PROGRAMME

3.7 EXPERIMENTAL DESIGN

3.8 STATISTICAL PROCEDURES

3.1 INTRODUCTION

This chapter describes the research methodology and procedures employed for the design and empirical testing of the measuring instrument to quantitatively and qualitatively describe and evaluate the empowerment of workers over a period of time, due to exposure to an empowering intervention. The subjects and situational context in which the research took place, the measuring instruments, procedures during the study, the intervention programme, the experimental design and data analysis are discussed.

3.2 PHASES OF THE RESEARCH

The research consisted of two phases, the *first phase* being the designing and the standardising of a questionnaire to assess the individuals' level of empowerment (subproblems *1.4, a & b*). Zimmerman (1995:583) asserts that the development of a measure of empowerment is

challenging but relevant, because measures can help to further develop the empowerment theory and evaluate interventions designed to enhance individuals' control over their lives. In order to address the subproblems *1.4, c, d* and *e*, the *second phase* in this research concerned the application of the structured and unstructured questionnaires at three testing occasions (Pre-test, Post-test and Post-post-test) to assess the empowerment status of individuals who were exposed to an intervention programme where empowerment was a stated aim. According to Perkins (1995b:765) the popular and ambiguous use of the term empowerment has created a greater need for reassessment in the applied context than in the theory and research literature. Spreitzer (1995a:1461) proposed that further research should examine micro-macro linkages and refine the theory development to capture the different meanings of empowerment more effectively.

3.3   SUBJECTS

In this section a description of the subjects is given as was applicable in each of the two phases of research.

3.3.1   Subjects for Phase 1

In accordance with subproblems *1.4, a* and *b*, the first phase of the research consisted of the designing and standardising of the empowerment questionnaire. During the design phase, 157 statements were compiled based on the designed theoretical framework for empowerment of Albertyn (1995), presented in the form of a dendrogram (see Chapter Four). Exploratory studies were conducted using three different groups as recommended by Robson (1993) and Rosnow and Rosenthal (1999). The first exploratory study involved 18 respondents representing a variety of levels of education, race groups and language groups. The sample used consisted of 6 Afrikaans-speakers, 5 English-speakers, 3 Xhosa-speakers who have English as a second language, and 4 respondents were both English- and Afrikaans-speaking. Each respondent was asked to explain the statements in their own words. In addition, four experts were requested to comment on the appropriateness of each statement in relation to concepts on the dendrogram. The next exploratory study addressed the response style for the questions. The Likert response format for the questions was tested with four respondents who

were required to select a preferred rating scale. The respondents were given the questionnaire where one third of the questions was formulated using the 5-point Likert scale with an uncertain middle response. One third of the questions was formulated with the 4-point Likert scale. The last third of the questions was formulated with the response option on a graphic scale where respondents had to mark a position on a line ranging from strongly disagree to strongly agree. A language specialist was consulted to ensure accurate translations into English and Afrikaans. One hundred and forty one (141) statements were retained after this process.

After the exploratory studies had been completed and the necessary amendments had been made to the questionnaire, the process of validating the questionnaire commenced. Four hundred and fifty (450) questionnaires consisting of 141 statements were administered in one organisation in the Western Cape amongst employees classified as being lower-level workers. The respondents were thus similar to the sample for the experimental part of the study in accordance with the requirement set out by Robson (1993) and Rosnow and Rosenthal (1999). Three hundred and eleven (311; 69%) respondents returned the questionnaire, and after an item analysis, the questions in the questionnaire were reduced further and finalised to consist of 61 statements. Finally, the 4-point Likert scale was considered as response options for all these statements as no uncertain response was possible.

An analysis of the questionnaire was conducted on the final version of the questionnaire involving two experts in the field of empowerment to establish content validity (Robson, 1993). This took place in two phases. They were asked firstly to categorise each of the 61 statements into the three levels of empowerment, namely: Micro-level, Interface level and the Macro-level. Secondly, they were given the contingent of statements that related each to the Micro-level (33 statements), Interface level (15 statements) and Macro-level (13 statements), and asked to indicate which statement measured the various sublevels within each of the three levels of empowerment.

3.2.2   Subjects for Phase 2

For the experimental part of the study, the sample consisted of all the participants in the *FREE*

TO GROW (FTG) programme. Group size ranged between 9 and 15 participants in each group in organisations in Blackheath, Bellville, Claremont, Paarl, Robertson, Stellenbosch, Strand and Tygerberg.

At the outset of the course, 86 participants completed questionnaires but there was a fall-off of participants and the remaining sample size at the end of the study totalled 67. Between the Pre-test and the Post-test, a total of three (3) dropped out, and between the Post-test and the Post-post-test a total of 15 dropped out. The reasons for the fall-off ranged from employees who had resigned, lost their jobs, were away on sick leave or others who had not returned their questionnaires on time or completed their questionnaires incorrectly and were thus excluded from the sample. As race had been selected as a categorical variable, the one black participant was excluded as the data of this single subject within a group would not have had value for statistical purposes. The 67 questionnaires that remained were analysed. Missing values varying between 1 and 3 items per questionnaire were identified in 30 of the questionnaires. In these cases, the mean scores for the three subsections of the questionnaire were calculated by converting the raw score to percentages based on the total score of the questions answered in the subsection, multiplied by the highest possible score of the Likert scale score, which was "4".

For the qualitative section of the research (subproblem *1.4, d*), half of the participants from each of the eight groups were randomly selected in order to conduct the in-depth interviews at the three different time intervals. Randomisation served as a safeguard against the researcher subconsciously allowing preferences to influence which sampling units received treatment, and to give each unit an equal chance of being assigned to any condition (Rosnow & Rosenthal, 1999:159). The researcher received a list of the names of participants and then randomly selected the names corresponding with even numbers on the list. Forty-seven (47; 52%) respondents were interviewed prior to the intervention, and immediately after the intervention forty-one (41) respondents remained after the fall-off, and thirty-three (33) were interviewed three months after the intervention. This final subsample consisted of 18 females (55%) and 15 (45%) males, which was a similar proportion to the main sample. In the qualitative sub-sample

71% was from the Coloured group and the remainder (29%) from the white group. The majority (49%) were Afrikaans-speaking (56% in main sample). These demographic characteristics indicate that the randomly selected sample represented the characteristics of the main sample well. The data analysis was based on the final subsample, which included only those respondents who completed the programme and completed the questionnaires at each of the three testing occasions.

3.4   MEASURING INSTRUMENTS

The measuring instruments used in this study consisted of a structured questionnaire for the collection of quantitative and demographic data, and an unstructured questionnaire for the collection of qualitative data. The measuring instruments were developed based on the outcomes expected to be evident in individuals participating in an intervention where empowerment is the stated aim.

The qualitative as well as quantitative methods of data collection applied in this study is supported by Guba (1990:21), Rappaport (1995: 800) and Perkins (1995b:771) who suggest that in order to measure empowerment, qualitative as well as quantitative methods should be employed. The measurement of empowerment in a specific setting for a particular sample of individuals is possible according to Zimmerman (1995:596), but must be connected to the experience of the research participants as they express their perceptions and contextually ground them in their life experiences. This approach may limit generalisability to other persons or contexts but is valuable for group-specific assessment. Robson (1993:290-229, 383) and Smaling (1992:4) concede that triangulation enhances interpretability and provides cross-validation.

Spreitzer *et al.* (1997:679) state that multidimensional conceptualisation of empowerment must be employed when studying the nomological network of empowerment. They warn that narrow definitions of empowerment are likely to provide limited explanatory power across a range of outcomes and are prone to omit variable biases and misleading conclusions.

The steps utilised in developing a summated rating scale are summarised by Robson (1993:257) as follows:

- ❑ gather a pool of items that appear to be related to the issue;

- ❑ decide on the response categorisation system;

- ❑ ask a number of respondents to check their attitudes to the list of statements;

- ❑ obtain a score for each respondent, and

- ❑ select items for the final scale using item analysis.

In the development of the questionnaire in the first phase, between 2 and 5 statements were compiled to measure each outcome of empowerment of the dendrogram on the three levels of empowerment (Micro-level, Interface level and Macro-level). Based on the review of related literature, the dendrogram or conceptual framework was formulated to reflect the outcomes expected to be evident in an individual who is empowered (Baker & Balakkrishnan, 1992:139; Bandura, 1977:193; Edwards & Usher, 1994:12; Frymier *et al.,* 1996; Gluckman, 1996:14; Gutierrez, 1990:149-150; Inglis, 1997:5; Israel *et al.,* 1994:153; Kieffer, 1984:10; LeCompte & DeMarrais, 1992:19; Leidenfrost, 1992:116-117; Mariner, 1992:110; McWhirter, 1991:222,223; O'Loughlin, 1990:9; Oxtoby, 1999:40; Perkins; 1995b:777; Pinderhughes, 1983:334-335; Rooth, 1999:16; Solomon, 1976:17,26; Spreitzer, 1995b:606; Spreitzer *et al.,* 1997:701; Staub-Bernasconi, 1991; Stromquist, 1988:11-13; Thomas & Velthouse, 1990:679; United Nations Development Programme; 1996:50; Zimmerman, 1995:582).

The questionnaire consisted of 157 statements that where utilised in the exploratory studies and served to test the structured questionnaire for face validity, readability and understandability. The structured questionnaire was subjected to item analysis in the summated ratings method for questionnaire reduction (Rosnow & Rosenthal, 1999:118; Robson, 1993:260). The most valid and reliable statements to measure each of the concepts on the three levels of empowerment (Micro-level, Interface level, Macro-level) were subsequently selected, resulting in a questionnaire consisting of 61 statements. These statements were then exposed to content analysis (see Chapter Four). In the event that a statement was worded negatively, the values

awarded would be reversed for the response categories. The following is an example of a statement and the format of the options for a response with the values awarded:

Table 3.1 LIKERT SCALE USED FOR STATEMENTS

STATEMENT	Strongly disagree	Disagree	Agree	Strongly agree
1. The good things in life are passing me by	1	2	3	4

After the content analysis this finalised structured questionnaire was utilised for the experiment in the second phase of the research to observe the effects of an intervention on the empowerment of participants. The structured questionnaire consisted of two parts (see Addendum 4). The first part consisted of the demographic information of each respondent, relating to aspects such as age, gender, language, race, education level and organisational rank. The second part contained the standardised questionnaire consisting of 61 statements related to empowerment.

For the qualitative collection of data, the interviewer utilised a semi-structured interview schedule to observe and identify the outcomes of empowerment in the respondents over a period of time. The dendrogram was the basis and guide for drawing up the questions for the semi-structured interview. Six questions were asked at each time frame, namely prior to the intervention (Pre-test), directly after the course (Post-test) and again three months after the intervention (Post-post-test). In education, an overall aim is to change participants' knowledge, attitudes and behaviour (Knowles, 1980). The questions were phrased in such a way so as to be able to identify any change in these three domains over the period of time relating to the three levels of empowerment (see Addendum 5). The individuals' response was noted relating to their reference to the indicators or outcomes of empowerment in terms of their knowledge, attitude and behaviour and how these change over time. This would assist in noting the changes that have taken place within an educational context.

An exploratory study was conducted in one *FREE TO GROW* group where the sample of seven was randomly selected. The adaptations made were limited to the method of phrasing the questions. Robson (1993:235) suggests that whatever method was used in interviewing, it is important to be consistent about it and note how it was dealt with. The researcher has also had experience of this technique of interviewing in an earlier similar study (Albertyn, 1995). In the semi-structured interview, the questions were worked out in advance but could be modified based on the interviewer's perception of what seemed most appropriate in the context of the conversation (Robson, 1993:231).

Data obtained from the questionnaires was described and ordered so as to be of a comparable level, using the various indicators identified in the literature as being a sign of empowerment status. After the raw qualitative data had been transcribed and the content analysis completed, the data was coded to correspond with the three levels of empowerment. Each individual served as a case and compared from the Pre-test, to the Post-test and Post-post-test. Each empowerment indicator referred to by the respondents was recorded as either a positive or a negative outcome of empowerment. Totals in terms of the positive and negative responses on each of the three levels of empowerment (Micro-level, Interface level and Macro-level) on each of the three testing occasions were recorded in the form of frequency tables. In five cases incomplete data, due to indistinct tape recordings, resulted in those cases being excluded from the frequency analysis. The researcher's journal of observations, as well as the accessible information, was included in the general discussion where relevant (see Annexure). The positive responses were totalled for the groups on the testing occasion and compared with the total score achieved in the structured questionnaire for validation purposes (see Addendum 7). In order to verify objectivity, a sample of six transcribed interviews (two from each testing occasion) were analysed and verified by another independent researcher.

The measuring instrument was implemented before the intervention (Pre-test) to gather baseline data, immediately after the intervention (Post-test) to note any changes in their level of empowerment, and three months later (Post-post-test) to determine the sustained effect of the intervention on their empowerment status. Spreitzer *et al.* (1997:700) suggest that research should focus on the assessment of employees' experience of empowerment over a time period.

3.5   PROCEDURE DURING THE STUDY

The design and standardisation of the questionnaire formed the first part of the research after consultation with an expert in questionnaire standardisation (Taljaard, 1997).   A thorough review of the related literature resulted in a synthesis of the outcomes that could be expected in an individual who is empowered (Albertyn, 1995).   This is referred to as a nomological network, conceptual framework or dendrogram (Spreitzer, 1995a; Zimmerman, 1995).

In order to *develop the questionnaire,* each of the concepts on the lowest level of the dendrogram representing the indicators of empowerment, were utilised to draw up statements for the questionnaire.   After the exploratory studies utilising various groups this was implemented in an organisation.   Access was gained after interest had been expressed by one company who had heard about the project.   Permission was received from management and the initial study was conducted over a four-month period.   Questionnaires were distributed among lower-level workers in the company and collected by the human resource manager.   After question reduction in consultation with a statistician, construct validity was established by an examination of the questionnaire by two experts in the field of empowerment.   Heterogeneity was determined to further validate the questionnaire.

The questionnaire was implemented in an experimental design utilising eight different groups in organisations in the Western Cape where the FTG life-skills programme (subproblem *1.4, c*) was presented.   Access was gained through the manager of FTG who provided the researcher with the contact names of the facilitator and/or the human resource manager of the company concerned.   A proposal was sent to each company with an explanation of the objectives of the research and the requirements that needed to be met in the process of research.   The data from the questionnaire was collected prior to, immediately after and 3 months after the (FTG) intervention programmes had been carried out.   The time allocated for completion of the questionnaire was approximately 20 minutes.   In most cases the structured questionnaire was administered by the researcher, and where this was not possible, by the facilitator and/or the human resource management.   The instructions regarding the completion of the questionnaire were clearly provided on each questionnaire.   The facilitator was trained by the researcher for the administration of the questionnaire and written instructions were also provided.

In accordance with subproblem *1.4, d,* the interview was utilised to note the outcomes of empowerment in the individuals in terms of the empowerment indicators over the period of time and to utilise it to provide richness to the quantitative data (Robson, 1993:229). Foster-Fishman *et al.* (1998:508) state that due to the empowerment concept's multiplicity and dynamism, qualitative methods are better equipped to identify the unique experiences of individuals. A further reason for collecting qualitative data was to validate the structured questionnaire (Robson, 1993).

The in-depth semi-structured questionnaires for the qualitative collection of data assisted in guiding the interviews (see Addendum 6), which were conducted with half of the participants who were randomly selected in each group by allocating numbers to the alphabetical list of participants and selecting the even numbers only. The in-depth interviews were arranged with the relevant human resource manager who arranged a venue and time for each respondent to be away from work. The time allocated was 30 minutes for the initial interview and 15 minutes for each of the subsequent two interviews.

In order to ensure trustworthiness of enquiry based on qualitative data, the potential problem of the fallibility of the human being was noted, and therefore rigorous and systematic analysis needed to be ensured. The advantage of having an outsider carrying out the evaluation is deemed to encourage truthfulness and openness (Lincoln & Guba, 1985 in Robson, 1993:403). The recordings of the interviews were transcribed and coded, and content analysis was applied in processing the qualitative data. Each statement of the respondents was evaluated and coded according to the indicators of empowerment found on the dendrogram, which served as a nomological network for this study to ensure objective analysis of the data.

3.6   INTERVENTION PROGRAMME

FREE TO GROW (FTG) is a company presenting life-skills programmes and operates in over 200 organisations in Southern Africa. The programme was developed in response to the challenges facing companies, namely low motivation, communication blockages, resistance to change, lack of commitment, ownership and initiative, under-performance, and the gap

between management and workers. These manifestations were seen to be caused by personal barriers in workers in terms of their low self-esteem, lack of personal vision and a feeling of hopelessness, which block their growth and development. The programme focuses on inner and interpersonal effectiveness, as employees below middle management are seldom empowered to address inner barriers effectively. Training at this level is often only aimed at providing technical skills or attempts to address symptoms without addressing the underlying perceptions. The aim of empowering workers is illustrated by the objectives listed below.

FTG enables employees to:
- ❏ strengthen their self-esteem and act with more confidence;
- ❏ take responsibility for their growth and development;
- ❏ develop their potential;
- ❏ improve the quality of their relationships in as well as outside the workplace; and
- ❏ experience personal empowerment, productivity and success.

(*FREE TO GROW*, 1999:1)

FTG was designed in South Africa taking into account the background and milieu of the learners, has been customised for different cultures, and is available in nine South African languages. Experiential activities are used to make abstract concepts accessible to learners with an educational backlog and the modular presentation allows for staggered learning, providing opportunity for practical application between sessions. The programme is holistic in nature and knowledge and skills acquired can be applied in other facets of the learners' lives. Maintenance of learning is achieved by involving management, follow-up sessions are presented as refreshers to reinforce learning, learners' manuals are provided, and posters of the main themes are displayed in the workplace to keep alive what has been learnt. (Due to the fact that FTG is a private company, the contents of the course was not described in more detail.)

The five empowering principles for effective intervention set out in the literature (centrality of the individual, bolstering self-esteem, success with small goals, use of support network and skill development) were evident in the FTG programme and will be discussed. This was borne out by Nortje (2000) in the programme planning and presentation, and by the personal experiences of the participants interviewed in the study.

The literature refers to the *centrality of the individual* in terms of his or her participation in the planning and presentation of programmes (Charlton, 1984; Dunst & Trivette, 1987; Evans, 1992; Ruddock & Worrall, 1997; Stromquist, 1988). In a programme like FTG, the course is pre-planned for a training setting and therefore excludes this flexibility in terms of each participant's input in the planning of each programme. During the four-year development of the course, the manager consulted 1 200 people similar to the target group and incorporated their feedback. The planning of this programme can therefore be seen to be participatory in this regard. Mariner (1992), McGoldrick *et al.* (1990), Oxtoby (1999), Solomon (1976) and Rooth (1999) mention *self-esteem* as an important principle in presenting empowering interventions. The principles that FTG applies and which are mentioned by Nortje (2000) include not giving the participants too challenging a task. There is a focus on theory in experiential activities and self-discovery. Most learning takes place through practical experience. As a major part of their competency training, the facilitators of FTG have a section on building and maintaining self-esteem.

The importance of *success with small goals* is linked to boosting the self-esteem of the individual. Evans (1992), Leidenfrost (1992), McGoldrick *et al.* (1990), Ruddock and Worrall (1997), Solomon (1976) and Stromquist (1988) refer to the principle of success with immediate goals. FTG encourages the setting of goals and working out commitments at the end of each week. At the start of the next week's session, they have feedback where they share their experiences and are encouraged in their successes (Nortje, 2000).

The importance of the group as a *support network* is mentioned by Mariner (1992) and Ball (1991). It is important for consciousness raising, validation of feelings and feelings of support. In FTG there is a focus on sharing and using natural teamwork with small groups of 3-4 participants. FTG encourages the groups to form support groups spontaneously on completion of the course.

Skill development is important to equip participants with the tools to cope with their everyday lives (Dunst & Trivette, 1987; Evans, 1992; McWhirter, 1991; Spreitzer *et al.,* 1997). The FTG course focuses on developing personal as well as interpersonal skills through the

programme. The emphasis is not only on theory but also on applying the theory practically through activities. Participants get the opportunity to apply the skills they learn within the group setting.

The FTG consists of 8 sessions which can either be presented weekly over 4 weeks in the full-day format or weekly in morning sessions for 8 weeks depending on the requirements of the company concerned. The break between the successive sessions is seen to be beneficial, as the participants have the opportunity to apply the knowledge they gain each week.

3.7   EXPERIMENTAL DESIGN

The final questionnaire was applied to measure the impact of an educational programme on a group of employees and their perception of empowerment. The experiment was based on the "one group Pre-test, Post-test, Post-post-test" design. The experimental design entailed exposing a sample of subjects to a treatment (independent variable) and applying the structured and unstructured questionnaires (dependent variable) as pre-, post- and post-post measures.
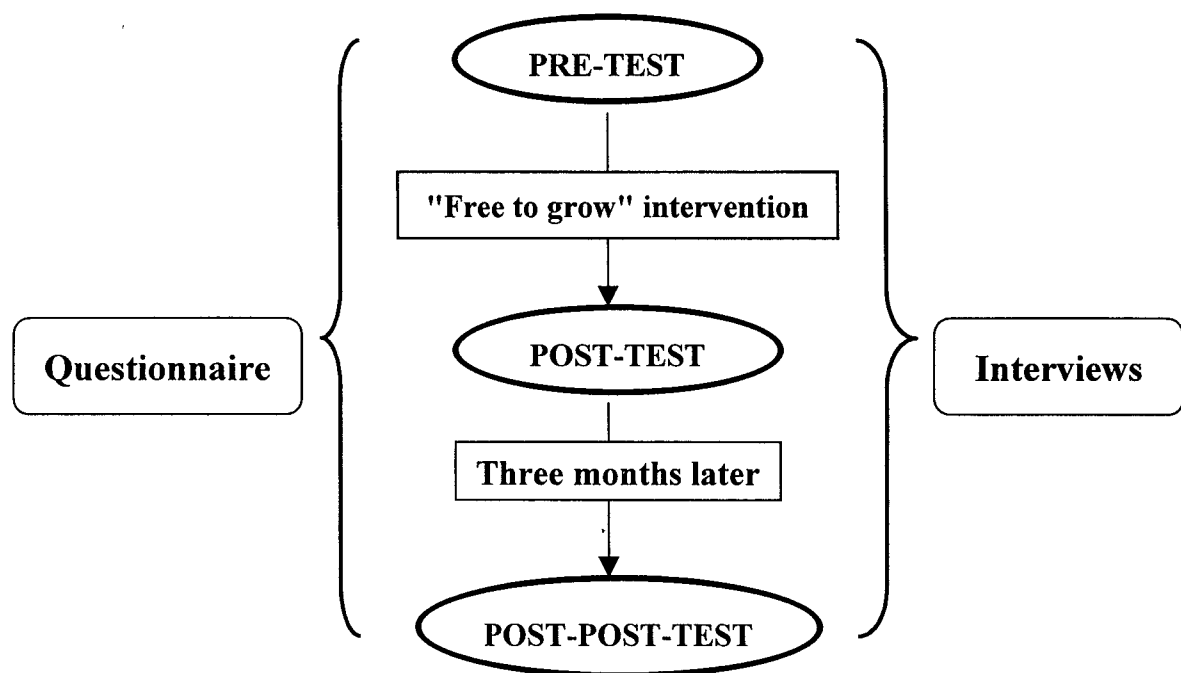
Figure 3.1   EXPERIMENTAL DESIGN

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The subjects consisted of all the participants in each of the eight FTG groups and were measured with the same measuring instruments prior to exposure to the programme (Pre-test), directly after the course was completed (Post-test) and again after three months (Post-post-test).

3.8   STATISTICAL PROCEDURES

For the *first phase* of the research, the summated rating method was used to design, reduce and validate the questionnaire. Accordingly, item analysis was conducted where two criteria were utilised, the first being consideration of the utilisation of the 4-point Likert scale with a 90% cut-off point applied. This was done to determine the questionnaire's discriminative power (Robson, 1993:257).

COMPARISONS   **COMPARISONS**

PRE-TEST

| Micro vs. Interface
Micro vs. Macro
Macro vs. Interface | ← | **POST-TEST** | → | Females vs. Males
Coloured vs. White |

POST-POST-TEST

| Total group
Females
Males
Coloured group
White group | | Total score
Micro-level score
Interface level score
Macro-level score |

VARIABLES   **VARIABLES**
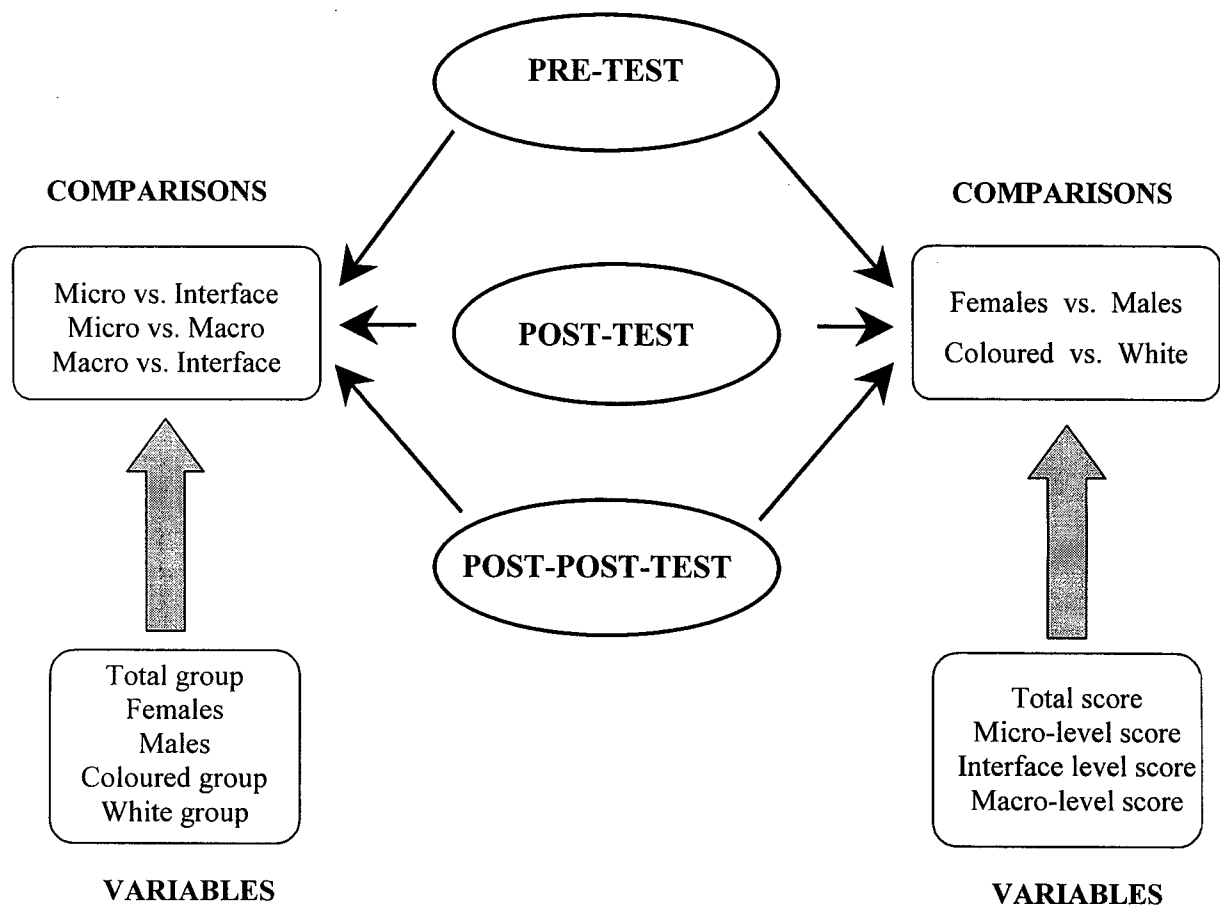
Figure 3.2   **VARIABLES AND STATISTICAL DESIGN FOR COMPARISONS BETWEEN MEANS (Duncan's Multiple Range Test)**

The second criterion in the process of questionnaire reduction was the application of the Spearman correlation to determine the extent to which all the responses to the individual statements were correlated to the total score (Rosnow & Rosenthal, 1999:118). The graphical method for investigating heterogeneity of subgroups was conducted using side-by-side box and whisker plots by means of the *Univariate SAS procedure* in order to validate the finalised questionnaire.

COMPARISONS

Pre vs. Post
Pre vs. Post-post
Post vs. Post-post

MICRO-LEVEL

INTERFACE LEVEL

MACRO-LEVEL

TOTAL SCORE

VARIABLES

Total group
Females
Males
Coloured group
White group
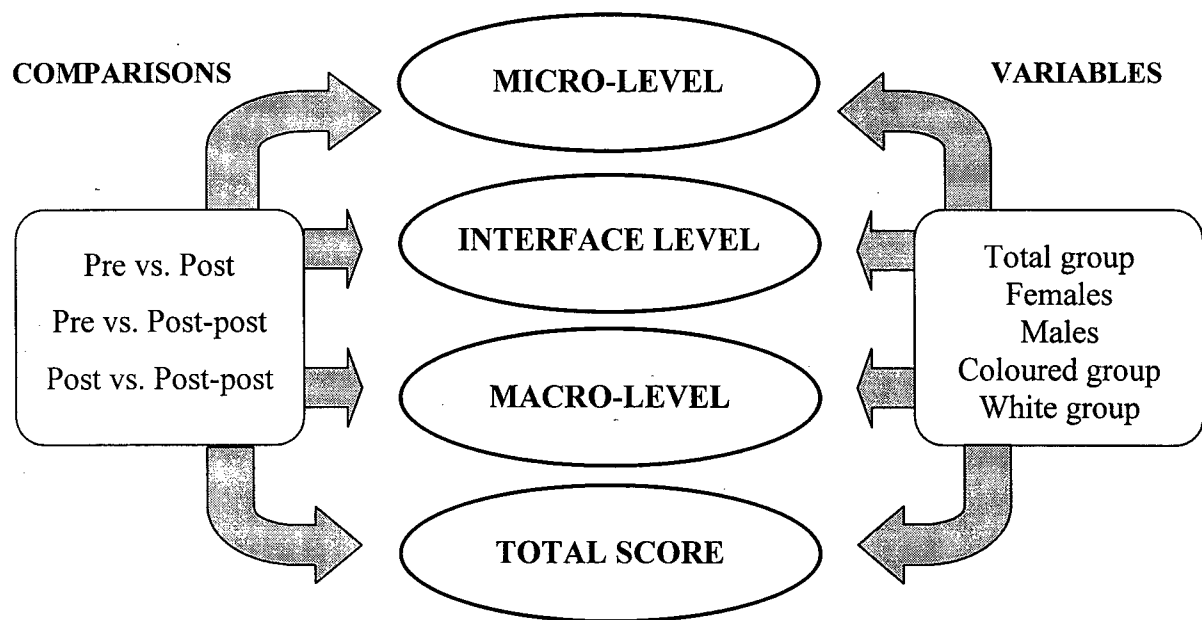
Figure 3.3   **VARIABLES AND STATISTICAL DESIGN FOR MEASUREMENT OF CHANGE OVER TIME (Student's t-Test)**

The focus of the *second phase* of the study was primarily on the experimental investigation. The first step in the analysis was to establish the status of empowerment of the experimental group (N=67). This included examining the means, standard deviations, minimum and maximum scores, and the frequency distribution of means scores for the Micro-, Interface- and Macro-level sections of the structured questionnaire separately, as well as the means total score for the 61 statements for the Pre-, Post- and Post-post-test data separately. These descriptive measures were computed for the total group, the gender groups (females and males) and the

race groups (Coloured & white groups). Due to the small sample size of black respondents (n=1), they were excluded as a groups for statistical consideration. This was followed by comparisons of the means (Figure 3.2) within the categorical variables (females vs. males; Coloured vs. white groups) for each testing occasion and empowerment level separately. The differences between the means scores of the three empowerment levels were also analysed on each testing occasion for the total group, gender and race groups. The difference between the means scores for all these variables and the different comparisons were analysed by means of Duncan's Multiple Range Test. The significant levels for the comparisons of the means were set at $p<0.05$ and $p<0.01$. The software used for these computations was the Statistical Analysis System (SAS).

The second step of this phase was to measure change over time due to the intervention of the FTG life-skills programme that was introduced after the Pre-test and to monitor retention or growth after a three-month period. Within-variable comparisons were made between the various testing occasions (Pre-test vs. Post-test; Pre-test vs. Post-post-test; Post-test vs. Post-post-test) (Figure 3.3). The student's t-test was applied for these comparisons using the mean scores of the total test, Micro-level, Interface level and Macro-level separately, while taking into account the variables: total group, gender groups (female & males) and the race groups (Coloured & white groups). The significant levels for the comparisons of the means were set at $p<0.05$ and $p<0.01$. The software used for these computations was the Statistical Analysis System (SAS).

The third step was to examine the patterns of empowerment of the total group within each level of empowerment, taking into consideration the three testing occasions. A factor analysis of the data of a subgroup of the main sample (n=37) was applied using Principle Components procedure. The resultant factors were labelled according to the factor loadings of the questions (variables). These factors and the order in which they emerged within each level of empowerment for each testing occasion separately provide some indication of the nature of the underlying perception of empowerment on each of these occasions. A further assessment concerned the changes that took place in the importance of the factors across the three testing occasions. The findings may be indicative of the processes that could have been responsible

for the change that occurred and how the intervention influenced the perception of empowerment (Robson, 1993:349; Tabachink & Fidell, 1986:632). The software used here was also the Statistical Analysis System (SAS).

In the next chapter (Chapter Four), the results and discussion of the first phase of the research, namely the designing and validating of the questionnaire, are presented. Chapter Five describes the second phase, namely the experimental study to observe the effects of an intervention on the empowerment of the participants and to identify the their patterns of empowerment.

