

CHALLENGES EXPERIENCED BY THE FEMALE SENIOR OFFICERS IN THE SANDF IN GAUTENG

by

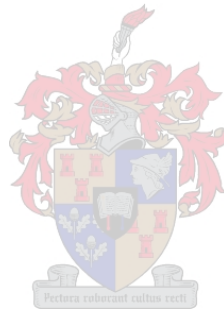
Motshidisi Martha Salome Choabi

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Supervisor: Mr K.L. Makau

Co-Supervisor: Dr F.L. Monama

DECLARATION

By submitting this dissertation electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the owner of the copyright thereof (unless to the extent explicitly otherwise stated) and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

April 2022

ABSTRACT

The centrality of national law and policy making is considered essential in the restructuring of the military environment. These essential tools assess the extent to which transformation, leadership and equality policies and legislative measures substantively change the climate and culture of the military institution. To keep track on the restructuring of the military environment, it is necessary to map out some of the everyday struggles which may often be marginalised by an overemphasis by national and institutional policymakers for change.

A qualitative research approach combined with an explorative, descriptive research design was employed to investigate and describe the phenomenon under study, namely the challenges experienced by senior female officers in the SANDF. Seventeen female senior officers of different Arms of Service (Colonels and Captains) were randomly chosen from a pool of 124 in Gauteng to participate in the study. The reason for sampling seventeen female senior officers is because they were the ones that responded positively to the recruiting e-mails that were sent out inviting female senior officers to partake in the study. Data was gathered by means of a semi-structured interview schedule which was administered during the individual interviews. The method of interviewing used was face-to-face which later changed to telephonic interviews because of the lockdown resulting from COVID 19. All interviews were transcribed, and the narratives were analysed on two levels.

During the first level of analysis, themes were identified and preliminary labelling of meaningful units of data was done. These themes were then labelled to be given meaning so that they could form 27 coding categories. This was followed by a second level of analysis where the coding categories were further refined and reduced to seven pattern categories that were labelled and analysed using the PESTEL-S framework that served as a guide to threats and weaknesses from the narratives of participants to guide the organisation towards success. These categories represent the essential aspects on challenges, sources and causes of female senior officers' challenges in the SANDF.

Key findings of the study centred on the issue that 27 years in democracy the SANDF is still struggling with transformation, hence the cited challenges still experienced by female senior officers in different areas in the military environment. What stood out as overarching challenges were lack of support from leadership and lack of institutional/environmental support that eventually resulted in insufficient psycho-social support experienced by female senior officers. All is good and well on paper, but implementation seems to be hindered by passive resistance from the male counterparts in the organisation. According to MTT Report (2020), Sadie (2014), Richardson (2019) and the MTT Report (2020) concerted effort has to be put on institutions and the government to counter this passive resistance and get the transformation policies implemented in order to curb challenges females are confronted with. This includes passive lack of institutional /organisational support, lack of psycho-social support and lack of women empowerment. In the light of the findings, it is recommended that leadership socio-cognitive defences be addressed so that leadership can understand when women say “nothing for us without us”. This persuasive rhetoric echoes the sentiments of women for the leadership to understand the need to include women when making decisions on matters that affect women.

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Dedication

To my mother and my daughter

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LIST OF ACRONYMS AND ABBREVIATIONS

AA	Affirmative Action
AU	African Union
CDEO	Chief Directorate Equal Opportunities
CDTM	Chief Directorate Transformation and Management
CEDAW Women	Convention on the Discrimination of all Forms of Discrimination Against Women
CoS	Chiefs of Services
DOD	Department of Defence
DODI	Department of Defence Instruction
ECOSOC	Economic and Social Council
EEA	Employment Equity Act
FCAS	Fragile and Conflict Affected States
INSTRAW	Institute for the Advancement of Women
LCAMPS	Leadership Command and Management Practices
LGBT	Lesbians, Gays, Bisexuals and Transgenders
NGF	National Gender Framework
OSCE	Organisation for Security and Cooperation in Europe
PMG	Parliamentary Monitoring Group
PwD	People with Disabilities
REC	Regional Economic Communities
RISDP	Regional Indicative Strategic Development Plan
SAA	South African Army
SAAF	South African Airforce
SADSEM	South African Defence and Security Network
SAMHS	South African Military Health Services
SAN	South African Navy
SDG	Sustainable Development Goals
SDGE	Sustainable Declaration on Gender Equality in Africa
SITA	State Information Technology
UNESCO	United Nations Education and Cultural Organisations

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CHAPTER 1

INTRODUCTION

1.1. BACKGROUND TO THE STUDY

The world is a deeply unequal place, and this is evident in the systematic inequalities which disadvantage women when compared to men. Whether one looks at political power and authority, economic resources and decision-making bodies, sexual and family relations or media and culture, the reality of inequality is apparent (Flood 2015). But then, since these inequalities are not cast in stone, different movements and organisations have continuously mounted a sustained challenge to these local and global inequalities to confront the pervasiveness and acceptability of women insubordination in all workplace areas, and the South African National Defence Force (SANDF) is no exception. This is even so, since the International Labour Organisation (2019) contends that progress in closing the gender gap has stalled and, in some cases, seen as reversing since the key labour market indicators have not narrowed in any meaningful way over the past 20 years. Of importance is that, until such time the present trajectory is changed and policy accommodating choices put gender equality at the core, the situation is likely to deteriorate even much further as work will become more fragmented and uncertainty will increase. It is for this reason that Lawal et al. (2016) argue that both gender equality and women empowerment are global fundamental development goals envisioned for sustainable development, hence the importance of women. It is the researcher's view that women empowerment and gender equality will ensure an end to discrimination against girls and women as these will enable women to get more involved in matters threatening their existence. In this study, the terms "female" and "women" will be interchangeably used throughout the study.

Despite the global call for changes that woman be allowed in all positions across the working spectrum, conflict over gender is not confined to the past (Krummel 2001 & Heinecken 2011).

The question of diverse challenges of females in the male-dominated environment has been investigated in various studies: Zulu (2007) and Akala (2018) addressed the academic sector; Bensahel et al. (2015) the boardroom and military; Martin & Barnard (2013) the male-dominated occupations; Phooko & Radebe (2016) the legal sector, while Heinecken (2011/16) and Van Breda (2016) explored the female challenges in the military environment with specific reference to the South African National Defence Force. Whereas the latter looked at the challenges of women in the SANDF in general, this study narrows and focus its attention on women the senior management of the SANDF holding the rank of Colonels and Captains (Navy).

According to Zulu (2007) and Akala (2018), although there is a White Paper (1997) outlining the programme on transformation of higher education, women more especially black women, still suffer triple marginalisation, namely race, social class and sexism in the South African Higher Education environment. Bensahel et al. (2015) highlight the challenges of females in the military and the private sector environment as resulting from issues of retention and promotion, parenthood and family, compensation and negotiation, mentorship, and career development as well as the oppressive workplace climate. Phooko & Radebe (2016) on the other hand argue that the slow progress of elevating women to address gender equality requirements in the justice environment comes about as a result of failing to accommodate women parental and family responsibilities under the guise of “suitably qualified” candidates. Martin & Barnard (2013) agree that in the male-dominated occupations like the military, formal and covert organisational practices like policies, decision-making enactment, training, and hiring are used to uphold gender discrimination and biases. Looking at the military working environment, Heinecken (1998) and Van Breda (2016) add that since the Defence Force is not a homogeneous organisation, diversity among officers continues to reflect the deep rooted racial and political sentiments often grounded in the traditional stereotypes as living experiences in the military, and hence the challenges experienced by women persist.

These diverse challenges cited above, indicate that there are still obstacles, problems and barriers that women experience in the workplace, especially in the male-dominated environments like the military. It is because of these challenges that the study of this nature was carried out to determine the manifestation of similar challenges in the SANDF within the broader framework of transformation and equality at leadership level. The problem of female challenges is nowhere more hotly contested than within the military environment where there are various comparative analyses and the views differ considerably across national governments, among military leaders, scholars of armed forces as well as society (Van Breda 2016). Through a qualitative study involving senior female officers, it affords an opportunity to a closer look at issues affecting females at that level of leadership in the military, hence this study tells society about the challenges the female senior officers' experiences in the SANDF.

1.2. BACKGROUND OF THE RESEARCH

The debate on women equality issues began to take centre stage at the level of the United Nations (UN) to address women's rights during political conflict. The UN Security Council Resolution (UNSCR) 1325 adopted in 2000, became the stronghold of women importance in the prevention and resolution of conflicts, peace negotiations, peacebuilding, peacekeeping, humanitarian response and post conflict reconstruction. The issue that women and children are seen as actors as well as victims of war and violence but disregarded, led to the global concern that women pass through many barriers, impediments and challenges that impact negatively on their rights as human beings (Schoeman 2010 and Ghorfat & Medini 2015). Even though the root causes of these conflicts include the triple challenges of poverty, unemployment and inequality, civilians especially women and girls, continue to be subjected to a high level of violence including genocide, torture, mutilation, abduction, amputation execution, systematic rape as well as scorched earths tactics (UN 2002). The decision taken by the UN was that efforts to resolve these challenges will not succeed unless all those who suffered were empowered by way of legislation,

more especially women. This resolution called on member states to transform and mainstream a gender perspective into matters of conflict and peacebuilding (Otto 2009 and Pratt 2013). The UN dialogue of 2010 continued to debate transformation and gender equality as women's rights and female empowerment all over the globe. Transformation as defined by the UN is used as a guideline for the African Union (AU) and different countries in order to attack the root causes that generate and reproduce economic, political, and environmental problems as well as inequalities not merely their symptoms. Policy integration and an "eco-social" turn have become a normative and policy shift that delivers transformative results in terms of well-being and rights-based inclusive development (UN Report 2016). These global commitments are aimed at transforming the world focus of the 2030 Agenda on Sustainable Development and Sustainable Development Goals (SDG). The SDG emphasise ending poverty, ensuring healthy lives, ensuring inclusive and quality education, achievement of gender equality by empowering women and girls, promotion of economic growth, reducing inequality among countries, combatting climate change, ensuring availability of water and sanitation water and most importantly promotion of peace and inclusive societies for sustainable development (Kjaerulf et al. 2016).

With the vision of social justice for women and girls in mind, the call for women individual and collective transformation of power, resources and skills that are non-oppressive, inclusive structures and processes led to feminism movements. This push for transformation and feminism has resulted in four feminism waves that cover women experiences across the world (MacLaren 2015, Ghorfat & Medini 2015, and Nehere 2016). The issue of women suffrage, as Robertson (2019) opines, began in the 19th century to the early 20th century, starting officially with Norway in 1913 with other Western states following from 1917. The first wave involved the notion of the right to vote which was open to both males and females. Women could give their opinions freely which was something that had never existed before. This first wave of feminism emphasises women and girls' emancipation and equality with the focus on women suffrage, the right to education,

better working conditions, marriage, and property laws as well as reproductive rights (Nehere 2016, Nienaber & Moraka 2016 and Flouli 2017). Rogan & Budgeon (2018) contend that with the emergence of feminism as a contentious issue in the political arena, the second wave of feminism emerged to reinforce the first one. With regard to the second wave, Flouli (2017) maintains that it emerged between the 1960s and 1980s. The focus was on dealing with the inequality of the laws, cultural inequalities as well as the role of women in society. Progressing from the first wave led to the fight about female oppression and struggle for liberation, hence the slogan of “is being personal political”. Feminism has therefore been viewed as paving the way for women’s importance after painful experiences of sufferings for many years. The second wave raises consciousness about sexism and patriarchy, gender-based violence, domestic abuse, and marital rape. Inequalities in the workplace, legalising abortion, and birth control as well as sexual liberation of women occupy centre stage in this wave. Following this wave, was the third one which emphasised individual empowerment that broadly centres on three theories and gender order (Flouli 2017 and Robertson 2019). To Flouli, the perceived failures of the second wave feminism partially led to the third wave of feminism that started during the 1990s to 2000s with its three theories and gender order, namely the gender reform feminism, gender resistant feminism and gender revolutionary feminism. According to Robertson (2019), the third wave’s key concerns were intersexuality, diversity of women with emphasis on identity, gender, race, nation, social order, and sexual preference. Coupled to these were changes on stereotypes, media portrayals, language use to women as well as sexual identities. The fourth wave feminism which was launched in 2015 and is reigning currently, centres on intersectionality and examines the interlocking systems of power that contribute to the stratification of traditionally marginalised groups. This wave advocates the inclusion of the marginalised in politics and business with media and internet at its centre (MacLaren 2015). Although some researchers argue that the fourth feminism wave contradicts the second one, it is important to understand that the world evolves and nothing is static, hence the development of these waves continues. All these four feminism

waves are an indication of how women continue to propagate their advancement and attempt to contribute to peace and security agenda around the world.

According to Tickner (1992) and Enloe (2000), internationally much of the commentary on women in the security arena has been strongly influenced by socio-cultural perspectives that flow from the male warrior framework and the masculine control of militarism. This has been seen in that women who join the military are faced with an environment designed by and for men. According to Zeddy (2018), this warrior male framework results in structural, social, and economic inequalities by reason of race, gender and sexual orientation and largely results in the conspicuous absence of women whether as soldiers, policy makers or academics. This warrior male framework Zeddy maintains, results in the leadership gap in the global security sector. The leadership gap results in women being disproportionately concentrated at lower-level positions with no decision-making authority than men. Tickner (1992) and Enloe (2014) warn that the absence of women in senior and decision-making positions creates conditions where women face many forms of discrimination with the mindset rooted in a purely patriarchal approach to armed forces, rigid career paths with lack of access to certain posts believed to be exclusively meant for males, hence the hindrances to military women's professional equality. Heineken (2016) adds that over time, since the military has become less oriented towards violence and the traditional aggressive warrior-like culture, it has been able to work towards a conciliatory social approach.

Following the dawn of democracy in South Africa and the adoption of the 1996 Constitution, transformation of all sectors of the economy have become a central issue (Sadie 2014 and Clarke & Bassett 2016). Transformation in South Africa is an emotive issue that results in some pushing for transformation to be promptly implemented in all sectors of the economy while others blatantly resist the challenge and others opt for its gradual inception. Although transformation emanates from the UN definition, the Constitution of South Africa has its source in the global commitments of the 2030 Sustainable Development and Sustainable Development Goals. These goals are

global transformational commitments set by the different countries on bettering the world. The military, specifically the SANDF, has not been immune to these ongoing calls for this transformation. Even though South Africa is celebrating its 27 years of democracy to date, Matotoka & Odeku (2021) and Mgojo (2020) alludes that the available literature is focused on diverse challenges in the workplace, namely equality, racism, sexism, and transformation of the economy. Although there is no universally accepted and stable definition of transformation, this study will settle with the explanation that the SA Constitution is a tool with “transformative” efforts to break the bondages of the past which were grounded on gross human rights and inequality (Teshome 2011). Since the Constitution aims at forging a new path for all South Africans in order to achieve social justice, it can also be regarded as a transformative tool forging democracy in the new South Africa. This explanation echoes the subject of transformation and equality as it addresses the pressing issues like gender, equality, sexual orientation, sexism, and all systematic patterns of social and economic injustices. Phooko & Radebe (2016) argue that achieving equality in the context of transformation requires the understanding and working together of those people in charge of institutions and policy makers since equality is pivotal to constitutional vision and the promise of transformation and the understanding of equality as both the value and the right. The vision and the value they argue give meaning to the Constitution while the issue of equality crafts the path to the course of action on which the redress of the wrongs could rest. Regarding equality, the focus is on equal access to resources and opportunities, economic participation and decision making, the state of valuing different behaviours, aspirations and needs regardless of gender (International Labour Organisation, 2007).

To address the social justice and equality entrenched in the Constitution, Phooko & Radebe (2016) maintain that society has to address the striking forms of subordination in terms of race, gender, sexual orientation, structural and institutional issues within both society and organisations. Leadership of women in the male-dominated working environment such as the

military is also central to the challenge of subordination, hence Peoples & Vaughan-Williams (2015) maintain that there is a tug of war between the traditional hegemonic masculinity and the contemporary feminine “other” in the military. Women who participated in this study are in leadership positions, hence leadership was also a crucial concept to consider.

Of note is that research done by women researchers on women in leadership positions only started receiving attention four decades ago due to the rise of feminism movements and their thinking. Klenke (2008) attests to this that most leadership research prior 1980 was done by men and dealt almost exclusively with male leaders, named commanders, administrators, supervisors, and managers because the historical focus on intellectual, physical and personality traits that distinguished leaders from non-leaders narrated that only men could make good leaders. Zulu (2007) supports this view that in both the past and the present development of leadership theories, men have a comparative advantage. It is only recently that feminists have begun to put their point across and challenge androcentrism which permeates the study in this leadership field. Since women have been largely absent from the study of leadership, much of the knowledge that has been reported has been derived from the description and analyses of male leaders reported by male researchers. Leadership in this study is conceptualised as involving a mission, motivation, creativity, and change (Wisker 1996). The researcher is of the opinion that with regard to gender advantages in leadership effectiveness, looking at all leadership contexts together, what women can bring to the working environment is just as important as what men can bring in terms of leadership effectiveness hence the co-existence is important. With this being said, the researcher does not rule out the idea that although men are still good leaders, women have also come out of their shell to be competitive leaders making good strides in the world today. With the risks associated with transformation, equality, and democracy in mind, as well as the limited research on female officers in the military, a further investigation on female senior officers’ experiences was deemed essential for this study.