RESULTS AND DISCUSSION: DEVELOPMENT OF THE QUESTIONNAIRE

4.1 INTRODUCTION

4.2 THEORETICAL BASIS FOR QUESTIONNAIRE DESIGN

4.2.1 First level: Micro-level empowerment

4.2.2 First level: Interface-level empowerment

4.2.3 First level: Macro-level empowerment

4.3 QUESTIONNAIRE DEVELOPMENT

4.4 QUESTIONNAIRE STANDARDISATION

4.5 VALIDATION OF THE INSTRUMENT

4.1 INTRODUCTION

The general methods employed in both the phases, namely the development of the questionnaire and the experiment applied in this study, were explained in Chapter Three. This chapter reports the methods and the findings of the first phase of the research, namely the questionnaire development and standardisation as reflected in subproblems *1.4, a & b*. The procedure that was undertaken during the development of the standardised questionnaire will be discussed by looking at the theoretical basis, the steps that were followed, the statistical processes that were carried out, as well as the validation of the finalised product.

4.2 THEORETICAL BASIS FOR QUESTIONNAIRE DESIGN

In accordance with subproblem *1.4, a & b*, the questionnaire was designed based on the theoretical grounding (Figure 4.1) that would assess empowerment on three levels, namely Micro-level, Interface level and Macro-level (Albertyn, 1995), and standardised to serve as a measuring tool to gain quantitative data for application in the experimental phase (subproblems *1.4, c & d*).

EMPOWERMENT STATUS

MICRO-LEVEL

ATTITUDE

- Change in Attitude
  - New opportunities and visions
  - Proactive
- Motivation
  - To use efforts and resources to achieve goals
  - Belief in success
- Personal Control
  - Over destiny
  - Individual determination
  - Self-efficacy

FEELINGS

- Personal
  - Self-respect
  - Positive self-concept
  - Self-confidence
  - Self-sufficiency
  - Dignity
  - Inner strength
  - Individual growth
- Control
  - Increased control over body
  - Feeling powerful
  - Self-efficacy

SKILLS

- Personal Skills
  - Leadership
  - Faith in skills
  - Growth in skills
  - Competence
  - Improving coping skills
  - Sence of agency
  - Personall responsibility
- Productive Activity
  - Paid work
  - Increased control over resource allocation
  - Upward mobility
- Knowledge
  - Own knowledge

INTERFACE LEVEL

PARTICIPATION
↓
Community participation

- Identity
  - Family
  - Group
  - Community
- Support
  - Systems
  - Attitudes
    - Mutual support
    - Shared fate
    - Caring
    - Mutual respect
- Behaviour
  - Personal
    - Release of hidden resources
    - Individual assertiveness
    - Mastery over affairs

ACTION

- Understand Community Organisation
  - Power and Status of groups
    - Cultural
    - Societal
    - Familial
  - Areas of common concern
- Collaborative Action to Influence Change
  - Family
  - Community
  - Ability
    - To make a difference
    - Act collectively
    - Problem solving
    - Decision making
    - Interact to procure recources

MACRO-LEVEL

BELIEFS

- Critical reflection
  - Social problems
  - Understand place in society
- Contribution
  - Command over events
  - Make difference in world

ACTION

- Participation
  - Ready to take action
  - Social change
  - Reconstruction
- Change
  - Control of & access to resources

EFFECTS

- Rights
  - Legal
  - Political
- Power
  - Freedom from policies & orders
  - Increased collective political power

Figure 4.1 **DENDROGRAM: A THEORETICAL FRAMEWORK ON EMPOWERMENT** (Albertyn, 1995)

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Based on the review of related literature the *dendrogram* or conceptual framework was formulated to reflect the outcomes expected to be evident in an individual who is empowered (Baker & Balakkrishnan, 1992:139; Bandura, 1977:193; Edwards & Usher, 1994:12; Frymier *et al.*, 1996; Gluckman, 1996:14; Gutierrez, 1990:149-150; Inglis, 1997:5; Israel *et al.*, 1994:153; Kieffer, 1984:10; LeCompte & DeMarrais, 1992:19; Leidenfrost, 1992:116-117; Mariner, 1992:110; McWhirter, 1991:222, 223; O'Loughlin, 1990:9; Oxtoby, 1999:40; Perkins; 1995b:777; Pinderhughes, 1983:334-335; Rooth, 1999:16; Solomon, 1976:17, 26; Spreitzer, 1995b:606; Spreitzer *et al.*, 1997:701; Staub-Bernasconi, 1991; Stromquist, 1988:11-13; Thomas & Velthouse; 1990:679; United Nations Development Programme, 1996:50; Zimmerman, 1995:582).

The underlying concepts used in this study are arranged in a dendrogram or theoretical framework to form the basis for questionnaire development (Figure 4.1). Each of the three levels of empowerment in this study (Micro-level, Interface level and Macro-level) is analysed according to the empowerment indicators or outcomes identified in the literature by theorists in various professions and then categorised in sublevels to correspond with the three empowerment levels. The dendrogram or theoretical framework is an explanation of the above process and shows the underlying concepts used in this study for each of the three levels of empowerment. Each level was categorised into further sublevels, planes, dimensions, components or aspects, namely a second sublevel, third plane, fourth dimension, fifth aspect and sixth component (Figure 4.1).

4.2.1 First level: Micro-level empowerment

Micro-level empowerment was categorised into three further sublevels, planes and dimensions, namely a second sublevel, third plane and fourth dimension. At the second sublevel empowerment status will be reflected by increased empowerment in terms of *attitudes, feelings* and *skills*.

At the third plane *attitude* (Figure 4.2) is reflected by change in attitude, motivation and personal control. At the fourth-dimension change in attitude, empowerment status is improved

through attitudinal change, which is reflected in new opportunities and visions, as well as proactivity. Fourth-dimension motivation reflects improved empowerment status in the use of efforts and resources to achieve goals and belief in success. Fourth-dimension personal control is reflected in control over destiny, individual determination and self-efficacy.
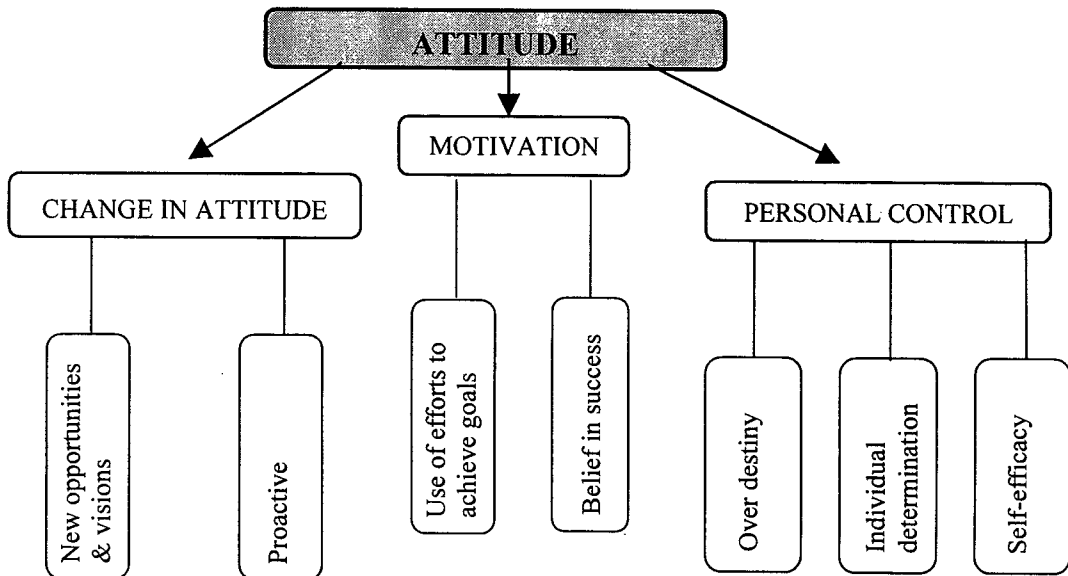
Figure 4.2   ATTITUDE AT THE MICRO-LEVEL
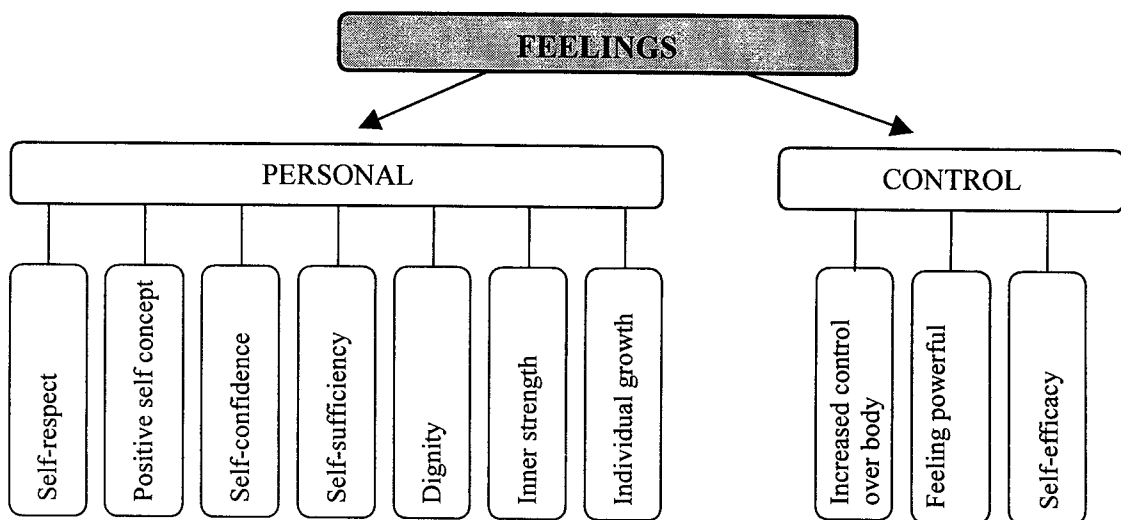
Figure 4.3   FEELINGS AT THE MICRO-LEVEL

The third plane of *feelings* (Figure 4.3) at the Micro-level is reflected in the area of personal and control feelings. At the fourth dimension, personal feelings are reflected in self-respect, positive self-concept, self-confidence, self-efficacy, dignity, inner strength and individual growth. In terms of control at the third plane, the fourth dimension reflects increased control over the body, feeling powerful and self-efficacy.

The third plane is *skills* (Figure 4.4) at the Micro-level. Empowerment status is considered to be higher when there is evidence of leadership, faith in skills, growth in skills, competence, improved coping skills, sense of agency, personal responsibility, self-knowledge and productive activity. At the fourth dimension productive activity is reflected by paid work, increased control over resource allocation, and upward mobility.
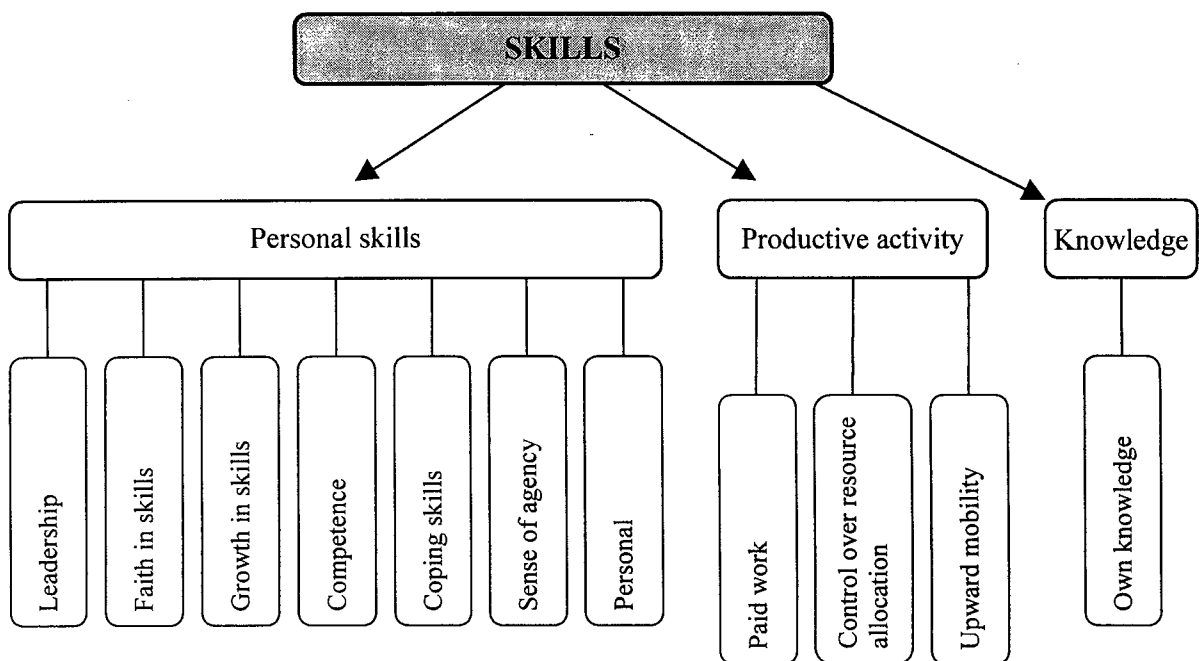
Figure 4.4 **SKILLS AT THE MICRO-LEVEL**

4.2.2   First level: Interface level empowerment

For the purposes of this study, empowerment status at the second sublevel, namely participation and action, reflects the Interface level.

At the third plane of *participation* (Figure 4.5) empowerment status is higher when participation is reflected at the level of identity and support. At the fourth dimension identity is reflected at the level of the family, group and community identity. At the fourth dimension, support can in turn be seen in attitudes and behaviour, and at the fifth aspect empowerment status with reference to attitudes is seen in mutual support, shared fate, caring and mutual respect. Behaviour at the fifth aspect is reflected in the release of hidden resources, individual assertiveness and mastery over affairs.
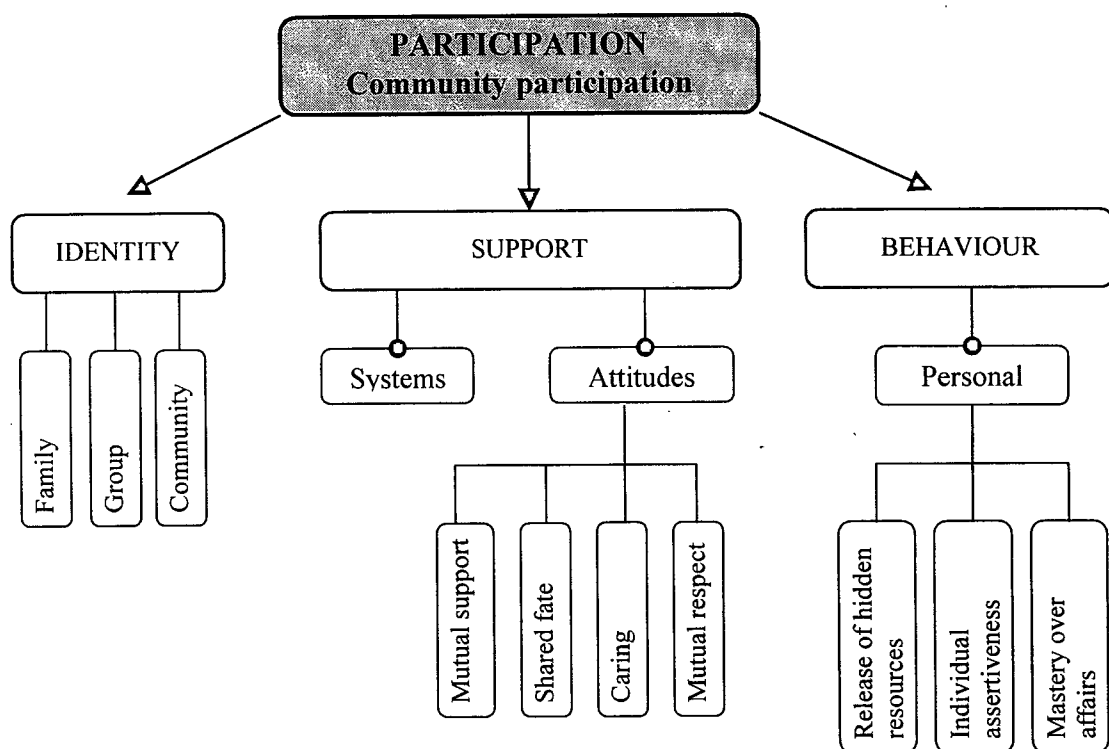
Figure 4.5   PARTICIPATION AT THE INTERFACE LEVEL

Action (Figure 4.6) at the third Interface plane is manifested in community organisation and collaborative action. Collaborative action at the fourth dimension consists of the two elements of understanding and influence. Understanding in collaborative action at the fifth aspect includes areas of common concern and power and status of groups. At the sixth component, power and status of groups are reflected at cultural, societal and familial levels. Influence in

collaborative action at the fifth aspect of the Interface is seen in change and ability. Change on the sixth component is reflected at family and community levels. Ability at the collaborative sixth component is seen in decision making, collective action, interaction to procure resources, problem solving, and the ability to make a difference.
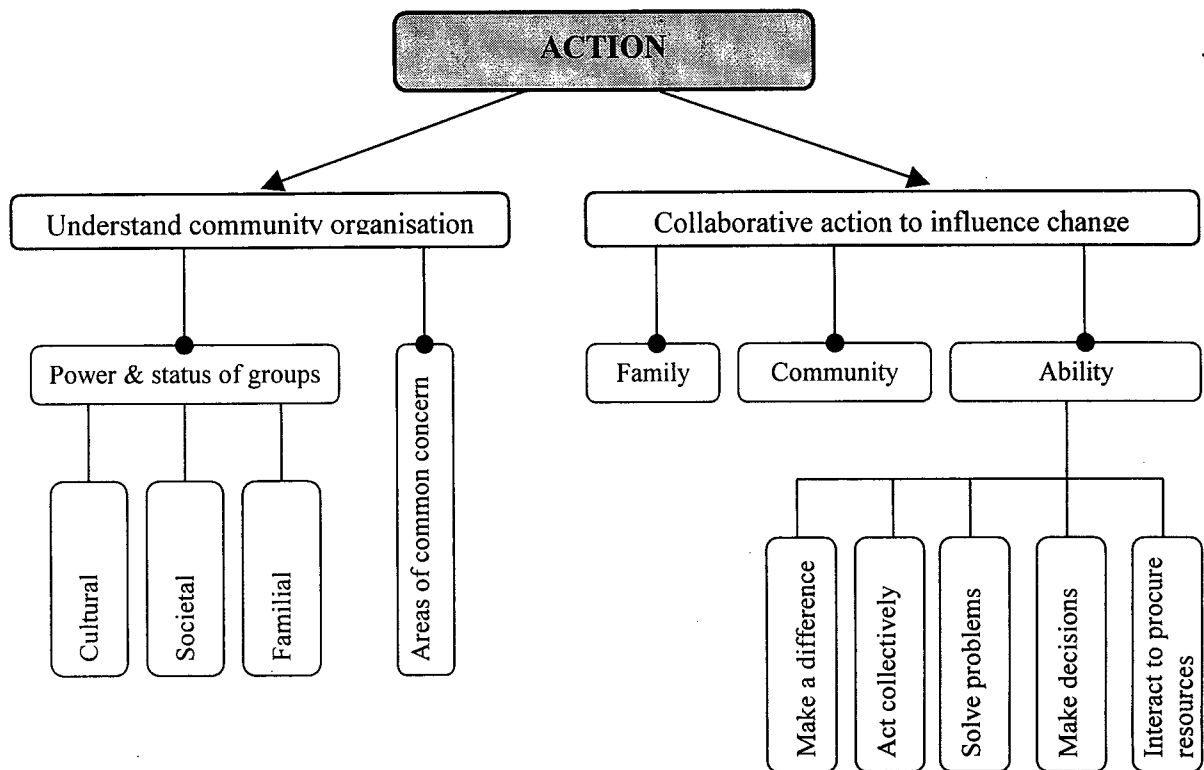
Figure 4.6   **ACTION AT THE INTERFACE LEVEL**

4.2.3   First level: Macro-level empowerment

The second sublevel at the Macro-level empowerment status is seen in *belief, action* and *effects.* Empowerment status at the third plane is increased at the Macro-level by the *beliefs* (Figure 4.7) as reflected by critical reflection and contribution. Critical reflection at the fourth dimension is seen in understanding of their place in society and awareness of social problems. At the fourth dimension the contribution that can be made is reflected in belief in command over events and the ability to make a difference in the world.
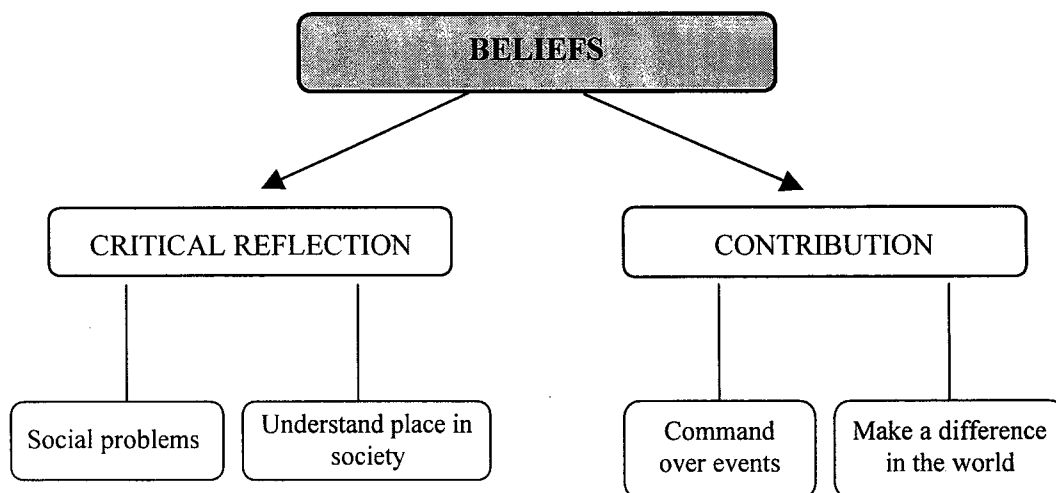
Figure 4.7   BELIEFS AT THE MACRO-LEVEL

At the third plane, participation and control of and access to resources reflect *action* (Figure 4.8) at the Macro-level. Participation at the action level is seen at the fourth dimension in reconstruction, social change and readiness to take action.
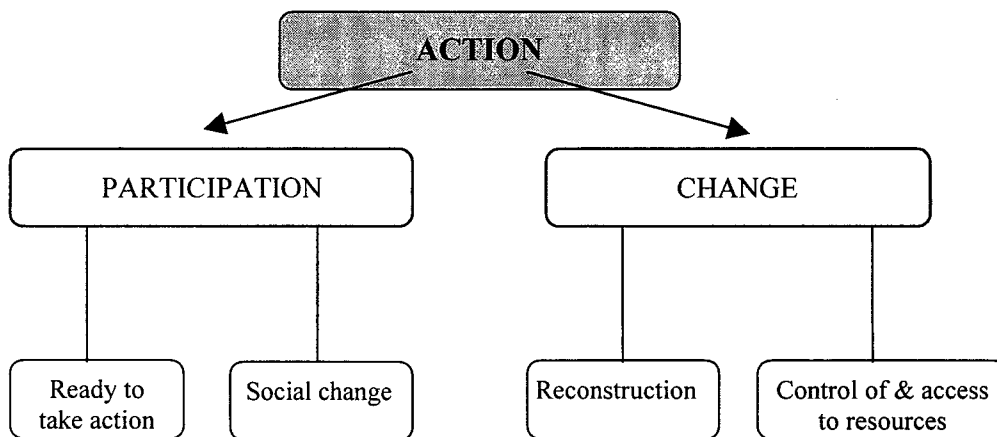
Figure 4.8   ACTION AT THE MACRO-LEVEL

Third plane *effects* (Figure 4.9) at the Macro-level are manifested in rights and power. Rights at the fourth dimension are reflected in legal and political rights. Power at the fourth dimension is reflected in freedom from policies and orders and increased collective political power.

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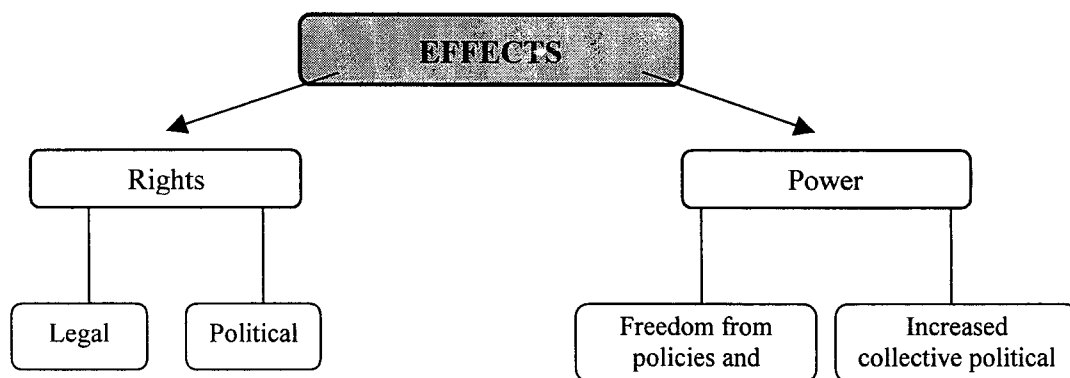
Figure 4.9   **EFFECTS AT THE MACRO-LEVEL**

Hence the thorough theoretical literature review and subsequent compilation of the nomological network (dendrogram) served as the basis for the development of the questionnaire. Once the basis of the review of literature and devising of the conceptual framework had been put in place, the *development of the questionnaire* could follow. The procedure that was followed, the method which was employed, as well as the findings will be discussed.

4.3   QUESTIONNAIRE DEVELOPMENT

In order to develop an attitude questionnaire, the summated ratings method was utilised to ensure that the scale used had internal consistency and/or the ability to differentiate among individuals (Robson, 1993:260). A number of *statements on the topic of empowerment* needed to be written (Rosnow & Rosenthal, 1999:118; Robson, 1993:260) and consequently each of the concepts on the lowest level of the dendrogram representing the outcomes of empowerment, were utilised to draw up between two and five statements. A total of 157 statements given in the positive and negative form were the result of this exercise. An exploratory study was conducted with 18 respondents who tested the statements for comprehensibility and readability and thus also face validity. Content analysis of responses was used to detect any difficulties with the understanding of the statements (Rosnow & Rosenthal, 1999:112).

Four experts made critical recommendations after examining the statements related specifically

to the empowerment concepts. Two professionals were experts in the theoretical aspects regarding empowerment and two were involved in practical empowerment issues in the workplace with people possessing similar characteristics to those in the proposed sample. A language specialist also examined the questionnaire and made suggestions. Only English and Afrikaans were included due to the fact that the questionnaire would be applied in the Western Cape where the majority of participants in the *FREE TO GROW* programme speak those two languages (Nortje, 1998). This was also confirmed in the experimental part of the study where none of the respondents reported a first language other than English or Afrikaans. It was decided to print the English and Afrikaans statements next to each other in order to provide greater clarity for the respondents, if required. 141 statements were retained after this process (see Addendum 1).

An exploratory study was undertaken to decide on the *format of the options of responses* to the statements on the questionnaire. The respondents were asked to state, after completion of the exercise, which one of the three response format they preferred. All the respondents stated that they preferred the 4-point Likert scale. The Likert scale with the range of 1 to 4 (1 - *strongly disagree*; 2 – *disagree*; 3 – *agree*; and 4 - *strongly agree*) was utilised as it encourages the respondent to commit himself/herself to a response rather than to retreat into a neutral (Rosnow & Rosenthal, 1999:110; Schutte, 1997). Statements were formulated in both positive (75 of the questions in the questionnaire) and negative forms (66 questions) to avoid the acquiescent response set (Rosnow & Rosenthal, 1999).

4.4   QUESTIONNAIRE STANDARDISATION

In accordance with the summated ratings method, the questionnaire needed to be given to a *sample of subjects* from the target population who indicated their evaluations of the statements on the Likert scale (Rosnow & Rosenthal, 1999:118; Robson, 1993:257). 450 questionnaires were handed out to respondents employed in one organisation and who were employed in lower-level posts. The response rate was 69%. Of the 311 respondents, 169 were English-speaking and 142 were Afrikaans-speaking. The majority of the respondents were age between 20 and 29 years of age and most (48%) were in the Coloured ethnic group, 36% were white and

16% were black. The sample was thus similar to the sample used in the experiment (Table 4.1). More females (n=210) answered the questionnaire, compared to (n=74) males. Due to the fact that the female group was better represented, more attention was paid statistically to the data received from this group than from the males (Kotze, 1998).

Table 4.1   **PROPORTIONATE (%) REPRESENTATION OF RACE AND GENDER IN SAMPLES**

SAMPLE	GENDER		RACE GROUP		
	Male	Female	Coloured	White	Black
Phase I (n=311)	25	75	48	36	16
Phase II (n=86)	45	55	70	29	1

An *item analysis* was carried out in order to determine whether the respondents answered the items in the way in which they were intended to be answered (validity). The questionnaire was subjected to statistical analysis where the means and median and the Spearman correlations were carried out in order to select the most valid statement to represent the concepts on the dendrogram (Kotze, 1998). The need for a reduced questionnaire was borne out by the fact of respondent fatigue that was evident with a greater number of no responses recorded as the questionnaire progressed. There were no major differences in the means for the various subgroups which were studied, namely English- and Afrikaans-speaking, and for males and females.

In the process of variable/question reduction, two criteria were applied. The *first criterion* was the consideration of the distribution of the responses to measure the degree of utilisation of the 4-point Likert scale (strongly disagree, disagree, agree, strongly agree). This was done to determine its *discriminative power*. The items with the highest discrimination power indices were chosen (Robson, 1993:257). When more than 90% of the respondents responded positively/negatively (depending on the nature of the question), then that question was

eliminated. Accordingly, 51 statements were deleted [30 on the Micro-level (41%), 16 on the Interface level (39%) and five on the Macro-level (20%)]. After utilising the 90% cut-off point, 90 statements remained.

It was noted that most of the questions that fell away at this stage were the statements that were given in the positive form. After applying the 90% cut-off point, only 49% of the positive statements remained compared to the 91% of the negative statements. This indicates that the respondents used the full scale to a better extent in the negative statements compared to the positive statements. It appeared as if the negative statements elicited more critical thinking in the respondents.

The Spearman correlation was applied for the purpose of addressing the *second criteria* in the process of question reduction. This method was utilised to determine the extent to which all the responses to individual statements were correlated with the total score. Statements that correlated well with the total score were chosen for the final questionnaire, because statements with low correlations with the total score would not distinguish those respondents with positive attitudes from those with negative attitudes. The remaining 90 statements were examined using correlation structures, namely the stem-and-leaf method, with the aim as stated by Rosnow and Rosenthal (1999:233) of observing symmetry, the spread of the scores, the scores outside the batch, whether there were small or large concentrations of scores and to see whether there were any gaps. Each of the four subgroups, namely female Afrikaans-speaking (FA), female English-speaking (FE), male Afrikaans-speaking (MA) and male English-speaking (ME) was processed separately. In each case the totals for each of the three levels of empowerment (Micro-level, Interface level and Macro-level) were correlated for each group of respondents (FA, FE, MA, ME). Using the stem-and-leaf method, the median was identified and the empirical distribution of the tails was considered in each of the subgroups. Where intersection of the tail occurred, variables were discarded. The union of sets was then considered in selection of questions to be discarded. Items that tended to give the same answer were discarded (see Addendum 3).

After applying the second rule, 10 statements were discarded on the Micro-level, 11 on the

Interface level and eight on the Macro-level, leaving a total of 61 statements in the reduced questionnaire (33 remaining on the Micro-level, 15 on the Interface level and 13 on the Macro-level).

Table 4.2   **STATEMENT ALLOCATION ACCORDING TO THE DENDROGRAM**

STATEMENT	Level of empowerment	Sublevel of empowerment
1-The good things in life are passing me by	MICRO	Attitude
2-When I see a new opportunity, I go for it without hesitation	MICRO	Attitude
3- If I am successful, it will only be due to luck	MICRO	Attitude
4- If I feel unhappy in my job, I would work to change the situation	MICRO	Attitude
5-My work efforts are unsuccessful	MICRO	Attitude
6-Even though I try, I feel unsuccessful	MICRO	Attitude
7-I have little control over what happens in my life	MICRO	Attitude
8-My future is in my own hands	MICRO	Attitude
9-I find it difficult to carry out plans that I make	MICRO	Attitude
10-I find it difficult to adapt to change	MICRO	Attitude
11-I feel humiliated if people find fault with me	MICRO	Feelings
12-People mess me around	MICRO	Feelings
13-I feel unsure of myself	MICRO	Feelings
14-I feel tense when I am with strangers	MICRO	Feelings
15-My moodiness influences my work	MICRO	Feelings
16-I feel useless if people treat me badly	MICRO	Feelings
17-I feel as if nothing will ever change in my life	MICRO	Feelings
18-I am dissatisfied with my body	MICRO	Feelings
19-I find it difficult to be disciplined with regard to my health	MICRO	Feelings
20-I feel as if my attempts end in failure	MICRO	Feelings
21-It is difficult for me to take the lead in a group	MICRO	Skills
22-I prefer to be told what to do	MICRO	Skills
23-My employer thinks I am a good employee	MICRO	Skills
24-I am making little progress in my job	MICRO	Skills
25-I find it difficult to cope when there are conflicting demands in my home and at work	MICRO	Skills
26-I find it hard to cope with life's problems	MICRO	Skills
27-It is difficult to organise it if there is someone I would like to meet	MICRO	Skills

STATEMENT	Level of empowerment	Sublevel of empowerment
28-I plan my own future	MICRO	Skills
29-If things go wrong I think I am to blame	MICRO	Skills
30-Money I earn seems to disappear	MICRO	Skills
31-I am unaware of exactly what I spend my money on each month	MICRO	Skills
32-I think I'll be stuck in this current job for the rest of my life	MICRO	Skills
33-I am dissatisfied with myself	MICRO	Skills
34-I discuss important issues with other people in my community	INTERFACE	Participation
35-I am uninvolved in what goes on in my community	INTERFACE	Participation
36-If someone in my community is suffering, the community will support him/her	INTERFACE	Participation
37-I believe in supporting the people I work with	INTERFACE	Participation
38-I have little in common with the people I work with	INTERFACE	Participation
39-My friends are unaware of my abilities	INTERFACE	Participation
40-I am scared to make my needs known	INTERFACE	Participation
41- It is hard to mix with other employees on different job levels	INTERFACE	Action
42-Not much is achieved when groups in my company try and work together	INTERFACE	Action
43-The members of my immediate family find it hard to work together to achieve their goals	INTERFACE	Action
44- I enjoy working with other people to improve things in my community	INTERFACE	Action
45-I am afraid to speak out about things that bother me at work	INTERFACE	Action
46-I have difficulty solving my family's problems	INTERFACE	Action
47-Most of my problems I can do nothing about	INTERFACE	Action
48-I find it difficult to make decisions	INTERFACE	Action
49-I am uninterested in political issues in the country	MACRO	Beliefs
50-I leave the political and social issues to the politicians to solve	MACRO	Beliefs
51-I am unhappy with my place in society	MACRO	Beliefs
52-I would take action if my needs were not being met	MACRO	Beliefs
53-My vote in elections won't make much difference	MACRO	Beliefs
54-I feel that I have a contribution to make to society	MACRO	Beliefs
55-I make a contribution to building a new South Africa	MACRO	Action
56-We as consumers can do little to prevent the rising cost of living	MACRO	Action
57-I am unaware of my rights	MACRO	Effects
58-I will speak out in a meeting if I am unhappy with what is being said	MACRO	Effects

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STATEMENT	Level of empowerment	Sublevel of empowerment
59-I am uninvolved in politics	MACRO	Effects
60-I ignore petty orders at work	MACRO	Effects
61-I feel powerless to ever change circumstances at work	MACRO	Effects

4.5   VALIDATION OF THE INSTRUMENT

The process of standardisation occurred during the development of the questionnaire. The final applications in order to validate the questionnaire consisting of 61 statements, namely construct validity, determination of heterogeneity, and comparison with qualitative data, will be discussed.

Content validity was tested by asking two experts in theoretical and practical empowerment issues to make subjective evaluations of the relevance of each item for assessing different content areas (Rosnow & Rosenthal, 1999:145). It was found that they allocated the statements more accurately during the second round (mean score of 76%) than the first (mean score of 69%). A possible explanation could be that the three levels of empowerment as conceptualised in this study are a synthesis of various professions' definitions. It was hard for the respondents (who where experts in empowerment in their field) to answer accurately on all the levels. This was borne out by the one respondent whose field of expertise focuses on the Interface level and who scored 93% in the second round when allocating the statements to the Interface concepts. The problems that were encountered were related to the use of a word in the statement context that suggested a specific level, whereas the essence of the questions was testing a different level. An example of this was statement number 26: *I find it difficult to cope when there are conflicting demands in my home and at work.* This is a statement relating to personal feelings of being able to cope (Micro-level), but because the word 'home' came into the statement the experts both placed this statement in the Interface level category (Table 4.2).

The graphical method for investigating *heterogeneity* in the eight (8) groups who were part of the research process was conducted using side-by-side box-and-whisker plots by means of the

univariate SAS procedure. It was found that each subgroup did display different values for the Micro-level, Interface level, Macro-level and total, which is the required norm to indicate that the eight different subgroups in this study did not think the same way when answering the questionnaire (Tabachnick & Fidell, 1986). It therefore discriminates among the respondents, and the questionnaire measures what it was intended to measure and can be applied to any group. The validity of the measuring instrument is thus verified. The box-and-whisker plots represented in Figure 4.11-4.14 (see at the end of the chapter) illustrates the distribution of values of the eight different companies indicating the median (50th percentile) and the 25th and 75th percentiles in each case.
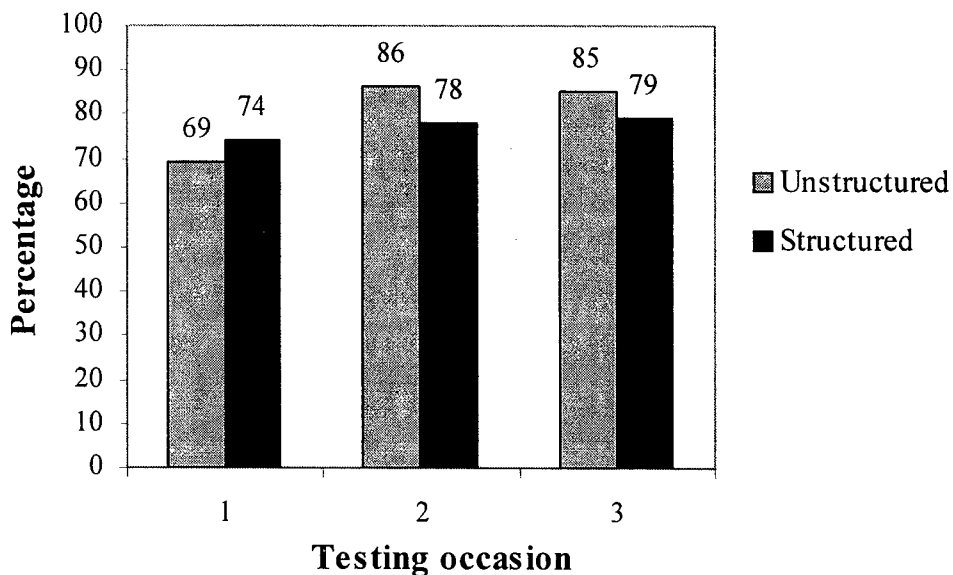
Figure 4.10   COMPARISON OF TOTAL SCORES FOR STRUCTURED AND UNSTRUCTURED QUESTIONNAIRES (n=28)

Another form of validation was attained by comparing the empowered score of the respondents who answered both the structured and unstructured questionnaires. In the unstructured questionnaire, the total positive responses related to empowered outcomes for the individuals at the Pre-test (testing occasion 1), Post-test (testing occasion 2) and Post-post-test (testing occasion 3) were identified on the 3 levels of empowerment (Micro-, Interface- and Macro-level) and frequency tables were compiled (see Addendum 7). An expert on empowerment

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checked six of the transcribed interviews, one male and one female from each testing occasion, to ensure validity of the allocation of positive empowered outcomes for each of the respondents' statements. The results were found to be similar. The total score for the in-depth sample was compared with the respondent's scores from the structured questionnaire. The findings illustrated in Figure 4.10 serve to validate the measuring instrument as the pattern of the participants scores is similar over time. There was a progressive increase in empowered scores over the three testing occasions in both cases.

This chapter has dealt with the first phase of the research process, the development and standardisation of the measuring instrument in accordance with subproblems *1.4, a* and *b*. The theoretical base for the development of the questionnaires was described, as well as the procedures followed, and the statistical procedures that were involved in questionnaire reduction for the structured questionnaire. The final questionnaire consisting of 61 statements that cover three levels of empowerment (Micro-level, Interface level and Macro-level) was found to be valid, thereby allowing the acceptance of the first two research hypotheses (*1.7, a &* *b*). Chapter Five describes the second phase in the research process, namely the experiment.
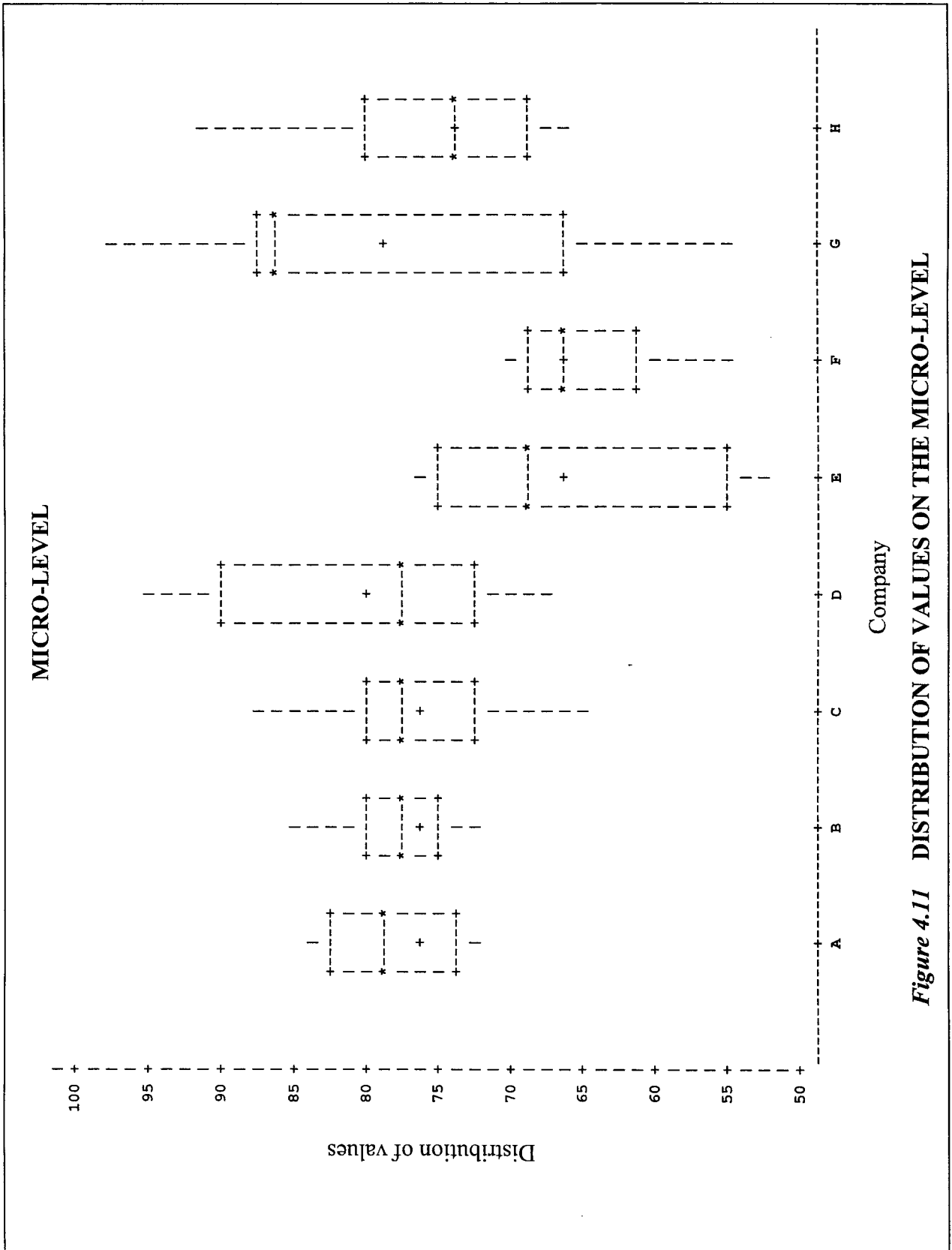
Figure 4.11   DISTRIBUTION OF VALUES ON THE MICRO-LEVEL
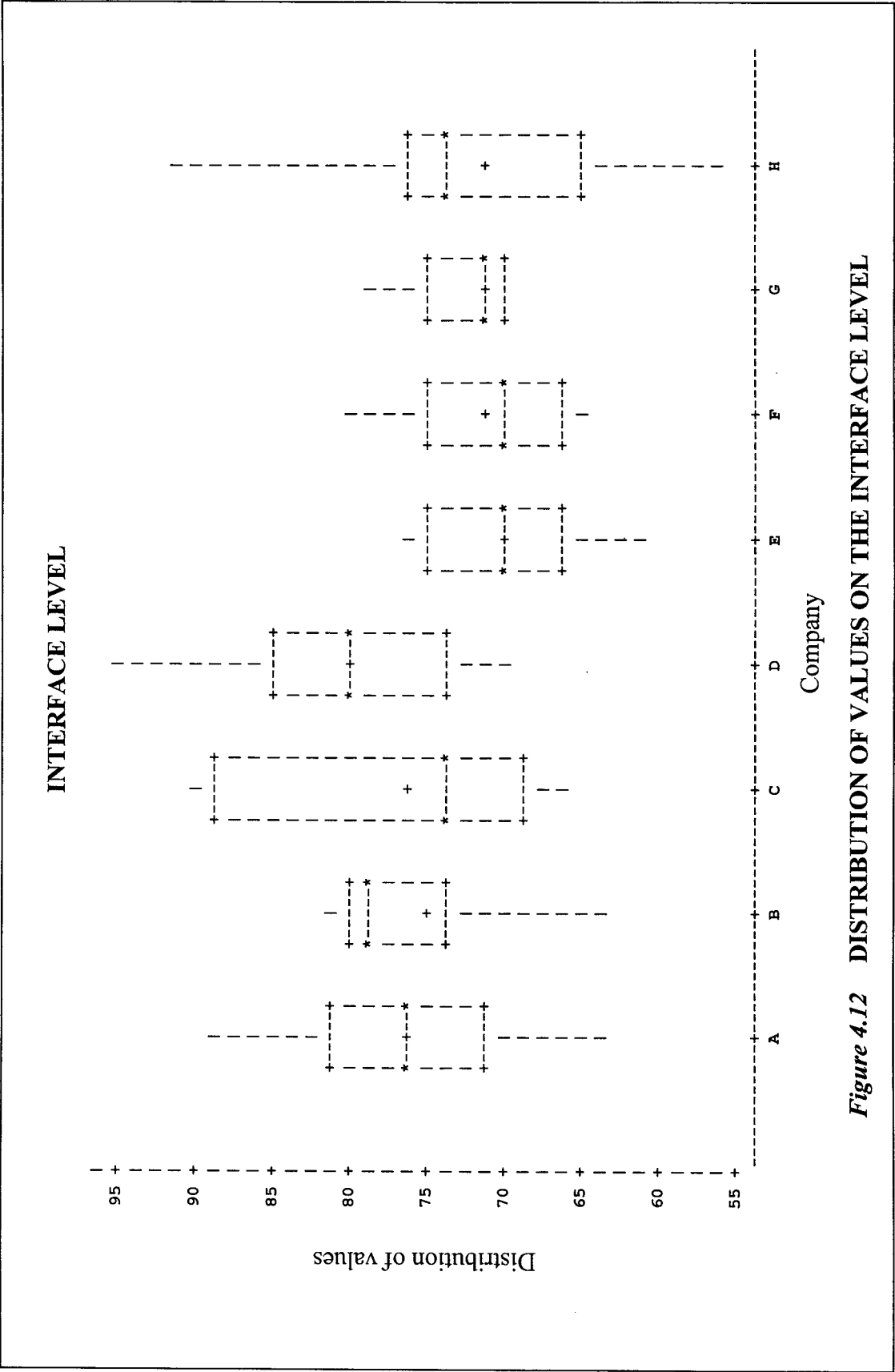
Figure 4.12   **DISTRIBUTION OF VALUES ON THE INTERFACE LEVEL**
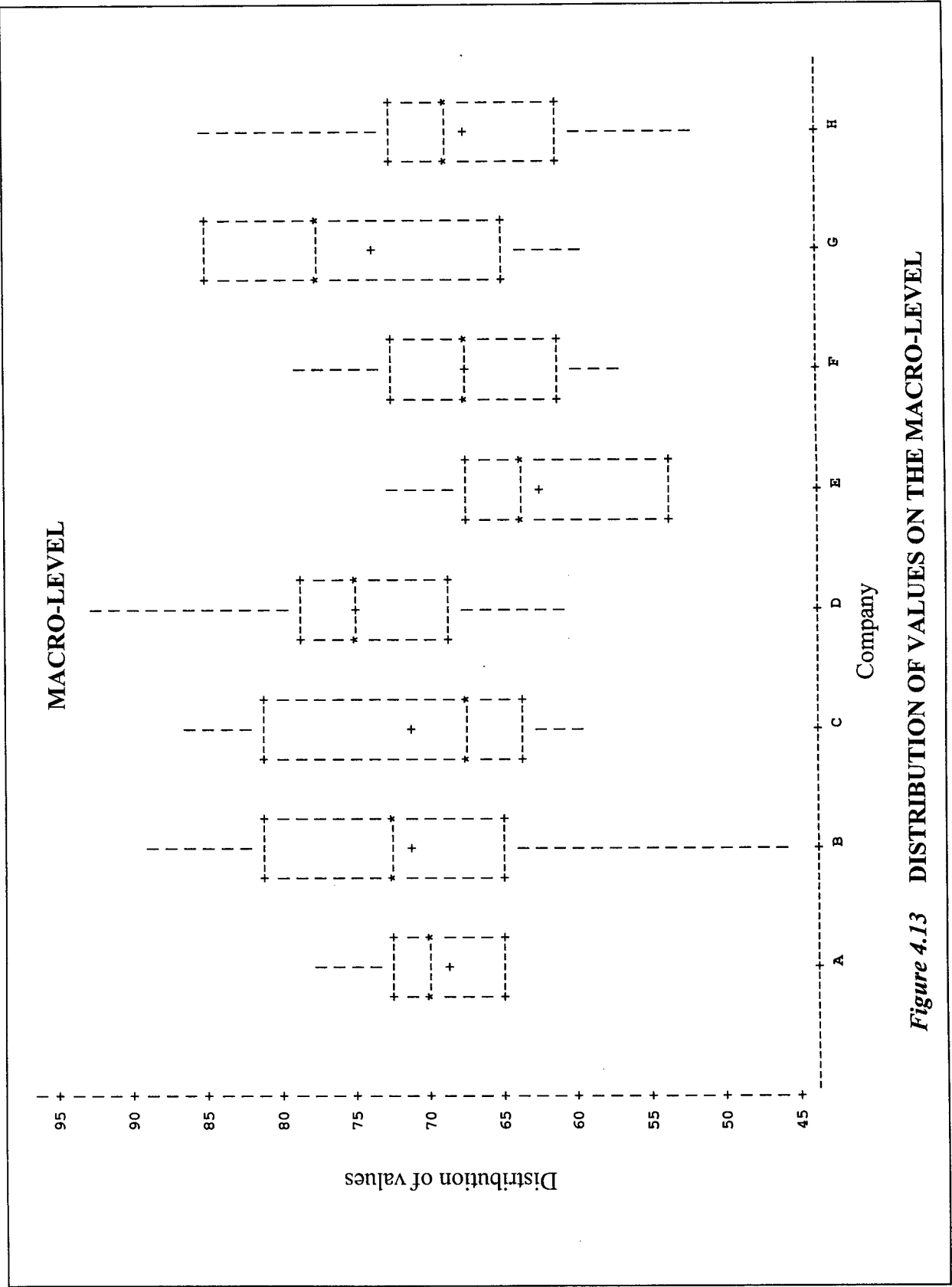
Figure 4.13   DISTRIBUTION OF VALUES ON THE MACRO-LEVEL
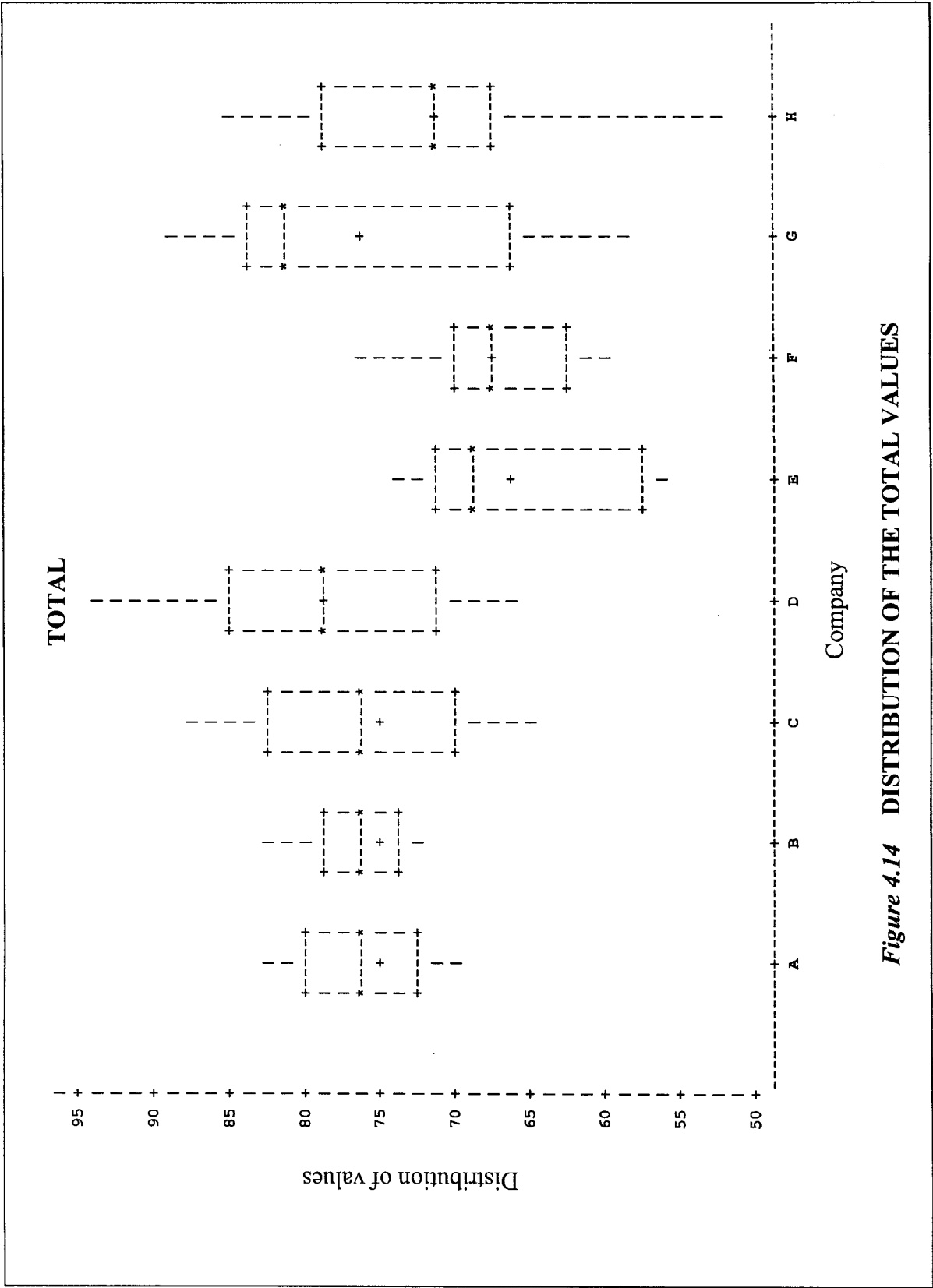
Figure 4.14   **DISTRIBUTION OF THE TOTAL VALUES**

RESULTS AND DISCUSSION: EXPERIMENTAL PHASE

5.1   INTRODUCTION

5.2   DESCRIPTION OF THE SAMPLE

5.2.1   Demographic characteristics

5.2.2   Description of non-completers

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5.5.1   Micro-level

5.5.2   Interface level

5.5.3   Macro-level

5.5.4   Across empowerment levels at testing occasions

5.6   SUMMARY OF FINDINGS

5.1   INTRODUCTION

The previous chapter dealt with the methods and the findings of the first phase of the research, namely the questionnaire development based on a theoretical framework previously developed by Albertyn (1995), and the statistical standardisation. The latter included an analysis of the questionnaire's discrimination power, relationship between question scores and the total score,

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and the stem and leaf procedure. The final questionnaire consisting of 61 statements that covers three levels of empowerment (Micro-level, Interface level and Macro-level) was found to be valid thereby allowing acceptance of the first two research hypotheses (*1.7, a & b*).

This chapter reports the results of the experimental part of the research (subproblem *1.4, c*) where the final questionnaire was applied to measure the influence of an educational programme on a group of employees in terms of their status and perception of empowerment. The experimental design entailed exposing a sample of subjects to a treatment (independent variable) and applying the structured and unstructured questionnaires (dependent variable) as Pre-, Post- and Post-post measures. No control group was included as each individual was considered as a case compared over the time frame. The focus was not on comparisons between groups. Firstly, the final sample is described, and secondly, the findings of the experiment are presented and discussed. These findings are related to the status of the perception of empowerment and observing change (subproblem *1.4, c*), if any, followed by identifying prominent factors and patterns of empowerment, and how they are affected by the intervention (subproblem *1.4, e*). Interpretations of the results are based on the data of both the structured (quantitative) and unstructured (qualitative) questionnaires. The qualitative data (subproblem *1.4, d*) serves to enrich the understanding of the quantitative data and is discussed concurrently.

5.2   DESCRIPTION OF THE SAMPLE

The final sample retained for the experimental investigation consisted of employees from eight organisations in Bellville, Blackheath, Claremont, Paarl, Robertson, Stellenbosch, Strand and Tygerberg. The quantitative data is based on the responses of a sample of 67 subjects who completed the structured questionnaire, while a subgroup of this sample consisting of 33 of these subjects was also involved in providing qualitative data through interviews where the unstructured questionnaire was applied. For the analysis of the pattern of empowerment on the three testing occasions, the data of 37 subjects was extracted from the main sample. The criterion for this selection was that the subject must have answered every question in the structured questionnaire on each testing occasion.

5.2.1 Demographic characteristics

The demographic information of the respondents relates to gender, language, age, race group, education level and number of years of employment in the organisation. Although the question about their organisational rank was included in the questionnaire, many respondents did not know what their rank was and consequently this question and the following one relating to the number of years in that particular rank were ignored (see Addendum 4, questions 10 and 11 in the questionnaire).

(a)   *Gender*

Of the 67 respondents, 30 (45%) were male and 37 (55%) were female showing a relatively equal distribution along gender lines (Table 5.1). Of the eight companies participating, six groups consisted of mixed gender groups with a majority of females in four of these groups. One company (D) was represented by males only and one other company (A) by females only.

Table 5.1   **GENDER DISTRIBUTION WITHIN EACH COMPANY (A-H)**

Gender	COMPANY								
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**Total**
Male	-	2	5	11	9	1	1	1	**30**
Female	12	2	2	-	1	7	6	7	**37**
Total	12	4	7	11	10	8	7	8	**67**

Homogeneity in terms of gender has been propounded as a positive factor in empowering interventions as participants develop a sense of empathy and camaraderie as their life circumstance have many overlapping issues (Lather, 1986). One respondent from the all-female group commented at the Post-post occasion:

> *...knowing that you are not the only one going through difficult things in life ...*
> *it actually opened up my eyes.*
> (Respondent A40)

(b)   *Language*

The majority of the respondents were Afrikaans-speaking (58%), while the remaining respondents were English-speakers (28%). Fourteen per cent (14%) stated that they were bilingual, which is English- and Afrikaans-speaking. This justifies the decision to develop the questionnaire only in English and Afrikaans as the majority of workers in the companies in which FTG operates in the Western Cape, are either Afrikaans or English. A problem was noted in some cases in the sample interviewed, in that respondents reported that their home language was English, while they clearly had problems expressing themselves in that language despite being given the opportunity to respond in their preferred language. Language is no longer synonymous with culture as was the case in previous years. This could be due to the fact that since the new government in South Africa and the influence of globalisation, the working environment, especially in the cities, has become increasingly English.

(c)   Age

The majority of respondents were in the age category 20-29 years (43%) followed by those (28%) in the 30-39-years-old category (Table 5.2). Twenty per cent (20%) were between 40 and 49 years old and nine per cent of participants were in the 50-59-years-old category (9%). The highest percentage (41%) of males was found in the age group 30-39 years, while nearly half (49%) of the female participants were in the age group 20-29.

Table 5.2   AGE DISTRIBUTION AND GENDER

Age group (yrs)	Female	Male	Total
20-29	18	11	**29**
30-39	7	12	**19**
40-49	9	4	**13**
50-59	3	3	**6**
Total	**37**	**30**	**67**
Estim. mean age	33.7	34.2	33.9

The mean age can be estimated by calculating the midpoint of each class interval to represent the age of the group and multiplying that by the frequency and dividing by the total frequency. The estimated mean age of the total group is 33.9 years, of the females 33.7 years and the males 34.2 years.

(d)   Race

Due to the sensitive nature of race in South Africa, this question proved to be a problematic one with three respondents in the first three organisations reacting negatively to being asked this question.   At that stage it was considered to omit this categorical variable from the questionnaire, but this was not done after consultation with the manager of FTG who felt that with the realities of affirmative action in organisations, this information was necessary when planning for the future. The majority of the group were Coloured (70%) and the balance (30%) white.   This is representative of the general demographics of the area within this level of workers in companies as noted by the manager of FTG (Nortje, 1998).

(e)   *Education level*

The highest qualification of the majority of the participants was the education level Grade 8 to 12. Nine per cent (9%) were graduates and nine per cent had diplomas. Seven per cent (7%) of the participants, all from company D situated in the rural area, had an education level below grade seven. The low education level was due to a lack of opportunities not a lack of abilities. According to Conger and Kanungo (1988) low education inhibits individuals and causes them to feel disempowered. This is reflected in a comment made after the course:

> *I realised that even though I don't have much education, I am all right, I am actually worth something.*
> (Respondent D72)

In one company (G) all the participants had Grade 12 and a diploma or a degree. This constituted 10% of the sample. Within all of the groups, there were similarities in the participants' range of levels of education making it easier for the facilitator to focus at the level of the majority of the participants. The majority of the respondents in six of the eight companies (75%) had a grade 8-12 qualification.

(f)   Number of years employed at the organisation

The majority of the participants (45%) had been working for six months to a year. Those working for one to five years represented 21% and those working 10-15 years represented seven per cent. The participants who had been working for less than six months were the group that were in the minority (6%). The latter group are most likely to have a feeling of vulnerability in their new job and may be the most susceptible to an adult educational intervention as a triggering event, is said to be one of the steps in the process of transformation (Cranton, 1994; Mezirow, 1991a; Rappaport, 1995). The smaller number of people represented in the 10-15 years range is indicative of the focus among employers on investing in the more recently employed workers.

In SUMMARY, slightly more females participated, with mixed gender groups in most of the experimental groupings. Most of the subjects were Afrikaans speakers. The highest frequency for age was in the class interval 20-29, and the estimated mean age was 33.9 years. The majority classified themselves as part of the Coloured race group. Most of the subjects had an education level of grades 8-12, and most had been working for less than one year.

5.2.2   Description of non-completers

Those participants who started with the course but failed to complete the programme or who failed to complete the questionnaire (referred to as dropouts or non-completers) are compared with those who completed the programme. Of the respondents (n=86) who started the course, one failed to complete the Pre-test and was thus excluded. Two (2) respondents only partially completed the Pre-test, and due to a large number of missing values were excluded, leaving 83 who completed Pre-tests. Between the Pre- and the Post-post testing occasion, 15 respondents failed to complete all the questionnaires. The reasons for the dropout ranged from illness, failure to complete and return questionnaires to some having moved place of employment. The characteristics of those who dropped out were considered by comparing their Pre-test scores. No significant or important biases were found. The total Pre-test score of participants who had dropped out was slightly higher (77%) than those who had completed all the questionnaires (72%) (Table 5.3).

Table 5.3   COMPLETERS VS. DROPOUTS: PRE-TEST
MEANS AND STANDARD DEVIATIONS

Dropout vs. completers	Mean and SD (Total %)
Dropout	77 (±11)
Completers	72 (± 8)
Total Pre-test	73 (± 9)

The fact that the dropouts had a higher empowered score before the course started than those who completed the programme indicates that those who are less empowered had a greater need for an empowering intervention. This illustrates the triggering event or sense of vulnerability documented by Cranton (1994), Mezirow (1991a) and Rappaport (1995) and which individuals feel at the start of a process of transformation. Those who were more empowered at the start of the course possibly did not feel the urgency to complete the programme. It was decided to exclude those participants who dropped out and did not complete all the questionnaires because they may have influenced the data.

5.3   STATUS OF EMPOWERMENT

The structured questionnaire measured empowerment on three levels, namely the Micro-level (33 statements), the Interface level (15 statements) and the Macro-level (13 statements). The response to each of the 61 statements was based on applying the Likert Scale with possible scores ranging from 1 to 4. Unfortunately, only 37 of the 67 subjects in the sample completed every question. In the case of 30 subjects one to three of the 61 statements were left unanswered. To retain the total sample (N=67), the actual score subtotals for the three levels and the total score as derived from the Likert Scale scores awarded were converted to the percentage of the total possible score for the number of questions answered. These percentage scores served as the raw data for statistical analysis. Table 5.4 shows the means and standard deviations for the total group, gender and race groups (categorical variables) according to the empowerment levels and the total score as recorded during the three testing occasions (Pre-test, Post-test, Post-post-test).

Table 5.4   MEANS (%) AND STANDARD DEVIATIONS (SD) ACCORDING TO EMPOWERMENT LEVELS, TESTING OCCASIONS AND CATEGORICAL VARIABLES (Quantitative data)

CATEGORICAL VARIABLES	(n)	INTERFACE LEVEL Pre-test Mean	SD	Post-test Mean	SD	Post-post-test Mean	SD	MICRO-LEVEL Pre-test Mean	SD	Post-test Mean	SD	Post-post-test Mean	SD
TOTAL GROUP	(67)	74.40	8.13	76.22	10.26	78.06	9.95	73.98	10.15	79.48	9.48	80.55	8.05
GENDER													
Females	(37)	73.42	7.94	75.90	10.15	77.48	9.60	72.79	9.73	79.65	10.57	80.49	8.47
Males	(30)	75.61	8.32	76.61	10.55	78.78	10.49	75.45	10.64	79.27	8.11	80.63	7.65
RACE													
Coloured	(47)	73.94	8.52	76.63	10.78	78.79	10.10	74.08	10.66	79.84	9.04	81.37	8.18
White	(20)	75.50	7.20	75.25	9.12	76.33	9.62	73.75	9.10	78.64	10.65	78.64	7.59

CATEGORICAL VARIABLES	(n)	TOTAL SCORE Pre-test Mean	SD	Post-test Mean	SD	Post-post-test Mean	SD	MACRO-LEVEL Pre-test Mean	SD	Post-test Mean	SD	Post-post-test Mean	SD
TOTAL GROUP	(67)	73.10	8.71	77.34	8.75	78.53	7.47	69.37	9.48	73.22	9.11	73.94	9.16
GENDER													
Females	(37)	71.78	8.63	77.35	9.23	78.56	7.90	67.31	9.97	73.18	9.16	74.90	10.26
Males	(30)	74.74	8.68	77.34	8.28	78.50	7.05	71.92	8.31	73.27	9.21	72.76	7.59
RACE													
Coloured	(47)	73.09	9.27	77.65	8.84	79.11	7.54	69.60	10.53	73.28	9.65	73.73	8.50
White	(20)	73.14	7.46	76.62	8.71	77.17	7.31	68.84	6.59	73.08	7.92	74.42	10.77

Significant differences between the means within the gender and race groups are illustrated in Table 5.5.