1.3. PROBLEM STATEMENT AND RATIONALE

Even though Kele & Pietersen (2015) agree that globally, there is a steady increase of women participating in the military to advance the national transformation and gender equality objectives and many militaries have embraced this call, this is not without difficulty. From the literature, it is evident that the general key challenges globally facing women in the workplace comprise diversity, the pull between family and career, stereotypic cultural misfit, and complex dynamics around leadership and management strategic relationships (Pinch et al. 2006, Van Breda 2010 and Heinecken 2016). Similarly, South Africa is faced with challenges of achieving equitable representation and effective participation of women in the workplace more especially at the top echelons of the organisations, be it civic, private, or public sector. According to Bar-Ner (1998), the main concern on transformation and gender equality imperatives in the military has been women in combat roles and women as military leaders. These challenges encountered by women in the military, especially those in leadership positions, incorporate racial discrimination, work-life balance, questions on leadership skills and gender-blind policies (Martin & Barnard 2013 and Van Breda 2016). Heinecken (2020) laments that though South Africa is boasting 27 years into democracy, women in the military are still facing challenges that cannot be ignored. Although the current studies Heinecken (2002) and Dietert & Dentice (2015) are slowly shifting traditional exclusion to inclusion of females and other genders in the military, one question still exists – why are women still experiencing patriarchal challenges in the military? Although there is research on challenges experienced by females in the military, not much is known about the experiences of female senior officers in the SANDF, its impact and effects, hence the current gap. By senior officers, the researcher is referring to Senior Management Staff (SMS) only composed of Colonels and Captains (SAN). Nationally, the statistics of female Colonels and Captains (Navy) (both male and female) as of 5 March 2019 was: South African Army (SAA) 488, South African Airforce (SAAF) 156, South African Navy (SAN) 135 and South African Military Health Services (SAMHS) 123. The total number of Colonels and Captains in the SANDF is 902 with 144 female Colonels

and 124 of them stationed in Gauteng which means that 86% of female Senior Officers (Colonels and Captains) is stationed in Gauteng (SITA 2019).

Looking at the statistics above, the intention of this study is to develop an understanding and illustrate the areas that need to be considered in terms of female senior officers in the military transformation policy, thereby prioritising them in terms of urgency for improved leadership and better performance in the SANDF. It will also unpack the nature of the demands experienced by female senior officers in claiming their space in the SANDF. In so doing, it will illuminate the daily challenges female senior officers experience, be it personal or institutional while unpacking the SANDF transformation policy and determining the extent to which female senior officers are satisfied with the transformation policy application or implementation and support thereof. Furthermore, the study seeks to ascertain why these females are still facing challenges, despite the existence of the transformation policy. This will enable us to promote accountability, learning and increased organisational effectiveness through improved decision-making. Whether these challenges are related to policy provision or other aspects is not known; however, all these challenges that are revealed will be evaluated in the context of the SANDF and its current stature. As leaders in the SANDF, the female senior officers' perceptions and attitudes are important since they impact the cohesion, morale, and success of the SANDF.

1.4 RESEARCH QUESTIONS, AIM AND OBJECTIVES

1.4.1. Research Questions

The main research question in this study is: What challenges are experienced by female senior officers in the South African National Defence Force?

The secondary research questions were formulated as follows:

- a. What are the main challenges facing senior female officers in the SANDF?

- b. What are the major sources and causes of the challenges facing female senior officers in the SANDF?
- c. Is there a significant relationship between female senior officers and male senior officers in terms of workplace prospects?
- d. What is the perception of transformation and equality in the context of available policies?

1.4.2. Aim and objectives

The primary aim of this study was to explore the challenges experienced by female senior officers in the SANDF.

Considering the aim of this study, the following objectives were formulated:

- a. To examine and describe the challenges facing female senior officers in the military.
- b. To determine and identify the major sources and causes of challenges facing female senior officers in the SANDF.
- c. To examine the relationship between female senior officers and male senior officers in terms of workplace prospects.
- d. To explore the perception of transformation and equality in the context of the available policies.

1.4.3. Demarcation of the study

To realise the aim and objectives of the study, the focus was on Gauteng Province. Gauteng was chosen as a province of interest because of its concentration of the target group which is the female senior officers in the SANDF. The distribution of the female senior officers in the ranks of Colonels and Captains (Navy) in other provinces is lower because most of this rank level is stationed at Service headquarters (SAA, SAAF, SAN and SAMHS) namely Level 2, Divisional headquarters (Police and Intelligence) and Formations (Level 3) which are all in Gauteng. Other provinces where few Colonels and Captains are, is at the Level 4 units where they normally serve

in the leadership structures like Officer Commanding, heading the units. Coupled to the proximity of the headquarters, the Chief Directorate Transformation Management which was to enable the easier accessibility to the grievance data office, drafted, formulated, and reviewed policies which would eventually help in the acceleration of the study.

The study focused on females who were promoted and serving in the rank of Colonels and Captains during the study period of 2020 to 2021 to elucidate the struggles faced by the female senior officers of the 21st century in the SANDF. The research will be used as a reference point to enhance policies and legislation so that there can be hope that the lives of female senior officers in the SANDF can see change.

1.5. THEORETICAL APPROACH

Since the focus of the study is on the challenges experienced by female senior officers in the military, theoretical perspectives on the subject were explored. In the light of the contribution of Pinch et al. (2006), Van Breda (2016) and Isike (2017) on female challenges in the workplace, diversity and effective leadership were used as the starting point for the study. The notion is that diversity cannot be divorced from gender issues, hence effective leaders recognise their inclusion as grouping's strengths not a weakness (Pinch et al. 2006). Although in the military an argument exists that national security is traditionally masculine in nature, it has since become evident that the extent of national security threats has changed, thereby accommodating human security and human rights as its basis (Haring 2013, Heinecken 2016, and Isike 2017). With the above starting point in mind, the researcher chose to complement Critical theory with Feminism theory to determine the realities of the challenges of female senior officers in the SANDF.

Since True (2012) maintains that the Critical and Feminist theories are used to develop collective ways of decision-making in terms of changing the collective consciousness of the society to challenge the traditional ideas, both the Critical and the Feminist theories were deemed as

appropriate to use for the argument of women challenges in this study. According to Kenny (2007), the Critical theory is an approach to social philosophy which focuses on power, inequality, and social change. However, True also argues that the Critical theory lacks reflexivity with respect to the effects of the male domination, power, and knowledge as well as the belief that the disappearing patriarchal social institutions and norms persist in structuring social reality, hence complementing it with the Feminist theory to form the cornerstone of this study's argument. At the heart of both the Critical and the Feminist theories, Pasque & Wimmer (2011) argue, lies the social stratification by class and power which are politicised in all aspects of society. Its politicisation, they maintain, is founded on three main principles, namely that women have something to contribute to every aspect of the world, women as the oppressed group have been unable to achieve their potential, receive rewards or gain full participation in society as well as the view that feminist research does not have to concentrate on critiques only but has to work towards social transformation. Feminists see women as oppressed by both gender inequality (their social position in a sexist culture) and class inequality (their economic position in a capitalist society).

For the Critical theory to give a convincing argument with regard female challenges, it can best be complemented by the Feminism theory. The Feminism theory offers a well-tested critical method relevant to the study of feminism and gender issues since it questions power, privilege, and gender bias as it is concerned with the difficulties of women being represented accurately and being treated with equality in traditionally patriarchal environments (Lorber 1997, Enloe 2014 and Lewis 2019). Critical Feminism therefore agrees that the most promising approach to women challenges is both to acknowledge the indeterminate nature of rights rhetoric and to recognise that in certain circumstances such rhetoric can promote concrete objectives of transformation, gender equality, gender mainstreaming and social empowerment (Rhode 1990). Additionally, the Critical Feminism theory has its grounding in practical problems and its reliance is on practical reasoning. The framework also adopted the psycho-social viewpoint to further explain its anchor

in women issues. Radtke (2017) maintains that the social viewpoint is concerned with the differences which include the socially constructed categories of sex and gender as well as sexuality and sexual class. The psychological viewpoint on the other hand is based on moving away from the biasness of biology which is seen as natural and innate because it is seen as routinely changed by experiences, hence the importance of social aspects and culture.

1.6. MOTIVATION FOR THE STUDY

The motivation for this study was the challenges that the hegemonic masculinity culture has brought about within the military institution. According to Peoples and Vaughan-Williams (2015), this traditional hegemonic masculinity and the contemporary feminine “other” on which the theoretical framework is built, is discussed as opposite poles in a “tug of war”. This “tug of war” that is explained in the literature review, necessitates that the study of this nature be carried out. Although there is a steady increase of women in the military globally, not much is known about the experiences of being a senior female officer, more especially a Colonel or Captain (SAN).

An in-depth understanding of the senior female officers’ challenges, Cols/Capts that were in this study assisted in interrogating the SANDF policy on transformation and filling in the policy gaps, so that this can assist female senior officers in their quest of being elevated to the stifled strategic level of being Generals in the SANDF to eventually meet the transformation policy requirements and diversify leadership in the military. The current study therefore explored the current gap of transformation in that although many studies have been conducted about transformation and female experiences in the SANDF like in Kapp (2002), Hendricks (2012) and Heinecken (2016) there is none that has specifically addressed senior female officers’ challenges with the rank of Colonels or Captains (Navy), and this study addresses that.

1.7. LIMITATIONS OF THE STUDY

- a. In this research study, the sample size was small, consisting of only 17 participants, and for this reason the findings of the research study cannot be generalised.
- b. The research was only focused on the senior officers' rank stationed in Gauteng province, so the study will give the insight from a unique group of the entire SANDF population.
- c. Depending on the outcome of the study, the inclusion of other ranks in other provinces could enhance the findings of the study. Although other men could have contributed to the study, they were however not included because of time constraints.
- e. The outbreak of the Covid 19 pandemic and the lockdown impacted on the both the participants and the researcher in terms of time.
- f. Regarding the post position of the participants, it could have been ideal if the Officer commanding on the rank level of a Colonel or Captain could have been represented, but due to the geographical area of the organisation, no member of that post position was found in the province. However, in the participants that took part in the study, one has been in that position previously.

1.8. PRESENTATION

Chapter 1 introduces the topic, clarifies its main constituent elements, and provides the background to the study. It further advances the problem statement to highlight the main issues which necessitated this study. The main issues are the challenges of women in the military. The research questions and objectives are also briefly discussed. This is followed by Chapter 2 where a detailed explanation of previous research that has been conducted on this topic of interest are discussed. This chapter therefore undertakes a review of literature in relation to transformation, gender equality, trends as well as discourse of women experiences in the military. The trends and issues of women follow the order of global, continental, regional and national militaries. Chapter 3 on the other hand covers the legislative and policy framework governing transformation and

gender equality in the military, while Chapter 4 focusses on the research design and methodology utilised for this study. The causes and sources of the female senior officers' challenges are discussed in Chapter 5 and recommendations and a conclusion form part of Chapter 6.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORKS IN RELATION TO TRANSFORMATION, MILITARY TRANSFORMATION AND GENDER EQUALITY

2.1. INTRODUCTION

In the previous chapter, the focus was on the introduction, background to the study, the problem statement, aim and objectives. Chapter 2 provides a review of the literature on women in the military and the relevant theories aligned to the study. The study of challenges experienced by female senior officers in the male-dominated environment remains pertinent because those challenges in such environments are unique and therefore need distinct coping strategies (Martin & Barnard 2013 and Amara et al. 2014). Martin & Barnard (2013) maintain that the focus on women in the male-dominated environment remains especially important in the light of the studies that point to the negative personal and social consequences women face. Prescott & Bogg (2011) also indicate that women experience the world of work quite differently from men, hence the importance of establishing what their unique challenges are in the workplace.

2.2. THEORETICAL FRAMEWORK

According to Peoples & Vaughan-Williams (2015), gender and women have long been seen as a non-issue in the study of security. Kapp (2002), Peoples & Vaughan-Williams (2015) and Schwab (2018) claim that the disinterest was partly due to the inconspicuousness of the landscape plotted by traditional security relations. The broadening of the studies of national security resulted in, amongst others, the critical work which saw the emergence of the gendered assumptions and representations (Monethi 2013, Pratt 2013 and Williams 2013). The aspect of gender in national security began to receive attention from the post-structuralists and the feminist theorists in the 20th century.

Peoples & Vaughan-Williams (2015) maintain that although the post-structuralists were arguing that caution should be taken in universalising the radically fluidity notion of “female” and “male” experience in the political arena, the liberalists countered this by focusing and emphasising the unique domination of the women as a strategy for generating political programmes to give attention to the status of women in society. In the United States for example, to elevate the importance of women participation in the political arena, Eleanor Roosevelt once said, “too often the great decisions are originated and given form in bodies made up wholly by men, or so completely dominated by them that whatever the special value women have to offer is shunted aside without expression” (cited in Peoples & Vaughan-Williams 2015). The post-structuralist and feminist point of view by Enloe (2014), one of the feminists who introduced feminism in the International Relations (IR) also caused a stir on what was normally silenced, backgrounded and relegated to the margins by asking profound questions like “where are the women?” and “does gender matter?” (Schouten & Dunham 2012). Enloe (2000) maintains that the gender element is critically important in the International Relation sphere, thereby illuminating the equal importance of women in the security arena. The voicing out of feminists like Enloe’s dissatisfaction on the absence of women in critical environments like the security clusters indicates that the patience of women to leave their matters in the hands of the men is wearing thin, and the conviction is that in unity women can reclaim their position in society especially in the global security arena.

Feminism, with the focus on national security is the theoretical framework that underpins this study. The chosen theory is seen as relevant since the feminist sociologists have been largely responsible for developing gender equality position, which they argue is largely about conflict (Heinecken 1998). The argument is that while feminists acknowledge that national security has a traditional model of masculine domination, its posture has changed since looking at contemporary threats that include human security (Trobbiani 2012). The focus has since become more comprehensive as it accommodates human rights. What prompted the researcher to use different

theories in answering the research questions is that using one theory can at times be adequate but, in some instances, it does not suffice, hence the use of both the Critical and the Feminism theories. What drew the researcher to Critical and Feminism theories to support this study is the opinion by feminists like Enloe (2014), True (2012) and Heinecken (2016) that to seek reform for the women challenges in societies is to overthrow the two-headed monster, namely capitalism and patriarchy. Pasque & Wimmer (2011) define patriarchy literally as “the rule of father” which in turn is to describe any male-dominated social system used at all levels from the nuclear family to the highest reaches of government. A patriarchal society is therefore one in which “masculine” traits such as competitiveness, aggressiveness, autonomy, and individualism are valued whilst the feminine traits such as intimacy, connection, cooperation, nurturance and appreciation are downplayed (Heinecken & van der Waag-Cowling 2009 and Pasque & Wimmer 2011). Therefore, the conflict on gender equality that forms the bigger part of this study prompted the researcher to complement Critical theory with Feminism theory. These two theories are also seen as relevant because as People and Vaughan-Williams (2015) argue, a theory is always for someone and for a certain purpose. With the focus of the Critical theory on power, inequality, and under-representation, it was deemed relevant for this study as women are seen as not having enough voice, having minimal power and being under-represented. For this study, these two theories were backed up by the Constitution of the Republic of South Africa (1996) which has its influence on the Defence Review (2015) because of its emphasis on transformation, gender equality and the heed to democracy. Since one of the Constitutional commitments is to improve the quality of life and free the potential of all its citizens, it serves as a guarantee for equality in Section 9 and human dignity in Section 10. To be able to determine the challenges experienced by female senior officers that are Colonels and Captains in the SANDF, three approaches to Critical and Feminism theories were used as the line of argument, namely the Radical approach, the Marxist approach and the Liberal feminist approach.

2.2.1. The Radical perspective

Radical feminism is regarded as the founder of other feminism branches that arose to claim the space of women from different perspectives in the history of oppression. It is a specific strand of the anti-war feminist movement led by women like Ti-Grace Atkinson, Susan Brownmiller and movements like the New York Radical Women and the Chicago Liberation Movement that emerged in Europe and North America in the 1960s (Lewis 2019). Distinctive to this strand, Heinecken (2002) argues, is its emphasis on the role of male violence against women in the creation and maintenance of gender inequality as well as its order reform that was based on patriarchy. Radical feminism calls for the radical reordering of society in which male supremacy is eliminated in all forms of social and economic contexts while recognising that women experiences are also affected by social divisions such as race, class, and sexual orientation. The challenging of social norms and institutions which see patriarchy as playing a pivotal role, is of paramount importance to radical feminists (Kapp 2002, Kenny 2007 and Policastro 2015). Phooko & Radebe (2016) and Talbot (2015) also stage their opposition to say that the rule of law is too “patriarchal” and that the laws that we have are both masculine in terms of their intended beneficiary and authorship. They also maintain that this rule of law thrives to eradicate individual rights and promote a culture that thrives off victimhood. Be that as it may, while the minority of radical feminists are most infamously regarded as hostile towards men, radical feminism is much more instrumental in generating widespread support for reproductive rights for women, breaking down of traditional gender roles in relationships, understanding domestic violence, rape, and sexual harassment as an expression of patriarchal power (Lewis 2019). Added to championing this fight, is the critique of marriage, motherhood and nuclear family as based on patriarchal assumptions that are enforced by patriarchal institutions like the government, religion, and the military (Lewis 2019). For Sjoberg & Via (2010) and Lewis (2020), the argument of feminists’ special qualities residing in the biological differences between women and men is of utmost

importance and hence the importance of diversity when employing females in the workplace like the military.

This perspective has three approaches which Heinecken (2002) grouped together as sexists, pacifists, and anti-militarist feminists. Ward (1995) argues that according to the sexists, the collective oppression imposed on women by patriarchal institutions is sexist since they impose socially constructed gender norms on women thus placing men on top of the hierarchy in all life important settings. The pacifists on the other hand, argue that the “mother half of humanity” is important in society and must also be consulted to decide on matters of peace and war (Kuhlman 1997). The anti-militarist stance on the other hand is centred on the question “What do women have to do with war”? It is for this reason that gender equality is seen as an essential factor in a country’s security and stability because excluding them from actively participating in the society can increase the risk of instability (Di Leonardo 1985, Strickland & Duvvury 2003 and Hedström & Senarathna 2015). According to Di Leonardo (1985), this argument was initially brought about by a feminist Enloe who purported that woman worldwide must be inspired to become sophisticated social analysts and demand their place as active political citizens. Hudson (2002) also adds that by becoming a social analyst and politically active, women will be able to introduce a different dimension to the military environment, thus altering the nature of war as well as using their ability to change the traditional posture of the military. Research on women, peace and security provides strong evidence that women’s empowerment and gender equality are associated with peaceful and stable outcomes hence women are generally associated with peace and oppression creates a state of war. The above viewpoints are used to support the radical perspective and all three agree that women are biologically different from men hence they cannot “be” men in any way. The sexists argue that the very difference is a reason good enough to expect to be men when working in the military environment. The sexist pushes the agenda that women have to be accepted the way they are in any working environment. The pacifists, on the other

hand, highlight the difference of soft skills which women are naturally endowed with like being more peaceful, caring and nurturing in character (Nye 2004, Gallarotti 2011 and Das 2020). For these perspectives, equality between sexes is of paramount importance, but the bottom line is that equality cannot only be achieved by desisting from militarising women but by also liberating men from militarism (Di Leonardo 1985). The peaceful, harmonious nature of women would allow them to influence strategies and policies for peace building, peace-making and peace enforcement. However, those that are opposed to radical feminism ideas argue that this viewpoint is destroying families because of the fearful anti-feminist paranoia and anxieties brought about by conflicts of oppression (Dean 2011). It is therefore the view of the researcher that for human security and even more important national security to realise, we can no longer afford to ignore the participation of women and girls in conflict resolution.

2.2.2. The Marxist perspective

Another approach that has been used as a frame of reference for this study is the Marxist or Socialist approach. This perspective is traced back to the 19th century as it was developed by Karl Marx. Lorber (1997) maintains that radical feminism started in small, leaderless, women-only consciousness-raising groups where the topic of women frustrations started with women daily lives like housework, serving men's sexual needs, pregnancy, childbirth, cooking and all the other traditional women socially labelled tasks. The perspective was seen as relevant for the study as it covers the historical, economic as well as the social programmes of feminism. Since feminism understands that gender inequality is the primary axis of oppression in a patriarchal society, the relevance of the Marxist feminist framework fits in well in the study as it is about liberating women by transforming their conditions of oppression and exploitation (Szapuova' 2006 and Stephano 2014). To achieve the liberation, they believe the capitalist system in which much of women labour is uncompensated has to be dismantled. Women like Angela Davis and Silvia Federici are some of the voices of this feminist movement that strive for the ideals and concepts of Karl Marx on the

struggle for emancipation of women (Stephano, 2014). The blame according to this theory lies squarely on patriarchy and capitalism. Heinecken (2002) argues that capitalism is the reason why women are inferiorly treated by being associated with and even being given inferior jobs, earn lower salaries and not being considered suitable to work in the military environment, more especially the combat units. This oppression, Harlambos & Holborn (1995) believe, tips the scale towards men, thus leaving women as losers.

While the Marxists and Socialists feminists share the same view that feminists are being exploited, there seems to be light on the other side because they both see a greater scope between men and women that can lead to their co-existence (Heinecken 2001). In support of this notion, Stephano (2014) contends that Marxist feminism does not actually single out women, or treat them as a stand-alone group, but its mission is to see both men and women uniting to attack the economic organisation of the society even though the difference is seen in their conception of how to accomplish the goal. Choosing this perspective for the study required looking at the main cause of women oppression that the Marxist cite as capitalism. The Marxist feminists argue that capitalism disadvantages women in that their position is seen as the consequence of the emergence of private property because of their support to men and lack of ownership of means of production, hence the “triple shift” effects on them, namely unpaid labour, unpaid domestic work, and emotional work of caring for the children (Thompson 2016). This perspective was therefore used for this study to argue that structures, practices, institutions, incentives as well as sensibilities that promote exploitation of labour, the alienation of human beings and the debasement of their being are working contrary to the achievement of transformation, gender equality and democracy.

2.2.3. The Liberal perspective

Liberal feminism is also the first wave of feminism by activists like Elizabeth Stanton, Stuart Mill and Mary Astell (Ackerly 2001). Although some theorists argue that this wave started through the

examination of the laws and practices back in the 17th century by Mary Estell, one of the most influential women of its time was Elizabeth Stanton. Stanton started this movement after being refused to attend the 1840 World anti-slavery conference in London based on her sex. With the feminist movement that began in 1815, she was instrumental in orchestrating the Seneca Falls Convention, the first women's rights convention, which was held in Seneca Falls, New York. Liberal feminism is an off-shoot approach of the Radical feminism theory. Harlambos & Holborn (1995), Heinecken (2002) and Kapp (2002) contend that the two approaches share the same aim, which is equality between the sexes, but then the two approaches differ in their way of attaining it.

The liberal approach, Heinecken (2002) and Talbot (2015) affirm, uses the democratic system to influence the political, economic, and social systems that perpetuate sexism and inequality to change both the society and the workplace. The change, they argue, will result in women accessing their right to achievement, power and opportunity which can be translated into women contributing positively and directly to the economy of the country in both war and peace processes (Sjoberg & Via 2010). This approach, Talbot (2015) argues, is based on the belief that women are rational beings, capable of making the same decisions as men and thus can be treated equally under the law. Therefore, it is imperative that people be judged based on their merits not their membership to a group. The implication will be that women will enjoy the right and independence to contribute diversely to the economy of the country. The equal rights feminists who advocate for freedom argue that women can decide to work in any environment they deem fit be it during war or peace (Ackerly 2001 and Heinecken 2002).

Those opposing liberal feminism argue that part of the problem in today's world is that liberal feminism is focused on "leaning in" and "cracking the glass ceiling" (Arruzza et al. 2020). The anti-liberal feminism like (Mill and Jagger) who argue that although liberal feminism condemns discrimination and advocates for freedom of choice, it steadfastly refuses to address the socio-

economic constraints that make freedom and empowerment of women of diverse background. They argue that concentration of this liberal feminism freedom is only on empowering few talented women to rise to top positions, thus forgetting about the underprivileged. This, Arruzza et al. (2020), see as aiming at meritocracy not equality, therefore rather than aiming at collapsing the social hierarchy, it seeks to diversify it. Furthermore, the anti-liberal feminists also argue that the principal beneficiaries are those who already possess considerable social, cultural, and economic advantage. Szapuova, as quoted by Ryan (2014), emphasizes that the departing of classical liberalism to modern liberalism is aimed at emancipating all women from fear of hunger, unemployment, and ill-health but not to serve the few elites, and this is not the case in today's world.

Since men seem to be the central point of the women challenges in literature on sex, gender equality and transformation, the three viewpoints of Radical, Marxist, and Liberal feminism were used as points of departure in this study. The Radical viewpoint sees society and its institutions as patriarchal, most of which are dominated by men, thus making men the ruling class while women are the subject class (Thompson 2016). The Marxist viewpoint sees the challenges of women emanating from the oppression they receive from their male counterparts due to capitalism as women are seen not to have the means of production because of their traditional roles as housewives while the liberal viewpoint sees ignorance and socialisation of males as the reason for gender inequalities. Although Thompson (2016) cites the "March of Progress" view of gender relations which means that men and women will become more equal over time and that this trend will continue, it is imperative that these evolving challenges faced by women be addressed and pressure be mounted in challenging them in all their forms. Therefore, the above-mentioned theoretical frameworks have advanced the perspectives on the development of feminists pertaining to the reconstruction and improvement of their role and position in society and in the workplace, more especially the military.

2.3. FEMALE MILITARY TRENDS AND GENDER DISCOURSES IN PERSPECTIVE

The study of challenges experienced by female senior officers in the male-dominated environment like the military remains pertinent because the challenges that women face are unique and women use distinct coping strategies affecting their motivation and retention in this working environment, (Martin & Barnard 2013 and Jomana et al. 2014). This is because power as a trade-off tool is one of the most contestable concepts in national security. Gray (2011) sees power as the ability to affect the outcome you want from another party and can even go further as to effect change on the behaviour of another party while pursuing what you want. In this study, it is important to understand the continuum of power, namely “hard power” and “soft power” that is presented in national security power literature and the reason why the study chose one kind of power over another. Hard power, Gray (2011) contends, is that power basically used by the military as a threat, use of economic menace or reward to achieve the desired goals. With time, the military use of the hard power diminished as an instrument of policy due to the growth in popularity of the respect for universal humanitarian values over the military force. The introduction of “soft power” in the military approach resonated very well with women involvement since Heinecken (2016) and Isike (2017) see them as members who generally like peace.

The active involvement of women in the military began in earnest in the early 19th century during the American Civil War when women were basically used as assistants doing odd jobs like cooking, laundry, and ironing while others were helping with serious military tasks like spying on the enemy for men serving as active members in the military (Bensahel et al. 2015). The first active feminisation and enrolment of females in the United States military, Blakemore (2018) claims, started in 1943 while their rise to significant command roles in non-combat positions began in 1970. Isike (2017) saw the active feminisation and an enrolment of females in the United States military as an increase in the gendering of both politics and power across the globe and as a resource that made Africa gain respect and admiration as it fully embraced the idea. For

Isike, the official introduction of women in the military was the introduction of soft power in the international arena of global governance and peacebuilding. Nye (1990) who coined the term “soft power”, saw it as the ability to influence the behaviour of others to get the outcome one wants. The introduction of soft power in the global politics, led to the women influence in the military as a government institution. Women enter the military domain where hard power is a tradition and through empowerment, couple hard power with soft power to fight terrorism around the world in order to restore peace and security. The introduction of soft power in the military elevated the status of women in this environment as the global world was shifting its focus from threatening methods of war to non-threatening methods of acquiring peace.

This definition of soft power by Nye was supported and expanded on by Gallarotti (2011) who referred to soft power as the state’s ability to shape inclinations through intangible assets like culture, values and institutions, policies as well as credible personality. Both the definitions heralded a shift from conceptualising power in its hard to a soft sense, hence they could be seen as embracing the caring, compassionate, humanity, respect, and kindness of national security. According to Trobbiani (2012), for Africa to fully embrace the global national security perspective, it had to be broadened to include these human security aspects. These changes in the modern world politics raised the value of conditions, encouraging decision-makers to appreciate and effectively employ soft power strategy. According to Duncanson (2015), this soft power strategy led to regendering of the military where emphasis was that women should be taken seriously in institutions like the military while remaining alert to the feminist political goals of gender, peace, and justice.

2.3.1. Continental female military trends and issues

On the African continent, democracy and transformation in the military have been very slow and have had a bad start due to resistance in a lot of countries (Houngnikpu 2012). This, he argues, is due to institutionalisation of democratic norms in Africa’s militaries that lag due to the security

sectors actively aligning themselves with the incumbent leaders who wish to stay in power or who directly intervene in politics, thereby discrediting the entire security sector. Democracy in the military is an essentially contested concept that lends support to a relativist position; however, Huntington (1957) came with what is accepted to be the liberal democratic model of civil-military interaction definition in the military. This model though elusive, is the one that the African continent aspires for. It insists that the democracy at play in the military means that military's power is legitimate only in so far as it has been endorsed by the society as a whole and its practical objectives are those set for it by the government of the day. Though this is the case, Huntington maintains that democracy in the military is presumed neutrality and separation of the military from politics. Dahl (2003) adds that democracy in the military requires not only the armed forces to be subject to the civilians who control the military but that those civilians must themselves be subject to democratic principles. Therefore, Davis (2020) sees transformation in the military as "a profound change in military affairs". According to Vera (2019), transformation in the military involves new concepts, doctrine, processes, capabilities, organizations, technology, and trained personnel, but principally a profound change in the organisational culture to create a different institution. The African continent is continuously working on democratising the military to allow transformation with the ultimate aim of effecting profound changes in the military affairs, hence the global pressure of change in mindset and respect for human security. Democracy and transformation in the military led to the gendering of the military which in turn resulted in women of all races accessing the military and even claiming their space not only in traditionally female-related occupations but also in the traditionally male-restricted ones. The introduction of women in the military started to gain popularity since women have a long history of playing the leading role in governance and peacebuilding (Isike 2017). Given the nature of the current challenges, soft power is more critical than ever before in securing national interest building friendship which encourages co-existence and understanding between people enhances state's security.

According to Cialdini & Goldstein (2003), cultural norms of masculinity in societies have pushed men to combat to prove their virility and masculinity, thereby excluding females in spaces that were regarded as high status. Sindhuja & Murugan (2019) concur that African military, just like in the western countries, is regarded as a masculine space, and is associated with the “Power over” phenomenon. This phenomenon rests on conflict and direct confrontation between the powerful and the powerless groups where the powerful are imposing their will on the powerless, namely women and children. Nevertheless, this division is an eyesore to the African culture as Amaduime (1997) maintains that genders in the pre-colonial African societies, although they are thought to be rigid, are fluid. Isike (2017) adds that this is because societies’ posture has been slowly changing as they are regularly vacillating from division to integration, collaboration, and cooperation with the ultimate aim of gaining stability, order, peace, and equality. This vacillation, Sindhuja & Murugan (2019) claim, calls for the introduction of the “Power to” and the “Power with” phenomenon which involves Civic-military relations, hence the democracy in the post-colonial societies. For Isike (2017) this vacillation is the cause of the African Ubuntu worldview of “I am because you are, and you are because I am” which became a common reality for all pre-colonial African societies irrespective of their matriarchal or patriarchal way of life. What strengthened this Ubuntu worldview is that African families lead a collectivistic co-existent lifestyle.

The long-standing tradition of women is that they have been considered as caregivers and breadwinners at home when the husbands are away to work. The women remain firm as important agents of moral and social regeneration as well as good authority. This, Isike (2017) argues, shows that Africa is endowed with a culture of peace and collectivism, as such harmony and tolerance are rooted in the African homesteads. Additionally, Amisi (2008) also argues that these attributes are embodied in the feminist ethics of motherhood and nurturing which are important in transforming conflict into sustainable peace. Isike & Okeke-Ozidike (2011) and Van Breda (2016) therefore caution that these qualities of motherhood should not be mistaken as a weakness and

failure but seen as a strength. Isike & Okeke-Ozidike (2011) add that it is because of this power that women are consistent with their affective and relational bond of existentialism which proves that women are important agents of moral and social regeneration. Women have proven that they can turn foes into friends and influence people not through military might but through the county's attractive assets like culture, values, and education. These are the things that bring people closer, project a united front and show patriotism.

Similarly, women in African history are not totally excluded nor seen as nonparticipants in the military and warfare. Africa prides itself of its own female warriors and military leaders who fought in the inter-tribal conflicts during the pre-colonial Africa period against colonisation. The heroic roles of women in African military have drawn interest from some scholars who recorded a few of those. According to Nussy (2016), the Women of the Dahomey were the most fearless, strong, and brave frontline female troops in the history of modern warfare. These women were socialised as soldiers in order to defend themselves and their tribe from a very early age. Although disciplined, Dash (2011) regarded them as ruthless in their actions. The king of Dahomey trusted the Women of Dahomey with his life more than men. The Women of Dahomey were known to be joining the military at an early age as an escapism from forced domestic drudgery and hard labour. They would climb the respected ladder of being military commanders so as to get access to the platform of influencing the nation's policy debate of the kingdom (Nussy 2016). According to Serbin & Joubaud (2014), this regiment of women earned respect in Africa and beyond by fighting the battles of Savi (1727), battle of Abeokuta (1857) and battle of Ketu (1886) and the two wars against the French imperialists and won.

Adugna (2001) on the other hand cited a heroine Empress Taytu Betul, the wife of King Menelek II, who led a charge against the Italians in 1896. In his study, Adugna (2001) regarded Empress Taytu as a dreadful, courageous queen and empress, an astute diplomat who proved to have played a leading role in frustrating the Italian imperialist plans of capturing Ethiopia. After the

failure of the Ethiopian negotiations with the Italians, she took charge of her army and fiercely fought and defeated the Italians in the battle of Adowa in 1886. She was seen as an exemplary leader that led from the front as she was intelligent, swift and had good leadership skills. She continued to open Ethiopia for trade and great technical expertise that led to a great period of modernisation for her nation (Adugna 2001).

According to Anoba (2019), Nana Yaa Asantewaa on the other hand, was the influential Asante queen at the beginning of the 20th century in the modern Ghana. Nana Yaa Asantewaa was a professional farmer, a gatekeeper as well as an advisor of her brother about political roles of the Asante women. Her brother was the king of the Asante people. She would advise the king on matters of the Ashanti women that cross the “Golden stool” which was regarded as the emblem of the Ashanti kingdom, cultural system, and power. In 1896, when the British started to harass the Ashanti people for their own selfish benefit of establishing a “Gold Coast colony” and took some Ashanti members to Seychelles, Asantewaa started to mobilise to respond to British threats (McCaskie 2007). She later became the commander-in-chief of the Ashanti army in the last Anglo-Asante conflict. Women of this tribe would rally around her as they were a close-knit tribe with women continuously challenging the traditional boundaries set by men. The last war she led and fought in was the “Yaa Asantewaa War” or the “Last Asantewaa Rising” (Brempong 2000). Asantewaa died a hero in 1921 after being defeated and exiled to Seychelles by the British; however, she was considered a hero in Ghana due to her impactful actions in both empowering her people and in tactics against the British.

Other authors like Joyce (1999) and Ball (2020) captured the South African historical context of a well-known woman who was among the first to deal with military and the gender issues, Manthatise. She rose to power as a regent of her son Sekonyela who was nine years old when his father died, thus unable to assume the throne to be a king as the heir. Manthatise then had to temporarily assume the throne until her son was of age. Although she was faced with a lot of

resistance from her in-laws who claimed that she was a foreigner to the throne because the throne had to be assumed by a “pure” Motlokwa, Joyce (1999) maintained Manthatise soldiered on. Resistance was also shown to her because of her gender but despite all these, she remained resolute and headstrong to lead the Batlokwa tribe. Her bravery, dedication, and staunch character in times of peace and war drew people closer to her and hence the Batlokwa tribe succeeded in capturing several tribes that stood on its way. She later became the commander-in-chief of the tribe, but then successful colonisation of Africa led to her downfall as the modernisation of the military took a turn of being a male-dominated environment.