Table 5.5   DIFFERENCES BETWEEN MEANS FOR MICRO-, INTERFACE, MACRO-LEVELS ON TESTING OCCASIONS FOR TOTAL GROUP, GENDER AND RACE GROUPS

CATEGORICAL VARIABLES (n)	PRE-TEST		
	Micro vs Interf.	Micro vs Macro	Interf. vs Macro
TOTAL GROUP (67)	**ND**	**Micro higher****	**Interf. higher****
GENDER			
Females (37)	ND	Micro higher**	Interf. higher**
Males (30)	ND	Micro higher*	Interf. higher**
RACE			
Coloured (47)	ND	Micro higher**	Interf. higher**
White (20)	ND	Micro higher**	Interf. higher**
CATEGORICAL VARIABLES	POST-TEST		
	Micro vs Interf.	Micro vs Macro	Interf. vs Macro
TOTAL GROUP (67)	**Micro higher****	**Micro higher****	**Interf. higher****
GENDER			
Females (37)	Micro higher**	Micro higher**	Interf. higher*
Males (30)	Micro higher*	Micro higher**	Interf. higher*
RACE			
Coloured (47)	Micro higher**	Micro higher**	Interf. higher*
White (20)	ND	Micro higher*	ND
CATEGORICAL VARIABLES	POST-POST-TEST		
	Micro vs Interf.	Micro vs Macro	Interf. vs Macro
TOTAL GROUP (67)	**Micro higher***	**Micro higher****	**Interf. higher****
GENDER			
Females (37)	Micro higher *	Micro higher**	ND
Males (30)	ND	Micro higher**	Interf. higher*
RACE			
Coloured (47)	Micro higher *	Micro higher**	Interf. higher**
White (20)	ND	ND	ND

ND: No difference   Significance: ** = $p < 0.01$;   * = $p < 0.05$

5.3.1   Total group

The mean scores (Table 5.4) for the total group (N=67) ranged from 69.37 to 80.55 (range=11.18), which indicates that this sample had a positive to very positive perception of their empowerment. The variability was fairly similar with the standard deviations ranging between 7.47 and 10.26 (range=2.79).

The highest mean at the Pre-test was scored at the Interface level and the lowest mean at the Macro-level. This could indicate that prior to an empowerment intervention, the individuals see themselves in a positive light in terms of their relationships. This is the area where they derive their greatest sense of empowerment. At the Post-test and the Post-post-test the highest mean was recorded at the Micro-level and the lowest mean at the Macro-level suggesting a slightly stronger perception of personal empowerment for this sample after the intervention.

On all the testing occasions, the Macro-level appears to be the way in which the participants least reflect their perception of empowerment. At the Pre-test the Micro-level mean score did not differ from the Interface-level mean score (Table 5.5), however, the Micro-level score was significantly higher at the Post-test (p<0.01) and at the Post-post-test (p<0.05). It appears that individuals saw themselves in terms of their relationships before the course, which is supported by Freire, (1973:4) and Zimmerman (1995:589), but after the course these two domains were seen independently. Both the Micro-level and Interface-level mean scores significantly (p<0.01) exceeded that of the Macro-level on all the testing occasions. The focus of the FTG on Micro-level issues rather than specifically on Macro-level issues may be reflected in the scores.

5.3.2   Gender

Both the females and the males produced positive to very positive mean scores. In the case of the females (n=37), the mean percentage scores ranged between 67.31 and 80.49 (range=13.18) and the standard deviations ranged between 7.90 and 10.57 (range=2.63). The mean percentage score range for the males (n=30) was between 71.92 and 80.63, that is a range of 8.71, which is slightly lower than that of the females. The lowest standard deviation was 7.05 and the highest

10.64 (range=3.59), which suggests a similar variability to that of the females. The females perceived a greater discrepancy in the way that they viewed themselves related to the levels of empowerment than the males.

With reference to the general nature of the mean scores across the three testing occasions and the three levels of empowerment, a similar pattern prevailed as was reported for the total group. For both the females and the males, the Pre-test Micro-level mean score did not differ (ND) from the Interface-level mean score (Table 5.5), however, the Micro-level score was significantly higher at the Post-test (females: $p<0.01$; males: $p<0.05$) and at the Post-post-test ($p<0.05$) for the females only. Therefore the Micro-level and Interface-level mean scores did not differ (ND) for the males at the Post-post-test. As suggested by Foucault (1977) and Freire (1973), the effects of oppression are felt largely by individuals at the Micro-level. Women as a group felt a greater need for empowerment at the Micro-level and this is reflected in the improvement in this aspect over time. The learning experience has met the need of the individual (Knowles, 1980). The males, on the other hand, continued to grow in personal aspects as well as in their relationships with others in the long term. This improvement indicates the motivation to grow in the area where there is the greatest need (Foster-Fishman & Keys, 1997:348).

The Micro-level mean scores were significantly higher than the Macro-level mean scores on the Pre-test (females: $p<0.01$; males: $p<0.05$), as well as the Post-test ($p<0.01$) and Post-post-test ($p<0.01$) occasions. Before the course, the males saw personal aspects (Micro-level) as more intertwined with their Macro-level issues than females. The Interface-level mean scores significantly surpassed the Macro-level mean scores at the Pre-test ($p<0.01$) and at the Post-test ($p<0.05$) for both genders, however, at the Post-post-test there was no difference (ND) in the case of the females, while the males maintained a significant ($p<0.05$) difference. This indicates that the males had a sustained improvement in their interpersonal empowerment issues, indicating the traditionally more feminine domain suggested by Riger (1993). FTG therefore assists in breaking down gender stereotypes.

Table 5.6 **DIFFERENCES BETWEEN MEANS WITHIN GENDER AND RACE on TESTING OCCASIONS FOR MICRO-, INTERFACE, MACRO-LEVELS AND TOTAL TEST**

TESTING OCCASION	MICRO-LEVEL	
	GENDER Females vs Males	**RACE** Coloured vs White
Pre-test	ND	ND
Post-test	ND	ND
Post-post-test	ND	ND
TESTING OCCASION	INTERFACE LEVEL	
	GENDER Females vs Males	**RACE** Coloured vs White
Pre-test	ND	ND
Post-test	ND	ND
Post-post-test	ND	ND
TESTING OCCASION	MACRO-LEVEL	
	GENDER Females vs Males	**RACE** Coloured vs White
Pre-test	Males higher*	ND
Post-test	ND	ND
Post-post-test	ND	ND
TESTING OCCASION	TOTAL TEST	
	GENDER Female vs Male	**RACE** Coloured vs White
Pre-test	ND	ND
Post-test	ND	ND
Post-post-test	ND	ND

ND: No difference   Significance: ** = p<0.01;   * = p<0.05

There was only one instance where the means of the females and the males (Table 5.6) differed significantly (p<0.05), namely at the Pre-test, where the males (mean=71.92) produced a higher mean than the females (mean=67.31) for the Macro-level. The phenomenon of the male seeing himself more in terms of Macro-level issues than females is illustrated by Respondent H 31. When asked to describe himself, he referred to all his activities: *I'm involved in activities: boys brigade, building inspector, a bit of athletics,* and not to personality characteristics. This

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stereotype of the male being more Macro-level-oriented is however not maintained over the period of time. Riger (1993:280) states that a sense of empowerment may be an illusion when so much of life is controlled by practice at a Macro-level. This is evidence of 'false consciousness' that is addressed in an intervention of this nature. The comment of a male respondent three months later at the Post-post-test illustrates this phenomenon:

> *I thought, that is how I am, and that is right. And what I do is all right, like life is just right; but (FTG) has truly shown me how it should be. Things have actually changed so much since FTG. There were actually lots of things that I did wrong.*
> (Respondent D72)

On the Macro-level at the Post-test the means hardly differed (females=73.18; males=73.27) and by the Post-post-test the mean score of the females (mean=74.90) surpassed the mean of the males (mean=72.76), yet the difference was not significant. The higher Post-post-test score for females at the Macro-level may suggest that the greater learning need on the Macro-level prior to the course had been satisfied. Kaufman and Sample (1986) state that learning is most effective when an individual feels the most vulnerable.

5.3.3   Race

The ranges of the mean scores for the two race groups were fairly closely matched and their perception of empowerment can be rated as positive to very positive (Table 5.4). No significant difference between the means of the Coloured and white groups was recorded on any of the testing occasions (Table 5.6), indicating a universal need for empowerment regardless of racial background. The percentage means of the Coloured group (n=47) ranged between 69.60 and 81.37 (range=11.77) and for the white group (n=20) the percentage means ranged between 68.84 and 78.64 (range=9.80). The white group had a lower minimum and the Coloured group a higher maximum. The standard deviations varied between 8.18 and 10.66 (range=2.48) and between 6.59 and 10.77 (range=4.18) for the Coloured and the white groups respectively.

For the white group the general nature of the mean scores across the three testing occasions and the three levels of empowerment produced the same pattern as was reported for the total group and the gender groups. The same nearly applies in relation to the Coloured group with the one

exception being that at the Pre-test the highest mean score was recorded for the Micro-level and not for the Interface level. Before the course, the Coloured group indicated more vulnerability and thus a greater learning need on the Interface level. When the empowerment levels are compared with one another (Table 5.5), the race groups produced the same results at the Pre-test, with no difference (ND) between the scores of the Micro-level and Interface level while both these levels produced significantly (p<0.01) higher mean scores than the mean scores of the Macro-level. Before the course, they saw themselves mainly in terms of their personal and interpersonal aspects and not the Macro-level issues.

The differences between the mean scores of the empowerment levels at the Post- and the Post-post-test differed for the two race groups. In the case of the Coloured group, the Micro-level mean scores were significantly higher than the mean scores for the Interface level (Post-test: p<0.05; Post-post-test: p<0.01) and those of the Macro-level (p<0.01), while the Interface level mean scores were significantly higher (Post-test: p<0.05; Post-post-test: p<0.01) than the Macro-level mean scores. The greater need was in terms of personal and interpersonal aspects and most benefits were felt in these areas due to the intervention. For the white group, on the other hand, there was no difference (ND) between the mean scores for the Micro- and Interface level, and for the Interface and Macro-level at the Post-test, yet the Micro-level mean score differed significantly (p<0.05) from the Macro-level mean score.

At the Post-post-test there were no differences (ND) between any of the empowerment-level mean scores. The white group did not appear to have a big discrepancy in their Micro- and Interface-level issues, but there was a discrepancy in their Macro-level related to the Micro-level at the Post-test. This indicates that the intervention helped them to separate the personal aspects from the Macro-level, thus addressing the 'false consciousness' referred to by Freire (1985).

The traditionally more oppressed group found the intervention more affirming of these personal and interpersonal aspects where they had been more vulnerable in the past (Solomon, 1976; Lather, 1986). One Coloured male when asked: "How happy would you say you feel with yourself at the moment", said at the Post-test:

I am 100%. I feel a totally different person. All the answers are locked up within me. I carry the answers.
(Respondent D71)

5.4   INFLUENCE OF INTERVENTION AND CHANGE OVER TIME

The sample (N=67) of employees from eight companies participated in an educational/training programme, *FREE TO GROW* (FTG), where the stated aim was to increase the empowerment of participants. This programme served as intervention/treatment in the experimental study. The researcher was not involved in the presentation of this programme but was granted permission to assess the influence of this programme as measured by the designed structured and unstructured questionnaires serving as the dependent variables.

The experiment was based on a "one-group Pre-test, Post-test, Post-post-test" design. The subjects were measured with the same measuring instruments prior to exposure to the FTG programme (Pre-test), immediately after completion of the programme (Post-test) and three months later (Post-post-test). The Pre-test scores served to provide information on the initial status of the subjects, while the Post-test was applied to assess the impact that the FTG programme had had on their perception of empowerment. The retention of or growth in the level of empowerment achieved after exposure to the intervention was assessed in the follow-up measurement at the Post-post testing occasion. No attempt was made to control outside influences or extraneous variables that may have occurred during the treatment or in the three months that elapsed after the treatment. However, the interviews that were conducted (unstructured questionnaire) with a subgroup (n=33) of the sample served as a source of information where extraneous variables could be identified.

In the previous section (5.3) the data was analysed merely to establish the status of empowerment of the sample (total group, gender groups, race groups) at various testing occasions while also examining differences based on gender and race. Regarding differences, it was established that there was only one instance (out of a possible twelve) where the males

Table 5.7   DIFFERENCES BETWEEN MEANS OF TESTING OCCASIONS FOR TOTAL GROUP AND CATEGORICAL VARIABLES

CATEGORICAL VARIABLES (n)	MICRO-LEVEL			INTERFACE LEVEL		
	Pre vs Post	Pre vs P-post	Post vs P-post	Pre vs Post	Pre vs P-post	Post vs P-post
TOTAL GROUP (67)	Post higher**	P-post higher**	ND	ND	P-post higher**	ND
GENDER						
Females (37)	Post higher**	P-post higher**	ND	ND	P-post higher**	ND
Males (30)	Post higher**	P-post higher**	ND	ND	ND	ND
RACE						
Coloured (47)	Post higher**	P-post higher**	ND	Post higher**	P-post higher**	ND
White (20)	Post higher**	P-post higher**	ND	ND	ND	ND

CATEGORICAL VARIABLES (n)	MACRO-LEVEL			TOTAL SCORE		
	Pre vs Post	Pre vs P-post	Post vs P-post	Pre vs Post	Pre vs P-post	Post vs P-post
TOTAL GROUP (67)	Post higher**	P-post higher**	ND	Post higher**	P-post higher**	ND
GENDER						
Females (37)	Post higher**	P-post higher**	ND	Post higher**	P-post higher**	ND
Males (30)	ND	ND	ND	Post higher**	P-post higher*	ND
RACE						
Coloured (47)	Post higher**	P-post higher**	ND	Post higher**	P-post higher**	ND
White (20)	Post higher**	P-post higher*	ND	Post higher**	P-post higher*	ND

Significance: ** = $p<0.01$;   * = $p<0.05$ P-post = Post-post

ND: No difference

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produced a higher mean score (Pre-test, Macro-level) than the females, and that there were no differences between the two race groups on any testing occasion for the various empowerment levels or the total score.

This section focuses on the influence of the intervention on the total group, as well as the gender and race groups separately (Table 5.7). Change was measured by computing the difference between the mean scores of the Pre-test and the Post-test, the Pre-test and the Post-post-test, and finally the Post-test and the Post-post-test. The findings are reported for each empowerment level separately and the total empowerment measure.

5.4.1 Micro-level

The total group, the gender and race groups produced the same results (Table 5.7). In all cases mean scores of the Post-test and the Post-post-tests were significantly ($p<0.01$) higher than the Pre-test mean score and there were no differences (ND) between the Post-test and Post-post-test mean scores. This suggests that the treatment produced a significant and positive change, which was maintained three months later. Most of the respondents expressed personal feelings of empowerment in the interviews after the course as illustrated by the following statement:

> *When I finished the course, I felt nearly like a new person. You feel excited about life.*
> (Respondent D64)

5.4.2 Interface level

There was no change in the mean scores at the Post-test for the total group, the females and males and the white group (Table 5.7). The majority of the respondents had not yet had enough time to apply what they had learned in their interpersonal relationships. This was reflected in a response to the question: "Have you learned anything, which you can apply at work?"

> *Definitely, but I don't know if I will be so good at making the decision about how I ought to react in a situation.*
> (Respondent G58)

In the case of the Coloured group the mean score for the Post-test was significantly (p<0.01) higher than the mean score for the Pre-test. As indicated by their lower Pre-test Interface-level score, this group in the study had a greater learning need in this area and their consciousness was raised concerning these issues during the course (Cranton, 1994; Freire, 1985). The change in two Coloured male respondents interviewed illustrates this. Before the course, a respondent, who appeared to be an autocrat within his family, stated:

> *When my son wanted to wear earrings I said 'you're a man, men don't wear earrings'. My family listens to me - I'm the father in the house.*
> After the course he said:
>
> *I've learned that things that I thought were not important help me, for example, if I scream at my son and I was wrong, I never used to go and apologise but now I do, I say "I'm sorry, I reacted too fast". I have more control.*
> (Respondent E84)

Another example is from a respondent from a rural area who said after the course:

> *I've changed, where I used to hit my children, I learned I can't be violent, you must find a better way and build up a good relationship. I learned communication - to listen to my child.*
> (Respondent D 71)

There clearly was a learning need in the Coloured group in this study in terms of their interpersonal relationships. The total group, the females and the Coloured group produced significantly (p<0.01) higher mean scores at the Post-post-test when compared to the Pre-test mean scores, while mean scores of the males and the white group did not differ. There appeared to be less of an impact of the empowerment intervention on this level in the white group and the males. The traditionally more oppressed group, namely women and the Coloured group, benefited at this level as supported by Zimmerman (1995) and Freire (1985). None of the groupings of the data produced significant differences (ND) when the mean scores of the Post-test and the Post-post-tests were compared. The changes were therefore due to the intervention and were maintained over time. The initial status (Pre-test mean score) of the Interface level of empowerment showed no change for the males and the white group when compared with their scores on the Post and the Post-post testing occasions. On inspection of the actual mean scores across the testing occasions, the scores of the various groupings

improved at each stage over time. In the long term, the participants probably gained in confidence as they experienced success in their relationships, but this was not statistically significant. This is reflected by comments made at the Post-post-test:

> *At home the course helped, it helped a lot. I tell my wife about the course and I try every day to apply what I learned.*
> (Respondent C19)

> *My supervisor said to me you've changed tremendously.*
> (Respondent F9)

5.4.3 Macro-level

It was previously pointed out that the mean scores for the Macro-level were the lowest of the mean scores for the three levels on every testing occasion for all the groupings (Table 5.4). The FTG programme focuses more on Micro-level and Interface-level issues. For this level of empowerment, the total group, the females and the race groups produced the same results (Table 5.7). In all cases mean scores of the Post-test and the Post-post-tests were significantly ($p<0.01$; white group: $p<0.05$) higher than the Pre-test mean score and there were no differences (ND) between the Post-test and Post-post-test mean scores. For these groupings this finding closely matches their achievement in the Micro-level category. Only the males showed no significant change over time, thus retaining their initial status for the Macro-level. This seems to support the male stereotype as described by Riger (1993:280), where males did not have such a great need for empowerment at the Macro-level than females because society values masculine empowered values.

5.4.4 Total score

The means for the total score increased steadily for all groupings on each testing occasion after participation in the intervention programme (Table 5.4). The results of the differences between the mean scores on the three testing occasions suggest that all groupings improved their perceptions of empowerment after participating in the intervention programme (Table 5.7). In all cases the mean scores for the Post-test ($p<0.01$) and the Post-post-test (total group, females, Coloured group: $p<0.01$; males & white group: $p<0.05$) exceeded that of the Pre-test significantly, and there were no differences between the Post-test and Post-post-test mean

scores. The higher Post-test score is a phenomenon described in the theory of adult education where there is often a euphoric reaction among a few individuals particularly directly after an intervention (Albertyn, 1995; Knowles, 1980; Kotze & Staude, 1996). The higher Post-post-test score indicates that individuals are more empowered after three months. This is contrary to the theory that suggests that after a period of time the 'feel good' element wears off (Knowles, 1980). This indicates that the changes took place as a result of the intervention and these changes were maintained over time.

In SUMMARY, the intervention programme successfully contributed to improving the overall empowerment of this sample and in particular in the area of the Micro- and Macro-level, with the males being the only exception on the Macro-level. The females benefited more than males on the Micro-level in the long term. The impact on the Interface level was less profound, with only the Coloured group improving significantly at the Post-test. In terms of the effects over the period of time, the Micro-level empowerment improved significantly due to the intervention and this was maintained long term. The Interface level did not display change directly after the course except for the Coloured group, and in the long term the change was found only among the total group, females and the Coloured group and not the whites and males. On the Macro-level, the changes were the lowest of all the levels but still there was an improvement due to the intervention and over time, except for males who retained their initial empowerment on this level.

5.5   PATTERNS OF EMPOWERMENT

The theoretical framework was designed in the form of a dendrogram after reviewing literature across various disciplines (Albertyn, 1995). Based on this theoretical framework, the first phase of the current research addressed compiling and standardising a structured questionnaire that would measure empowerment on three levels and serve as a measurement tool for the experimental study (Chapter 4). A further aspect of the experimental phase of this study focused on an inspection of the patterns of empowerment that emerged on each of the testing occasions within the three levels of empowerment. For this purpose a factor analysis, with the 61 questions serving as the variables, was applied to discover the meaning of the factors or

components that underlie responses to observed variables or to test a theory about the nature of underlying processes (Tabachnick & Fidell, 1986:632). The aims were to observe the mindset or features present in the individuals in terms of their empowerment as it manifested in this sample. A second aspect was to examine the influence of the intervention on the patterns of empowerment if the changes in perception influenced the empowerment factor patterns.

It was decided to focus mainly on the total group in the factor analysis. As the individual questions served as the variables, it was necessary to use only the information of those subjects who had answered all the questions. Thus the subjects with missing values were excluded in this subsample to refine the data as suggested by Tabachnick and Fidell (1986:602) due to sensitivity of factor analysis to problems created by missing data. A total of 37 respondents with complete data were retained for analysis. This subsample represented all the eight companies in the study, 59% were females, 41% were males and 70% were Coloured. The sample was therefore similar to the main sample in terms of proportionate representation regarding race and gender. The requirement stated by Tabachnick and Fidell (1986:602) that the sample be heterogeneous was verified in the first phase of the study (see Addendum 2).

Table 5.8   **SUBTOTAL MEAN SCORES FOR EMPOWERMENT LEVELS ON EACH TESTING OCCASION OF THE SUBSAMPLE (N=37) AS PER FACTOR ANALYSIS**

TESTING OCCASION	Subtotal mean MICRO-level (33 variables)	Subtotal mean INTERF. level (15 variables)	Subtotal mean MACRO-level (13 variables)	TOTAL (61 variables)
Pre-test	2.94	2.97	2.76	2.91
Post-test	3.12	3.00	2.88	3.04
Post-post-test	3.20	3.10	2.96	3.12

The raw score was maintained as the actual score ranging between 1 and 4, as it was not necessary to convert these scores to percentages. The means of the actual raw scores for the 37 observations in the factor analysis are recorded in Table 5.8. As was the case with the main

sample (N=67), the mean scores represent a positive perception of empowerment for all the levels and the total score. The mean scores increase for each sequential level of empowerment over the course of time, from the Pre-test before exposure to the course, directly after and then three months after completion of the intervention.

The factor analysis was conducted using the *Univariate SAS programme* and the principle factor extraction was performed on the 61 variables (questions) from the empowerment questionnaire, as well as the final totals of each level and the total scores of the 37 subjects. The first step was an inspection of the multiple correlation for the variables on each level (Micro-, Interface and Macro-levels) separately and for the three different testing occasions separately. For the Micro-level, a total of 37 variables were considered, these being made up of 33 statements and the subtotals for the Micro-, Interface-, Macro-level and total scores. At the Interface level, 19 variables were considered, including the 15 statements plus the subtotals for the three empowerment levels and the total score. The Macro-level consisted of the 17 variables, namely the 13 statements, the three subtotals and the total score. As empowerment is a composite phenomenon, the cut-off point for observing the strength of relationship was set at 0.50 for the correlation coefficients. This level is acceptable according to Tabachnick and Fidell (1986:604). There were generally few correlation coefficients of 0.50 and more. The number of fairly strong correlations (co-efficient of 0.50 and higher) varied between 0% and 7.6% on the three testing occasions and on the three levels of empowerment. This indicates that there was very little overlap in the questions and thus the questions favourably reflected the various components of empowerment as was established when the questionnaire was standardised.

At the Micro-level, there were slightly more relationships with correlation coefficients of 0.50 at the Post-test (3%) than the Pre-test (2.3%) and less at the Post-post-test (1.9%). This could suggest that when it comes to Micro-level issues regarding the personal aspects of the individual, the way that they answer the questions indicates that possibly their feelings regarding themselves are more related directly after the course. After three months the respondents seemed to consider each question for itself. Their perception of empowerment possibly became more clearly differentiated as time progressed. The opposite seemed to be true

in the case of the Interface level and the Macro-level, where there were very low correlation score at the Post-test (0% at the Interface level and 1.3% at the Macro-level), indicating that few related strongly. At the Interface level and Macro-level, the course encouraged the individuals to relate more cognitively directly after the course. This, however, changed in the long run where they appear to have reverted back to less cognitive responses and allowed their feelings to affect their perceptions on the Interface level.

The second step was to perform principle factor extraction. An eigenvalue of 1.0 served as the cut-off point for the extraction of factors. The eigenvalue represents the variance that each standardised variable contributes to the principle components extraction (Tabachnick & Fidell, 1986:634). At the Micro-level (33 statements + 4 subtotals=37 variables), 11-12 factors emerged with final communality estimates of 30.08-31.39. The Interface level (15+4=19 variables) revealed 4-6 factors with final communality estimates of 12.84-14.68, and the Macro-level (13+4=17 variables) revealed five factors with final communality estimates of 12.58-13.15. All these figures are taken across the three testing occasions.

On inspection of the factors with their factor loading and taking into account the meaningful naming of factors the decision was made to consider only those factor loadings that were 0.50 and higher. Only in the cases where the minimum factor loading was not attained, a factor loading 0.40 to 0.49 was considered. A further consideration where the naming of factors was concerned was to name only those factors that together account for no less than 80% of the variance of the factors emerging with an eigenvalue of 1.0 or more. Thus a maximum of five factors within each empowerment level for each testing occasion has relevance and will be the focus in the further discussion.

The factor loading, variance accounted for by each factor, and the final communality estimates are presented in Table 5.9.1, Table 5.9.2 and Table 5.9.3. The negative scores reflected in the tables vary in interpretation according to whether the statement was in the negative or positive format on the questionnaire. The discussion reported in this section reflects this interpretation. Although five statements did not load (were not part of the commonality of factors) in the factor

Table 5.9.1   FACTOR LOADINGS OF FACTOR 1: DATA OF TOTAL GROUP (N=37)

FACTOR 1

MICRO-LEVEL			INTERFACE LEVEL			MACRO-LEVEL		
Pre-test	Post-test	P-Post-test	Pre-test	Post-test	P-Post-test	Pre-test	Post-test	P-Post-test
MIC 99	MIC 98	MIC 98	TOT 96	INT 99	INT 98	MAC 96	MAC 97	TOT 93
TOT 98	TOT 97	TOT 96	INT 89	TOT 97	TOT 91	TOT 94	TOT 94	MAC 92
Q16 76	INT 86	INT 71	MIC 88	MAC 89	Q48 74	INT 85	INT 92	INT 84
MAC 75	Q19 78	Q19 69	MAC 84	MIC 84	Q41 73	MIC 81	MIC 79	Q55 77
Q 9 74	Q 8 74	Q 8 68	Q45 82	Q48 79	MAC 71	Q61 76	Q57 75	Q53 75
Q 8 74	MAC 73	Q 7 68	Q48 81	Q44 72	MIC 70	Q57 75	Q61 71	Q58 74
Q 6 71	Q11 73	Q20 66	Q47 76	Q35 68	Q46 67	Q58 71	Q53 66	MIC 73
INT 71	Q15 70	Q16 64	Q41 57	Q47 67	Q44 66	Q49 -62	Q51 58	Q57 61
Q27 68	Q27 70	MAC 63		Q46 65	Q43 63	Q60 56	Q49 58	Q61 60
Q19 67	Q26 67	Q29 58		Q36 64	Q35 61	Q53 50	Q58 58	Q54 58
Q23 64	Q12 67	Q15 58		Q45 63	Q36 60		Q55 56	
Q12 62	Q 9 67	Q22 56		Q42 55	Q40 57			
Q 4 62	Q13 60	Q27 56		Q43 53	Q47 56			
Q32 61	Q 6 58	Q18 52		Q40 52	Q38 53			
Q15 59	Q 3 53	Q 9 52		Q41 51				
Q14 50	Q29 52	Q21 50						
	Q 4 51							

VARIANCE ACCOUNTED FOR BY FACTOR 1 ONLY

MICRO-LEVEL			INTERFACE LEVEL			MACRO-LEVEL		
11.20 (36%)	11.15 (36%)	10.11 (34%)	6.34 (43%)	8.21 (64%)	7.64 (53%)	6.84 (53%)	6.86 (55%)	6.38 (49%)

FINAL COMMUNALITY ESTIMATES (NUMBER OF FACTORS)

MICRO-LEVEL			INTERFACE LEVEL			MACRO-LEVEL		
31.39 (12 factors)	30.62 (11 factors)	30.08 (11 factors)	14.68 (6 factors)	12.84 (4 factors)	14.29 (5 factors)	13.01 (5 factors)	12.58 (5 factors)	13.15 (5 factors)

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Table 5.9.2   FACTOR LOADINGS OF FACTOR 2 AND FACTOR 3:   DATA OF TOTAL GROUP (N=37)

FACTOR 2

MICRO-LEVEL			INTERFACE LEVEL			MACRO-LEVEL		
Pre-test	Post-test	P-Post-test	Pre-test	Post-test	P-Post-test	Pre-test	Post-test	P-Post-test
Q 3 -55	Q22 57	Q12 61	Q39 -66	Q39 69	Q47 58	Q52 -62	Q54 76	Q51 79
Q17 53	Q31 56	Q14 60	Q44 62	Q38 54	Q42 56	Q54 57	Q56 -51	Q50 73
Q20 53	Q27 -52	Q13 58	Q46 57			Q53 50	Q55 51	Q52 62
Q 4 50	Q32 50	Q23 58	Q43 55					
			Q34 54					
3.14 (10%)	3.44 (11%)	4.28 (14%)	2.52 (17%)	1.80 (14%)	2.39 (17%)	1.93 (15%)	1.82 (14%)	2.49 (20%)

VARIANCE ACCOUNTED FOR BY FACTOR 2 ONLY

FACTOR 3

MICRO-LEVEL			INTERFACE LEVEL			MACRO-LEVEL		
Pre-test	Post-test	P-Post-test	Pre-test	Post-test	P-Post-test	Pre-test	Post-test	P-Post-test
Q25 -64	Q28 52	Q11 -60	Q35 -65	Q34 60	Q37 59	Q51 -55	Q59 -78	Q59 -74
Q28 52	Q25 47	Q25 57	Q38 61	Q41 -58	Q38 58	Q56 55	Q50 -60	Q60 62
Q28 52	Q16 -46	Q 3 -55		Q39 -50				Q49 60
Q33 -52								
Q 7 -51								
Q21 50								
2.62 (8%)	2.78 (9%)	3.27 (11%)	1.78 (12%)	1.63 (13%)	1.69 (12%)	1.60 (12%)	1.57 (12%)	1.98 (15%)

VARIANCE ACCOUNTED FOR BY FACTOR 3 ONLY

FINAL COMMUNALITY ESTIMATES (NUMBER OF FACTORS)

31.39 (12 factors)	30.62 (11 factors)	30.08 (11 factors)	14.68 (6 factors)	12.84 (4 factors)	14.29 (5 factors)	13.01 (5 factors)	12.58 (5 factors)	13.15 (5 factors)

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Table 5.9.3   FACTOR LOADINGS OF FACTOR 4 AND FACTOR 5:   DATA OF TOTAL GROUP (N=37)

FACTOR 4

	MICRO-LEVEL			INTERFACE LEVEL			MACRO-LEVEL		
	Pre-test	Post-test	P-Post-test	Pre-test	Post-test	P-Post-test	Pre-test	Post-test	P-Post-test
	Q10 52	Q764	Q18 58	Q36 -61	Q37 59	Q40 -60	Q50 -72	Q60 54	Q61 49
	Q33 50	Q16 48	Q31 -51	Q43 55	Q38 40	Q42 54		Q53 47	Q57 -47
			MAC 50	Q46 51				Q50 46	

VARIANCE ACCOUNTED FOR BY FACTOR 4 ONLY

	MICRO-LEVEL			INTERFACE LEVEL			MACRO-LEVEL		
	Pre-test	Post-test	P-Post-test	Pre-test	Post-test	P-Post-test	Pre-test	Post-test	P-Post-test
	2.32	2.42	2.53	1.48	1.20	1.38	1.49	1.30	1.23
	(7%)	(8%)	(8%)	(10%)	(9%)	(10%)	(11%)	(10%)	(9%)

FACTOR 5

	MICRO-LEVEL			INTERFACE LEVEL			MACRO-LEVEL		
	Pre-test	Post-test	P-Post-test	Pre-test	Post-test	P-Post-test	Pre-test	Post-test	P-Post-test
	Q26 54	Q10 64	Q21 -54	Q38 57		Q45 53	Q59 53	Q58 -47	Q56 -65
		Q 3 60	Q28 -45	Q37 48		Q43 -50	Q52 -51	Q52 -46	Q54 42
			Q15 45						Q52 41

VARIANCE ACCOUNTED FOR BY FACTOR 5 ONLY

	MICRO-LEVEL			INTERFACE LEVEL			MACRO-LEVEL		
	Pre-test	Post-test	P-Post-test	Pre-test	Post-test	P-Post-test	Pre-test	Post-test	P-Post-test
	2.06	2.17	1.90	1.41	1.08	1.20	1.14	1.03	1.06
	(7%)	(7%)	(6%)	(10%)	(8%)	(8%)	(9%)	(8%)	(7%)

FINAL COMMUNALITY ESTIMATES (NUMBER OF FACTORS)

31.39	30.62	30.08	14.68	12.84	14.29	13.01	12.58	13.15
(12 factors)	(11 factors)	(11 factors)	(6 factors)	(4 factors)	(5 factors)	(5 factors)	(5 factors)	(5 factors)

analysis (one at the Pre-test, one at the Post-test and three at the Post-post-test), each of these statements did load again on the other testing occasions.

The third step entailed inspecting the variables that load on a factor and their factor loading with the intent to label or name the various factors. This was done considering only the variables that had the factor loading of 0.5 and above. In Factor 5, on the Post- and Post-post-tests, the cut-off for interpretation was taken of the variables that loaded above 0.4. This level is acceptable according to Tabachnick and Fidell (1986:640). The name or label given to a factor is based on the variables identified in the concepts contained in the original theoretical framework according to which the questionnaire was designed.