Huntington (1991) once warned the world about the expansion and contraction of democracy. According to Bailie (2018), a warning has come to fruition because a significant number of countries, Africa included, lacked democratic regimes i.e., inclusiveness, civil liberties, and competitiveness. He argues that for Africa to be able to occupy its position in the global world in terms of politics and security, the need for democracy must be realised. Democracy’s journey in Africa, often hindered by different challenges, has not been realised. Today the democratisation process in the continent is far from over, with some countries experiencing a complete halt, while others have regressed. This global democracy of the militaries affects all the areas of national security, military included, even though not at the same magnitude. The impacted process of military transformation, equity, and equality in turn impacts on the progress of gendering the military with specific reference to females occupying senior decision-making positions. Falana, as quoted by Adebani & Obadare (2011) argues that to move Africa forward, emerging democratic governments would have to confront a legacy of poverty, illiteracy, militarisation, and underdevelopment produced by incompetent and unethical governments.

Even though the research focus is on senior officers’ challenges, Motumi (1999), Haring (2013), Bouka & Sigsworth (2016) and Kusmiyati (2017) argue, some challenges are the same for both female senior and junior officers. Throughout the world, the most common challenges

experienced by female senior officers have their roots in the history of the military. They range from stereotypes like the idea that the military is exclusively a male domain that resembles prowess and aggression, attitudes dictating that females cannot join the military as they are regarded as the weaker sex needing protection to the ideological belief that women are a weak sex, hence, they can compromise the military operational effectiveness (Winslow & Dunn 2001 and Heinecken 2002). History tells us that these gender stereotypical beliefs were societal prescripts and expectations on how women were supposed to carry themselves, act and behave. Women could not be counted as having contributed to war even if they did form part of it because the traditional peaceful, nurturing, and caring women is common to all cultures and that this has traditionally limited the participation of women in the military and more importantly the combat. When a woman has participated in war, her contribution has subsequently been discounted simply because war is associated with the brave not the faint-hearted like women used to be relegated to as the weaker sex. Coupled to this, is that women in the United States military marry young thus get slowed down and 'hindered' by family responsibilities making it stressful for them to get separated from their families due to deployment (Clever & Segal 2013 and Kusmiyati 2017). Lack of cooperation from the male colleagues due to trust challenges in female capabilities also adds to the difficulties and places more pressure on females to perform as they feel unsupported. Some females are even forced to sacrifice certain constitutional freedom like delaying falling pregnant while others are prevented from taking contraceptives due to work policy. In other Third World countries like Nepal and Kenya, Thapa (2012) and Bouka & Sigsworth (2016) argue that what stands out as the main challenge to female senior officers are salaries and promotion disparities which make them feel as though they are being treated as second-class citizens.

2.3.2. Global female military trends and issues

Many countries have globally achieved important milestones towards gender parity across education, health, economic and political systems; however, there is still much to be done in these fields (Figure 1). Women have perhaps made the most dramatic gains in participation rates in all employment and societal organisations, more especially as active service members in the military since 1970 to date (Upadhye 2013, Heinecken 2016 and Van Breda 2016). Martin & Barnard (2013) argue that what makes the road slippery for women in the military is the challenges they face in attempting to successfully penetrate and persevere in the military. These challenges, Martin & Barnard maintain, emanate largely from the gender hierarchies and norms that prevail in the family and the society. Compounding these challenges is the fact that historically, men have dominated policy development and organisations are still structured and function in ways that do not always support women career patterns and their need to integrate work with family (Taylor 1997). Finnemore & Cunningham (1995) refer to this rigid institutional culture in the military as giving lip service to the gender improvement strategies as they continue to marginalise women. Be that as it may, Pinch et al (2006) maintain that civil rights campaigns and other social movements are continuously stimulating legislative changes that have advanced the rights of women and others in the workplace, forcing governments and the courts to work towards social justice and equality of opportunities. Evidence can therefore be seen in the removal of barriers to participation in employment organisations as both public and private sector organisations have begun to recognise the advantages of a more diverse workforce (Zulu 2007 and Sadie 2014).

Although the Global Gender report analysis has warned about the possible emergence of new gender gaps which might be a hindrance to broad-based progress for all, Schwab (2016) maintains that today's era brought about unprecedented opportunities as well as new challenges. The countries where the next generation of women are becoming leaders in different domains, are geared for further success (Schwab 2018). To Schwab, since human skills are increasingly

important in today's world, different sectors see women's talent as an important commodity. According to Schwab, what made us "human" is the capacity to learn new skills, creativity, empathy and ingenuity, and therefore equal and different contributions of both men and women in the process of deep economic and societal transformation are critical. Pinch et al. (2006) also opine that greater diversity in recruitment, development, and employment is currently challenging traditional institutional norms, values, beliefs, and attitudes of the society in the workplace and that this is very fundamental. The multifariousness, Patten & Parker (2004) agree, brings the diversity and dynamism in the military environment since it allows women who serve in today's military to differ from their male counterparts in different ways. Schroeder (2015) encapsulates the importance that women bring in transformation and equality when he points out that when women gain access to political power the military spends less because women are less likely to use violence to handle international disputes. Women tend to have a more humanitarian and less militarised thinking of a foreign policy; hence the expenditure of war is curbed. Kusmiyati et al. (2017) support the importance of women when they opine that woman are more rational in their approach as they tend to be more attuned to using their feelings hence their uniqueness in being more diligent, economical, and thrifty, and can be trusted to occupy important positions in the workplace.

To illustrate how crucial gender equality is globally, below is the Global Gender Parity Report (Figure 1) that depicts the global progress on gender-based parity of 149 countries on four thematic dimensions which are: Economic Participation and Opportunity, Educational Attainment, Health and Survival as well as Political Attainment. The Gender Parity report is an instrument at the service of equality, ensuring the access of women and men to the same opportunities, rights, opportunities to choose from, and material conditions while respecting their specificities. Although it is quite impossible that anyone of us will see gender parity in our lifetime, Schwab (2018) encourages us that it is still important that it be reported on to see the global progress. However,

Govender et al. (2019) warn us that with the Fourth Industrial Revolution rapid developments and the fast-growing economies, it is imperative that gender parity be accelerated as the young generation is increasingly urban and technologically savvy. While South Africa was not depicted in the graph below, Schwab (2018) contends that it is one of the countries that seems to be doing reasonably well compared to most African countries in the dimensions mentioned.

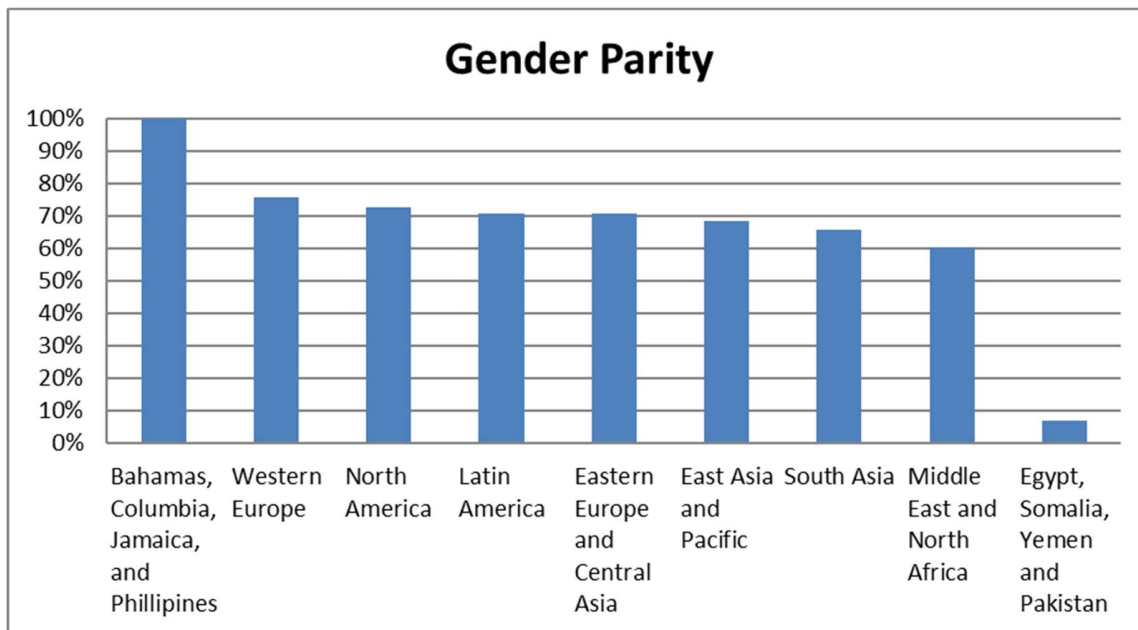


Figure 1: Global Parity Report

(Schwab, 2018)

The challenges of some areas on the Gender Gap Index Report in South Africa are illustrated in Figure 2. According to Schwab (2018), with South Africa being at number 19 on the Global Gender Gap Report, below is the Gender Gap Index Report (Malema (2017) on four prioritised thematic dimensions or indicators in South Africa. The purpose of the Gender Gap Report Index is to check on the equitable distribution of resources between women and men, irrespective of their income level. The rankings are used to create global awareness of the challenges posed by gender gaps, as well as opportunities that arise when action is taken to reduce them. This report is done across four thematic dimensions with the largest gender disparity on Political Empowerment at 77.1%.

The Economic Participation and Opportunity gap is the second largest with 41.9%, while the Educational Attainment and lastly Health and Survival gaps are significantly lower with 4.4% and 4.6%, respectively. Looking at Figure 1 above, Schwab (2018) argues that the world is moving from the era of capitalism to the one of “talentism” which is basically to invest in the people’s skills so as to grow the economy. Innovative capacity which centres on knowledge and intelligence has become a centre of importance to countries’ competitiveness. Schwab (2018) further argues that the countries that will succeed will be those that understand the value of integrating women as an important force into their talent pool to diversify its approach. To illustrate the unequal distribution of resources and unequal access to opportunities in South Africa, the Gender Equality Gap Index Report by Malema (2017) below elucidates the picture

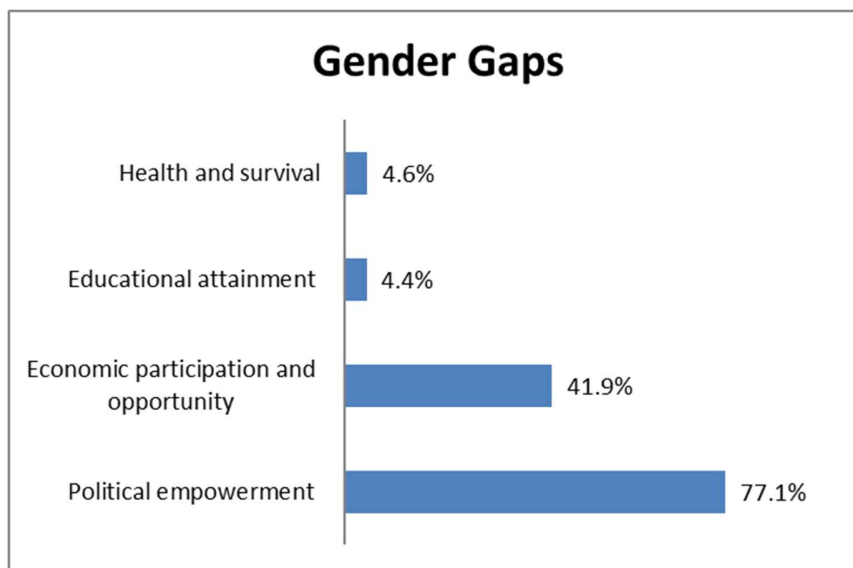


Figure 2: Gender Gap Index Report

(Malema 2017)

Figure 2 above shows that the biggest gap lies in the political empowerment dimension. However, women the world over feel they can no longer live in the shadow of their male counterparts and wait for the men to make decisions on their behalf, hence most parts of the world are in the process of resolving this challenge. According to Sundström et al. (2015), the inclusion of

women's political representation in one of the Millennium Development Goals (MDG) has its focus on women empowerment with education as the key. The MDG are the goals set by the UN Millennium Declaration that was signed in 2000 where world leaders committed to combat poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women. Women's political empowerment is rated as a high priority issue in the international development cooperation to achieve these development goals. Since political empowerment is a concept that is multi-faceted, in this study it is conceptualised in its dimension as encompassing the form of rights, equal access to resources and voices of women to be heard (Sundström et al. 2015). Hong (2002) and Kele & Pietersen (2015) maintain that even though equality in terms of political empowerment between gender is still a challenge, a steady progress can be seen in many countries as they can be seen heeding the UN call on the international, continental, regional and national arena. Similarly, Motumi (1999), Minsberg (2015) and Heinecken (2016) agree that despite the historical tradition of the military being a male-dominated space, there is progress in terms of transformation since there are now more women in the military than ever before. Though there is an increase in women participation in the military, people should be cautioned not to view this expansion of female participation in the military without scrutiny and believe that all is good and well because this is still a process and different countries are on different levels thus far. Women may be entering the military in increasing numbers in recent times, but the one challenge still facing them is that they do not have equal opportunities with their male counterparts in terms of empowerment, access to leadership roles and decision-making powers and that can be very demoralising to women.

The role of women in the military also has a long history and has not been considered as trivial. Opening doors to women in what was previously considered to be primarily a male combat environment caused a lot of controversy. Fasting & Sand (2010), Segal (1993) and Tarracsh et al. (2011) contend that the concern is that women choosing to serve in a fighting role might have

to cope with several stressors in addition to those that are commonly experienced by their male counterparts. The argument is that serving in the army environment is physically and psychologically demanding mainly due to adaptation challenges. For Tarrasch et al. (2011), the adaptation challenges arise from lifestyle change due to the army's tradition of control, totalitarian chain of authority and level of obedience. Furthermore, Tarrasch et al. argue that women soldiers who are assigned to combat roles have an even greater challenge due to the continuous preparation and actual engagement in the battle. These need them to hold a very high level of military capacity requiring skills that require physical fitness and agility in difficult conditions. Monethi (2013) adds that additional stress comes about as a result of the resistance by male soldiers when females join the military, more importantly the combat corps as it is traditionally proclaimed by the misconstrued belief that women are naturally non-combatants as they are only linked with peace not war.

To overcome all the differences, challenges, impediments, problems, and hindrances that women are faced with in the military, Fasting & Sand (2010) opine that the military has to be humanised. The argument brought forward is that soldiering skills can no longer be viewed as a fixed entity but rather something attributed to an individual based on who he/she is, where they are and in what circumstances are they performing their tasks. To support the humanising view of the military, Ables (2019) argues that women are not incompetent, but the standards set for them are. Furthermore, Stoddard (1994) and Cone (2016) maintain the qualifications of women in the military be considered so as to be afforded the opportunity to serve and contribute in any organised role they choose, serve as trusted members of the team and be allowed to reach the level of acceptance within the organisation. In this way, understanding the cultural dimension at large and the military culture in particular will be a great asset in the development of the soldiers and the military in general (Fasting & Sand 2010, Heinecken 2016 and Van Breda 2016). Currently the concern of women serving in combat environments is that they no longer know whether they

are fit to serve there or whether the environment will be a gender friendly one, hence gender-neutral standards are required.

The global trends and issues experienced by females in the military that stood out in literature are:

- a. The slow transformation processes
- b. Health issues (Reproductive and gynaecological issues, pregnancy, breastfeeding)
- c. Diversity that involved recruitment and retention strategies (Policy differences)
- d. Discrimination (Ethnicity, race, salary gendering)
- e. Education (Career choices)
- f. Family/Career/Professional life (Military experience, training, deployment)
- g. Psychological issues (Stereotypes, harassment, sexual assaults etc.)
- h. Ageing, illness.

The global trends above highlight that globally the militaries are transforming at an alarming rate. Women are claiming their space even though it is not without difficulty. Although the military culture is sometimes covertly pushing transformation back, citing the compromise of military efficacy, the importance of diversity in the military is prioritised as women are seen to be bringing in a different dimension to the military of today. The discrimination challenges that are globally experienced by female soldiers are harassment, stereotypes, health issues, family issues are all signs of attitude because change is difficult.

2.3.3. Regional female military trends and issues

The region that is covered in this study is the Southern African Development Community (SADC) as the region in which the SANDF is located and likely to have an influence or derive influence from. The vision of the SADC is focused on durable peace, freedom and social justice, equitable development and sustained economic prosperity for people of Southern Africa, (SADC Gender

and Development Monitor, 2016). This vision led to the formation of the SADC treaty by the member states which committed in Article 6(2) not to discriminate against any person on the grounds of, inter alia, sex and gender and to mainstream gender into their programmes. The vision of the Southern African Gender Protocol Alliance is a region in which women and men are equal in all spheres, (Hendricks & Hutton, 2008 and Morna & Nyakujarah, 2011). To support this, Morapedi (2012) affirms that equality is firmly rooted in the SADC's regional integration agenda and member states support the fundamental principle that both women and men must be equally engaged in decision-making and in all positions of leadership. According to Marks (2019), the following are the Regional Gender instruments that form the cornerstone of this vision:

- SADC Declaration on Gender and Development (1997)
- Addendum on the Prevention and Elimination of Violence Against Women and Children (1998)
- SADC Gender Policy (2007)
- SADC Protocol on Gender and Development

Morapedi (2019) maintains that with the growing international consensus on an expanded definition of national security and the advancement of a new national security paradigm, the SADC also agrees that the Defence sector forms part of a bigger security family. Therefore, with the agreement of the Security Sector Reform (SSR), the Defence reform must be considered as one of the major state security apparatuses. The concern of defence reform is with reconceptualization and redesigning of the defence forces and structures to be responsive to the security needs of the state and citizens, representation, accountability, and transparency. The idea that transformation of the defence forces needs to be responsive to the security needs of the state and its citizens where gender balanced composition is deemed important for multi-dimensional peace operations has long been encouraged and advocated for (Hendricks & Hutton, 2008). However, Hendricks and Hutton also caution that defence reform was not only about

numbers, as effectiveness and efficiency needed more than that. Clarke (2008) and Okeke-Ihejinika & Franceschet (2002) maintain that to-date there are several ways visibly showing that gender is taken into account in the security sector reform processes especially in the military, for example a recent training toolkit on Gender and Security Sector Reform (2008), the set-up of Organisation for Security and Co-operation in Europe (OSCE) Office for Democratic Institutions and Human Rights, and the United Nations Institute for the Advancement of Women (INSTRAW) epitomise some of the main arguments that have been put forward by gender activists and security technocrats or (“securocrats”) calling for gender mainstreaming.

On why gender is important to the Security Sector Reform, Gya quoted by Hendricks & Hutton (2008) argues that it is because gender mainstreaming and equality are globally mandated requirements, that it is important to use the pool of humanity not just half of it, when women and men participate in decision-making so as to achieve maximum results and lastly that it is operationally strategic to use all genders for efficiency and effectiveness. Hendricks & Hutton (2008) maintain that the defence reform, by implication gender mainstreaming, must be directed by a clear mandate that is derived from the highest political level and be reflected in both the vision and policies of the countries and hence the proposal of the following model as an overview of the manner in which gender should be integrated:

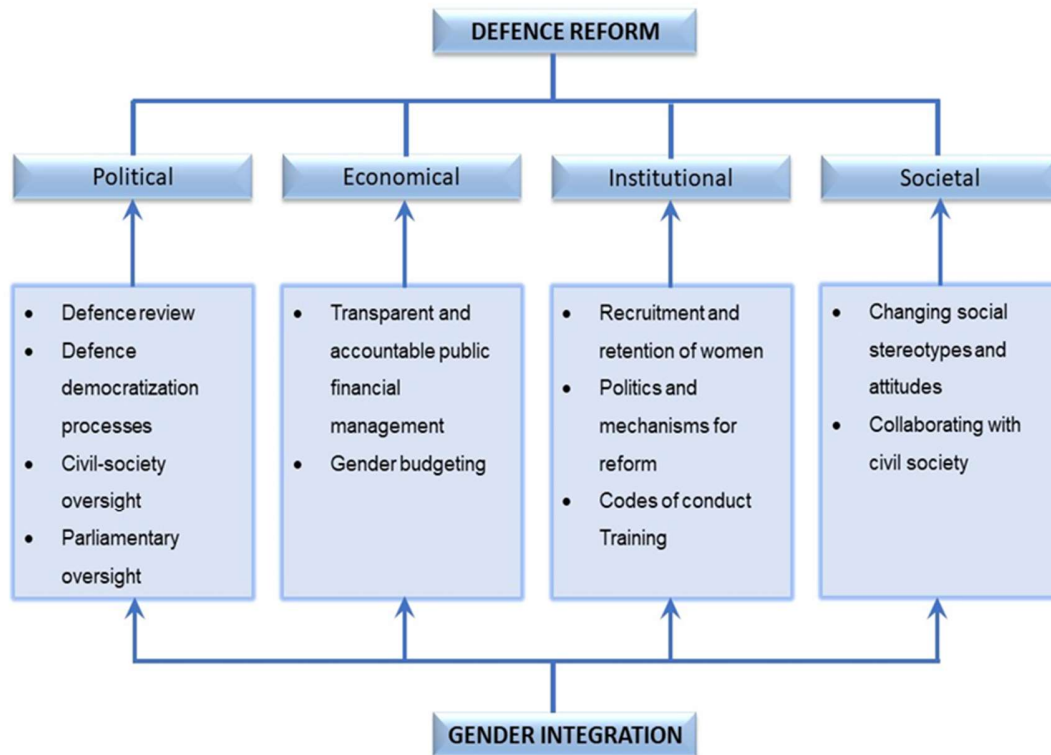


Figure 3: Integration of gender in the four levels of defence forum

(Hendricks & Hutton, 2008)

The figure 3 above outlines the process to follow by the Defence force in order to successfully transform and implement the gender integration programme. According to Hendricks & Hutton (2008), the programme has to be executed on 4 levels namely political, economic, institutional, and societal level. On the Political level, the Defence Force needs to get the buy-in from the highest political level which requires a good civil-military relations. The Economic level requires enough budget which is negotiated on the political level. The Institutional level means that when there is enough budget, the institutional and technical transformation can happen as the Defence force will be working towards a more representative and non-discriminatory Defence Force. The successful execution of the three previous level will result the success of the fourth level which is a change in how society perceives the Defence force in terms of transformation and most importantly the national interest.

In 2010, a workshop on gender training and education capacity development project agreed under the South African Defence and Security Management Network (SADSEM) memorandum of understanding to support the development of the gender sensitive security sector reform (SST) and governance related training in the SADC region through the review and adjustment where necessary, (Morapedi, 2012). The objectives to be reached according to Morapedi are the following:

- Provide a forum to share and gain knowledge on gender SST training and education
- Present SADSEM members training and education initiative
- Present gaps, needs and resources
- Jointly identify and prioritise steps to be taken to strengthen the incorporation of gender issues within the SADSEM network and within training and education

According to Morapedi (2012), all the countries that were represented in the workshop which are Botswana, Malawi, Namibia, South Africa, Tanzania, Zambia, and Zimbabwe agreed that although they have made steps in incorporating gender into their security and peace studies in their higher learning institutions curricula, there are still some challenges. Challenges include factors such as curriculum that is still not gender sensitive, disparities in numbers of genders attending such courses, lack of interest of senior officers, predominantly males, on the subject due to the sensitivity of armed forces and gender issues, gender currently not mainstreamed in courses and gender issues not overt enough even though mentioned in curricula. Other challenges as mentioned by Alexandra are lack of political will, absence of strategies, ineffective Affirmative Action (AA) policies and inequitable electoral systems. Alexander as quoted by Morapedi (2012) also opines that at the policy level, SADC countries have ratified Convention on the Discrimination of all Forms of Discrimination Against Women (CEDAW) and have national policies that provide for equality and non-discrimination as well as new laws to promote and protect human rights; however, the Constitutions of only seven countries in the SADC enshrine

the principle of gender equality. She further argues that achieving gender equality remains an ongoing challenge in all SADC countries because of customary laws and practices.

Marks (2019) maintains that although there are some challenges on gender and development that are experienced at the regional level, for example progress in improving the lives of women is still uneven and patchy in the region, the slow implementation of gender commitments, the obstacles such as human trafficking, HIV and AIDS that can set the progress back, limited monitoring and evaluation mechanisms and the fact that even if number of women is increased, it doesn't ensure a barrier-free institutional environment, there are some challenges that can be documented. These are as follows:

- Adoption of gender and development protocol by the SADC in 2008
- SADC has made great and recognisable strides towards empowerment in the region in the sense that representation of women in various positions of influence and decision-making platforms have improved in most of the 16 member states.

Both these challenges and the achievements talk to the military environment in the region as whatever happens on the regional level, impacts the different countries and their military.

2.3.4. South African female military trends and issues

Literature on women in the South African military is dominated by aspects of transformation and integration because, young as South Africa is in democracy, its Constitution is deemed as one of the best as it resonates with the changed posture of the national security, that encompassing human security aspect of national security (Phooko & Radebe, 2016, Monethi, 2013 and Motumi, 1999). The human security aspect of national security elevates the stature of national security in South African history on emancipation of women dating back to the 1940s when the role of African women and particularly the working-class black women took a dramatic turn to fight for their rights. That was during the period when masculinity and patriarchy were reigning, resulting in the

intensification of the women's struggle (Patel 2006). It is indisputable that South African history has traditionally been dominated by males as famous historical, political, and military leaders. Mooney (2004) concedes that almost all the cited statesmen, military commanders, religious leaders, revolutionaries, explorers, and industrialists are males, and all the great military commanders and liberators that stand out as history's most influential leaders are males. This picture of influential leaders still influences the status of the military, at least up to the time of this study.

Academics and professionals are hard at work in South Africa writing and reviewing imbalances and proposals of the past to submit their contribution in promoting and protecting the rights of women. Sadie (2014) argues that even though the White Paper on Population Policy, Notice 1930 of 1998, still raises concern over gender disparity, the correction process is being reinforced by the legal framework, the Constitution of the Republic of South Africa, 1996 (hereafter the Constitution), the Bill of Rights (Chapter 2 of the constitution), Commission of Gender Equality (Chapter 9 of the constitution), Labour Relation Act 1995 (Section 203 (2)), Basic Conditions of Employment Act (1997) and Employment Equity Act (1998). Sadie attributes the drag of this recovery process to the inequalities intricately intertwined with the socio-economic context and the apartheid regime after-effects. Even though the gender machinery seems to be slow in implementation, it is visible in many institutions that there is progress. To fully realise this dream, Malema (2017), Richardson (2019) and Sadie (2014) maintain that concerted pressure needs to be put on the government to be on the site of justice so that new demands on equality can be enforced.

The South African National Defence Force (SANDF) fully supports transformation as seen in the Defence Act, 2002 (Reference C), the Defence Review 1998 (Reference D) and the Defence Review (2015) principle 5 that states that, the Defence force will strive to be seen as an equitable, representative gender aligned asset. Though this is the case, Warden (2017) and Monethi (2013)

argue that in the SANDF progress on transformation is minimal at this stage because a lot of focus was spent on addressing racial representation and gender inclusion rather than gender equity. This also delayed progress of women promotion to top structure as women inclusion was met with tensions within the military. By the year 2020, some argue that the strides that SANDF have made with regard to the gender mainstreaming, gender equality and inclusion of females in different corps of the Defence force leave much to be desired (Van Breda, 2016). This is so because 26 years after apartheid and its white domination policies, no female officer has been promoted to the rank of a Lieutenant General/Vice Admiral, no SAMHS member has ever been a Commandant of a College, not to mention a female, thus equality in terms of top management is still a pipedream. On the other hand, what exacerbates lack of progress is that the Defence Review (2015) milestones cannot be reached since the SANDF is in a critical state of decline, mainly due to budget (Parliamentary Committee of Defence 2016).

In 1996, the then Minister of Defence, Mr Joe Modise, announced in parliament that the SANDF was ready to begin with a gender transformation process within its ranks (Salut 1996). After that, Gen George Meiring, the then Chief of the SANDF, released a media statement confirming that in June 1996, the SANDF spent R1,3 million to initiate the Transformation department which would be responsible for Equal Opportunity and Affirmative Action programmes. Two years later, the Equal Opportunities Chief Directorate which was later changed to Chief Directorate Transformation Management (CDTM) saw the light of day in the SANDF (Salut 1998). The Directorate was tasked with the responsibility of monitoring and advancement of women, ensuring that women in the SANDF were given equal opportunity to their male counterparts and eventually liaise nationally, regionally, and internationally with similar bodies. In 2006, the Department of Defence (DOD) held the first Gender Mainstreaming conference to deliberate over issues of importance that would inform the decisions, policy, and strategic framework (Vuthela 2006). This was followed by a work session organised by Lt Gen Janse Van Rensburg, Chief Corporate Staff

at the Defence Headquarters on gender issues (Fakir 2007). Since then, women have risen through the ranks occupying senior ranks up to the rank of the Major General. Below is the statistical breakdown of female senior officers, Colonels and Captains (SAN) as of July 2019 in the SANDF in Gauteng =144

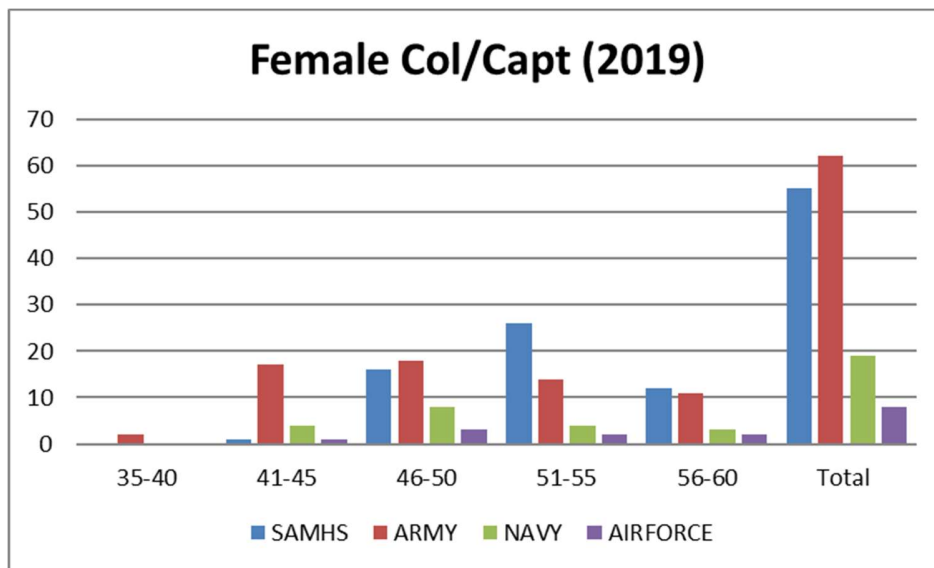


Figure 4: Female Colonels and Captains (SAN), SITA (July 2019)

The figure above indicates that female representivity in the Senior Management System (SMS) officers, namely Col/Capt (Navy), has been steadily increasing in the two Arms of Service (AoS) which are the South African Army (SAA) and South African Medical Health Services (SAMHS) and not that much in the SA Navy and the South African Air Force (SAAF) which have not seen a significant increase. These figures show that the SAMHS has many female SMS officers compared to other Arms of Service which might mean that SAMHS is going to be the hardest hit in terms of retirement of experienced health professional female members in the coming 15 years as most are in the age bracket of 50 to 60. The SAAF do seem not to have many female SMS officers and if the matter is not looked into, working on representivity at senior levels of the SAAF

might be a long stretch. According to this figure, there are more female SMS officers nearing the retirement age of 60 years in the SAA and SAMHS than the SAN and SAAF. Although the SANDF has joined the world to transform the military since democracy, both the SAAF and the SAN are not the Arms of Service that most of the members are familiar with, and their intakes only allow very few recruits as compared to the SAA. Furthermore, they are perceived to be having high technical standards thus attrition is very prevalent in their selection. This results in a very narrow ascending number for promotion as few make the cut off point for specialising officers thus decreasing the chances of becoming Colonels and Captains. Career management processes should take cognisance of this issue to reach the correct representivity for succession planning purposes. The SAA seems to be fairing reasonably well in terms of female members in the SMS level, probably because SAA is the biggest Arm of Service in the SANDF.

The SANDF also tapped on gender mainstreaming as an essential concept and practice of transformation. However, there is no precise definition as to what it means. Van Breda (2010) also has this to say about gender mainstreaming “it is the process of assessing the implications for women and men of any planned action, including legislation, policies and programmes in all areas and at all levels” (UN Economic and Social Council (ECOSOC) 1997). Since men’s needs have been normative in military planning, gender mainstreaming currently entails foregrounding primary women’s needs (Stiehm 2001). As a policy, gender mainstreaming has been adopted by the United Nations Department of Peacekeeping Operations as well as by the SANDF (Van Breda 2016). Walby (2005) on the other hand sees gender mainstreaming as involving the reinvention, restructuring and rebranding of essential parts of feminism in the contemporary world and this is the explanation used in this study. Be that as it may, Kenny (2007) cautions us that mainstreaming is not about adding a “woman component” or even a gender equality component into an existing system, but about bringing experience, knowledge and interest of women and men to the development agenda. Both the political and policy practice as well as gendered strategy, Walby

argues, come from this gender mainstreaming, and all that result in gender equality which is the goal. Both gender diversity and gender equality are needed to practise and support multiple lifestyles and personal characteristics within a group, for example the military (Osawa 2007).

Motumi (1999) maintains that the military transformation in the SANDF also started with the notion of looking at the military with a patriarchal eye. The political history of South Africa later changed the military to include women of other racial groups, departing from its all-white tradition as this was mandated by the Constitution and one of the global resolutions taken at the Beijing Conference of women in 1995. The conference addressed 12 areas of critical concern for women, namely poverty, education, health, violence, armed and other kinds of conflict, economic structure and policies, power and decision-making at all levels, institutional mechanisms, human rights, media and other communication systems, natural resources and environment and the girl child (Cook 2007). Although much of this preparatory work for the Beijing conference was inspirational yet conservative and reactionary, Cook maintains that the Conference could have easily yielded negative results in terms of the international law, but most women were determined to persevere and resist anything contrary to women's rights. The knotty and emotional journey of the Beijing conference resembles the career path of women in the SANDF, which is not easy and fraught with obstacles and challenges (Martin & Barnard 2013, Van Breda 2016, and Soldier Magazine 2020). Martin & Barnard (2013), Pitse (2009) and Van Breda (2016) maintain that commonly experienced challenges of females in the SANDF are: deployment, racial discrimination, balancing of roles as a soldier as wife and mother; questioned leadership skills; relative scarcity of minorities in senior leadership; sexual harassment; sexual violence and domestic violence; gender blind and gender neutral policies; challenges with suitability of equipment facilities; and lack of exit strategy, to mention but a few. Pinch, MacIntyre, Browne & Okros (2006) argue that these challenges tend to be universal throughout the militaries (See chapter 1).

About deployment, Ritchie (2012) contends that it is interesting to note that the recurrent theme weaved throughout the several identified stresses of female deployment, particularly from those of mothers, was the issue of emotional pain due to separation and readjustment into family life when back from deployment. Ritchie further argues that although the stresses of deployment affect both sexes at different degrees, with women the intensity is far-reaching as it involves female health, gynaecological issues, nursing and pregnancy, separation from children, isolation, unsuitability of equipment facilities, the possibility of sexual assault and risk of life and injury in combat as well as being taken hostage. Although very few female senior officers (SMS) get deployed to different missions, Martin & Barnard (2013) assert that the Services have a dilemma because deploying a primary caregiver of small children causes immense stress to both the member and the children. Pitse (2009) also attests to this that deployment of a member can be as complicated because of the mentioned stressors, and that these can end in an unstable marriage because it is just beyond comprehension of another party. With unmarried mothers, children are left with extended families, and this can also be very stressful, however Ritchie (2012) adds that in most of these deployments, there are few females and consequently feelings of isolation and being in the “glass bowl” can be difficult. With the skew gender ratio in deployment, Ritchie argues there is also a risk of sexual harassment and sexual assault because they are dependent on their male counterparts for protection. Although transformation is about equality in the workplace, in the same breath, the organisation has to understand that men and women are different. Equality has to be understood to mean equal access to resources and opportunities including economic participation and decision making, regardless of gender. It is for this reason that a directorate like CDTM is established so that issues that women are struggling with can be addressed in the policy, the male counterparts can get make a mind shift and change their attitude in terms of transformation in the SANDF.