The discussion to follow will focus on each empowerment level separately as seen within a testing occasion (status of empowerment on each testing occasion) and across the testing occasions to assess the influence of the intervention (change due to intervention for each level of empowerment).

5.5.1   Micro-level

The Micro-level refers to the personal internal sphere of individuals relating to their feelings, attitudes and skills. Upon examination of the patterns of the **status of empowerment** on the Micro-level at the *PRE-TEST*, feelings (Factor 1), attitudes (Factors 2 & 4) and skills (Factors 3 & 5) emerged as factors (Table 5.10.1). The initial status and general profile represented persons with:

- a dominant <u>feeling</u> related to their self-confidence (Factor 1);

- a positive <u>attitude</u> towards being pro-active and motivated (Factor 2), and displaying self-control (Factor 4);

- the ability to develop <u>skills</u> (growth) with a sense of agency and upward mobility (Factor 3), and the ability to cope with their growth (Factor 5).

The key features of the Pre-test indicate the strong feelings related to their self-confidence. Solomon (1976) and Parsons (1991) state that individuals who are disempowered feel vulnerable regarding confidence in their abilities. In terms of their skills and attitudes, they have a sense of expectancy and motivation. Motivation is an important prerequisite for empowerment in adult education (Dunst & Trivette, 1987; Rappaport, 1981). The factors identified indicate which issues in the empowerment questionnaire are particularly relevant to the individuals before the course. Attitudes are prevalent in all the three sublevels, whereas the feelings and skills sublevels are related only to personal aspects, indicating that the individuals are preoccupied with themselves at this stage.

At the *POST-TEST* their profile, in order of importance, was that of persons with:

➤ a dominant <u>feeling</u> of personal growth, being highly motivated with a desire to improve (Factor 1);

➤ the ability to exhibit <u>skills</u> of leadership, to cope, to exert control over resources (Factor 2) and display a sense of agency (Factor 3);

➤ a positive <u>attitude</u> towards being motivated and believing in success (Factor 4), and demonstrating self-control (Factor 5).

The participants' feelings have become more positive after the course as they feel increased motivation. This is borne out by their attitudes of motivation and a belief in their success. The participants have also gained a sense of personal control as proposed by Perkins (1995a) and Oxtoby (1999). The skills component which is prominent at the Post-test refers to leadership, coping, control and a sense of agency. The aim of empowerment is to assist individuals to gain mastery over their affairs and a sense of agency as propounded by O'Loughlin (1990) and Zimmerman (1995). There are more aspects that loaded at the Post-test, indicating a greater awareness of the issues which affect them.

Three months after the intervention (*POST-POST-TEST*) their profile contained the following features:

*   a dominant <u>feeling</u> of personal growth, being highly motivated with a desire to improve (Factor 1), having a feeling of self-respect (Factor 2), self-sufficiency and inner strength (Factor 4) and increased control (Factor 5);

*   a positive <u>attitude</u> towards being determined and proactive (Factor 3).

In the long term, feelings play the major role in their perception of their Micro-level empowerment. Leidenfrost (1992) states that behavioural change in individuals leads to a new and positive view of themselves. The three months that have passed have provided them with enough opportunity for the behavioural change to have a positive impact on their feelings of self-respect, self-sufficiency and inner strength. The motivation and desire for growth indicate that the participant is busy with the continual process of empowerment as propounded by McWhirter (1991), Perkins (1995a) and Rappaport (1981).

On reflection of the **change due to the intervention** (Table 5.10.1), it is noted that the FEELINGS component was evident as the major factor (Factor 1) on all three testing occasions. The nature of the feelings changed from the initial 'self-confidence' issues to feelings of 'individual growth' and the 'desire to improve' after the intervention and was maintained after three months. This was reflected in the comments made during the interviews at the Post-test:

> *I always thought I was a confident person, but I've discovered I'm not self-confident at all. I'm actually quite a weak person. I've never looked at myself that way.*
> (Respondents F2)

> *I thought it was going well but something was awakened in the back of my mind.*
> (Respondent C18)

These statements illustrate what the theory refers to as 'false consciousness' that was addressed through critical thinking in the intervention. Self-knowledge is one of the first steps towards empowerment (Freire, 1973; McCarthy, 1992; McHoul & Grace, 1993) and this can be borne out in the following examples of responses:

> *Self-discovery played a big part. It helped me overcome my inhibitions.*
> (Respondent C20)

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It was good to come to the point of your own need to see what you can do about it. You are confronted with yourself. You must understand why you feel like that and that makes you a better person. It was an awareness course. You become aware again, that was good.
(Respondent C18)

Table 5.10.1 **MICRO-LEVEL: FACTOR LABELS OF EMPOWERMENT AT THREE TESTING OCCASIONS**

FACTORS	MICRO-LEVEL		
	Pre-test	**Post-test**	**Post-post-test**
Factor 1	Feelings: Self-confidence	Feelings: Individual growth, motivation, desire to improve	Feelings: Individual growth, motivation, desire to improve
Factor 2	Attitude: Proactive, motivation	Skills: Leadership, coping, control over resources	Feelings: Self-respect
Factor 3	Skills: Growth, sense of agency, upward mobility	Skills: Sense of agency	Attitude: Individual determination, proactive
Factor 4	Attitude: Personal control	Attitude: Motivation, belief in success	Feelings: Self-sufficiency, inner strength
Factor 5	Skills: Growth in skills, coping	Attitude: Personal control	Feelings: Increased control

The course succeeded in focusing on and maintaining their feelings of individual growth and desire to improve. This perception of this shift in the short and long term was evident in the following responses of the respondents:

I want to see if I can apply it. I know it can work if I apply it. I want to see what happens in the long term. If I can benefit more, I will be happiest and most satisfied. I know it can because I have already benefited and I can already see that there are good prospects.
(Respondent F9)

I decided from the beginning that this is something that can help and I want to use it and I will use it. They give you the right recipes for you to use.
   (Respondent H35)

The shift is towards feelings of individual growth and a desire to improve. They no longer feel lacking in self-confidence, they are motivated to action because they have felt the benefits (Leidenfrost, 1992).

Only at the Post-post-test three other aspects of the feelings component also emerged as 'self-respect' (Factor 2), 'self-sufficiency and inner strength' (Factor 4) and 'increased control' (Factor 5). Thus the feelings component totally dominated the profile after three months. The improvement in the participants' feelings of empowerment can be illustrated by the comments of a respondent, who, in response to the Pre-test question: 'How happy or content would you say that you feel with yourself at the moment?', stated:

Not completely... I'm very unsure about my future...now I'm not getting satisfaction nor happiness. Frustrating.
   (Respondent B56)

Directly after the course she stated:

I feel on top of the world. Me applying things [in the course] to my life have made a difference.

In the Post-post-test the same respondent stated:

I remember the course because it improved a lot on my lifestyle.

The experience of improved feelings can also be illustrated by the comment:

I have got a lot more self-confidence.
   (Respondent C19)

Kieffer (1984) suggests that in the conceptualisation of the term empowerment on the Micro-level, it is more important for the individual to feel powerful than to necessarily have power. Stromquist (1988) also supports the importance of the psychological component of feelings in empowerment. The strength of the feeling component in the long term indicates that self-esteem has been built. Once the participants have had success with implementing knowledge and skills, the feelings indicate a satisfaction with what they have achieved. Oxtoby (1999:40)

states the importance of the feeling component because once individuals have confidence, they will make a success of what they achieve and have a sense of subjective power. Rooth (1999:16) states that once the individual's self-concept has been enhanced, it will lead to capacity building. This is illustrated by the following comment at the Post-post-test:

> *I've become a bit selfish to think about me- what I want as a woman. I feel it has given me a lot of confidence and that the confidence must come from within, from myself. Yes I have changed and for me the confidence is something fantastic.*
> (Respondent F13)

The ATTITUDE component emerged at the Pre-test as 'proactive' coupled with 'motivation' (Factor 2) and 'personal control' (Factor 4). At the Post-test attitude regarding 'motivation' along with 'belief in success' (Factor 4) and the retention of 'personal control' (Factor 5) was projected. By the Post-post-test only one factor (Factor 3) related to attitude in the form of 'individual determination' along with 'proactive'.

Before and after the intervention, motivation was a key issue that indicated the expectations for the course. Solomon (1976:324) states that motivation is "...the amount of pressure a participant feels to effect change in his problem situation". They therefore feel the need to change a situation that is not ideal. In the long term, there is no longer this motivation. In the literature motivation is said to be an important characteristic of human achievement, and those desiring greater control are more likely to engage in new behaviours (Dunst & Trivette, 1987; Foster-Fishman & Keys, 1997; Mungazi, 1985). The individuals have the attitude of belief in success directly after the course, indicating that the course served to achieve these attitudes. This is illustrated by the following comment:

> *I have been made aware that there is actually more you can do yourself. I'm sure I will be successful eventually.*
> (Respondent A47)

After three months the focus on the attitude of individual determination indicates their realisation of their own responsibility in the process of empowerment as proposed by O'Loughlin (1990).

The component SKILLS appeared only at the Pre-test and the Post-test and not at the Post-post-test. Skills were represented by 'growth' plus a 'sense of agency' plus 'upward mobility' (Factor 3) and 'growth' coupled with 'coping' (Factor 5) at the Pre-test. Skills shifted up as Factor 2 and Factor 3 at the Post-test and specifically representing 'leadership', 'coping' and 'control over resources', and a 'sense of agency' for the mentioned factors respectively.

Before the course the negative loading relating to growth in skills, but positive loading of a sense of agency and upward mobility indicated a sense of expectation on the Micro-level, as well as a possible dissatisfaction in terms of their growth in skills. When asked how she felt about the future a respondent stated in the Pre-test:

> *I hope to get something better so that I don't have to sit and struggle the way I'm*
> *struggling through life at this moment.*
> (Respondent A40)

The sense of agency was retained at the Post-test, representing the belief that they can play a role. According to Solomon (1976), individuals need to be seen as 'causal agents' in achieving a solution to their problems. The FTG course is spread out in weekly sessions with time to apply the skills that were learned each week. This was mentioned as a positive aspect by a number of respondents and is illustrated below:

> *Meeting once a week was good because you could go and apply what you learned*
> *and then report back to others the next week.*
> (Respondent G59)

This is mentioned in the literature by Dunst and Trivette (1987); Evans (1992); Hall and Hall (1996:19); Jordan (1997:3); McWhirter (1991) and Spreitzer *et al.* (1997), who state that sustainable development takes place when people themselves begin to implement their own lasting solutions to the problems that affect their daily lives. The pattern evident is a moving from skills of a sense of agency and upward mobility before and a sense of agency to controlling resources and coping after the course. This indicates that they have the attitude of being 'causal agents' in their own lives.

For Factor 5, skills loaded negatively in terms of the participants' coping skills before the course. They felt vulnerable and were expectant in terms of their ability to grow. After the

course coping skills loaded positively, which can be supported by the following comment:

> *A person tries to apply these things and you see after a time it will come quite*
> *easy and naturally.*
> (Respondent B49)

The course taught the individuals various specific skills, hence the loading on the issues of leadership, coping and control over resources directly after the course.

It appears that the Micro-level of empowerment is most clearly related to the feelings component on all the three testing occasions. Attitudes load lower after the course (Factors 4 & 5) but re-emerge at the Post-post-test as Factor 3. The individuals' perceptions in terms of attitudes and feelings seem to be the strongest component in their experience of empowerment over time on the Micro-level.

5.5.2   Interface level

The Interface level refers to the interpersonal areas that an individual relates to in connection with his/her participation and action. Upon examination of the patterns of the **status of empowerment** on the Interface level at the *PRE-TEST*, action (Factor 1) and participation (Factors 2, 3, 4 & 5) emerged as factors (Table 5.10.2). The initial status and general profile represented persons who displayed:

* a preparedness to take <u>action</u> to influence change on an individual level (Factor 1);

* <u>participation</u> in support and identity (Factor 2), identity and shared fate (Factor 3), support systems (Factor 4), and shared fate and mutual support (Factor 5).

Before the intervention, the respondents were involved in action to influence change where it related to themselves as individuals. The participants were part of the community and had feelings about 'identity', 'shared fate' and 'support' within participation, but were not involved in action at this level. Freire (1973), Solomon (1976) and O'Loughlin (1990) refer to the passivity of disempowered individuals who lose their ability to act effectively as they are more subjected to the choices and prescriptions of others.

At the *POST-TEST* their profile was that of persons who:

➤   take <u>action</u> to influence change from the group perspective (Factor 1 & 5);

➤   <u>participate</u> in terms of support (Factor 2), identity, understanding of power and status of groups (Factor 3), and support and shared fate (Factor 4).

At the Interface level, participation was maintained with 'shared fate', 'support' and 'identity'. Cognition in 'understanding the power and status of groups' emerged as a result of the course, indicating that the individual had gained skills of critical reflection due to the intervention. The action component was evident after the course in their preparedness to become involved to influence change and this was no longer from an individual perspective but rather from the group perspective. Baker and Balakkrishnan (1992), Israel *et al.* (1994) and Zimmerman (1995) refer to this phenomenon of preparedness to become involved in action among those who have gained Interface empowerment.

Three months after the intervention (*POST-POST-TEST*) their profile contained the following features:

*   <u>action</u> to influence change by critical thinking (Factor 1) with an emphasis on the group/community (Factor 2) and collaborative action to influence change (Factor 5);

*   <u>participation</u> in terms of mutual support and understanding of power and status of groups (Factor 2), and assertiveness (Factor 4).

The pattern of the Interface-level loading has changed in the long-term as the issues that load are increasingly 'action' related. This takes place from a group/community perspective as after the course. Gutierrez (1990) suggests that once individuals feel empowered, they move outward to being active in other spheres. Their empowerment in action is thus maintained and increased in the long term. Bhasin (1992) and Dunst and Trivette (1987) state that the goal of interventions is to make individuals better able to deal effectively with future problems for which they require analytical skills. Critical reflection has been maintained, indicating that they retained this skill after three months.

Table 5.10.2 **INTERFACE LEVEL: FACTOR LABELS OF EMPOWERMENT AT THREE TESTING OCCASIONS**

FACTORS	INTERFACE LEVEL		
	Pre-test	**Post-test**	**Post-post-test**
Factor 1	Action: Influence change (individual)	Action: Influence change (as part of group)	Action: Influence change by critical thinking
Factor 2	Participation: Support, identity Action: Influence change	Participation: Support	Action: Influence change by critical thinking Participation: Support, identity
Factor 3	Participation: Identity, shared fate	Participation: Identity, understand power and status of groups	Participation: Mutual support, understand power and status of groups
Factor 4	Participation: Support systems	Participation: Support, shared fate	Participation: Assertiveness
Factor 5	Participation: Shared fate; mutual support	Action: Collaborative action to influence change	Action: Collaborative action to influence change

In terms of 'participation', 'shared fate' and 'mutual support' are evident as they were on the previous two testing occasions, but this time individual 'assertiveness' is added. They thus feel empowered enough to assert their own opinions, and this can be illustrated by a statement made at the Post-post-test interview:

> *I used to keep quiet about things, just let them go. I'm more assertive and I've used it in the last few months.*
> (Respondent G59)

The individuals are now prepared to take action guided by critical thinking and practising their assertiveness skills.

Observations regarding the **change due to the intervention** (Table 5.10.2) indicate that the ACTION component loaded at Factor 1 on all three testing occasions, but the focus changed from being a focus on the individual at the Pre-test, to action within a group at the Post-test. As illustration the following statement has relevance:

> *Your own development is just as important as those around you.*
> (Respondent C18)

At the Post-post-test 'action to influence change' loaded again, but this time with critical reflection loading as well. 'Critical reflection' as part of life is an indication that empowerment and transformation have taken place, the individual no longer operates in the 'habitual mode' but thinks about his/her actions. This, according to Freire (1985), is a sign of empowerment. Critical reflection is a skill that, if it can be maintained after the course has been completed, indicates a high level of learning and independence in the learner (Cranton, 1994; Gibson, 1991). This is illustrated by Airhihenbuwa (1994:345) and Tennant (1994:235), who state that critical reflection is essential before one can engage in meaningful transformation and liberatory change. The action component loaded again at the Post-post-test together with the critical thinking component.

PARTICIPATION was evident on all three testing occasions with the emphasis on their personal behaviour, as well as 'support' (Factor 2 ,4 & 5) and 'identity' (Factor 2 & 3) before the course. This was maintained directly after the course, but the element of cognition was added as they gained an 'understanding of the power and status of groups' (Factor 3). Dunst and Trivette (1987) mention the importance of tapping into the individual's natural support network. This was clearly maintained throughout. Some participants noted the value of heterogeneous groups in building bridges among different race and age groups. An example from a conservative older woman serves as illustration:

> *We are in the new South Africa and we all did not have the same opportunities and*
> *this one lady was closed, you couldn't reach her. In the course you could see her*
> *open up. We were all chummies, we worried, laughed and stressed together. The*
> *barrier that was there fell away, and that was wonderful.*
> (Respondent H35)

The aim of education, to bring about cognitive change, was therefore successful at this stage as well as in the long-term, indicating retention. Mutual support and shared fate loaded in the Post-post-test. This is supported in the literature where it is stated by Gutierrez (1990) and Simmons and Parsons (1983) that once empowerment has taken place in the individual, he/she moves out towards others.

Participation loaded on all the testing occasions, with the focus changing from support systems at the Pre-test, indicating a sense of community, to support and shared fate directly after the programme. The participants mentioned the value of camaraderie in the in-depth interview as reflected by the following respondents:

> *This course was like a family type of thing. It was closer and you adopted a very good relationship with your team-mates. People felt they could empty their hearts and they have friends to share it with.*
> (Respondent B49)

> *Sometimes people verbalised things that I wanted to know. There were people who felt just like me.*
> (Respondent A40)

> *When you go through a crisis, it brings you closer.*
> (Respondent H28)

> *A lot of things came out; people felt they could open their hearts. Everyone shared their things with you, it was very emotional - we could see people wiping a tear away.*
> (Respondent B49).

The participants moved from participation to action as a result of the course, and this continued in the longterm. This phenomenon is borne out by McWhirter (1991) and Stromquist (1988), who state that empowered individuals are prepared to take action. This is illustrated by the following respondents after participating in the course:

> *The characteristics were there but I just have never used them before. Now I have already written my plans down.*
> (Respondent E81)

> *I have become aware of how to deal with other people, how to address the problem and not the person.*
> (Respondent A47)

I used to think, just ignore your problems, they will sort themselves out, but that is not the way. You must talk about it and see how you can solve it.
(Respondent A38)

I feel in myself that I have learned to speak up and not just keep quiet to keep the peace.
(Respondent F5)

This is me, it's my life and I should make my own decisions. I've decided I'm going to make my own decisions now.
(Respondent A40)

The pattern that emerged at the Interface level indicates that before the course the respondents were participants in interpersonal activities but that they were not prepared to take action. The action component increased directly after the course and was stronger after three months. The focus also moved from the individual towards the collective as time progressed and critical thinking and increased cognition appeared due to the intervention.

5.5.3   Macro-level

Macro-level refers to the beliefs, effects and actions related to the more external aspects of the individual. Examination of the patterns of the **status of empowerment** on the Macro-level at the *PRE-TEST* indicates that effects (Factor 1 & 5) and beliefs (Factor 2, 3 & 4) emerged as factors (Table 5.10.3). The initial status and general profile represented persons who:

- in terms of <u>effects</u> are aware of their rights and power (Factor 1), and aware of rights (Factor 5);

- have a <u>belief</u> about contributing to making a difference (Factor 2), critical reflection about understanding their place in society (Factor 3), and critical reflection about social problems (Factor 4).

They were aware of their rights and had beliefs regarding Macro-level issues but were not oriented towards action at this stage. The action component did not load at this stage. This indicates that the individuals were not empowered on the Macro-level, because Stromquist

(1988) states that empowerment goes beyond 'participation' and 'consciousness raising' in that individuals should be ready to take action.

At the *POST-TEST* their profile contained the following features:

➤ effects in terms of their awareness of rights and power (Factor 1), awareness of political rights and (Factor 3), freedom from policies and orders (Factor 4), and awareness of rights and command over events (Factor 5);

➤ action in terms of control and participation in reconstruction (Factor 2).

There is evidence of effects, as was the case in the Pre-test, but with 'freedom from policies and orders' emerging as an effect after the course. Action emerges in terms of involvement in 'reconstruction' and 'control of and access to resources'. The participants have been empowered to move to action. Beliefs did not load at the Post-test.

Table 5.10.3 **MACRO-LEVEL: FACTOR LABELS OF EMPOWERMENT AT THREE TESTING OCCASIONS**

FACTORS	MACRO-LEVEL		
	Pre-test	**Post-test**	**Post-post-test**
Factor 1	Effect: Awareness of rights and power	Effect: Awareness of rights and power	Action: Participation in reconstruction
Factor 2	Beliefs: Contribution to make a difference	Action: Participation, control, reconstruction	Beliefs: Critical reflection, contribution
Factor 3	Beliefs: Critical reflection	Effect: Awareness of rights, critical reflection	Effect: Awareness of rights, freedom from policies and orders
Factor 4	Beliefs: Critical reflection	Effect: Freedom from policies and orders	Effect: Increased power, awareness of rights
Factor 5	Effect: Awareness of rights	Effect: Awareness of rights	Action: Control of and access to resources

Three months after the intervention (*POST-POST-TEST*) their profile was that of persons who:

* were prepared to take <u>action</u> by participating in reconstruction (Factor 1), and control of and access to resources (Factor 5);

* in terms of <u>beliefs</u> there was critical reflection and a belief in the contribution they could make (Factor 2);

* in terms of <u>effects</u>, were aware of rights and felt freedom from policies and orders (Factor 3), and increased power and awareness of rights (Factor 4).

In the long term all three sublevels load, reflecting a greater spread of the issues of empowerment at the Macro-level. Beliefs load in their desire to 'make a contribution' as well as 'critical reflection'. Action loads in terms of their 'participation in reconstruction', their readiness to 'take action' and their 'control over resources'. The 'effects of power' and 'awareness of their rights' also load at the Post-post-test.

Regarding the **change due to the intervention** (Table 5.10.3), the EFFECTS was the only component evident on all the testing occasions, with 'awareness of rights' emerging throughout. The research was conducted during the year of the general elections in South Africa and the participants were, on the whole, politically and socially aware. Awareness of rights (Factor 5) loaded negatively before and after the programme. The course did not directly affect them on this level due to the fact that the FTG programme does not focus on individual rights.

The nature of the effects changed from initial 'awareness of rights' to effects of 'freedom from policies and orders' and 'command over events' directly after the course. The effects of 'power in freedom from policies and orders' is illustrated below:

> *My husband said to me I'm definitely more assertive. Now I give my views and opinions. Now I am myself, I will laugh out loud if I want to.*
> (Respondent F13)

After the course they felt a freedom from policies and orders, but in the longterm the effects of increased power loaded negatively. This phenomenon is prevalent in life-skills programmes where individuals return to the workplace only to find that they are empowered but the realities

of the workplace inhibit their efforts at continuing the process (LeCompte & DeMarrais, 1992:6). This is borne out in the in-depth interviews where the following was mentioned in the Post-test:

> *I had a problem applying it because the supervisors should also have been on a course otherwise you couldn't apply it because of rules from above. They need to be open minded like us who have been on the course.*
> (Respondent C19)

This phenomenon has been mentioned in previous research done by Spreitzer *et al.* (1997:701) and Ford and Fottler (1995:26), and this study underpins this finding. Organisations therefore should not rely only on training programmes to empower workers, but also build empowering managing strategies into their practice.

The BELIEFS component was evident at the Pre-test and Post-post-test only. Beliefs in terms of being able to 'make a contribution' (Factor 2), 'critical reflection about social problems' (Factor 3), and 'critical reflection in terms of understanding their place in society' (Factor 4) loaded at the Pre-test. Before the intervention, the individuals in this study possessed beliefs that made them open to Macro-level empowerment. They were thinking critically and had thought about issues regarding their place in society. This is an important prerequisite of empowerment in individuals (Spreitzer, 1995b). At the Post-test, beliefs did not load. They were possibly more motivated by the intervention to take action. At the Post-post-test, beliefs re-emerged where they thought they could make a contribution together with critical reflection.

The ACTION component did not load before the course, but this increased over the course of time, indicating a preparedness to move out from their personal and interpersonal empowerment in order to take action (Rappaport, 1995). At the Post-post-test, the loading changed to action in terms of 'participation in reconstruction'. Action reflects a behaviour change, the aim of learning (Freire, 1985). Hopson (1981) states that action follows reflection. This is illustrated by a comment made at the Post-post-test:

> *I know now how to address things, how to handle things.*
> (Respondent A45)

On the Macro-level, the general pattern that emerged was that the FTG intervention succeeded in making the participants ready to take action and this continued in the long term. Before the intervention beliefs and effects were prominent, but after the course they were prepared to take action and make a contribution to reconstruction.

5.5.4 Across empowerment levels on testing occasions

In this section empowerment will be examined in its totality as measured by the designed questionnaire, which includes sets of variables representing three levels of empowerment. The purpose was to establish whether, on the one hand, any patterns emerge across the empowerment levels that give meaning to the data collected at a specific time and, on the other hand, if the patterns exist, whether the intervention influenced these patterns. The latter may provide some understanding of the nature of the impact of the FTG programme experienced on this experimental group, and how they responded in terms of their empowerment ability and development.

According to Evans (1992:140) empowerment refers to the "actual and perceived ability to determine the course of one's life and community". In this study the Micro-level of empowerment refers to the personal aspect ("one's life"), whereas the Interface level refers to the interpersonal aspects (others in "community") and the Macro-level to the external aspects ("community").

To identify how these three levels interact with and relate to one another, a factor analysis was conducted with the scores of the 61 variables of the questionnaire, the total empowerment score and the subtotals of the three empowerment levels for each of the three testing occasions separately. Each factor analysis therefore included 65 variables. The data of the 37 subjects who completed all questions on each testing occasion served as the observations.

The conditions set for the application of the factor analyses discussed in the previous sections also apply in this section. The procedure that was followed with the examination of the results was firstly to inspect the factor loadings of the major factors and list these loadings in

descending order (Table 5.11.1, 5.11.2, 5.11.3). The cut-off point of the factor loadings for Factor 1 was 0.60 and for the remaining factors, 0.50 and, where deemed necessary, 0.40. The number of factors that emerged ranged between 17 and 18 factors (eigenvalue=1.0+). It was considered meaningful to focus on the first nine factors only as together they carried 76-82% of the final communality estimates for the analyses of the data of the three testing occasions.

Secondly, an attempt was made to provisionally name and label each of these factors based on the variables that loaded on each. The components identified for naming a factor represented the empowerment level, followed by the sublevel and further planes and dimensions. Finally, these factor labels were examined for the purpose of identifying the patterns of empowerment, with particular reference to the interaction between the three empowerment levels on each testing occasion and the changes that occurred across the testing occasions.

The total empowerment labels for each of the first nine factors at each testing occasion is presented in Table 5.12. Only Factor 1 carried substantial factor loadings of the *total score* and the three *subtotals* (Table 5.11.1-5.11.3). These variables loaded the highest in each case. The factor loadings ranged between 0.80-0.99 at the Pre-test (Total=0.99; Micro=0.96; Interface=0.80; Macro=0.83), between 0.87-1.00 at the Post-test (Total=1.00; Micro=0.92; Interface=0.94; Macro=0.87), and between 0.73-0.98 at the Post-post-test (Total=0.98; Micro=0.86; Interface=0.89; Macro=0.73). The one element of the label for Factor 1 refers to 'total', representing the interaction between the total and subtotal scores only. At the Pre-test it is given as 'stronger Micro-level oriented', while it is labelled 'balanced overall empowerment' at the Post-test and 'stronger Micro- and Interface-level oriented' at the Post-post-test.

Before the intervention, the participants were mostly concerned with the more personal aspects of their lives. After experiencing the FTG programme, they seemed to have gained an awareness of the fuller spectrum of what empowerment entailed and to feel empowered on all levels. In the long term, they retained the aspects that were most relevant to themselves in their personal sphere (Micro-level and Interface level). Knowles (1980) maintains that learning will be most effective when the learners feel it will be relevant to their lives.

Table 5.11.1 FACTOR LOADINGS OF TOTAL EMPOWERMENT AT PRE-TEST: DATA OF TOTAL GROUP (N=37)

PRE-TEST

FACTOR 1		FACTOR 2		FACTOR 3		FACTOR 4		FACTOR 5		FACTOR 6		FACTOR 7		FACTOR 8		FACTOR 9	
TOT	99	Q34	54	Q 7	64	Q43	-51	Q56	-51	Q52	54	Q18	46	Q22	44	Q 2	50
MIC	96	Q 4	-54	Q17	53	Q 5	49	Q13	-45	Q20	-49	Q42	44	Q21	42	Q 7	42
MAC	83	Q55	53	Q43	49	Q20	-49	Q51	43	Q31	45	Q28	41	Q25	42		
INT	80	Q53	49	Q38	49	Q21	-48	Q39	40	Q26	-42	Q34	-41	Q38	-41		
Q45	77	Q 3	48			Q28	-47										
Q 9	74	Q39	-48			Q50	-46										
Q57	73	Q14	-47														
Q16	72																
Q 6	71																
Q 8	70																
Q61	68																
Q27	67																
Q19	64																
Q23	63																
Q32	60																

VARIANCE ACCOUNTED FOR BY FACTORS 1-9

16.51		5.33		4.08		3.59		3.13		3.04		2.74		2.66		2.40	
(29%)		(9%)		(7%)		(6%)		(6%)		(5%)		(5%)		(5%)		(4%)	

FINAL COMMUNALITY ESTIMATES (NUMBER OF FACTORS)

56.59
(17 Factors)

Table 5.11.2 **FACTOR LOADINGS OF TOTAL EMPOWERMENT AT POST-TEST: DATA OF TOTAL GROUP (N=37)**

POST-TEST

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7	FACTOR 8	FACTOR 9
TOT	100	Q 1 -64	Q32 57	Q24 64	Q 3 -59	Q 7 62	Q29 51	Q 5 47	Q59 53
INT	94	Q27 -62	Q31 56	Q56 -63	Q34 53	Q50 -43	Q10 51	Q41 -45	Q20 47
MIC	92	Q13 -58	Q39 54	Q18 46	Q39 45	Q36 42	Q23 43	Q10 41	Q23 -40
MAC	87	Q26 -50	Q33 53	Q54 44	Q14 -43		Q49 41		
Q11	78								
Q48	78								
Q19	74								
Q 9	70								
Q57	68								
Q12	68								
Q61	67								
Q47	67								
Q44	66								
Q 8	66								
Q15	62								
Q45	62								
Q35	62								
Q46	61								
Q26	60								

VARIANCE ACCOUNTED FOR BY FACTORS 1-9

FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7	FACTOR 8	FACTOR 9
17.80	5.08	4.30	3.66	3.18	3.00	2.74	2.34	2.28
(31%)	(9%)	(7%)	(6%)	(5%)	(5%)	(5%)	(4%)	(4%)

FINAL COMMUNALITY ESTIMATES (NUMBER OF FACTORS)

57.98
(18 Factors)

Table 5.11.3   **FACTOR LOADINGS OF TOTAL EMPOWERMENT AT POST-POST-TEST: DATA OF TOTAL GROUP (N=37)**

POST-POST-TEST

FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7	FACTOR 8	FACTOR 9
TOT 98	Q51 71	Q59 -67	Q11 -55	Q37 -63	Q40 -55	Q28 58	Q38 50	Q60 55
INT 89	Q13 70	Q50 -57	Q25 55	Q50 45	Q56 55	Q57 -49	Q33 41	Q30 41
MIC 86	Q14 69	MAC -52	Q33 51	Q2 45				
MAC 73	Q12 69	Q18 51						
Q55 72								
Q41 71								
Q58 69								
Q48 68								
Q7 67								
Q19 66								
Q53 64								
Q61 64								
Q46 61								
Q29 60								

VARIANCE ACCOUNTED FOR BY FACTORS 1-9

15.88	7.47	4.68	4.00	3.50	3.18	2.57	2.46	2.07
(30%)	(13%)	(8%)	(7%)	(6%)	(6%)	(4%)	(4%)	(4%)

FINAL COMMUNALITY ESTIMATES (NUMBER OF FACTORS)

57.37

(17 Factors)

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Table 5.12   **TOTAL EMPOWERMENT FACTOR LABELS AT THREE TESTING OCCASIONS**

FACTORS	PRE-TEST	POST-TEST	POST-POST-TEST
Factor 1	TOTAL: Stronger Micro-level oriented MICRO-level Attitude: Individual determination	TOTAL: Balanced overall empowerment INTERFACE level Action: Decision-making	TOTAL: Stronger Interface and Micro-level INTERFACE-level Action: Understand power & status of groups
Factor 2	MICRO-level Attitude: Motivation to use resources to achieve goals	MICRO-level Attitude: New opportunities & vision Skills: Sense of agency, coping Feelings: Self-confidence	MICRO-level Feelings: Positive self-concept Self-confidence
Factor 3	MICRO-level Attitude: Personal control over destiny	MICRO-level Skills: Upward mobility Increased control over resource allocation	MACRO-level Effects: Aware of political rights
Factor 4	INTERFACE level Action: Collaborative action to influence family change	MACRO-level Action: Control of and access to resources	MICRO-level Feelings: Self-respect
Factor 5	MACRO-level Action: Control of and access to resources	MICRO-level Attitude: Motivation to use effort to achieve goals	MICRO-level Attitude: Proactive
Factor 6	MACRO-level Beliefs: Command over events	MICRO-level Attitude: Personal control over destiny	INTERFACE level Participation: Individual assertiveness
Factor 7	MICRO-level Feelings: Control over body	MICRO-level Skills: Personal responsibility Competence	MICRO-level Skills: Personal responsibility
Factor 8	MICRO-level Skills: Leadership Improved coping skills	MICRO- level Attitude: Belief in success Self-efficacy	INTERFACE level Participation: Shared fate
Factor 9	MICRO-level Attitude: Proactive Personal control over destiny	MACRO-level Effects: Aware of political rights -	MACRO-level Effects: Freedom from policies and orders

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The further labelling of the factors is based on the variables (questions of questionnaire) with the highest factor loading, as well as the frequency of variables (considering the cut-off points for notable factor loadings) from the three **empowerment levels** that loaded on a particular factor. In an attempt to quantify the representation, the factors were weighted with a constant due to the fact that the major factors carry more shared variance than the minor factors. For example, Factor 1 was allocated a weighting of '9', Factor 2 a weighting of '8', Factor 9 a weighting of '1', etc. An overview of the weighted frequency of the empowerment levels allocated to the nine factors across the testing occasions, presented as percentages (%), can be summarised as presented in Table 5.13.