To address these challenges in the SANDF, Transformation & Equity report (2019) cited the following gender mainstream successes as achieved by the Chief Directorate Transformation Management (CDTM):

- Changing of the Directorate name from Equal Opportunity to Transformation Management so as to align it more with their mandate which is basically to look at transformation matters of all in the DOD.
- Promulgation of the DOD gender strategy to provide strategic direction in terms of the Defence, and
- Gender criteria integration in military processes and policies especially in Human Resource practices
- The Disability Committee was established to address the representation of people with disabilities, their career management and development.
- Policy on Sexual harassment after the intervention of the Military Task Team in 2020.

These goals that were to be achieved with the gender mainstreaming strategy, that is a structure that advises, reports and monitors gender issues in all Services and Divisions, were as follows:

- That performance agreements of Commanders and Chiefs of Staff (CoS) include the gender responsibilities.
- That Services and Divisions business plan include visible gender mainstreaming in their reporting.
- That SANDF members be exposed to programmes that facilitate change in patriarchal behaviour.
- That women participation in peace support operation be increased by 30% by 2014.

- That gender be mainstreamed in all communications like bulletins, military magazines, and military academic platforms.
- That there be continuous promotion of gender equality.
- That the issue of no violence against women and children be supported throughout the year.
- That 30% of the training slots be allocated for women, namely military development courses, study schemes and bursaries and being instructors in military institutions.
- That Services and Divisions make their succession gender plans transparent.
- That sexual harassment and discrimination be urgently addressed.
- That careers of women in the sharp end be carefully managed to instil hope in members.
- That gender mainstreaming be integrated in all military courses.

Although it can be said that a lot of these goals of gender mainstreaming were on track, this is said with caution as this is a continuous process. Although significant progress has been made in the SANDF on gender mainstreaming, Heinecken (2020) and Van Breda (2016) maintain that not enough has been done because females are still experiencing gender equality and transformation challenges in the workplace. Hence the need for this study.

2.4. CONCLUSION

Having reviewed the existing literature on challenges experienced by females in the military environment, it has become apparent that since women constitute over 55% of the population in South Africa, their role in all areas is important in contributing towards building the country and contributing to its national fiscus (Masango 2020). Therefore, women should also be accommodated in the military environment at all levels, just like in any other field, so as to sustainably contribute towards national security. It has also become apparent that since women are socially associated with peace, harmony and stability as compared to their male counterparts, a lot can be achieved with today's tasks done by the military when both males and females work

side by side. It is however difficult for women to properly exercise their rights if they are not part of the decision-making bodies in big strategic institutions like the military.

In this chapter, the importance of women in the workplace like the military has been highlighted in arguments made that women's peace agency is rooted in the values of their humanhood and in the ethic care that values relationships, interconnectedness, and empowerment, which in turn results in cooperation, tolerance, and empathy. This, it is said, can only be achieved when males in the military concede to co-existing with women and see them as equal partners with equal duty to protect and serve the country. This could also lead to a new developmental twist to how society sees the military hostile environment. Women are chanting the slogan of "nothing for us without us". Although policies and different institutional mechanisms on gender mainstreaming are necessary in the military, that is not sufficient to effect gender equity if not driven by committed individuals in the military.

Through the extensive review of literature, it has been established that a growing trend exists in accommodation and active participation of women in the military, but it can be agreed that women globally, continentally, regionally and in South Africa face challenges emanating from organisational culture, policy development and implementation. Women's role as part of the general workforce globally, as supported by literature, is rooted in and can be linked to some established theoretical framework. Literature has also revealed that women's role in the military, especially in Africa and South Africa, did not only begin in the 20th century but boasts of its heroines from the past conflicts against colonialism.

This study therefore shows that even though the challenges of females have been noted in the previous South African literature, very little has been written about the challenges of female senior officers (SMS) in the SANDF and hence the narrow and limited attempt to enrich the existing material. The legal as well as the normative changes made, have introduced a significant progress

in this regard; however, the achievements still seem to be minimal. The traditional security relations are challenged by the current literature to make women in leadership positions add their voices to female challenges so as to bring sustainable transformation within the SANDF. This will therefore contribute to implementation of well-resourced responsive policies that will be staffed with competent personnel. The co-existence of men and women in the transformation process of the SANDF is therefore deemed as essential.

CHAPTER 3

LEGISLATIVE AND POLICY FRAMEWORK

“It is vitally important that all structures of government...should fully understand...freedom cannot be achieved unless women have been emancipated from all forms of oppression... unless we see in visible and practical terms that the condition of women in our country has radically changed for the better, and that they have been empowered in all spheres of life as equals...” President Nelson Mandela: 1994, Tshabalala (2021)

3.1. INTRODUCTION

The previous chapter provided an insight into the multi-layered approaches that literature provides in terms of challenges experienced by females in the military. Some light was also shed on the diverse challenges experienced in different militaries with some striking similarities while others are different. This chapter focuses on the legal framework that drives transformation in the military on the international, continental, regional as well as the national level. The national level focus is carried more by the Department of Defence (DOD) legal framework and policies used to ensure transformation.

3.2. THE INTERNATIONAL CONTEXT

Both the United Nations Human Development Report (2006) and the World Development Report (2006) which in essence reflect the broad vision of the Millennium Development Goals of reducing extreme poverty, extending gender equality, and advancing health and education, support the notion that human development is about allowing people to lead a life that they value by enabling them to realise their potential as human beings. Emphasis in these reports is placed on gender equality and development since gender equality is deemed by the global world as the core objective as well as “smart economics” (Roemer 2006). What is highlighted in these reports is that gender equality can benefit the world by enhancing productivity, improving development

outcomes for the next generation and make institutions more representative, therefore existing policies and legislations must ascertain that woman can effectively participate in and benefit from their development on equal footing with men (Mathebula 2019). Consequently, gender equality is not to be seen as a separate issue, but as part of a goal of development and practices within institutions in general. Since there is progress made on pressing forward with the implementation on gender equality and development worldwide, this is deemed as the international world seriousness into translating commitments into action and more importantly in showing the condition for building shared prosperity and collective security in our increasing independent world.

The global turn on how security is perceived necessitated that the security sector also undergo transformation and encourage its co-existence with civilian control and hence today democratic civilian control of armed forces is understood to mean military compliance with government authority, rather than the absence of armed rebellion (Cock 2004, Trinkunas 1999 and Pantev et al. 2005). For co-existence to realise, the Defence Reform had to integrate the four levels of civil society, namely political, economic, institutional and the societal levels. The co-existence resulted in the defence sector being a major security apparatus important for peacebuilding, democratisation, and development (Hendricks & Hutton 2008). For these goals to be optimised, Hendricks and Hutton argue that gender equity and diversity within the Defence sector have to be prioritised as it creates more representative and a non-discriminatory defence that increases operational efficiency. However, the UN Women 2016-17 Annual Report shows that the economic and political participation and representation of women is slowed down by obstacles including unequal pay, lack of social safety net and access to childcare, lack of provision regarding decent work and empowerment of migrants, indigenous and rural women, and lack of opportunities for women with disabilities (UN Women Report 2017). All these obstacles are amongst the significant reversal in the benefits of human rights around the world.

To address the human rights issues across the world, a number of policy frameworks at the international and national level have been developed to promote gender equality with Fragile and Conflict Affected States (FCAS) included. Below are these international policy frameworks developed broadly from Conventions and Declarations for the achievement of human rights, conflict prevention and conflict transformation, peace building and achievement of broader development outcomes in order to guide the security cluster, more importantly the military namely the United Nations Educational and Cultural Organisations (UNESCO) Conventions and Declarations guiding gender equality.

Table 1: UNESCO Conventions and Declarations that guide gender equality work (2017)

CONVENTIONS AND DECLARATIONS	KEY PROVISION
Convention on the Political rights of women (1954)	To codify a basic international standard for women's political rights.
Convention to the Consent of marriage, minimum age of marriage and registration of marriage acts (1954)	It requires the establishment of a minimum age by law and ensures the registration of the marriage while affirming mutual consent for marriage by mutual parties.
Declaration on the Protection of Women and children in emergency and Armed Conflict (1974)	Since women and children are regarded as the victims of wars, civil unrests and other emergency situations that cause suffering, this declaration enshrines women's and children's rights such as access to food, shelter, and medical care in emergency situation.
Convention on the Elimination of all forms of Discrimination against Women (CEDAW) (1979)	This can be thought of as the international bill of women's rights. It is a defining document in gender equality work.
Beijing Declaration and Platform for Action (PFA) (1995)	This document was adopted by governments in 1995 Fourth World Conference as it sets forth the government's commitment to enhance women's rights.
CEDAW Optional protocol	This is a subsidiary agreement to the CEDAW and allows the rights guaranteed in the CEDAW to be enforced.
Maputo Protocol (2003)	The African Charter Protocol on Human and Peoples Rights of Women in Africa. It guarantees comprehensive rights to women including the rights to take part in political processes, rights to social and political

	equality, rights to control of women reproductive health and the ending of female genital mutilation.
Convention on preventing and combating violence against women and domestic violence (Istanbul Convention) (2014)	This is the first legally binding instrument that criminalises violence against women. This Convention creates a legal framework and an approach to combat violence against women as it focuses on prevention of domestic violence protecting victims and prosecuting accused offenders.
The Paris Agreement (UN Framework Convention under Climate Change)	This breakthrough Climate Treaty commits parties in its preamble to promote and consider their respective obligations to human rights, gender equality as well as the empowerment of women. The agreement also mandates gender-responsive adaptation action and capacity building activities for women.

3.3. CONTINENTAL CONTEXT

The continental context of the African Union (AU) Gender Policy is informed by the United Nations (UN) frameworks with the specific needs of the African continent that have been added to it. It is based on the international globalised context where cultural, geographic, economic, and social boundaries are dissolved in respect of human rights and the fundamental principle of all humanity (AU Gender Policy 2002 & Isike 2017). Forere & Stone (2009) maintain that this African Union human rights protection system has three main components, namely that it establishes the continental standards through the African Charter on human and people's rights and other legally binding treaties and non-binding declarations, created bodies to safeguard human rights protection and promotion within the region as well as adopting the mechanism of special Rapporteur, for example Rapporteurs of Women Rights in Africa. It's commitment to gender equality is rooted in the African Charter on human and people's rights. This commitment is backed up by the Protocols on human and peoples' rights wherein the Rights of women in Africa, the Solemn Declaration of Gender Equality in Africa, (SDGEA) and the Post-Conflict Reconstruction and Development adopted by heads of states are included (African Union Gender Policy 2002).

Forere & Stone (2009) opine that while the UN has adopted many instruments setting out human rights norms to be applied by all UN member states, regional bodies have adopted human rights agreements relative to their cultural context.

The Gender strategy of the AU is based on the reality that gender equality is integral to Africa's economic and social development more especially because it can especially assist in countries with high unemployment rate and less economic opportunities. This will give women hope as they can collectively participate in and benefit from the development of their communities. Moleketi (2014) positively identifies with gender equality as she encourages inclusive growth and social cohesion that is in the Gender Strategy report will result in peaceful, stable, and vibrant societies. Social cohesion to be strengthened, women have to show their leadership skills so that they can drive projects independently, in that way developing their capabilities to drive the economy of their countries.

The protocols showing the commitment of AU leadership in gender equality hereby follow:

Table 2: AU Gender Policy: Protocols of AU leadership in gender equality (2009)

PROTOCOLS	KEY PROVISIONS
The Declaration on the promotion of Gender Equality (Article, 4L) of the Constitutive Act	This declaration specifically provides that the AU shall function in accordance with the promotion of gender equality.
Gender Machinery office in the AU chairperson's office (Article 12(3) of the Statute of the AU	To see to it that gender equality promotion is adhered to: Facilitate gender mainstreaming within the Commission itself and the AU in totality Coordinate all the activities and programme memes of the Commission related to gender issues.
The Protocol to the African Charter on Human and Peoples rights on the rights of Women in Africa (2003)	Monitor the implementation of the Protocol through member States' submission of reports under the African Charter with the assistance of African court of Human and Peoples rights.

<p>The Solemn Declaration on Gender Equality in Africa, (SDGEA) (2004)</p>	<p>The leaders reaffirmed their commitments to the principle of gender equality as enshrined in Article 4(L) of the Constitutive Act of the AU.</p> <p>Reaffirming support to existing commitments, principles, goals, and actions set out in the various regional, continental and international instruments on human and women’s rights.</p> <p>AU Gender Policy Commitments are:</p> <ul style="list-style-type: none"> ▪ Creating an enabling and stable political environment ▪ Legislation and legal protection actions against discrimination for ensuring gender equality ▪ Mobilising stakeholders for implementing the AU gender policy ▪ Rationalisation and harmonisation of regional economic community’s gender policies and programme memes ▪ Mobilising resources for implementing the AU gender policy ▪ Building capacity for gender mainstreaming ▪ Implementing gender mainstreaming in all sectors ▪ Promoting the effective participation of women in peacekeeping and security including efforts aimed at reconciliation in post-conflict reconstruction and development. <p>To continue to expand and accelerate efforts to promote gender equality at all levels.</p> <p>Expressed the determination to build on the progress that has been achieved in addressing issues of major concern to the women of Africa.</p>
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It is important to note that not only is Africa concerned with the human rights supporting the protocols set up at the continental level, but it has also resorted to the creation of economic sub-regional bodies known as the Regional Economic Communities (REC) like the South African Development Communities (SADC) for economic integration as well as human protection (Forere & Stone 2009). The Regional Economic Communities will be able to support and do the monitoring

and evaluation of the different regional countries in terms of transformation, equality and security progress and report that to the African Union.

3.4. REGIONAL CONTEXT (SOUTHERN AFRICAN DEVELOPMENT COMMUNITY)

This level gets its guidelines on how to drive transformation and gender issues in different regions from both the international and the continental (AU) levels. The AU has encouraged its member states to adapt, ratify, implement, and domesticate the treaties, conventions and decisions that have been taken on gender equality issues among member states. As Forere & Stone (2009) argue, the universal human rights treaties provide minimum standards and subsequent regional instruments must not provide for anything less than what was already envisaged in the universal treaties. To add to minimum standards already given by the UN and the AU, the SADC member states emphasise that research on gender issues and collection of regional data statistics be religiously supported. Additionally, guidance has also been given to complement and harmonise global and regional frameworks by integrating and translating various resolutions and commitments into policies and plans of action suited to the regions. The SADC undertook in the SADC Treaty Article 6 (2) not to discriminate against any person on the grounds of among others and most importantly sex and gender (SADC Protocol on Gender and Development 2012).

Martin (2013) maintains that democracy cannot be effective if women are prevented from political life, be it by custom or law. She argues that women participation in political life leads to governments being more representative and accountable, thereby representing the broader community. Below in Table 3 is the representation of the SADC protocol as a tool that aims to provide for the empowerment of women to eliminate discrimination and achieve gender equality by encouraging and harmonising the development and implementation of gender responsive legislation, policies, and projects. These protocols are also explained in terms of policies and legislations as well as key provisions to ensure gender equality and women empowerment that were agreed upon by the SADC Member states:

Table 3: SADC Protocol on Gender Equality (SADC 2012)

PROTOCOLS	KEY PROVISIONS
SADC Gender Unit (1996)	<p>To establish a coordinating mechanism from gender equality and women's empowerment at regional level.</p> <p>To coordinate initiatives to mainstream gender perspectives and concerns in their policies, plans and programme memes of community building. How?</p> <ul style="list-style-type: none"> ▪ Support all structures and institutions to mainstream gender in their policies, programme memes and activities. ▪ Build capacity on gender analysis. ▪ Sensitise, enrol, engage, and empower the stakeholders. ▪ Develop and provide the technical guidance in accelerating gender mainstreaming.
<p>SADC Declaration on Gender and Development (1997)</p> <p>Addendum - Prevention and Eradication of Violence against Women and Children (1998)</p>	<p>Key priorities</p> <p>Gender mainstreaming</p> <ul style="list-style-type: none"> ▪ The undertaking was made to respect the principles of human rights, democracy, and the rule of law as well as equity, balance, and mutual benefits. <p>Women in politics and decision making</p> <ul style="list-style-type: none"> ▪ The agreement was that women platforms be increased at all levels of decision-making for them to effectively and meaningfully contribute to and benefit from national and regional development programme memes. ▪ Affirmative Action (Article %) – ensures that women benefit equally from economic opportunities. <p>Gender-based Violence (GBV)</p> <ul style="list-style-type: none"> ▪ Decision by Member States was to undertake imposition of arbitrary restrictions on or deprivation of fundamental freedom in private or public life in peace times during situations of armed or other forms of conflict. This covers domestic violence,

	<p>sexual harassment, human trafficking, and sexual and emotional abuse.</p> <p>SADC Gender and Development Monitor 2016 - Measures the success of commitments agreed upon by Member States at their level.</p>
<p>SADC Gender Policy (2007)</p>	<p>To promote gender inequalities in access to and control over resources and benefits from the development of the SADC region.</p> <p>To advance women’s equal participation in decision-making, trade and economy, agriculture and food security, health and HIV and AIDS, education and training and ICT.</p> <p>To create an enabling environment for increased access to economic resources and benefits through gender responsive and participatory policy formulation processes.</p> <p>To influence the ratification and domestication by SADC Member States of all international, continental, and regional instruments and conventions related to gender equality and the empowerment of women and girls.</p> <p>To establish, promote and strengthen international, regional, and national partnerships, networking, collaboration, and coordination.</p> <p>To strengthen human resource capacity for gender analysis and gender mainstreaming within SADC structures, policies, programme memes and activities at regional and national levels.</p> <p>To create a conducive environment for the eradication of gender-based violence and other forms of violence and other forms of violence against women and girls with effective dialogue on gender issues with the SADC secretariat, governments, civil-society, and private sector.</p> <p>Policy commitments</p> <p>SADC Member States shall promote an environment that guarantees human, legal rights, constitutional and legal protection to women and men equally.</p> <p>SADC Member States shall increase and improve the representation of women in all</p>