Table 5.13 **PROPORTIONATE REPRESENTATION OF LEVELS OF EMPOWERMENT ON TESTING OCCASIONS (9 Factors)**

Levels	Pre-test	Post-test	Post-post-test
Micro-level	67%	68%	49%
Interface level	13%	20%	33%
Macro-level	20%	16%	18%

The Micro-level dominates on each of the testing occasions while the Macro-level maintains a lower yet steady representation throughout. This is due to the prominence given to the personal aspects of empowerment through the training programme. Once the personal component of empowerment had been addressed, the individual was more competent to address the other spheres of his/her life (Oxtoby, 1999; Rooth, 1999). The Interface level has the lowest representation at the Pre-test (13%) and then progresses from 20% to a substantial increase (33%) at the Post-post-test. It is interesting to note that the Interface variables were present along with the dominant Micro-level variables in most of the factors, while the Macro-level variables more often than not did not feature among these variables at all.

The next step in the labelling of factors took into account the identification of the **sublevel** involved. At the PRE-TEST, *attitude* (frequency=4), *feelings* (frequency=1) and *skills*

(frequency=1) were present for the Micro-level with 'attitude' (Factor 1, 2, 3, 9) in the higher order factors and 'feelings' (Factor 7) and 'skills' (Factor 8) each on a single lower-order factor. Only the sublevel *action* of the Interface level was represented (Factor 4). The two Macro-level factors included both *action* (Factor 5) and *beliefs* (Factor 6). The sublevels that were absent on this testing occasion were 'participation' of the Interface level and 'effects' of the Macro-level.

All sublevels of the Micro-level were present at the POST-TEST. *Attitude* had the highest frequency of representation (Factor 2, 5, 6, 8), then *skills* (Factor 2, 3, 7) and *feelings* (Factor 2). However, 'skills' and 'feelings' were present in more of the higher-order factors, which indicates the favouring the Micro-level on this testing occasion. Note that Factor 2 is a multiple factor of the Micro-level. The Interface level featured only once on the highest order factor (Factor 1) with the focus on the sublevel 'action'. The Macro-level featured the sublevels *action* (Factor 4) and *effects* (Factor 9) with particularly the former earning a place as a feature at the Post-test.

At the POST-POST-TEST, the sublevel *action* of the Interface level featured in Factor 1 and *participation* in Factor 6 and Factor 8. For the Micro-level, *feelings* (Factor 2) and *skills* (Factor 7) were identified with the absence of 'attitude', which dominated at the Pre-test. The only sublevel that was identified for the Macro-level was *effects,* which was assigned to Factor 3 and Factor 9. 'Beliefs' of the Macro-level that was incorporated in a factor at the Pre-test did not appear at either the Post-test or the Post-post-test.

The **planes** and **dimensions** served to provide a form of specification of the labels of factors and provide a picture of the **STATUS of total empowerment**. This step in the labelling process of total empowerment provides a viewing of the mindset of the subjects across the levels of empowerment, thus pinpointing a profile of characteristics. Table 5.14 gives an overview of the characteristic components presented in the order of importance within each empowerment level for each testing occasion.

The profile at the *PRE-TEST* has the following pattern:

- MICRO-LEVEL: individual determination, motivation to use efforts and resources to achieve goals, personal control over destiny, proactive, control over body, leadership, coping skills;

Table 5.14   **CHARACTERISTIC COMPONENTS OF TOTAL EMPOWERMENT ACCORDING TO TESTING OCCASIONS**

	PRE-TEST	**POST-TEST**	**POST-POST-TEST**
MICRO-level			
Attitude	Individual determination Motivation to use efforts and resources to achieve goals Personal control over destiny Proactive	New opportunities and vision Motivation to use efforts and resources to achieve goals Personal control over destiny Belief in success Self-efficacy	Proactive
Feelings	Control over body	Self-confidence	Positive self-concept Self-confidence Self-respect
Skills	Leadership Coping skills	Sense of agency Coping Upward mobility Increased control over resource allocation Personal responsibility Competence	Personal responsibility
INTERFACE level			
Participation	—	—	Individual assertiveness Shared fate
Action	Collaborative action to influence family change	Decision-making	Understand power and status of groups
MACRO-level			
Beliefs	Command over events	—	—
Action	Control of and access to resources	Control of and access to resources	—
Effects	—	Aware of political rights	Aware of political rights Freedom from policies and orders

- INTERFACE LEVEL: collaborative action to influence family change;

- MACRO-LEVEL: control of and access to resources, command over events.

After participation in the FTG programme, the *POST-TEST* produced the following profile:

➤ MICRO-LEVEL: new opportunities and vision, sense of agency, coping, self-confidence, upward mobility, increased control over resource allocation, motivated to use efforts and resources to achieve goals, personal control over destiny, personal responsibility, competence, belief in success, self-efficacy;

➤ INTERFACE LEVEL: decision-making;

➤ MACRO-LEVEL: control of and access to resources, aware of political rights.

Three months after the intervention (*POST-POST-TEST*), the profile that emerged is as follows:

* MICRO-LEVEL: positive self-concept, self-confidence, self-respect, proactive, personal responsibility;

* INTERFACE LEVEL: understand power and status of groups, individual assertiveness, shared fate;

* MACRO-LEVEL: aware of political rights; freedom from policies and orders.

An examination of the **CHANGE** in the patterns of total empowerment that occurred for the participants over the course of time, requires viewing the factor labels across the three testing occasions. This should provide some understanding of the nature of the impact of the FTG on this experimental group, and how they responded in terms of their empowerment ability and development. This analysis takes into account the order in which the factors emerged (Table 5.12) and mainly concentrates on those factors that represent at least 3.0 common variance. Firstly, a brief overview in terms of the empowerment levels and their sublevels is presented. Secondly, the planes and dimensions are considered for an interpretation that highlights the actual features relating to total empowerment of the experimental group as they came into the course (Pre-test), their response to the FTG training course, and how they perceived their empowerment after three months. The latter can be claimed to be some indication of their growth and development partly based on the training to which they were exposed.

At the *Pre-test* this group started the course with a strong orientation to the Micro-level of empowerment (Factor 1: Total) with the predominance of the sublevel, 'attitude' (Factors 1, 2 &

3). At a lower scale of importance were the sublevels, 'action' of the Interface level (Factor 4), and 'action' (Factor 5) and 'beliefs' (Factor 6) of the Macro-level. The *Post-test* revealed a fairly balanced overall empowerment based on the 'total' empowerment aspect (Factor 1), while the sublevel 'action' (Factor 1) of the Interface level and 'skills' (Factors 2 & 3), 'attitude' (Factor 2) and 'feelings' (Factor 2) (in this order) of the Micro-level were the other major features after completing the FTG training course. The sublevel 'action' (Factor 4) of the Macro-level and 'attitude' (Factors 5 & 6) of the Micro-level were present on a lower scale of importance. By the *Post-post-test* there was a relatedness between the Interface level and the Micro-level as a 'total' feature (Factor 1). However, this was accompanied by the sublevel 'action' (Factor 1) of the Interface level, 'feelings' (Factor 2) of the Micro-level and 'effects' (Factor 3) of the Macro-level. The lower-order features of empowerment were the sublevels 'feelings' (Factor 4) and 'attitude' (Factor 5) of the Micro-level and 'participation' (Factor 6) of the Interface level.

The **characteristics of the individuals** before they started the FTG programme (*PRE-TEST*) give an indication of what aspects relating to empowerment were evident in the participants. The strongest features in this group related to their ability to have control in the issues affecting them individually, both in the present and in the future, in their motivation to be part of working towards their goals (Micro-level). The family was an area of concern to them at this stage as they desired to work actively to bring about improvement in their family life (Interface level). The slightly weaker features of this group before the course indicated a concern about how they could control their present and potential resources and how to be in control over things that happen to them if, for example, their needs are not met (Macro-level). They also displayed a concern about controlling their own person, about being able to be disciplined regarding themselves (Micro-level). The least convincing characteristics that emerged were those relating to taking the lead, their lack of ability to cope with difficult life circumstances, as well as taking initiative (Micro-level).

The characteristics of this group after exposure to FTG revealed how an individual would behave after being exposed to an empowerment intervention (*POST-TEST*). The strongest feature that emerged was their decision-making ability (Interface level) followed by having a positive view of the opportunities that they have in life. They have the ability to play an active

role in their lives and can cope better with life's circumstances. They have gained skills which make them more ambitious regarding their promotion prospects, as well as having greater control over the way they work with their money (Micro-level). They also feel a greater sense of control over their present and potential resources, which emerged as a weakness before the course (Macro-level). The features that were evident but not quite as strongly, were those of motivation to be part of working towards their goals, as well as feelings of control over what happens in their lives. They also feel capable of their abilities in the workplace and have a sense of personal responsibility (Micro-level).

The characteristics that were identified after three months when the employees had the opportunity to return to their life circumstances, indicated the growth or retention that took place after the intervention due in part to the influence of the training programme. The features evident indicate that they have gained insight into cognitive aspects in their relationships with others (Interface level). Coupled with this there is evidence of a positive self-concept in that they feel good about themselves and their improved self-confidence evident directly after the course has been retained. They also have a feeling of respecting themselves (Micro-level). They are more aware of external issues in terms of their political rights (which was negative previously) (Macro-level). The features that are slightly less prominent at this stage are those relating to being proactive in taking initiative and going for opportunities that present themselves and having the skills to personally take responsibility for planning their future (Micro-level). They are no longer hesitant to make their needs known and have thus become more assertive and feel control over things that affect them (Interface level).

5.6   SUMMARY OF FINDINGS

A summary of the findings in the experimental part of the study is discussed relating to the descriptive characteristics of the sample, the status of their empowerment, the influence of the intervention and change over time and the patterns of empowerment as revealed in the participants' responses to the questionnaire.

In terms of the demographic characteristics, slightly more females were part of this sample,

with mixed-gender groups in most of the experimental groupings. The majority of the sample was Afrikaans-speaking. The highest frequency for age was in the class interval 20-29 years, and the estimated mean age was 33.9. The majority of the group classified themselves as part of the Coloured race group. Most of the subjects had an education level of grade 8-12, and most had been working for less than one year. The completers who were retained to form the sample were slightly less empowered than the sample that dropped out of the study.

In terms of the total group's empowerment status, their mean score was highest at the Interface level prior to the course and the highest mean at the Post-test and Post-post-test was on the Micro-level. The lowest mean was found on the Macro-level. A similar pattern was evident in the gender group, except that the males had higher Macro-level Pre-test scores. Females experienced greater sustained long-term Micro-level and Macro-level empowerment than males, whereas males had increased and sustained the Interface level of empowerment. No significant differences between the means within the race groups were recorded on any testing occasion. There are similarities between the findings for the total as well as the gender groups, except that the Coloured group had a higher Micro-level score compared to the other groups' higher Interface score. The Coloured group also had a statistically higher score on the Interface level directly after the course and this was not the case in any of the other groups.

In relation to the influence of the intervention and change over time, it was found that there was a statistically significant improvement in the participants' score over time. On the Interface level there was no change in their score directly after the course, except for the Coloured group. In the long term there was a statistically significant higher mean score for the Coloureds and the females and the total groups, but not for the males and the whites. The Macro-level reflected the lowest mean score of all the levels of empowerment. Only the males reflected a different pattern from the other groups in that they did not have a statistically significant change over time. All the other groups reflected this improvement over time.

The patterns of empowerment based on the dendrogram were examined and it was found that, as for the main sample, there was an increased positive perception of empowerment for all the levels and the total score on each testing occasion. Upon examination of the correlation

coefficients, it was also found that there was very little overlap in the questions and that the questions favourably reflected the various components of empowerment. It was further found that there seemed to be a pattern that indicated that individuals perceived the Micro-level as an entity on its own as opposed to the Interface-level and Macro-level issues, which were interrelated before the intervention. These aspects become less integrated after the course and in the long term. It appears as if the Micro-level is the baseline issue in the conceptualisation of empowerment.

As regards the patterns of the individuals' responses to the questionnaire, it was found that before the course, the respondents reacted to personal or individual aspects and to issues where no action was required. On the Micro-level the feelings and attitudes loaded on each testing occasion, with *feelings* the sublevel that was the most prominent in the long term. Skills were the strongest at the Post-test, indicating that the intervention succeeded in teaching them skills. In the long term the intervention has been most successful in improving their Micro-level feelings of empowerment.

It appears as if the course assisted individuals towards a greater awareness, cognition and critical thinking together with the action component on both the Interface level and Macro-level. Although the focus of FTG was not specifically on Macro-level issues, the participants moved towards greater action, critical reflection, increased power, as well as freedom from policies and orders. It appears as if Macro-level empowerment follows naturally when an individual feels Micro-level and Interface-level empowerment. Whereas before the course one sublevel tended to dominate the pattern of response, there was a greater spread in their perception of the other aspects of empowerment within each of the levels.

The characteristics of the group in terms of their total empowerment on the three testing occasions indicated that individuals before exposure to empowering concepts were motivated and desired to have control in their lives and over their resources. They also had goals that they would like to achieve and there was a sense of expectancy. They were focused on individual and family concerns. After the course, the participants gained a positive view of life with a sense of personal responsibility, an active involvement in controlling their affairs and they feel

better able to cope. They are prepared to take initiative, have become more ambitious and feel more capable of their abilities in the workplace. In the long term, the individuals have gained a cognitive ability in interpersonal relationships in that they think critically about circumstances. The individuals have gained positive feelings about themselves personally, they take initiative, go for opportunities presented to them and are prepared to take responsibility for planning their own future. They have learned to be more assertive in making their needs known. The participants have also become more aware of their responsibilities in the more external political issues. Empowerment characteristics in participants have thus shifted from an individually dominated sphere to individuals who, over the course of time, are more balanced in terms of the empowerment concerns and who feel good about themselves, more assertive, thinking critically and more involved in issues external to themselves.

In conclusion, the sustained effect of increased empowerment as was evident in the empowered scores of the individuals on the three different testing occasions, was supported by the factor analysis that highlighted the underlying patterns in the questionnaire.

In this chapter the results of the experimental part of the research were discussed in order to address subproblem *1.4, c, d* and *e*. The results of the structured questionnaire were discussed relating to the descriptive statistics and the observation of the changes in participants' due to an empowering intervention. The findings of the unstructured questionnaire were incorporated into the discussion due to the fact that the purpose of the interview was to gain qualitative data to enrich the quantitative data in the study.

CHAPTER SIX

SYNTHESIS, CONCLUSIONS AND RECOMMENDATIONS

6.1   INTRODUCTION

6.2   SUMMARY OF THE RELATED LITERATURE
6.2.1   Discussion of the terms power, powerlessness and empowerment
6.2.2   The educational perspectives on empowerment
6.2.3   Empowerment within the organisational setting

6.3   FINDINGS
6.3.1   Designing and standardising the questionnaire
6.3.2   Experimental phase

6.4   CONCLUSIONS

6.5   RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

6.1   INTRODUCTION

The purpose of this study was to design and standardise a measuring instrument to assess the status of empowerment of employees on three levels, namely, Micro-level, Interface level and Macro-level as identified in the literature; to empirically apply the questionnaire in 8 companies in the Western Cape utilising the experimental design of Pre-test, Post-test and Post-Post-test; in order to identify the effects of empowerment through an educational intervention where empowerment is a stated objective. This chapter consists of a summary of the literature reviewed relating to empowerment from an adult education perspective, a summary of the findings in this study, the conclusions, and recommendations for further research.

6.2   SUMMARY OF THE RELATED LITERATURE

The multidimensional concept of empowerment needed to be examined as many different disciplines have defined the term from the perspective of their profession. An overall review and subsequent nomological network that synthesises the definitions of various disciplines are

valuable from the perspective of the adult, as he/she is central to the debate around empowerment.

The review of the literature focused firstly on the three concepts of power, powerlessness and empowerment. The next section examined the educational perspectives of the concept of empowerment. In the final section empowerment was discussed from an organisational perspective. A brief summary of the review follows.

6.2.1   Discussion of the terms power, powerlessness and empowerment

As *power* relations are present everywhere in society, the role of adult education in changing unequal power relations needs to be debated by educators (Tisdell, 1993). Without an analysis of power there is a danger that transformative learning, instead of being emancipatory, could operate as a subtle form of self-control. Historically, power has been viewed as an oppressive, negative force controlling individuals, but the post-modern perspective as proposed by Foucault (1977) focuses on the more subtle ways in which inequality is maintained and created in more subtle ostensibly social practices (McNay, 1994; Lyotard, 1984 in Westwood, 1992).

Apart from being a form of subtle control, which needs to be borne in mind when working with adults, power also is viewed as a creative, active and enabling force (Inglis, 1997). Power is seen in terms of relations built consistently into the practices of everyday life rather than something imposed from the top down. Foucault (1977) is concerned with the micro-level at which power operates and suggests that power relations are productive and attributes the production of ideas and the structures of institutions to the exercising of power in its modern forms. This notion and emphasis of power in the post-modern debate correspond with the focus of empowerment on people becoming self-regulating, disciplined and in control (Zimmerman, 1995).

The feelings of *powerlessness* in individuals are prevalent in the fast-changing realities present in society. Powerless individuals lose their ability to make choices, being more subjected to external prescriptions and prescriptions of others. They are left with a deeply pessimistic view

of themselves, as they are unable to affect their transformation due to power that is overwhelming to them. The effects of powerlessness, according to Foucault (1977), Parsons (1991), Solomon (1976) and Zimmerman (1995) are alienation from resources, distrust of societal institutions, lowered self-esteem, fatalism, self-blame, hopelessness and reduced ability to exercise personal control. The powerless clearly are in need of an intervention to facilitate their transformation. Empowerment is a construct that has the potential to alleviate the elements of powerlessness in individuals.

Empowerment aims ultimately to transform society based on the foundation of the individual's empowerment. Knowledge and increased understanding of power relations expand the capacity for acting freely and being empowered. The aim of empowerment is to increase control at the three levels of power, namely the Micro-level, Interface level and Macro-level. Evans (1992:141) states that empowerment concerns one's perceived and actual ability to determine the course of one's life and community. LeCompte and DeMarrais (1992) concur and state that empowerment must involve more than the Micro-level, and that the other spheres need to be addressed for true empowerment to be facilitated. The guiding definition of empowerment for adult educationalists should include a psychological sense of personal control (Micro-level), but must also move to the wider effects occurring at social and community levels (Pinderhughes, 1983; Rappaport, 1981; Solomon, 1976), the people with whom the individual comes into contact. The Macro-level component includes the individual's critical reflection on power relations and his/her readiness to take action. Israel *et al.* (1994) and Riger (1993) state that much of the literature focuses on the individual-level attributes and for empowerment to be a meaningful concept distinct from self-esteem and self-efficacy, the broader context within which the individual exists must be recognised. Thus, only if there is evidence of all the dimensions of empowerment can it be said that empowerment has taken place.

6.2.2 The educational perspectives on empowerment

In the second part of the literature review, the educational perspectives of empowering interventions are examined by looking at the context within which they occur, and the goals, principles, process and techniques that are used.

Disempowered individuals are often unmotivated and unable to change their conditions, and interventions become essential to motivate them to take control of their lives and thus facilitate their empowerment. Intervention must be directed towards enhancing the freedom and power of learners to make personally fulfilling and socially beneficial choices about how to live their lives. It is important that intervention should be normative in terms of the participants' own culture and should be congruent with their appraisal of their problem or need (Dunst & Trivette, 1987; Kari & Michels, 1991; McLaren & Gutierrez, 1994).

In reference to the *goals* of interventions, participants should be assisted to exert their own power, with the focus on promotion of growth-producing behaviour rather than on the treatment of problems or prevention of negative outcomes (Gutierrez, 1990; Pinderhughes, 1983).

The *principles* salient to apply in empowering interventions should incorporate the *centrality of the individual* where he/she is encouraged to gain power and control over learning through participation and partnership (Ruddock & Worrall, 1997). *Bolstering self-esteem* is the next principle, where individual strengths and capabilities are emphasised as a basis for mobilising resources (Solomon, 1976; Mariner, 1992; McGoldrick *et al.,* 1990). *Success with small immediate goals* will increase the motivation of the participant and is cited as the third principle of empowering interventions (Evans, 1992; Ruddock & Worrall, 1997; Solomon, 1976; Stromquist, 1988). The principle of the use of the participant's natural *support network* will assist the individual not to become dependent on the facilitator. The independence will facilitate the feeling of empowerment as the individual works with a support group to solve problems and make decisions (Mariner, 1992). The final principle identified is that of *skill development* to increase the probability of becoming self-sustaining with regard to meeting needs (Dunst & Trivette, 1987; Evans, 1992).

Adult education is the *process* of assisting those who are fulfilling adult roles to understand the meaning of their experience by participating more fully and freely in rational discourse to validate expressed ideas and to take action upon the resulting insights. Minds should be opened to higher stages of consciousness because as they better understand their world, participants are in a better position to change their world. Education is said to be a moral attitude based on the

adult's need to find personal dignity, to participate and to contribute to social change (Bhasin, 1992; Freire, 1973; Mungazi, 1985). The processes of transformative learning, critical reflection and communicative action will be discussed.

Transformative learning is defined by Cranton (1994:60) and Mezirow (1991a:11) as being the process of becoming free of the constraints of distorted meaning perspectives. It is the process of examining, questioning, validating and revising perceptions of experiences that have occurred. Criticism of the theory of transformation has been levelled by Clark and Wilson (1991), Inglis (1997) and Tennant (1993) based on the overemphasis on personal transformation rather than social movements as the agency for social change leading to an inadequate and false sense of emancipation. It is important that individuals place the locus of responsibility outside themselves in issues that are not their own. There needs to be a balance and tension between individual transformative learning and emancipatory education. This supports the focus in empowerment education on all three levels of empowerment, for true empowerment to take place.

In the progression from individual transformatory learning to emancipatory education, the oppressed need to be helped to see and understand how power operates in their lives and this is achieved through the process of *critical reflection and consciousness raising*. Reflection is the process of critically assessing the premises of individuals' efforts to give meaning to an experience, their feelings, their insights gained and the commitments that they need to make to ensure optimal skills development (Mezirow, 1991a; Rooth, 1999). It also involves the reflective search for given norms before uncritically accepting or rejecting them. The principles relevant to consciousness raising have been summarised as being the acknowledgement of and the analysis of oppression. It is important to start from the subjective, personal experience of the individual. The use of the homogenous group to facilitate sharing in a secure setting is important, as is a structure of equality among all the participants. Finally, the gaining and sustaining of theoretical distance to the personal experience will allow the individual to move to take action (Hart, 1990; Mezirow, 1991c).

Communicative action is the theory proposed by Habermas (1972), where meaning evolves interactively. The emphasis is placed on critical reflection on assumptions, discourse to validate beliefs and reflective action upon the resultant insights (Mezirow, 1994). Within the group, social and emotional support and caring are provided and offer the individual new ways to think and talk about himself/herself. Development of new insights leads to new interpretations (Inglis, 1997; Nelson, 1994; Rappaport, 1995; McLaren & Gutierrez, 1994). Education for communicative competence involves cultivating the learner's ability to negotiate meanings and purposes instead of passively accepting the social realities defined by others (Garrison, 1992; Mezirow, 1991b; Mezirow, 1994).

Various models to indicate the stages in the process of empowerment have been proposed by various theorists. These can be summarised as having the following salient aspects: The commencement where individuals become aware of issues and speak about power. The second phase consists of the setting of goals and development of the group consciousness. In the third phase, values are considered and decisions are made based on reflections. In the fourth phase, skills need to be developed where they can take control of their lives. In the final stage the individual needs to take personal responsibility for change (Gutierrez, 1990; Hopson, 1981; Kieffer, 1984; McWhirter, 1991; Staub-Bernasconi, 1991).

6.2.3   Empowerment within the organisational setting

In the final section of the literature review, the empowerment intervention was considered within the training and organisational setting.

Empowerment is a concept being used in organisations, be it in management strategies or education and training within organisations. This is due in part to the modern society characterised by an accelerated need to act at a faster pace with the resultant loss of purpose and direction. The loss of identity in adults requires an understanding of how learners bring meaning to their everyday lives. This poses a potential role for educationalists working with adults. From the organisations' perspective, the contemporary context of organisations is characterised by uncertainty and unpredictability and a desire for competitive advantage.

Garrick and Rhodes (1998) and Greibler (1996) assert that management therefore has sought to facilitate workplace learning in order to reap management benefits. There needs to be a balance in meeting both the needs of the individuals and those of the organisation.

6.3   FINDINGS

The research in this study took place in two phases, the first being the development and standardising of the measuring instrument to assess the empowerment status on three levels, namely Micro-level, Interface level and Macro-level (subproblems *1.4, a & b*). The second phase consisted of the experimental part of the research (subproblems *1.4, c, d & e*) where the final questionnaire was applied to measure the impact of an educational programme on a group of employees and their perception of empowerment over a period of time. The findings will be discussed based on these two phases.

6.3.1   Designing and standardising the questionnaire

Based on the theoretical framework or dendrogram, the questionnaire was **designed** and tested for understandability and readability utilising various exploratory studies, before it was subjected to statistical analysis to standardise the instrument. The design phase resulted in the following:

❑   Between two and five statements were drafted to measure the outcomes on the three levels of empowerment (Micro-level, Interface level and Macro-level) as identified in the literature and synthesised in the dendrogram (Albertyn, 1995), resulting in a questionnaire of 157 statements.

❑   141 statements were retained and applied in one company with a similar background to those in the experimental part of the study.

Statistical analysis was applied in order to **standardise** the measuring instrument and to reduce the number of statements that were valid and reliable in terms of measuring the construct of empowerment. Item analysis was applied utilising two criteria:

❑   Firstly, the analysis of the instrument's discriminative power was undertaken. Accordingly, 51 statements were deleted [30 on the Micro-level (41%), 16 on the Interface level (39%) and five on the Macro-level (20%)]. After utilising the 90% cut-off point, 90 statements remained.

❑   Secondly, the Spearman correlation procedure was applied to determine the extent to which all the responses to individual statements are correlated with the total score. The remaining 90 statements were examined using correlation structures, namely the stem-and-leaf method. After applying the second rule, 10 statements were discarded on the Micro-level, 11 on the Interface level and eight on the Macro-level leaving a total of 61 statements in the reduced questionnaire (33 remaining on the Micro-level, 15 on the Interface level and 13 on the Macro-level).

❑ Validity was verified after consulting two experts who confirmed the suitability of the allocation of statements relative to the dendrogram.

▪   Heterogeneity of the distribution of the scores within the subgroups also served to validate the instrument.

▪   Similar patterns of responses of the three levels of empowerment over time were noted when the results of the structured questionnaire were compared to those of the unstructured questionnaire. This was a further validation of the instrument.

6.3.2   Experimental phase

In accordance with subproblem *1.4, c,* the standardised questionnaire was applied to measure the impact of an educational programme on a group of employees and their perception of empowerment. The experimental design was utilised, which entailed exposing the sample of subjects to the intervention (independent variable) using the structured and unstructured questionnaires (dependent variables) as Pre-test, Post-test and Post-Post-test measures. The findings will be discussed based on the descriptive characteristics of the sample, the status of empowerment, the influence of the intervention and the patterns of empowerment that were identified.

In summary, the **description of the final sample** reveals:

- The majority of the participants were females, with mixed gender groups in most of the experimental groups.

- Afrikaans was the most common language.

- The mean age was 33.9 years.

- Most classified themselves as part of the Coloured ethnic group.

- The majority of the sample had an education level of between grade 8-12.

- Most had been working for less than one year.

- The participants who had completed the programme and were retained to form the sample were slightly less empowered than the sample that dropped out of the study.

In terms of the **empowerment status:**

- The mean score of the *total group* was highest at the Interface level prior to the course and the highest mean at the Post-test and Post-Post-test was on the Micro-level. The lowest mean was found on the Macro-level.

- The *gender* group displayed a similar pattern except that the males had higher Macro-level Pre-test scores. Females experienced greater sustained long-term Micro-level and Macro-level empowerment than males, whereas males had increased sustained Interface-level empowerment.

- No significant differences between the means within the *race groups* were recorded on any testing occasion. There are similarities between the findings for the total as well as the gender groups. The only exception was the Coloured group who had a higher Micro-level score at the Pre-test compared to the other groups' higher Interface-level scores. The Coloured group also had a statistically higher score on the Interface level directly after the course, while this was not the case in any of the other groups.

In relation to **the influence of the intervention and change over time**, it was found that there was a statistically significant improvement in most of the scores over time.

- On the Interface level there was no change in their score directly after the course except for the Coloured group.

- In the long term, there was a statistically significant higher mean score on the Interface level for the Coloured group and the females and the total group, yet not for the males and the white group.

- The Macro-level reflected the lowest mean score of all the levels of empowerment. Only the males reflected a different pattern from the other groups in that they did not have a statistically significant change over time. All the other groups reflected this improvement over time.

The prominent **patterns and factors of empowerment** identified, and how they are affected by the intervention, in accordance with subproblem *1.4, e,* can be summarised as follows:

- Examination of the correlation coefficients revealed that there was very little overlap in the questions and that the questions favourably reflected the various components of empowerment.

- There seems to be a pattern that indicates that individuals perceive the Micro-level as an entity on its own as opposed to the Interface level and Macro-level issues, which are interrelated before the intervention, becoming less integrated after the course and in the long term. It therefore appears as if the Micro-level is the baseline issue in the conceptualisation of empowerment for the lower-level workers of this sample.

As regards the patterns of the individuals' responses to the questionnaire in terms of their **status of empowerment**, it was found that:

- Before the course one sublevel tended to dominate the pattern of response, but in the short and long term there was a greater spread in their perception of the other aspects of empowerment within each of the levels.

- Before the course, the respondents reacted to *personal or individual* aspects and to issues where no action was required.

- On the Micro-level the sublevels *feelings* and *attitudes* load on each testing occasion, with

'feelings' being the sublevel that was the most prominent in the long term. In the long term the intervention was most successful in improving their Micro-level feelings of empowerment

- *Skills* is the stronger sublevel directly after the intervention, indicating success in teaching participants Micro-level skills.

- It appears as if the course assisted individuals towards a greater awareness, cognition and critical thinking together with action component on both the Interface level and the Macro-level.

- Although the focus of the FTG training programme was not specifically geared to Macro-level issues, the participants moved towards greater action, critical reflection, increased power, as well as freedom from policies and orders. It appears as if Macro-level empowerment follows naturally when an individual feels Micro-level and Interface-level empowerment.

The examination of the **totality of the empowerment** concept revealed the following:

- There was a stronger Micro-level orientation at the Pre-test, whereas after the course there was a balanced overall empowerment. After three months the Micro-level and Interface level were the strongest.

- In terms of the factor loadings, the Micro-level dominated on each testing occasion.

- Regarding the *total empowerment* after participation in the FTG programme, the perception of the group in this study related to the:

  MICRO-LEVEL in terms of new opportunities and vision, a sense of agency, coping, self-confidence, upward mobility, increased control over resource allocation, motivated to use efforts and resources to achieve goals, personal control over destiny, personal responsibility, competence, belief in success, self-efficacy; the INTERFACE LEVEL in terms of decision-making; and the MACRO-LEVEL in terms of control of and access to resources and an awareness of political rights.

The **characteristics of the individuals and the changes** that were evident on the three testing occasions revealed that:

- The features of individuals in terms of their total empowerment shifted over the course of time.

- Before the course they were motivated to achieve goals, with a desire for control over aspects affecting them, and a focus on the individual and familial concerns in their lives.

- After the FTG intervention, the participants gained a positive view of life with a sense of personal responsibility, an active involvement in controlling their affairs, and they felt better able to cope. They were prepared to take the initiative, became more ambitious and felt more confident about their abilities in the workplace.

- In the long term, the individuals' experience of empowerment was more balanced. They felt good about themselves, were more assertive, thought critically, and were becoming more involved in issues external to themselves.

In conclusion, the sustained effect of increased empowerment as was evident in the empowered scores of the individuals on the three different testing occasions, was supported by the factor analysis that highlighted the underlying patterns in the questionnaire.

6.4   CONCLUSIONS

(1)   A measuring instrument can be utilised to determine empowerment status of individuals on the three levels of empowerment (Micro-level, Interface level, Macro-level). The first hypothesis (*1.7, a)* was accepted.

(2)   The questionnaire was standardised utilising statistical procedures, thus accepting the second hypothesis (*1.7, b*).

(3)   The questionnaire can determine the level of empowerment of individuals before, immediately after and three months after an educational intervention. The third hypothesis (*1.7, c*) was therefore accepted.

(4)   The outcomes of empowerment were perceptible in individuals who had undergone the life-skills programme in the short and longer term, indicating growth or development in empowerment. The final hypothesis (*1.7, d*) was thus also accepted.

6.5   RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

❑   In this study, the effects of interventions on the empowerment status of individuals were examined within the organisational context. It is suggested that further studies utilise this instrument to examine the effects of interventions within community or other settings.

❑   For the purpose of this study, empowerment status was used to determine whether an intervention contributes to the outcomes of empowerment, but did not analyse the techniques, strategies and processes used in interventions to facilitate empowerment. It is recommended that further research should be pursued to evaluate these elements.

❑   In this study, qualitative data was utilised to enrich and verify the quantitative data. Further studies could focus on a detailed analysis and documentation of the process of empowerment as experienced by the participants, and to include additional techniques such as observation. The sources of information about the participants, before and after intervention, could be expanded to include their employers or senior personnel, as well as family members.

❑   Further studies on empowerment could focus on comparisons between the experience of various subgroups that are exposed to interventions in order to draw conclusions about the role of various factors, for example the facilitator, the organisational climate, communication and management strategies, in effecting outcomes of empowering interventions.

❑   In this study only the categorical variables of race and gender were analysed. It is recommended that further studies focus on other variables, for example age, language and education level, in order to examine their effect on the experience of empowerment over time.

❑ With the South African setting in mind, it is recommended that this present study be repeated to involve more ethnic (culture) and race groups to determine whether their perceptions of empowerment are influenced differently by the FTG training programme.

❑ A similar study may have relevance where employees of a higher status within a company serve as participants for assessment.

❑ The designed questionnaire could be utilised to assess empowerment and relate the results to other variables, for example health (physical, mental), productivity, interpersonal relations, management styles, company policy, etc.

❑ Further studies should focus on an analysis of the structural aspects within organisations that facilitate or impede empowerment of workers.

❑ Qualitative research could focus on the experiences of workers after completion of an empowerment intervention, in order to identify hindrances in implementing empowering behaviour in the workplace.

Within the field of education and training of adults, there needs to be a discourse on the issues of power and empowerment, as cognisance needs to be taken of the potential both for success and for exploitation of individuals. The global realities of the 21st century demand multi-skilled and flexible workers, which is in line with the post-modern conceptualisation of power that sees the individual as being responsible for his/her own surveillance. Facilitation of empowerment of adults is clearly a niche for the field of adult education, but responsible critical thought needs to accompany the action of professionals.

The value of the empowered worker has also, on the other hand, been seen as a tool to give employers the competitive advantage in the workplace. There needs to be a balance so that the benefits of empowerment are felt by the individual and not just serve the capitalistic needs of organisations. The motives for implementing empowering life-skills programmes need to be debated as to whose interests are being served. Organisations need not only to rely on training programmes to empower workers, but also to build empowering management strategies into their practice and also address structural aspects that inhibit employees' empowerment within organisations.

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In order to monitor the balancing of needs, there must be accountability and this could be achieved by means of evaluation utilising a measuring instrument such as the one designed in this study. Empowering programmes, if not focusing on all three levels of empowerment, could focus on control issues in order to meet the employer's need for more productive workers and not individuals that critically reflect on all the aspects of empowerment.

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ADDENDA

CONTENT

ADDENDUM 1

Phase 1 questionnaire (141 statements)

An example of the questionnaire implemented in the
first phase of the research before
the summated ratings method was applied
for questionnaire reduction.

ID Number

DIT SAL HOOG OP PRYS GESTEL WORD INDIEN U DIE VOLGENDE VRAE SO EERLIK AS
MOONTLIK SAL BEANTWOORD. GEBRUIK 'N SAGTE POTLOOD EN KLEUR U KEUSE SO
DUIDELIK AS MOONTLIK IN. DUBBELE KEUSES WORD OUTOMATIES GEKANSELLEER.

IT WOULD BE APPRECIATED IF YOU WOULD ANSWER THE FOLLOWING QUESTIONS AS
OBJECTIVELY AS POSSIBLE. USE A SOFT LEAD PENCIL TO COLOUR IN THE BUBBLE
INDICATING YOUR CHOICE NEATLY AND COMPLETELY. WHERE MORE THAN ONE IS
CHOSEN, BOTH ARE AUTOMATICALLY DISCARDED.
==

1. Your gender / U geslag?   Male / Manlik   Female / Vroulik
----
2. Your age / U ouderdom?
    19 or younger / en jonger
    20 - 29 year / jaar
    30 - 39 year / jaar
    40 - 49 year / jaar
    50 - 59 year / jaar
    60 or older / en ouer
----
3. Your ethnic group / U etniese groep?
    Black / Swart
    White / Wit
    Coloured / Kleurling
    Indian / Indiër
----
4. Your educational level / U opvoedingspeil?
    Std 5 (Grade 7) or less / Standerd 5 (Graad 7) of laer
    Std 6 - 10 (Grade 8 - 12) / Standerd 6 - 10 (Graad 8 - 12)
    Diploma / Diploma
    Graduate / Gegradueerde
    Other (please specify) / Ander (spesifiseer asseblief)

    ....
----
5. The number of years that you have been working in this company?
    Die aantal jare wat u vir hierdie maatskappy werk?
    1 year and less / minder as 1 jaar
    1 - 5 years / jaar
    6 - 10 years / jaar
    11 - 15 years / jaar
    16 - 20 years / jaar
    20 years and more / jaar en meer
----
6. Your job grade / U posvlak?
    5 - 7
    8 - 10
    11 - 13
    14 - 16
----
7. How long have you been in this present job grade level?
    Vir hoe lank is u in u huidige posvlak werksaam?
    0 - 6 months / maande
    7 - 11 months / maande
    1 - 5 jaar / years
    6 - 10 jaar / years
    11 - 19 jaar / years
    20 years and more / jaar en meer

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STRONGLY AGREE/STEM BESLIS SAAM

AGREE/STEM SAAM

DISAGREE/VERSKIL

STRONGLY DISAGREE/VERSKIL BESLIS

PLEASE READ EACH OF THE FOLLOWING STATEMENTS AND MARK
IN THE BLOCK WHETHER YOU STRONGLY AGREE, AGREE,
DISAGREE OR STRONGLY DISAGREE. WE ARE INTERESTED
IN HOW YOU FEEL AND THERE IS NO RIGHT OR WRONG ANSWER.

LEES ASSEBLIEF ELK VAN DIE VOLGENDE STELLINGS EN DUI
AAN OF JY BESLIS SAAMSTEM, SAAMSTEM, VERSKIL OF BESLIS
VERSKIL, DEUR DIE BETROKKE BLOKKIE IN TE KLEUR.
ONS STEL BELANG IN HOE JY VOEL EN DAAR IS GEEN REGTE
OF VERKEERDE ANTWOORDE NIE.
===

1. The good things in life are passing me by.
   Die goeie dinge in die lewe is besig om by my
   verby te gaan.

2. Life does not have much to offer me.
   Die lewe het nie veel om my te bied nie.

3. I am excited about the opportunities I have in life.
   Ek is opgewonde oor die kanse wat ek in die lewe het.

4. When I see a new opportunity, I go for it without
   hesitation
   As ek 'n nuwe geleentheid raaksien, gryp ek dit aan.

5. I am excited about the plans I have made.
   Ek is opgewonde oor die planne wat ek gemaak het.

6. I avoid crises in my life by trying to solve problems
   in advance.
   Ek vermy krisisse in my lewe deur vooruit probleme te
   probeer oplos.

7. I find it difficult to adapt to change.
   Dit is vir my moeilik om by verandering aan te pas.

8. I can learn almost anything if I really want to.
   Ek kan enigiets aanleer as ek regtig wil.

9. If I am successful, it will only be due to luck.
   As ek ooit suksesvol is, sal dit toegeskryf kan word
   aan geluk.

10. If I feel unhappy in my job, I would work to change
    the situation.
    As ek in my werk ongelukkig is sal ek daaraan werk om
    dinge te verander.

11. I work hard to achieve my goals
    Ek werk hard om my doelstellings te bereik.

12. I will be able to carry out any task I set myself.
    Ek sal enige taak wat ek myself ten doel stel kan
    deurvoer.

13. My work efforts are unsuccessful.
    Ek is onsuksesvol in my pogings.

14. I feel as if my attempts end in failure.
    Dit voel vir my asof my pogings misluk.

15. Even though I try, I feel unsuccessful.
    Al probeer ek hoe hard, ek voel steeds onsuksesvol.

16. I have little control over what happens in my life.
    Ek het min beheer oor wat in my lewe gebeur.

17. My future is in my own hands.
    My toekoms is in my eie hande.

STRONGLY AGREE/STEM BESLIS SAAM

AGREE/STEM SAAM

DISAGREE/VERSKIL

STRONGLY DISAGREE/VERSKIL BESLIS

	SA	A	D	SD
18. By learning from past experiences, I can improve in the future. Deur uit vorige ondervindinge te leer, kan ek in die toekoms verbeter.	□	□	□	□
19. When I get what I want, it is because I have worked hard to achieve it. Wanneer ek kry wat ek wil hê, is dit omdat ek hard gewerk het om dit te bereik.				
20. I am determined to succeed in life. Ek is vasbeslote om sukses in die lewe te behaal.				
21. I find it dificult to carry out plans that I make. Dit is vir my moeilik om planne wat ek gemaak het, uit te voer.				
22. I find new challenges exciting. Nuwe uitdagings maak my opgewonde.				
23. My friends respect me. / My vriende respekteer my.				
24. I feel useless if people treat me badly. Ek voel nutteloos as mense my sleg behandel.				
25. I am unaffected by people gossiping about me. Dit pla my nie as mense oor my skinder nie.				
26. I feel humiliated if people find fault with me. Ek voel verneder as mense fout vind met my.				
27. I find it hard to like myself. Dit is vir my moeilik om van myself te hou.				
28. People mess me around. / Mense mors met my.				
29. I am proud of who I am. / Ek is trots op wie ek is.				
30. When people get to know me, I am confident that people will like me. Ek is seker dat mense van my sal hou as hulle my beter leer ken.				
31. I feel unsure of myself. / Ek voel onseker van myself.				
32. I am dissatisfied with myself. Ek is ontevrede met myself.				
33. People enjoy my company. / Mense hou van my geselskap.				
34. I feel tense when I am with strangers. Ek voel gespanne by vreemdelinge.				
35. I would find it difficult to be all by myself for a whole weekend. Ek sou dit moeilik vind om 'n hele naweek stoksielalleen deur te bring.				
36. I like being independent. Ek hou daarvan om onafhanklik te wees.				
37. I like to be on my own. Ek hou daarvan om op my eie te wees.				
38. My moodiness influences my work. My buierigheid beïnvloed my werk.				
39. I will admit to my mistakes. Ek sal erken as ek 'n fout gemaak het.				

RUTH3.DAT

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Do not mark outside this line

	STRONGLY AGREE/STEM BESLIS SAAM
	AGREE/STEM SAAM
	DISAGREE/VERSKIL
	STRONGLY DISAGREE/VERSKIL BESLIS

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
40. I would be able to cope in the face of personal tragedy, for example the loss of a loved one. Ek sal persoonlike terugslae kan hanteer, byvoorbeeld die dood van 'n geliefde.				
41. I like to discover new things about myself. Ek hou daarvan om nuwe dinge oor myself te ontdek.				
42. I like to feel as if I am achieving things. Ek hou daarvan om te voel asof ek dinge bereik.				
43. I feel as if nothing will ever change in my life. Dit voel asof niks ooit in my lewe sal verander nie.				
44. I am dissatisfied with my body. Ek is ontevrede met my liggaam.				
45. I find it hard to be disciplined with regard to my health. Dit is vir my moeilik om gedissiplineerd te wees ten opsigte van my gesondheid.				
46. I am sure that I will be able to carry out the tasks required of me at work. Ek is seker dat ek die take wat by die werk van my verwag word, sal kan uitvoer.				
47. I have the ability to succeed. Ek het die vermoë om suksesvol te wees.				
48. I tackle any job confident that I will master it. Ek is seker dat ek enige taak sal kan bemeester.				
49. It is difficult for me to take the lead in a group. Dit is vir my moeilik om leiding te neem in 'n groep.				
50. I prefer to be told what to do. Ek verkies dit as aan my gesê word wat om te doen.				
51. People expect me to take the lead. Mense verwag van my om leiding te neem.				
52. I like to organise other people. Ek hou daarvan om ander mense te organiseer.				
53. When I make plans I will get them to work. Wanneer ek planne maak, sal ek dit laat uitwerk.				
54. I feel worthless, even though I try hard. Ek voel nutteloos, al probeer ek hoe hard.				
55. My employer thinks I am a good employee. My werkgewer dink dat ek 'n goeie werknemer is.				
56. I am making little progress in my job. Ek maak min vordering in my werk.				
57. I am learning all the time. / Ek leer voortdurend.				
58. I learn from my mistakes. / Ek leer uit my foute.				
59. I find it difficult to cope when there are conflicting demands in my home and at work. Ek sukkel om botsende eise in my huis en by die werk te hanteer.				

RUTH4.DAT

Do not mark outside this line

	STRONGLY AGREE/STEM BESLIS SAAM	AGREE/STEM SAAM	DISAGREE/VERSKIL	STRONGLY DISAGREE/VERSKIL BESLIS
60. I am managing my life well. / Ek bestuur my lewe goed.				
61. I find it hard to cope with life's problems. Dit is vir my moeilik om die probleme van die lewe te hanteer.				
62. It is difficult for me to organise it if there is someone I would like to meet. As daar iemand is wat ek graag wil ontmoet, is dit vir my moeilik om dit te reël.				
63. I will ensure that a task required of me is carried out well. Ek sal seker maak dat 'n taak wat van my verwag word, goed uitgevoer word.				
64. I plan my own future. / Ek beplan my eie toekoms.				
65. If things go wrong I think I am to blame. Ek voel ek is die skuldige as dinge verkeerd loop.				
66. I play a role in deciding how to spend the household income. Ek help besluit hoe die huis se geld uitgegee word.				
67. The money I earn seems to disappear. Dit voel asof die geld wat ek verdien sommer net verdwyn.				
68. I am unaware of exactly what I spend my money on each month. Ek is onseker waarop ek my geld elke maand bestee.				
69. I work hard to ensure that I get promotion. Ek werk hard om te verseker dat ek bevordering sal kry.				
70. I look upon my job as more than just something to earn money. My werk is vir my meer as net 'n manier waarop ek geld verdien.				
71. I think I'll be stuck in this current job for the rest of my life. Ek dink dat ek vir die res van my lewe in my huidige werk vasgevang sal wees.				
72. I know what my weak points are. Ek weet wat my swakplekke is.				
73. I can still learn new things. Ek kan nog steeds nuwe dinge leer.				
74. I avoid family gatherings. Ek vermy familiebyeenkomste.				
75. I value my family. / Ek waardeer my familie.				
76. I discuss important issues with other people in my community. Ek bespreek belangrike kwessies met ander mense in my gemeenskap.				
77. Teamwork makes me feel strong. Spanwerk laat my "sterk" voel.				

RUTH5.DAT

	STRONGLY AGREE/STEM BESLIS SAAM	AGREE/STEM SAAM	DISAGREE/VERSKIL	STRONGLY DISAGREE/VERSKIL BESLIS
78. I am embarrassed about being a member of my community. Ek is skaam om 'n lid van my gemeenskap te wees.				
79. I am uninvolved in what goes on in my community. Ek is onbetrokke by dit wat aangaan in my gemeenskap.				
80. People in my community tend to do their own thing. Mense in my gemeenskap is geneig om hul eie ding te doen.				
81. If someone in my community is suffering, the community will support him/her. As iemand in my gemeenskap swaarkry, sal die gemeenskap hom/haar ondersteun.				
82. I can count on my colleague's help if I have a problem. Ek kan op my kollega se hulp staatmaak as ek 'n probleem het.				
83. I believe in supporting the people I work with. Ek glo daarin om die mense saam met wie ek werk, te ondersteun.				
84. All people should be treated with respect. Alle mense behoort met respek behandel te word.				
85. I respect my friends. / Ek respekteer my vriende.				
86. I have little in common with the people I work with. Ek het min in gemeen met die mense saam met wie ek werk.				
87. If I have a problem, I will be left to solve it alone. As ek 'n probleem het, sal ek dit alleen moet oplos.				
88. My friends are unaware of my abilities. My vriende is onbewus van my vermoëns.				
89. I am confident that I will be able to cope when life treats me badly. Ek is seker dat ek dit sal kan hanteer as dinge in my lewe verkeerd loop.				
90. I will help someone even though I dislike him/her. Ek sal iemand help al hou ek nie van hom/haar nie.				
91. It is difficult to improve my family's standard of living. Dit is moeilik om my gesin se lewenstandaard te verhoog.				
92. I am scared to make my needs known. Ek is bang om my behoeftes bekend te maak.				
93. I will persevere until I achieve what I want. Ek sal volhou totdat ek bereik wat ek wil hê.				
94. The ideas of my friends influence me. Die idees van my vriende beïnvloed my gedrag/optrede.				
95. It is hard to mix with other employees on different job levels. Dit is moeilik om met werkers op verskillende werksvlakke te meng.				
96. Duties for men and women are clearly set out in our society. In ons samelewing is take vir mans en vrouens duidelik uitgespel.				

RUTH6.DAT

	STRONGLY AGREE/STEM BESLIS SAAM	AGREE/STEM SAAM	DISAGREE/VERSKIL	STRONGLY DISAGREE/VERSKIL BESLIS
97. I am interested in what happens in my company. Ek stel belang in wat in my maatskappy aangaan.	▭	▭	▭	▭
98. Not much is achieved when groups in my company try and work together. Min word bereik as groepe in my maatskappy probeer saamwerk.	▭	▭	▭	▭
99. I could persuade any of my family members to take on more household chores. Ek sou enige van my gesinslede kon oortuig om meer van die huishoudelike take oor te neem.	▭	▭	▭	▭
100. I find it difficult to organise my household well. Ek vind dit moeilik om my huishouding goed te organiseer.	▭	▭	▭	▭
101. I like to organise family gatherings. Ek hou daarvan om familie byeenkomste te reël.	▭	▭	▭	▭
102. The members of my immediate family find it hard to work together to achieve their goals. My gesinslede vind dit moeilik om saam te werk om hulle doelstellings te bereik.	▭	▭	▭	▭
103. By supporting each other in my family each individual will be able to reach their potential. As gesinslede mekaar ondersteun sal hulle hul potensiaal kan verwesenlik.	▭	▭	▭	▭
104. I will work with other people to demand increased workers' rights. Ek sal graag met ander wil saamwerk om meer regte vir werkers te eis.	▭	▭	▭	▭
105. I would join others in trying to overcome crime in my area. Ek sal saamspan met andere om misdaad in my area te oorwin.	▭	▭	▭	▭
106. I enjoy working with other people to improve things in my community. Ek werk graag saam met ander mense om dinge in my gemeenskap te verbeter.	▭	▭	▭	▭
107. Community action is more effective than individual action. Gemeenskapsaksie is meer effektief as individuele aksie.	▭	▭	▭	▭
108. I am afraid to speak out about things that bother me at work. Ek is bang om te praat oor dinge wat my by die werk pla.	▭	▭	▭	▭
109. I have difficulty solving my family's problems. Ek vind dit moeilik om my gesin se probleme op te los.	▭	▭	▭	▭
110. Most of my problems I can do nothing about. Aan die meeste van my probleme kan ek niks doen nie.	▭	▭	▭	▭
111. I prefer other people to solve my problems for me. Ek verkies dit as ander mense my probleme oplos.	▭	▭	▭	▭

RUTH7.DAT

220

		STRONGLY AGREE/STEM BESLIS SAAM
		AGREE/STEM SAAM
		DISAGREE/VERSKIL
		STRONGLY DISAGREE/VERSKIL BESLIS

112. I enjoy solving problems. Ek geniet dit om probleme op te los.				
113. I find it difficult to make decisions. Dit is vir my moeilik om besluite te neem.				
114. People expect me to make decisions. Mense verwag van my om besluite te neem.				
115. I will support decisions made by other people. Ek sal die besluite wat deur ander mense geneem word, ondersteun.				
116. I enjoy discussing problems found in our community with friends. Ek geniet dit om probleme wat in ons gemeenskap ondervind word, met vriende te bespreek.				
117. I am uninterested in political issues in the country. Ek toon geen belangstelling in die politieke sake in ons land nie.				
118. I leave the political and social problems to the politicians to solve. Ek los die politieke en sosiale probleme vir die politici om op te los.				
119. I am unhappy with my place in society. Ek is ontevrede met my plek in die samelewing.				
120. There are specific tasks that are a women's responsiblility. Daar is spesifieke take wat 'n vrou se verant- woordelikheid is.				
121. Once one is trapped in a specific layer of society, it is hard to move out. As 'n mens eers op 'n sekere vlak van die samelewing vasgevang is, is dit moeilik om daaruit te beweeg.				
122. By being actively involved in political and social affairs, I can influence my situation. Deur aktief betrokke te wees in politieke en maatskaplike gebeure, kan ek my omstandighede verander.				
123. If I were dissatisfied with working conditions, I would be able to work towards improving them. As ek ontevrede is met my werksomstandighede, sal ek daaraan aandag gee om dit te verbeter.				
124. My vote in elections won't make much difference. My stem in verkiesings sal min verskil maak.				
125. I feel that I have a contribution to make to society. Ek voel dat ek 'n bydrae het om te lewer in die samelewing.				

RUTH8.dat

	STRONGLY AGREE / STEM BESLIS SAAM			
		AGREE / STEM SAAM		
			DISAGREE / VERSKIL	
				STRONGLY DISAGREE / VERSKIL BESLIS

126. I am prepared to promote equality of all people in society.
Ek is bereid om gelykheid vir alle mense in ons samelewing te bevorder.

127. I am uninvolved in political activities.
Ek is onbetrokke by politieke aktiwiteite.

128. I would take action if my needs were not being met.
Ek sal tot aksie oorgaan as daar nie aan my eise voldoen word nie.

129. I make a contribution to building a new South Africa.
Ek maak 'n bydrae tot die bou van 'n nuwe Suid-Afrika.

130. I would go and complain if I was dissatisfied with something I bought.
Ek sal kla as ek ontevrede is met iets wat ek gekoop het.

131. We as consumers can do little to prevent the rising cost of living.
Ons as verbruikers kan min doen om te verhoed dat lewenskoste styg.

132. I am unaware of my rights. / Ek is onbewus van my regte.

133. I would take action if I were abused.
Ek sou tot aksie oorgaan as ek misbruik word.

134. I will speak up if I am not treated with respect.
Ek sal praat as ek nie met respek behandel word nie.

135. I will speak out in a meeting if I am unhappy with what is being said.
As ek ongelukkig is oor wat in 'n vergadering gesê word, sal ek praat.

136. I am uninvolved in politics.
Ek is onbetrokke in politiek.

137. I make my own political decisions.
Ek neem my eie politieke besluite.

138. I ignore petty orders at work.
Ek ignoreer kleinlike opdragte by die werk.

139. The rules and regulations in this company really get me down.
Die reëls en regulasies van die maatskappy kry my onder.

140. Mass action is an effective way of changing wrong things in the community.
Massa-aksie is 'n effektiewe manier om verkeerde dinge in die gemeenskap te verander.

141. I feel powerless to ever change circumstances at work.
Ek voel magteloos om ooit omstandighede by die werk te verander.

RUTH9.DAT

ADDENDUM 2

Heterogeneity of subgroups

The box- and whisker PLOTS
indicate the distribution of the scores of the respondents
within each company (A-H).

The MEDIAN is indicated as the central line within each box and
the boxes represent the middle two quartiles.

The RANGE is indicated by the whiskers
(these also represent the first and fourth quartiles).

MICRO-LEVEL
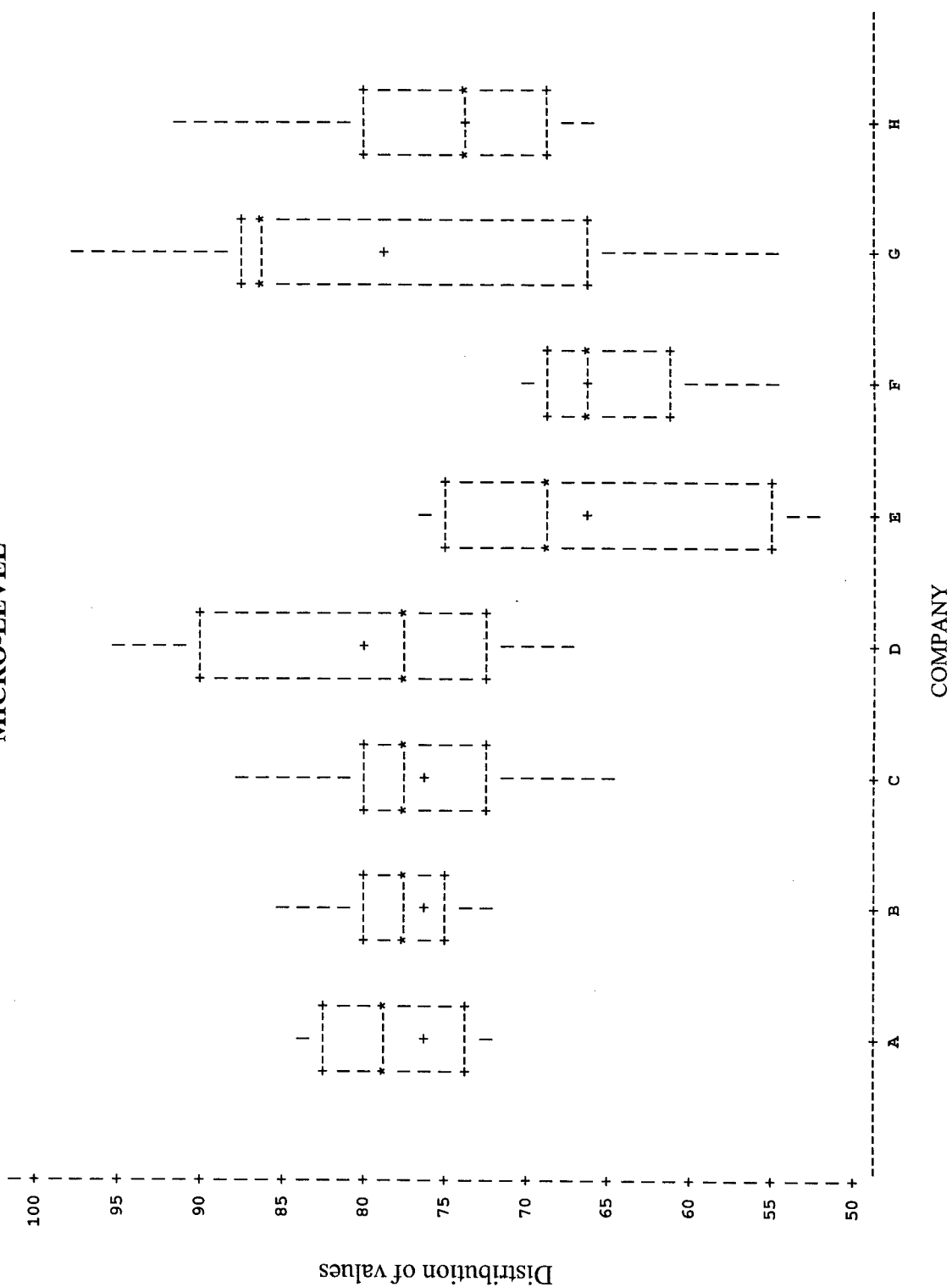
DISTRIBUTION OF VALUES ON THE MICRO-LEVEL
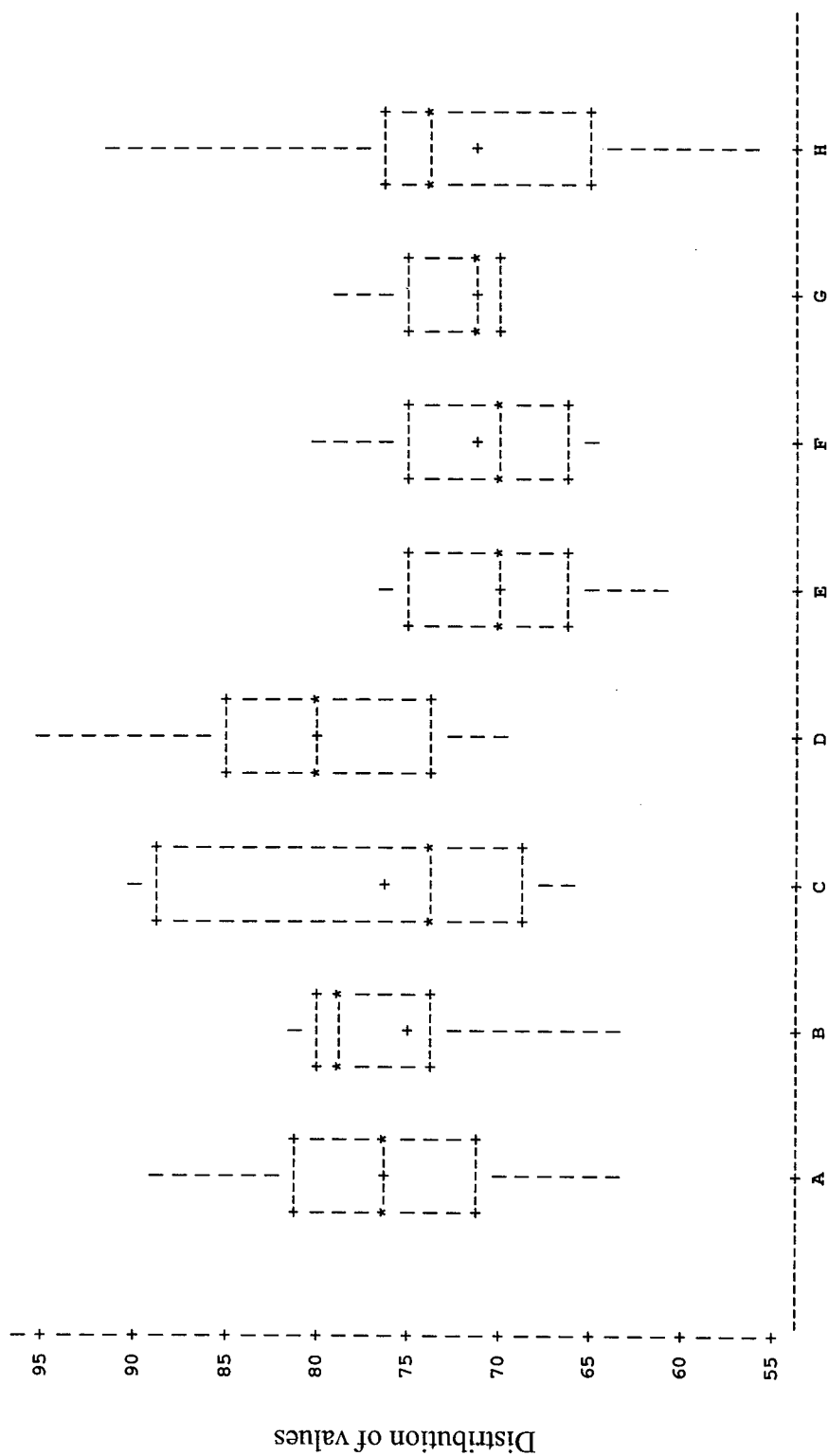
INTERFACE LEVEL

COMPANY

DISTRIBUTION OF VALUES ON THE INTERFACE LEVEL

225

MACRO-LEVEL

DISTRIBUTION OF VALUES ON THE MACRO-LEVEL

TOTAL
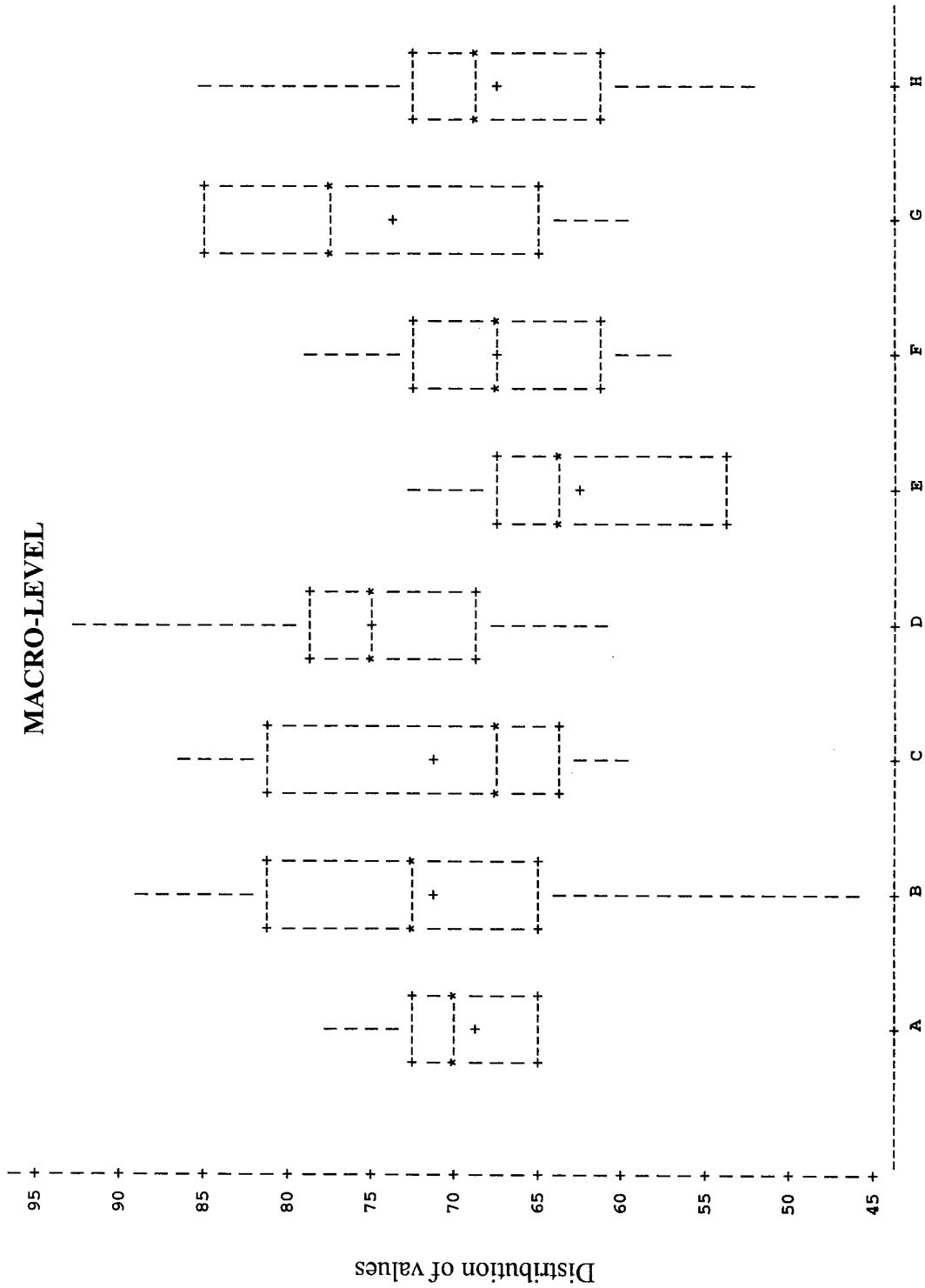
DISTRIBUTION OF THE TOTAL VALUES

COMPANY

Distribution of values
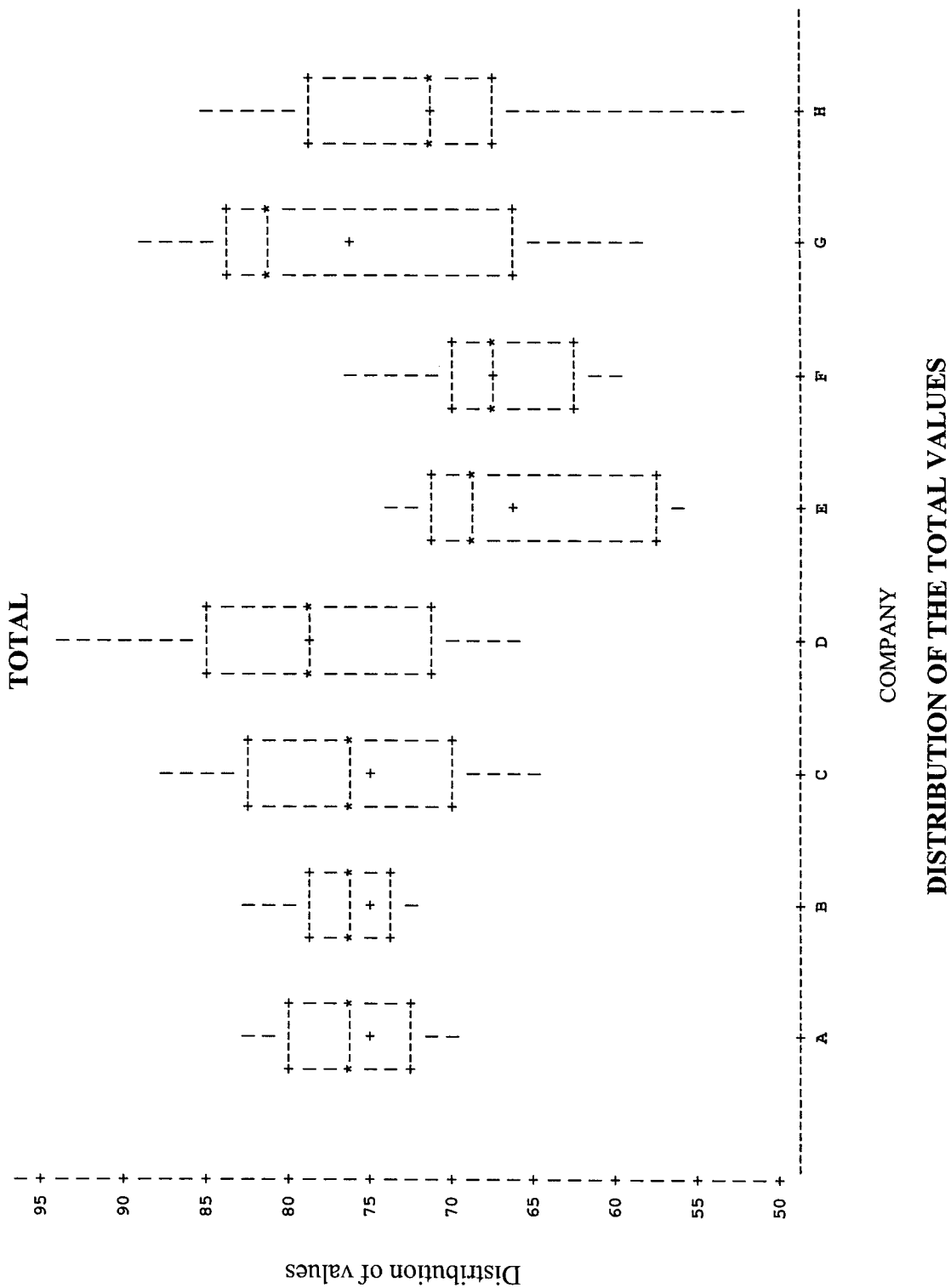
ADDENDUM 3

Stem-and-leaf displays

The stem-and-leaf display for the groups:
Female-English, female-Afrikaans, male-English and male-Afrikaans
on the three levels of empowerment
(Micro-level, Interface level and Macro-level).