	<p>structures of governance and all levels of decision-making in public, private and social spheres to at least 50% by 2015.</p> <p>SADC Member States shall promote the participation of women, men, girls and boys in education and training programme memes and processes to strengthen their contribution to and benefit from regional and national educational development agendas.</p> <p>SADC Member States shall protect and promote the rights of the girl child to ensure the full achievement of her social, cultural, and economic development as an important resource to SADC regional integration.</p> <p>SADC Member States shall ensure that poverty eradication policies, strategies and programme memes address gender issues and that adequate resources are directed to reduce poverty at all levels especially among women.</p> <p>SADC Member States shall create an enabling environment that acknowledges women's crucial role in food security and ensure equitable household food production, distribution, and nutrition security especially among women and children.</p> <p>SADC Member States shall enhance economic empowerment initiatives to ensure that all women and men benefit from increased economic opportunities in trade, formal and informal employment, and business. Furthermore, Member States shall integrate women's unpaid work into national accounts and budgeting processes.</p> <p>SADC Member States shall promote an environment of zero tolerance to gender-based violence at all levels in order to provide a secure region where women, men, girls, and boys are safe and free to equitably contribute to and benefit from the region's development.</p> <p>SADC Member States shall promote equality of access to and control over health care services to accord women as well as men their rights to physical, social, and mental health.</p> <p>SADC Member States shall accelerate the implementation of gender-specific economic,</p>
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	<p>social, and legal measures aimed at combatting the HIV and AIDS pandemic and effectively implementing the Maseru Declaration and the various national policies on HIV and AIDS.</p> <p>The SADC Member States shall enforce the creation of an enabling environment for the promotion of peace building in the region, the prevention of human rights abuses during conflict and ensures participation of women in all peacekeeping initiatives.</p> <p>The SADC Member States shall create an environment that promotes women's access to information, communication, and technology in all aspects of SADC development and eliminate all negative portrayals of women in the media.</p>
<p>SADC Protocol on Gender and Development (2008)</p> <p>Article 12: State parties to endeavour by 2015 at least 15% of decision-making positions is held by women</p> <p>Article 13: Goals for equal participation in electoral process.</p>	<p>To provide for the empowerment of women.</p> <p>To eliminate discrimination.</p> <p>To achieve gender equality and equity through the development and implementation of gender responsive, policies, programme memes and projects.</p> <p>To harmonise the various international, continental, and regional gender equality instruments that SADC Member States have subscribed to, namely CEDAW, Beijing Declaration and its platform of Action, the Protocol to the African Charter on Human and Peoples Rights on the Rights of Women in Africa, the Millennium Development goals (MDG) and so on.</p>
<p>SADC Gender Mainstreaming Toolkit (2009)</p> <p>SADC Gender Workplace Policy</p>	<p>This is based on the mission, vision, common agenda as well as principles of the Community's visions aimed at the Regional Indicative Strategic Development Plan (RISDP). The plan also guides Member States, SADC institutions, regional stakeholders, and international cooperation partners in the process of realising the Community's vision.</p>

3.5. SOUTH AFRICAN CONTEXT

South Africa inherited a lot of inequalities in different areas of the country, namely wealth, income distribution, education, racial classifications, and religion with their first democratically elected government (Leonard & Grobler 2006). There is limited economic participation from Black people because of racial divisions of the economy and as a result, realignment has to be done and social transformation enforced since transformational efforts cannot be voluntary (Arya & Bassi 2009).

Since 1994, several critical advances have been made towards building a non-racial, non-sexist society. This is evident in the supreme law of the land, the Constitution of the Republic of South Africa, Act 108 of 1996, (cited in Chapter 2), which emphasises equality of mankind. It prohibits unfair discrimination against anyone based on gender, race, religion, and sex to mention but a few. Chapter 7 of the Constitution on the other hand, emphasises the Bill of Rights as corrective measures to promote the achievement of equality. Additionally, the National government organisations of the status of women formulates the National Gender Framework (NGF) on women empowerment and gender equality with its office located in the deputy president's office. The Constitution together with the Acts and the Bill of Rights led to the National Gender Framework on women empowerment and gender equality protocols and key provisions on women rights and protection that are outlined in Table 4 below:

Table 4: Constitutional, legislative, and other policies (Department of Women Strategic Plan (2015-2020))

Protocol	Key provisions
Constitution of the Republic of South Africa	Promotion and protection of the rights of all South Africans, i.e., it guarantees equal and inalienable rights to all citizens.
National Gender Forum (2000) Commission of Gender Equality	Provides guidance to spheres of government about the formulation of gender policies. Guides the process of the development of laws, policies, procedures, and practices that will ensure equal rights and for women and men in all spheres and structures of government, workplace, community, and family.
Promotion of Equality and Prevention of Unfair Discrimination Act (PEPUDA) (Act No 4 of 2000)	To prevent and protect unfair discrimination based on, amongst others, race, class, gender, and people with disabilities and to promote equality. Provides for measures to educate the public and raise public awareness on importance of promoting equality and overcoming unfair discrimination, hate speech and harassment.
Employment Equity Act (EEA) (Act 47 of 2013)	To achieve equality in the workplace by promoting equal opportunity and fair treatment in employment through elimination of unfair treatment and Affirmative Action measures.
Labour Relation Act 66 of 1995	To ensure equal representation in the workforce and the eradication of all barriers to equal participation and advancement on the grounds of sex, gender, family responsibility, pregnancy, or HIV status.
The National Development Plan (2011)	To eliminate poverty and reduce inequality by 2030.
National Gender Policy Framework on Women Empowerment and Gender 2000 (NGP) <ul style="list-style-type: none"> ▪ Commission of Gender Equality (for gender analysis) 	Requires Directors-General and Ministers to implement gender mainstreaming within departments and institutions. Report on progress made:

	Use the recommendations outlined in the policy to enhance the socio-economic empowerment of women.
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3.6. THE SA DEPARTMENT OF DEFENCE CONTEXT

The SA DOD, like all the other militaries in the world had to transform to meet the requirements of the security cluster as defence that is prescribed by the UN, AU, SADC as well as the South African government. Even though the word 'transformation' does not appear anywhere in the Constitution of the Republic of South Africa, it has now been widely accepted that it is aimed at fundamentally transforming the political, economic, and social space in the South African national security arena (Phooko & Radebe 2016).

Transformation and equality as national security issues have generated substantial interest in different circumstances throughout the militaries, including the Department of Defence (Heinecken 2020 and Van Breda 2016). Consequently, Phooko and Radebe (2016) assert that achieving equality in the context of transformation requires an understanding by those in charge of the institutions of society since equality forms the centre of the constitutional vision. For Phooko and Radebe transformation can only be achieved if equality can be understood to be a value as well as a right in an institution. This stands to reason that with equality we can see the value of the Constitution and a right to a justifiable means. Transformation in the DOD and most importantly the SANDF has not been initiated and implemented in a vacuum, but a concerted effort has been made by the parliament to pass legislation that supports the Constitution and the values of a new democratic society governing labour relations in the Republic which is to serve as guidelines for the DOD. This legislation/legal framework together with its accompanying policies serve as guidelines for the DOD in terms of its transformation process.

The mission of the DOD in general is to provide, manage, prepare, and employ Defence capabilities commensurate with the needs of South Africa as regulated by the Constitution,

national legislation, parliamentary and executive direction (PMG 2019). In 1996, for the first time the Minister of Defence, Joe Modise, announced in Parliament that the SANDF was ready to begin with transformation within its ranks. Modise agreed that for this transformation to be realised, the focus would be on education, training, and development, (Salut, 1996). Statistics however show that by 2020 the DOD, specifically the SANDF, was nowhere close to realising this mission of transformation regarding senior leadership in the SANDF, which this study partly addresses (PMG2015, PMG 2019 and PMG 2021). With that being said, some strides were however made with regard to capacity building or developmental opportunities for women to advance their knowledge and skills for effective delivery on the objectives of the SANDF (PMG 2021).

From 1994, transformation was top on the agenda for the envisaged and amalgamated SANDF to be representative and reflective of the demographics of the country. According to the then Minister, Modise, and C SANDF Gen Meiring, it was required that the defence force be dynamic, balanced, and contemporary. After this announcement, a Ministerial approval was given to the SANDF to establish Chief Directorate Equal Opportunities (CDEO) which later had to be reviewed and realigned to be Chief Directorate Transformation Management. The following were the primary tasks of the CDEO and later CDTM:

- Ensure that the DOD is broadly representative of the South Africa's Demographic composition.
- Institutionalise the DOD shared values.
- Entrench the organisation's culture that respects, values difference and promotes dignity, equality, equality, and diversity.
- Encourage individuals to develop and maximise their full potential in support of mission readiness.

- Monitor and evaluate the processes and progress of Affirmative Action, fast-tracking and mentoring and coaching.
- Ensure that both gender and disability are mainstreamed in the DOD.

3.6.1. The gender policies in the DOD

According to the Defence Annual Transformation and Equity Report (2018/19), over the years the DOD has been faced with major challenges to transform the Department of Defence into a comprehensive institutional structure called CDTM constituting of, among others, the gender mainstreaming machinery that was established following the guidance of the Gender Policy Framework meant to guide the roles and functions of various Arms of Service and structures in achieving gender equality. This institution gave direction to the development of a gendered programme of action to collectively influence policy and practices at all levels of the military. Apart from ensuring that, this policy was to ensure that mission-readiness of the SANDF members was guaranteed as the DOD was entrusted with the following features (Lamb, 2018):

- For designated groups particularly women to develop their skills and potential especially in leadership positions;
- To create an environment which values diversity, fosters mutual respect and dignity amongst the DOD personnel;
- To acknowledge rights of women to afford them the opportunity to serve in all military ranks and positions including combat ranks;
- To subscribe to principles of Affirmative Action, fast-tracking of deserving members more especially those that could be prepared for leadership; and
- To develop a special programme to suit specific needs of designated individuals and deserving groups to empower them to be able to execute their work with efficiency.

With education and training being at the centre of transformation, the CDTM had to develop gender policies to afford women the opportunities of advancing themselves.

3.6.2. Policy on institutionalisation of leadership

One of the objectives of CDTM is to direct and provide advice on the development of professional and transformational leaders in the DOD. To heed this call, the Plenary Defence Council (PDC) decided that leadership, mission-oriented command and total quality management principles be taught and applied in the DOD in order to pave the way for transformation requirements (DODI/00155;2014). The Project Gazette was then established to energise and coordinate the Leadership Command and Management Practices (LCAMPs) throughout the DOD. The aim of LCAMP was to improve the human behaviour and systems thinking of leaders, managers and commanders, a driver for change enablement, (DODI 2014). Though a decision was taken to implement this idea, not all Arms of Service agreed to this, namely the SAAF, SAN and SAHMS. The concern raised was that how leadership development was conceptualised in the LCAMP's context, did not auger well with how it was understood in the military in democracy set up.

3.6.3. Policy on institutionalisation of shared value system

The commitments of the Constitution of the Republic of South Africa are to improve the quality of life and free the potential of every person, as well as guaranteeing equality and human dignity to every citizen. In addition, Section 195 focuses on the governing of public administration governed by values and principles deemed essential to every institution. The amalgamation of the different forces namely the non-statutory force such as Umkhonto we Sizwe (MK), Azanian People's Liberation Army (APLA), and the statutory forces such as the South African Defence Force (SADF) and the TBVC (Transkei, Bophuthatswana, Venda and Ciskei) Defence Force that came from different backgrounds in terms of values necessitated that one professionalised organisation with a unique culture depicting shared values be formed, hence the Department of Defence in a democratic society. The acceptance of the newly shared values of all the members in the DOD

regardless of gender, race, and religion, was an indication of transformation and democracy in progress in the DOD. Achieving a climate of shared values will guide members' behaviours and create cohesion, endow individuals with responsibility to self and others, promote loyalty, help direct individuals to organisational aims and objectives, lead to effective leadership, management and command and eventually lead to the military unique culture. According to DODI (2014), the Transformation Climate report of (2012/13) indicated a positive response of members to the policy.

3.6.4. Policy on diversity management

Diversity management has shot to prominence in the political arena in the and more importantly in the military affairs in 1914. While diversity management generally means the accommodation of minorities, in the South African military, Heinecken (2011) and Hendriks (2012) see it as the integration of the majority Black population into the minority White dominated workplace, hence the prominence emanated from discrimination against women, homosexuals and ethnic minorities. Heeding the call of the Bill of Rights where the Constitution forbids discrimination on grounds of race, ethnicity, gender, sexual orientation, and language, the DOD had to adapt their policies and practices to embrace diversity. Diversity as a transformational imperative to the DOD is to show that the DOD culture respects the value of differences, promotes dignity, equality and diversity and encourages individuals to develop and maximise their full potential more especially in support of mission readiness (DODI 2014 and DODI 2021).

3.6.5. Processes and procedures on Affirmative Action (AA), Equal Opportunities (EO), fast-tracking and mentoring and coaching

3.6.5.1 Affirmative Action (AA)

The White paper on Affirmative Action Public Service Training (1998) and Skills Development Act 97 (1998) are used in the DOD to contextualise the Affirmative Action processes and procedures.

The rationale for Affirmative Action in South Africa has always been focussing on remediation. Dupper (2004) describes Affirmative Action as a set of programmes to make up for social inequalities due to past and present discrimination. The Bill of Rights in the Constitution covers the Affirmative Action in the promotion of equality and prevention of unfair discrimination which includes the DOD, hence the purpose of this policy is to achieve equity in the workplace. The Defence Review (2015) also echoes the sentiments that the Defence Force strives to be seen as a representative, equitable and gender-aligned asset. Affirmative Action includes practices of empowerment that ensures that people previously prejudiced by past policies or could not access education and training, are able to acquire job opportunities and appropriate training.

3.6.5.2 *Fast-tracking*

According to the DOD AA policy, fast-tracking is an accelerated career development programme designated to create opportunities and offer personnel with exceptional abilities for rapid advancement in varied possibilities, and scarce skills to enhance capabilities of services (DODI, 2014). However, even though the DODI selectively chooses individuals according to their potential, caution is used that less capable members are not to be left out as they also need to be motivated and encouraged to achieve the goal of organisational cohesion. Fast tracking policy is used as a form of transformation tool to bridge the gap between the different genders in all areas of functioning in the organisation.

3.6.5.3 *Mentoring and coaching*

The other processes and procedures offered by the DOD in terms of transformation and equality are mentoring and coaching. The mentoring and coaching programme involves selected trained individuals who provide guidance and advice to the protégés in this case women, allocated to them. This helps in skills transfer that might ultimately help with empowerment and succession

planning. The mentoring processes and procedures are contextualised within the framework of the Employment Equity Act (1998) and the Skills Development Act (1998).

Coaching on the other hand is contextualised within the framework of Promotion of Equality and Prevention of Unfair Discrimination Act (2000) (Ref B) and the Employment Equity Act 55 (1998).

It is the collaboration of an expert with a client in a stimulating and creative process to inspire the client to maximise his or her personal and professional potential. This process is aimed at improving the performance of the individual and eventually enhance his/her quality of life. Mentoring and coaching helps women to grow, develop and enhance the culture of the organisation while fostering career development.

3.6.6. Policy on Gender Equality

Gender equality also known as sexual equality is defined as the state of equal access to resources and opportunities regardless of gender (UNICEF 2017). This policy entails the concept that all human beings, both men and women, are free to develop their potential abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices (International Labour Office, 2007). This means that the needs of women and men are considered and valued equally. In short, gender equality means fairness of treatment for women and men that are different but considered equivalent in terms of rights, benefits, obligations, and opportunities. Thus, gender equality is a goal while gender neutrality or equity is a practice or ways of thinking that helps in achieving the goal.

The DOD institutionalisation of gender equality is done through gender mainstreaming strategy which is the approach or a means to achieve a goal of gender equality. Gender mainstreaming also ensures that gender equality is central to organisational activities, programmes, research advocacy and ideologies, legislation, resource allocation, planning, implementation and mentoring of projects. Although a lot has been done to have equal representation on gender

equality and equity, the challenge the DOD is still faced with is attitudes and prejudices by both junior and senior male officers to female officers (Heinecken, 2002, Heinecken & van der Waag-Cowling, 2009 and Van Breda 2016). This is compounded by the unequal representation of genders in decision making structures and representation in combat and command posts (DODI, 2014).

According to the Transformation Management policy (2014), the National Policy Framework, Chapter 3 that guides the DOD on the integration of gender considerations in the transformation process must ensure the following:

- The transformation process should embrace the fact that women are not homogeneous.
- Women's rights whether customary, cultural, or religious, are considered as human rights.
- Women empowerment should be promoted, targeting policies and practices that have been hindering women access to basic needs and decision-making levels.
- Devoted posts, structures and bodies are adequately resourced to implement gender equality programmes.
- Appropriate training is required to improve training, skills, and attitudes of policy makers in gender analysis and gender issues.

The principles of gender equality in South Africa also aim to prevent unfair discrimination against members on grounds of gender with the focus on the following:

- Gender-based violence;
- Female genital mutilation;
- System of preventing women to inherit family property;
- Any practice be it customary, cultural, or religious which impairs the dignity of women and undermines the equality with their male counterparts;
- Discrimination on grounds of pregnancy;

- Denial of access to opportunities including failing to take reasonable steps to accommodate the needs of such a member;
- Limiting women's access to social benefits, namely health, education and social benefits;
- Inequality to opportunities due to sexual division of labour (Promotion of Equality and Prevention of Unfair Discrimination Act, 4 (2000)).