The stem-and-leaf representation displays
the distribution of the scores of respondents
where the stem (on the left-hand side of the upright line) represents
the first digit of their score and the leaves are the second digits
(on the right-hand side).

The display illustrates symmetry, the spread of scores,
the scores that are outside the batch,
where there are small and large concentrations and
to see where there are any gaps.

A comparison between the distributions of the scores are noted
between the way that the respondents within each group scored
on each of the 3 levels of empowerment.

Stem and leaf configuration for female English-speaking respondents on the Micro-level

Micro-level total		Interface level total		Macro-level total	
-1		-1		-1	
-1		-1	2	-1	
-0		-0		-0	6
-0		-0		-0	
0		0		0	1
0	8	0	59	0	8
1		1		1	133
1		1	56789	1	6667889999
2	04	2	0034	2	0011223344
2	6	2	5667888999	2	66666778
3	111123333	3	01111122222334	3	01222
3	6667777889	3	555667	3	566778
4	0222334444	4	1	4	00
4	7	4	5688	4	6
5	01233	5	0	5	
5	56777	5		5	
6	114	6		6	
6	7	6		6	

There is a stronger correlation of the sub-questions on the Micro-level with the Micro-level totals amongst the English females than with the Interface total and the Macro-level total.

Stem and leaf configuration for female Afrikaans-speaking respondents on the Micro-level

Micro-level total		Interface level total		Macro-level total	
-1		-1	7	-1	
-1		-1		-1	
-0		-0	9	-0	5
-0	3	-0		-0	33
0		0	0	0	234
0	8	0	5	0	5556799
1		1	4	1	1224
1	5	1	55568888	1	55668888
2	1134	2	0011233334	2	012222344
2	6788899	2	5555669	2	55677778999
3	00123344	3	000122444	3	2
3	5666788	3	789999	3	57
4	01134	4	22	4	
4	667	4	5	4	
5	11222	5	3	5	
5	6799	5		5	
6	1	6		6	
6		6		6	

Micro-level total correlations for female Afrikaans-speaking respondents reflect a weaker correlation with the Macro-level total and reflect a slight correlation with the Interface level total.

Addendum 3.3
Stem and leaf configuration for male English-speaking respondents on the Micro-level

Micro-level total		Interface level total		Macro-level total	
-1		-1		-1	87
-1	2	-1		-1	431
-0	58	-0	7	-0	76
-0		-0	2	-0	44432
0	224	0	03	0	024
0	678	0	566	0	6778889
1		1	23444	1	222334
1	89	1	6667778889	1	666889
2	000233444	2	13	2	22333
2	69	2	577899	2	55679
3	003	3	012	3	24
3	5569	3	66788	3	7
4	01234	4	0334	4	
4	5556799	4	669	4	7
5	13	5	222	5	
5	5569	5		5	
6	2	6		6	
6		6		6	

The position of the median displays a stronger correlation of the Micro-level total to that of the Interface but a weaker correlation with the Macro-level. This was so because the male group was only a small sample size, namely 38.

Addendum 3.4
Stem and leaf configuration for male Afrikaans-speaking respondents on the Micro-level

Micro-level total		Interface level total		Macro-level total	
		-5	0		
		-4			
		-3			
		-2			
-1		-1	6	-1	
-1	4	-1	1	-1	
-0	5	-0		-0	6
-0	4	-0	33	-0	1
0		0	22	0	00004
0		0	5	0	79
1	4	1	223334	1	11123
1	679	1	5677	1	7889
2	00113	2	011133444	2	1113334
2	588	2	57888	2	5556778899
3	0	3	02234	3	3
3	67789	3	6889	3	556688
4	00023344	4	0022	4	11122
4	55567	4	567	4	5
5	0244	5		5	
5	67779	5		5	
6	024	6		6	
6				6	
7	1				
7					
		6		6	

The Micro-level total has a stronger correlation on the Micro-level than the Interface total and the Macro-level total.

Addendum 3.5
Stem and leaf configuration for female English-speaking respondents on the Interface level

Micro-level total		Interface level total		Macro-level total	
-1		-1	5	-1	
-1		-1		-1	
-0	6	-0		-0	
-0	4	-0		-0	3
0	2	0	2	0	
0	555	0	8	0	
1	24	1	4	1	0011234
1	88	1		1	568
2	0023	2		2	234
2	556	2	79	2	6888
3	3	3	01123	3	124
3	55589	3	5689	3	5
4	3	4	1344	4	144
4	99	4	79	4	57
5		5	0034	5	
5	6	5		5	
6		6	1	6	
6		6	5	6	

There is a slight correlation with the Micro-level totals and the Macro-level totals, but the Interface total is the strongest. The instrument therefore measures what it is meant to measure.

Addendum 3.6
Stem and leaf configuration for female Afrikaans-speaking respondents on the Interface level

Micro-level total		Interface level total		Macro-level total	
-1	1	-1	0	-1	
-0		0		0	8
-0		0		0	
0	1	0		0	4
0	6	0		0	9
1	1	1		1	23334
1	78	1		1	77899
2	3	2	122	2	024
2	567788	2	0023444	2	577799
3	0122	3	79	3	0134
3	556677	3	001444	3	
4	14	4	566689	4	
4		4	0	4	
5		5	7	5	
5	89	5		5	
6		6		6	
6		6		6	

Correlations of sub-questions of the Interface total displays a weaker correlation with the Macro-level total and a slight correlation with the Micro-level total.

Stem and leaf configuration for male English-speaking respondents on the Interface level

Micro-level total		Interface level total		Macro-level total	
-3	2				
-2					
-1		-1	7	-1	65
-1		-1	1	-1	
-0		-0		-0	98
-0	2	-0		-0	43
0		0		0	000334
0	9	0		0	7
1	0	1	14	1	04
1	579	1	8	1	68
2	04	2	02344	2	2
2	8899	2	6	2	6688
3	4	3	0	3	000
3	678	3		3	
4	004	4	000	4	1
4	7888	4	68899	4	6
5	224	5	234	5	
5		5	6	5	
6		6	0	6	
6		6		6	
7		7	1	7	

The smaller group of male respondents displayed a weaker correlation of the Interface level total with the Micro-level total but a stronger correlation compared to the Macro-level total.

Stem and leaf configuration for male Afrikaans-speaking respondents on the Interface level

Micro-level total		Interface level total		Macro-level total	
-1		-1	7	-1	
-1		-1		-1	1
-0	8	-0		-0	9
-0	43	-0	4	-0	
0		0		0	3
0	59	0		0	
1	13	1	1	1	
1	579	1	6	1	68
2	0234	2		2	2
2	579	2	6	2	666789
3	000244	3	113	3	333444
3	9	3	68	3	78
4	24	4	222	4	03
4		4	666679	4	5699
5	1	5	1	5	
5		5	89	5	8
6		6	1223	6	
6		6		6	

Amongst this group, the Interface totals were the strongest correlations showing that the sub-questions did measure what they were meant to measure. There is a slightly weaker correlation with the Macro-level total and a weaker correlation with the Micro-level.

Stem and leaf configuration for female English-speaking respondents on the Macro-level

Micro-level total		Interface level total		Macro-level total	
-1	75	-1		-1	
-1	4	-1		-1	
-0		-0	5	-0	
-0		-0	0	-0	4
0	3	0	1	0	
0	5688	0	5	0	9
1	2	1	0	1	4
1	89	1	589	1	59
2	0224	2	024	2	3
2	58	2	566	2	
3	3	3	1	3	02
3	788	3	557	3	57899
4		4	011	4	0001223
4		4	9	4	58
5		5		5	
5		5		5	
6		6		6	
6		6		6	

The female English-speaking group displays a stronger correlation with the Macro-level total than the Interface and the Micro-level totals.

Stem and leaf configuration for female Afrikaans-speaking respondents on the Macro-level

Micro-level total		Interface level total		Macro-level total	
-1		-1	0	-1	
-0	2	-0		-0	
-0		-0	21	-0	
0	001444	0	3344	0	
0	6	0	56	0	
1	033	1	014	1	3
1	9	1	7	1	677
2	0	2	4	2	2
2	58	2		2	5779
3	223	3	0124	3	112
3		3		3	66
4	033	4	24	4	01
4	7	4	67	4	666
5		5		5	02
5		5		5	
6		6		6	
6		6		6	5

Correlations of sub-questions of the Macro-level total displays a weaker correlation with the Micro-level total and Micro-level total.

Addendum 3.11
Stem and leaf configuration for male English-speaking respondents on the Macro-level

Micro-level total		Interface level total		Macro-level total	
-1		-1	4	-1	
-0		-0		-0	
-0	32	-0	1	-0	
0	0114444	0	00244	0	
0	68	0	67	0	5
1	34	1	33	1	4
1	588	1	8	1	578
2	02	2	0	2	33
2	577	2	66668	2	788
3		3	2	3	0
3	7	3	78	3	
4		4		4	1
4		4		4	78
5		5	3	5	24
5		5		5	5
6		6		6	11
6		6		6	56
7		7		7	2

The sub-questions in the Macro-level displayed a weaker correlation with the Interface and Micro-level.

Addendum 3.12
Stem and leaf configuration for male Afrikaans-speaking respondents on the Macro-level

Micro-level total		Interface level total		Macro-level total	
-1	3	-1		-1	
-0		-0		-0	
-0	3	-0		-0	
0		0	22	0	
0		0		0	6
1		1	1244	1	
1	7789	1		1	668
2	01	2		2	
2	556	2	589	2	5
3	123	3	3444	3	012334
3	5	3	568	3	99
4	33	4	0	4	2
4	679	4	68	4	566789
5	1	5	0	5	0
5		5	6	5	
6		6	1	6	
6		6		6	7

The Macro-level totals were the strongest with a slight correlation with the Interface and a weaker correlation with the Micro-level.

ADDENDUM 4

Finalised questionnaire
(61 statements)

The standardised questionnaire for implementation
in the second phase of the research, namely
the EMPIRICAL STUDY

DIT SAL HOOG OP PRYS GESTEL WORD INDIEN U DIE VOLGENDE VRAE SO EERLIK AS MOONTLIK SAL BEANTWOORD. GEBRUIK 'N SAGTE POTLOOD EN KLEUR U KEUSE SO DUIDELIK AS MOONTLIK IN. DUBBELE KEUSES WORD OUTOMATIES GEKANSELLEER.

IT WOULD BE APPRECIATED IF YOU WOULD ANSWER THE FOLLOWING QUESTIONS AS OBJECTIVELY AS POSSIBLE. USE A SOFT LEAD PENCIL TO COLOUR IN THE BUBBLE INDICATING YOUR CHOICE NEATLY AND COMPLETELY. WHERE MORE THAN ONE IS CHOSEN, BOTH ARE AUTOMATICALLY DISCARDED.

==

1. Your name and surname / U naam en van?

    ....

2. Your company / U maatskappy?

    ....

    ⊂1   ⊂2   ⊂3   ⊂4   ⊂5

3. Test/ Toets
    Pre
    Post
    Post-Post

4. Your gender / U geslag?
    Male / Manlik
    Female / Vroulik

5. Your language / U taal ?
    English / Engels
    Afrikaans
    Xhosa
    Other / Ander (please specify) ....

6. Your age / U ouderdom?
    19 or younger / en jonger
    20 - 29 year / jaar
    30 - 39 year / jaar
    40 - 49 year / jaar
    50 - 59 year / jaar
    60 or older / en ouer

7. Your ethnic group / U etniese groep?
   Black / Swart
   White / Wit
   Coloured / Kleurling
   Indian / Indiër

8. Your educational level / U opvoedingspeil?
   Std 5 (Grade 7) or less / Standerd 5 (Graad 7) of laer
   Std 6 - 10 (Grade 8 - 12) / Standerd 6 - 10 (Graad 8 - 12)
   Diploma / Diploma
   Graduate / Gegradueerde
   Other (please specify) / Ander (spesifiseer asseblief)

   ....

9. The number of years that you have been working in this company?
   Die aantal jare wat u vir hierdie maatskappy werk?
   1 year and less / minder as 1 jaar
   1 - 5 years / jaar
   6 - 10 years / jaar
   11 - 15 years / jaar
   16 - 20 years / jaar
   20 years and more / jaar en meer

10. Your job grade / U posvlak?
    5 - 7
    8 - 10
    11 - 13
    14 - 16

11. How long have you been in this present job grade level?
    Vir hoe lank is u in u huidige posvlak werksaam?
    0 - 6 months / maande
    7 - 11 months / maande
    1 - 5 jaar / years
    6 - 10 jaar / years
    11 - 19 jaar / years
    20 years and more / jaar en meer

| | STRONGLY AGREE / STEM BESLIS SAAM |
| AGREE / STEM SAAM |
| DISAGREE / VERSKIL |
| STRONGLY DISAGREE / VERSKIL BESLIS |

PLEASE READ EACH OF THE FOLLOWING STATEMENTS AND MARK
IN THE BLOCK WHETHER YOU STRONGLY AGREE, AGREE,
DISAGREE OR STRONGLY DISAGREE. WE ARE INTERESTED
IN HOW YOU FEEL AND THERE IS NO RIGHT OR WRONG ANSWER.

LEES ASSEBLIEF ELK VAN DIE VOLGENDE STELLINGS EN DUI
AAN OF JY BESLIS SAAMSTEM, SAAMSTEM, VERSKIL OF BESLIS
VERSKIL, DEUR DIE BETROKKE BLOKKIE IN TE KLEUR.
ONS STEL BELANG IN HOE JY VOEL EN DAAR IS GEEN REGTE
OF VERKEERDE ANTWOORDE NIE.

==

1. The good things in life are passing me by.
    Die goeie dinge in die lewe is besig om by my
    verby te gaan.

2. When I see a new opportunity, I go for it without
    hesitation
    As ek 'n nuwe geleentheid raaksien, gryp ek dit aan.

3. I find it difficult to adapt to change.
    Dit is vir my moeilik om by verandering aan te pas.

4. If I am successful, it will only be due to luck.
    As ek ooit suksesvol is, sal dit toegeskryf kan word
    aan geluk.

5. If I feel unhappy in my job, I would work to change
    the situation
    Ek sal werk om dinge te verander as ek in my werk
    ongelukkig is

6. My work efforts are unsuccessful.
    Ek is onsuksesvol in my werkspogings.

7. I feel as if my attempts end in failure.
    Dit voel vir my asof my pogings misluk.

8. Even though I try, I feel unsuccessful.
    Al probeer ek hoe hard, ek voel steeds onsuksesvol.

9. I have little control over what happens in my life.
    Ek het min beheer oor wat in my lewe gebeur.

10. My future is in my own hands.
    My toekoms is in my eie hande.

11. I find it dificult to carry out plans that I make.
    Dit is vir my moeilik om planne wat ek gemaak het,
    uit te voer.

12. I feel useless if people treat me badly.
    Ek voel nutteloos as mense my sleg behandel.

13. I feel humiliated if people find fault with me.
    Ek voel verneder as mense fout vind met my.

14. People mess me around.
    Mense mors met my.

15. I feel unsure of myself.
    Ek voel onseker van myself.

RUTH3.DAT

	STRONGLY AGREE / STEM BESLIS SAAM
	AGREE / STEM SAAM
	DISAGREE / VERSKIL
	STRONGLY DISAGREE / VERSKIL BESLIS

16. I am dissatisfied with myself.
    Ek is ontevrede met myself.

17. I feel tense when I am with strangers.
    Ek voel gespanne by vreemdelinge.

18. My moodiness influences my work.
    My buierigheid beïnvloed my werk.

19. I feel as if nothing will ever change in my life.
    Dit voel asof niks ooit in my lewe sal verander nie.

20. I am dissatisfied with my body.
    Ek is ontevrede met my liggaam.

21. I find it hard to be disciplined in regard to my health.
    Dit is vir my moeilik om gedissiplineerd te wees ten
    opsigte van my gesondheid.

22. It is difficult for me to take the lead in a group.
    Dit is vir my moeilik om leiding te neem in 'n groep.

23. I prefer to be told what to do.
    Ek verkies dit as aan my gesê word wat om te doen.

24. My employer thinks I am a good employee.
    My werkgewer dink dat ek 'n goeie werknemer is.

25. I am making little progress in my job.
    Ek maak min vordering in my werk.

26. I find it difficult to cope when there are conflicting
    demands in my home and at work.
    Ek sukkel om te veel eise in my huis en by die werk
    te hanteer.

27. I find it hard to cope with life's problems.
    Dit is vir my moeilik om die probleme van die lewe
    te hanteer.

28. It is difficult for me to organise it if there is
    someone I would like to meet.
    As daar iemand is wat ek graag wil ontmoet, is dit
    vir my moeilik om dit te reël.

29. I plan my own future.
    Ek beplan my eie toekoms.

30. If things go wrong I think I am to blame.
    Ek voel ek is die skuldige as dinge verkeerd loop.

RUTH4.DAT

	STRONGLY AGREE / STEM BESLIS SAAM			
		AGREE / STEM SAAM		
			DISAGREE / VERSKIL	
				STRONGLY DISAGREE / VERSKIL BESLIS

31. The money I earn seems to disappear. Dit voel asof die geld wat ek verdien sommer net verdwyn.					
32. I am unaware of exactly what I spend my money on each month. Ek is onseker waarop ek my geld elke maand bestee.					
33. I think I'll be stuck in this current job for the rest of my life. Ek dink dat ek vir die res van my lewe in my huidige werk vasgevang sal wees.					
34. I discuss important issues with other people in my community. Ek bespreek belangrike kwessies met ander mense in my gemeenskap.					
35. I am uninvolved in what goes on in my community. Ek is onbetrokke by dit wat aangaan in my gemeenskap.					
36. If someone in my community is suffering, the community will support him/her. As iemand in my gemeenskap swaarkry, sal die gemeenskap hom/haar ondersteun.					
37. I believe in supporting the people I work with. Ek glo daarin om die mense saam met wie ek werk, te ondersteun.					
38. I have little in common with the people I work with. Ek het min in gemeen met die mense saam met wie ek werk.					
39. My friends are unaware of my abilities. My vriende is onbewus van my vermoëns.					
40. I am scared to make my needs known. Ek is bang om my behoeftes bekend te maak.					
41. It is hard to mix with other employees on different job levels. Dit is moeilik om met werkers op verskillende werksvlakke te meng.					
42. Not much is achieved when groups in my company try and work together. Min word bereik as groepe in my maatskappy probeer saamwerk.					
43. The members of my immediate family find it hard to work together to achieve their goals. My gesinslede vind dit moeilik om saam te werk om hulle doelstellings te bereik.					
44. I enjoy working with other people to improve things in my community. Ek werk graag saam met ander mense om dinge in my gemeenskap te verbeter.					
45. I am afraid to speak out about things that bother me at work. Ek is bang om te praat oor dinge wat my by die werk pla.					

RUTH5.DAT

	STRONGLY AGREE / STEM BESLIS SAAM	AGREE / STEM SAAM	DISAGREE / VERSKIL	STRONGLY DISAGREE / VERSKIL BESLIS
46. I have difficulty solving my family's problems. Ek vind dit moeilik om my gesin se probleme op te los.				
47. Most of my problems I can do nothing about. Aan die meeste van my probleme kan ek niks doen nie.				
48. I find it difficult to make decisions. Dit is vir my moeilik om besluite te neem.				
49. I am uninterested in political issues in the country. Ek toon geen belangstelling in die politieke sake in ons land nie.				
50. I leave the political and social problems to the politicians to solve. Ek los die politieke en sosiale probleme vir die politici om op te los.				
51. I am unhappy with my place in society. Ek is ontevrede met my plek in die samelewing.				
52. My vote in elections won't make much difference. My stem in verkiesings sal min verskil maak.				
53. I feel that I have a contribution to make to society. Ek voel dat ek 'n bydrae het om te lewer in die samelewing.				
54. I would take action if my needs were not being met. Ek sal tot aksie oorgaan as daar nie aan my eise voldoen word nie.				
55. I make a contribution to building a new South Africa. Ek maak 'n bydrae tot die bou van 'n nuwe Suid-Afrika.				
56. We as consumers can do little to prevent the rising cost of living. Ons as verbruikers kan min doen om te verhoed dat lewenskoste styg.				
57. I am unaware of my rights. Ek is onbewus van my regte.				
58. I will speak out in a meeting if I am unhappy with what is being said. As ek ongelukkig is oor wat in 'n vergadering gesê word, sal ek praat.				
59. I am uninvolved in politics. Ek is onbetrokke in die politiek.				
60. I ignore petty orders at work. Ek ignoreer kleinlike opdragte by die werk.				
61. I feel powerless to ever change circumstances at work. Ek voel magteloos om ooit omstandighede by die werk te verander.				

RUTH6.DAT

ADDENDUM 5

Statements relating to the concepts on each level of the dendrogram

The statements included in the finalised questionnaire
as they relate to the outcomes of empowerment as identified in
the dendrogram.

MICROLEVEL

ATTITUDE

CHANGE IN ATTITUDE
NEW OPPORTUNITIES AND
VISIONS
PROACTIVE

MOTIVATION
TO USE EFFORTS AND
RESOURCES TO ACHIEVE GOALS

BELIEF IN SUCCESS

PERSONAL CONTROL
OVER DESTINY

INDIVIDUAL DETERMINATION
SELF-EFFICACY

FEELINGS

PERSONAL
SELF RESPECT
POSITIVE SELF CONCEPT
(dignity)

SELF CONFIDENCE

SELF SUFFICIENCY
INNER STRENGTH

INDIVIDUAL GROWTH

CONTROL
INCREASED CONTROL OVER
BODY

FEELING POWERFUL

1- The good things in life are passing me by
2- When I see a new opportunity, I go for it
   without hesitation

3- If I am successful, it will only be due to
   luck
4- If I feel unhappy in my job, I would work
   to change the situation

5- My work efforts are unsuccessful
6- Even though I try, I feel unsuccessful

7- I have little control over what happens in
   my life
8- My future is in my own hands

9- I find it difficult to carry out plans that I
   make
10- I find it difficult to adapt to change

11- I feel humiliated if people find fault with
    me
12- People do mess me around

13- I feel unsure of myself
14- I feel tense when I am with strangers

15- My moodiness influences my work
16- I feel useless if people treat me badly

17- I feel as if nothing will ever change in
    my life

18- I am dissatisfied with my body
19- I find it difficult to be disciplined with
    regard to my health

20- I feel as if my attempts end in failure

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SKILLS

PERSONAL SKILLS

LEADERSHIP

21-It is difficult for me to take the lead in a group

22-I prefer to be told what to do

FAITH IN SKILLS
(competence)

23-My employer thinks I am a good employee

GROWTH IN SKILLS

24-I am making little progress in my job

IMPROVED COPING SKILLS

25-I find it difficult to cope when there are conflicting demands in my home and at work

26-I find it hard to cope with life's problems

SENSE OF AGENCY

27-It is difficult to organise it if there is someone I would like to meet

PERSONAL RESPONSIBILITY

28-I plan my own future

29-If things go wrong I think I am to blame

PRODUCTIVE ACTIVITY

INCREASED CONTROL OVER RESOURCE ALLOCATION

30-Money I earn seems to disappear

31-I am unaware of exactly what I spend my money on each month

UPWARD MOBILITY

32-I think I'll be stuck in this current job for the rest of my life

KNOWLEDGE

OWN KNOWLEDGE

33-I am dissatisfied with myself

INTERFACE LEVEL

PARTICIPATION

IDENTITY

FAMILY/GROUP/COMMUNITY

34-I discuss important issues with other people in my community

35-I am uninvolved in what goes on in my community

SUPPORT

SUPPORT SYSTEMS

36-If someone in my community is suffering, the community will support him/her

ATTITUDE OF MUTUAL SUPPORT
(caring) (mutual respect)

37-I believe in supporting the people I work with

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SHARED FATE	38-I have little in common with the people I work with
BEHAVIOUR (personal) RELEASE OF HIDDEN RESOURCES	39-My friends are unaware of my abilities
INDIVIDUAL ASSERTIVENESS (mastery over affairs)	40-I am scared to make my needs known

ACTION

UNDERSTANDING COMMUNITY ORGANISATION POWER AND STATUS OF GROUPS	41- It is hard to mix with other employees on different job levels
AREAS OF COMMON CONCERN	42-Not much is achieved when groups in my company try and work together
COLLABORATIVE ACTION TO INFLUENCE CHANGE FAMILY	43-The members of my immediate family find it hard to work together to achieve their goals
COMMUNITY	44- I enjoy working with other people to improve things in my community
ABILITY TO MAKE A DIFFERENCE (act collectively) (interact to procure resources)	45-I am afraid to speak out about things that bother me at work
PROBLEM-SOLVING	46-I have difficulty solving my family's problems 47-Most of my problems I can do nothing about
DECISION-MAKING	48-I find it difficult to make decisions

MACROLEVEL

BELIEFS

CRITICAL REFLECTION SOCIAL PROBLEMS	49-I am uninterested in political issues in the country 50-I leave the political and social issues to the politicians to solve
UNDERSTAND PLACE IN SOCIETY	51-I am unhappy with my place in society

CONTRIBUTION
COMMAND OVER EVENTS

52-I would take action if my needs were not being met

MAKE A DIFFERENCE IN THE WORLD

53-My vote in elections won't make much difference

54-I feel that I have a contribution to make to society

ACTION

PARTICIPATION
READY TO TAKE ACTION
(social change)
(reconstruction)

55-I make a contribution to building a new South Africa

CHANGE
CONTROL OF AND ACCESS TO RESOURCES

56-We as consumers can do little to prevent the rising cost of living

EFFECTS

RIGHTS
(Legal)
(Political)

57-I am unaware of my rights

58-I will speak out in a meeting if I am unhappy with what is being said

59-I am uninvolved in politics

POWER
FREEDOM FROM POLICIES AND ORDERS

60-I ignore petty orders at work

INCREASED COLLECTIVE POLITICAL POWER

61-I feel powerless to ever change circumstances at work

ADDENDUM 6

In-depth questionnaires
(Pre-, Post- and Post-post-tests)

Examples of the semi-structured questionnaire
that guided the in-depth interview sessions in the
empirical part of the research.

Name: ....

Department: ....

Company: ....

Name of Manager: ....

Date: ....

In-depth interview

PRE-TEST

KNOWLEDGE

❑ How would you describe yourself?

❑ Can you tell me what your strengths and weaknesses are?

BEHAVIOUR

❑ How do you cope with your life and relationships at home

❑ How do you cope with your life and relationships at work?

❑ How do you cope with your life and relationships in the community?

ATTITUDE

❑ How happy/content would you say that you feel with yourself right now?

❑ How do feel about the future?

Name: ....

Department: ....

Company: ....

Name of Manager: ....

Date: ....

In-depth interview

POST-TEST

KNOWLEDGE

❑ What new things have you discovered about yourself?

❑ How would you describe yourself now?

❑ Can you tell me what your strengths and weaknesses are?

BEHAVIOUR

❑ How do you cope with your life and relationships at home

❑ How do you cope with your life and relationships at work?

❑ How do you cope with your life and relationships in the community?

ATTITUDE

❑ How happy/content would you say that you feel with yourself right now?

❑ How do feel about the future?

Name: ....

Department: ....

Company: ....

Name of Manager: ....

Date: ....

In-depth interview

POST-POST-TEST

KNOWLEDGE

❑ How would you describe yourself now?

❑ Can you tell me what your strengths and weaknesses are?

❑ What new things have you discovered about yourself?

BEHAVIOUR

❑ How do you cope with your life and relationships at home

❑ How do you cope with your life and relationships at work?

❑ How do you cope with your life and relationships in the community?

ATTITUDE

❑ How happy/content would you say that you feel with yourself right now?

❑ How do feel about the future?

ADDENDUM 7

Frequency tables for in-depth empowered scores

Frequency tables for in-depth empowered scores

The total raw scores (Micro-level, Interface level and Macro-level) for each of the respondents in the in-depth interviews obtained by analysing the transcriptions of the interviews and coding the responses relating to empowered outcomes as being either positive or negative. The total number of positive/negative responses for each of the 3 levels of empowerment was totalled at the Pre-test, Post-test and Post-post-test.

Frequency tables for in-depth empowered scores

		All levels Positive			All levels Negative		
Respondent Total		Pre-test	Post-test	Post-post-test	Pre-test	Post-test	Post-post-test
F2	TOTAL	45	63	94	55	37	6
F5	TOTAL	75	91	80	25	9	20
F7	TOTAL	59	89	97	41	11	3
F9	TOTAL	42	96	79	58	4	21
F13	TOTAL	71	69	100	29	31	0
C18	TOTAL	79	90	97	21	10	3
C20	TOTAL	67	100	98	33	0	2
C19	TOTAL	50	61	53	50	39	47
B56	TOTAL	54	100	100	46	0	0
B49	TOTAL	57	100	67	43	0	33
B48	TOTAL	94	100	92	6	0	8
E78	TOTAL	96	83	96	4	17	4
E81	TOTAL	90	100	100	10	0	0
E84	TOTAL	85	96	80	15	4	20
A36	TOTAL	43	88	95	57	12	5
A40	TOTAL	80	89	82	20	11	18
A45	TOTAL	70	90	87	30	10	13
A47	TOTAL	82	84	80	18	16	20
A38	TOTAL	70	70	73	30	30	27
G59	TOTAL	90	74	100	10	26	0
G60	TOTAL	53	79	63	48	21	47
G58	TOTAL	57	63	52	43	37	48
G63	TOTAL	61	86	100	39	14	0
H35	TOTAL	83	97	97	17	3	3
H28	TOTAL	74	82	89	26	18	11
H31	TOTAL	59	93	92	41	7	8
H24	TOTAL	64	87	25	36	13	75
H26	TOTAL	86	89	100	14	11	0
	SUM	1936	2409	2368	865	391	442
	%	69	86	85	31	14	15

255