The Policy on Transformation in the DOD, (DODI/00155 of 2014) guidelines which are to promote good order, discipline, and equality of members in the non-sexist DOD in accordance with promotion of equality and prevention of unfair discrimination are as follows:

- Treat and regard all genders as colleagues.
- Maintain a gender fair or gender-neutral environment throughout the DOD.
- Eliminate all derogatory themes and conduct.
- Eliminate obscene and explicit sexual language.
- Remove all sexually sensitive pictures from display in the DOD environment.
- Prohibit illegal use of pornography.
- Make no unwanted sexual advances.
- Avoid sexual harassment and activities that have got the potential of leading there.
- Gender inclusivity is encouraged throughout the DOD.

Although the state of pregnancy is not conducive for physical training and combat requirements, the DOD shall not terminate the member's employment, demilitarise her, transfer her, deny her promotion, or even deny her academic training because of her pregnancy or her breastfeeding. However, if a Military Skills Development System (MSDS) member happens to fall pregnant during her two years contractual service that is regarded as the bridge of her contract as a condition of service, this is dealt with in accordance with the MSDS guidelines. An MSDS member is contracted to work in the DOD in terms of the Youth Development programme of two years;

however, if she can happen to fall pregnant within the said period which entails training and deployment, the risk of the mother and the child is considered due to the demanding nature of the MSDS period (DODI, 2014). This can however be considered as a positive discrimination, but what is important for the organisation is not to threaten the livelihood of any individual in any way by training.

3.6.7. Policy on the Disability Equality

Members in the DOD have a greater likelihood of sustaining injuries during duty, be they during military operation or during their daily routine work. The DOD has the moral and the constitutional duty to protect and care for these members who are or become members with disabilities. The rights of these members are also advocated by the Constitution of RSA, hence the DOD is also expected to uphold their rights through participatory and deliberative processes and forums and encourage inclusiveness (Klare 1998).

To improve the status of People living with Disabilities (PwD), the DOD also felt that it was critical to increase their overall representation, particularly at decision-making levels. Chiefs of Services and Divisions are expected to assist them in the following manner:

- Offer an environment free from institutional, attitudinal, and structural barriers.
- Eliminate prejudices and stereotypes in the policies and practices.
- Provide development opportunities and appropriate resources for training (DODI, 2014).

The DOD is expected to institutionalise the processes and procedures of the policy the equality of PwDs in the following manner:

- Adapt existing structural facilities to make the PwDs access easier.
- Adapt existing equipment or get them new ones that can meet their needs.

- Reorganise working environment in terms of space, desk heights, ramps, parking spaces etc.
- Change training and assessment material and systems.
- Restructure jobs so that the non-essential functions are reassigned.
- Adjust work time and leave.
- Provide readers, sign language and interpreters.
- Provide specialised supervision, training, and support.
- Permit the members to attend rehabilitation when needed.

3.6.8. Policy on Youth Development

Youth development is one of the essential government requirements by government in different institutions across the country and the DOD is no exception. Youth development as a part of a transformation in the Defence Force will assist to build a pool of military skills empowered females who can be prepared for future recruitment. To support this government imperative, the DOD developed the National Youth Development Framework. From this, the Youth Development policy that was to renew, transfer and recognise the special needs of youths and intervene to empower them was developed. In the DOD, the programmes include the National Youth Development (NYD) programme (2015-2020) intended for youths between 18-22 years as recruits with grade 12 and those between 18-26 years as those with National diploma, N6 or Degree(s). The ultimate goal of the NYD is to develop the youths in different capabilities and in order for them to transform the economy and society by using their learned skills. This is done by addressing their needs, opportunities, choices, relationships and providing support. The categories of the youths covered in the DOD policy are: MSDS, Military Intern students, Youths in the Reserve Force and all the other members between 18-26 years who do not fall in the cited categories but are in the employ of the DOD.

The objectives of the NYD programmes are as follows:

- To ensure the integration of youth development into the mainstream DOD.
- To foster cohesion through acknowledging the diverse workforce, embrace the values of “UBUNTU” and respect for human rights.
- To avail opportunities for critical skills development and serve as a feeder for the external labour market.
- To strengthen the capacity of the DOD institutions in the training and development of youths.

3.6.9. Policy on the Discrimination of Unfair Labour Practices

This policy is based on the Section 9(3) of the Constitution which centres on the call for the prevention of unfair discrimination against individuals based on race, gender, pregnancy, marital status, age, disability, religion, conscience, belief, culture, language, birth, ethnic or social origin, colour, sexual orientation thereby promoting the achievement of equality that governs the DOD. In essence this policy caters for the advancement of the historically disadvantaged individuals, communities, and social groups to also be looked after in the DOD.

In a democratic country like South Africa, this policy includes the eradication of social and economic inequalities especially those that are systematic in nature, more so that unfair discrimination remains deeply embedded in social structures, practices and attitude that undermine the aspirations of democracy. However, it should be borne in mind that unfair discrimination should be distinguished from fair discrimination. With regard to fair discrimination, the organisation is protected by the law if the incident is indeed a requirement, for example taking measures to protect or advance persons or categories of those discriminated due to inherent requirements of a job or post where specific requirements are stated, like colour, sexual orientation, age etc. In the DOD, to effect fair discrimination, the following should be taken into consideration:

- Context
- The possibility of the discrimination improving human dignity
- The position of person in society, or an institution and the continuous pattern of suffering endured
- The nature and extent of discrimination.

Unfair discriminations are many and varied and, in the military, these can range from the under-utilisation of an individual skills and potential to talent exclusion from mainstream activities using for example pregnancy, racism etc. If this is not treated with caution, it can result in “in-groups” and “out-groups” thereby affecting organisational effectiveness. The introduction of the military Ombudsman has given the military members a sigh of relief because complaints are lodged through the channels with time restrictions, and this put pressure on the leadership to respond to the complaints as swiftly as possible.

Below in Table 5 is the diagrammatic representation summary of the DOD policies on transformation and equality in the DOD.

Table 5: UNESCO Conventions and Declarations that guide the gender equality work (2017)

Policy	Key provisions
Policy on institutionalisation of leadership DODI/10155 (2014)	The PDC made a decision that leadership, mission-oriented command and equality management principles be taught and applied in the DOD so as to pave way for transformation. Project Gazette was introduced to coordinate and drive these leadership, command, and management practices to improve behaviours and thinking systems of leaders, managers and commanders, a driver of change enablement.
Policy of institutionalisation of shared values Transformation Climate report (2012/13)	To ensure that the amalgamation of different forces coming from different backgrounds

	<p>form one cohesive force in a democratic society.</p> <p>To ensure that the members accept and adhere to the newly shared values, regardless of gender, race and religion which would be an indication of a good transformational path and a democracy is in process.</p>
<p>Policy on Diversity management DODI</p>	<p>To ensure that the DOD culture respects the value of differences, promotes dignity, equality and diversity while encouraging individuals to develop and maximise their full potential more especially in support of mission-readiness.</p>
<p>Processes and procedures on Affirmative Action, Equal Opportunities, Fast-tracking and Monitoring and Evaluation</p>	<p>i. Affirmative Action</p> <ul style="list-style-type: none"> ▪ To promote equity within the DOD, hence the Defence Review (2015) echoes the sentiments that the Defence Force strives to be seen as a representative, equitable and gender aligned asset. ▪ Practices empowerment to the previously disadvantaged members to be able to access proper education, training, and job opportunities. <p>ii. Fast-tracking</p> <ul style="list-style-type: none"> ▪ To create opportunities and offer personnel with exceptional abilities rapid advancement in varied possibilities, scarce skills so as to advance capabilities of services. In the DOD, the less capable members are also considered for motivation as they cannot be discriminated against. <p>iii Coaching and Mentoring</p> <ul style="list-style-type: none"> ▪ Due to the historical SA management profile inequalities, the decision was that skills transfer by coaching and mentoring was imperative in order for the DOD to achieve its mission readiness.
<p>Policy on Gender Equality</p>	<p>This policy uses gender mainstreaming to ensure that gender equality is central to organisational activities, programme memes, research advocacy, methodologies, legislations, resource allocation, planning, implementation and mentoring of projects in</p>

	order to promote good order, discipline and equality of members in the no-sexist DOD.
Policy on the Disability Equality	To show the moral and constitutional duty to protect and care in whatever way possible for members with disabilities.
Policy on Youth Development	To renew, transfer and recognise the special needs of youth and empower them. To develop youths in different capabilities for them to transform the economy and society using their learned skills.
Policy on the Discrimination of Unfair labour Practices	To prevent unfair discrimination against individuals based on race, gender, pregnancy, marital status, age, disability, religion, conscience, beliefs, culture, language, birth, ethnic or social origin, colour and sexual orientation and promote equality.

In addition, according to Esterhuysen & Mokoena (2016) and Haring (2013), the goals of these education and training programmes were to ensure cohesion between forces, transformation of the military that reflected the ethos of a democratic society and a defence doctrine fitted in with the principles of the Constitution, hence the reiteration of the professionalisation of the military through balancing formal education and training. Dodd, Bester & Van Der Merwe (2020) added that decision making in the military is as good as a profession because its challenges have intense implications on societies and nations, hence education and training are required because the potential extends beyond the battlefield.

Below is the diagram that illustrates the proposed professional military training and education route of an officer in the SANDF:

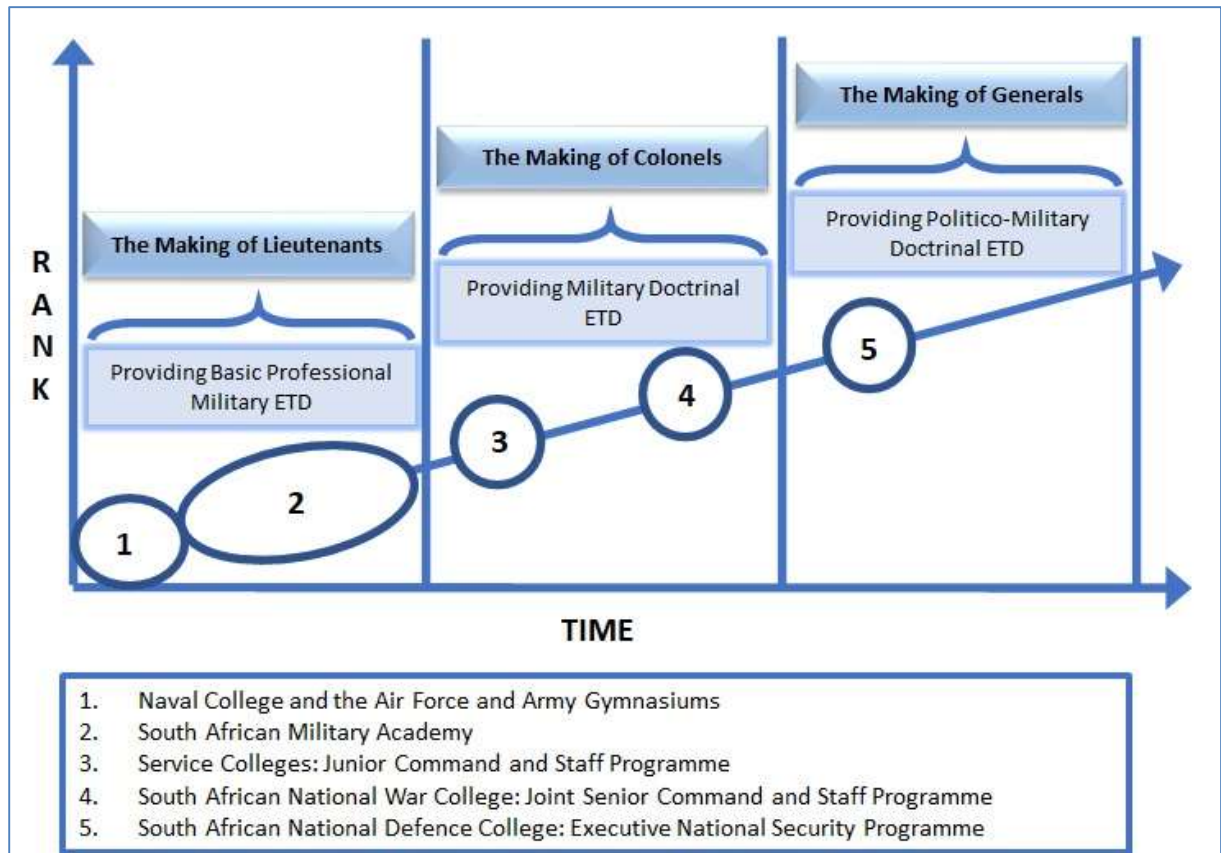


Figure 5: Professional military education and training route of an officer (Esterhuyse 2006)

Figure 5 above illustrates that making a professional military officer starts at the entry level with the provision of basic professional military education training and best practice principles from the lieutenant right up to leadership (Esterhuyse 2006 & Goode 2019). Three stages are involved here:

Having said that, two questions emerge on the subsequent development of these transformation policies in the SANDF: Is that happening? Is its visibility apparent? These questions are necessary because if the answers were positive, most of the challenges that this study sought to investigate would not have arisen, with some reaching critical stage.

3.7. CONCLUSION

This chapter is aimed at highlighting available gender policies, internationally, continentally, regionally, nationally as well as in the DOD context. The transformation of humanitarianism from the margins to the centre of international policy agenda has been achieved through the redefinition of the humanitarian policy and practice and its integration within the fast-growing agenda of human rights. This resulted in many countries enjoying the adoption of the Universal Declaration of Human Rights (UN 1958) as a principle (Connell 2005). This approach equally considers the spheres of the strategic state and the international aid of humanitarianism under the rubric and moral policy. In support, Kraft & Chisega-Negarula (2018) maintain that in 2000, the UN recognised not only the effects the conflict had on women but also the need to include them as active stakeholders in the conflict prevention and resolution. Women became active agents in peace and security processes.

The emphasis of the African Union additionally, is on collapsing of the different regional and national boundaries in the fundamental principles of human rights and Ubuntu (oneness) with the African Charter and human rights as its cornerstone. The rights of women in Africa, the Solemn Declaration of Gender Equality in Africa and the Post Conflict Construction and Development constitute the legal framework governing gender issues in Africa. For SADC, the SADC Protocol on Gender and Development focuses on the integration and mainstreaming of gender issues into the SADC programme of Action and community initiatives key to sustainable development. South Africa on the other hand responded to the call of transformation and equality with the National Gender Policy Framework using the basic needs approach since this approach is deemed as holistic in nature.

In this chapter, it is evident that there are policies in place for transformation and gender equality in the Department of Defence; however, with the existing organisational culture that is harbouring negative attitudes, the senior female officers are still ignored even by the male subordinates, thus making it a challenge since it becomes difficult for these females to perform their duties as

required. The next chapter focuses on the research design and methodology which illustrate how the study was undertaken in line with the stated aim and objectives in Chapter 1.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1. INTRODUCTION

The purpose of this chapter is to provide an overview of the research process that was followed in the study. At first, a motivation for the value of the study is given. The reason for the use of interviews to obtain data is also discussed. This is followed by the way in which respondents were selected as well as the sample characteristics. In this way, the general biographical and demographical information is systematically explained. Lastly, a detailed description of the data collection process as well as the process of analysing the data is provided.

4.2. RESEARCH METHODOLOGY

In this section the problem is investigated by means of literature study and an empirical investigation. De Vos et al. (2011) maintain that a theoretical framework can be used as an indication of whether the proposed research would have any significance if compared with the previous studies; hence the current study of existing literature and research were used as a point of departure.

4.2.1. Research approach

The way that the researcher chose to conduct the literature research did not solely depend on the research topic, but also on the research approach. This is why the literature review as a research method is very important because traditional literature reviews often lack thoroughness and rigor as they are conducted on ad hoc basis, rather than following a specific methodology. Looking at the various approaches, a decision was made that the qualitative approach was the most suitable method for this research. This approach was chosen because it corresponded with the objectives in terms of gaining understanding of a problem that had not been comprehensively investigated before (Bless et al. 2013). Coupled to this advantage, the qualitative approach was used because

it afforded the researcher the opportunity to get a meaningful record of individuals' lived experiences through writing and describing while interviewing, observing, and eventually getting time to interpret the results.

According to Heppner & Heppner (2004), a qualitative approach is influenced by the interpretive-constructivist tradition as the belief is that objective reality can never be entirely understood because of the continuous changing world, hence the method values the description of the phenomenon from the participants' perspectives. Apart from bringing the lived experiences of the participants closer, Nelson et al. (1992) maintain that the qualitative approach closely considers the research questions and the participants' context to better understand the phenomenon of interest. This, Flick (1992) contends, adds rigour, breadth, and depth to the investigation. Since the structure of this approach is cyclic and flexible, it affords the researcher the opportunity to reconstruct the description of the social reality of the research participants from their viewpoint, hence their social reality. The researcher must adopt an objective frame of reference while investigating the subjective views of challenges the senior officers experience in different environments of their workplace. The qualitative approach is necessary as it focuses on the oral and written expressions gathered from a research participant about a particular phenomenon (Bless et al. 2013). To gather these verbal expressions of the participants, semi-structured, open-ended interviews were conducted, where probing comes handy through enabling the researcher to gain in-depth experience of the participant on the topic. After sending the invitations to participants by e-mails, those that responded were considered for the research. The agreement was then reached with the participant as to where she would like to have the interview conducted. On the day of the interview the respondent was given both the consent form and the biographical questionnaire to fill in. Although the consent form is divided into two sections, namely the oral and the audio recording one, written notes were the ones used in the study as challenges were experienced with the audio recording. To adhere to the confidentiality clause, participants were

informed that they were assigned number codes so that their personal details could be protected during (and after) the interview.

In this study, the two broad methods of reasoning, inductive and deductive reasoning, were used. Although this is a qualitative study and the approach that was predominantly used was the inductive reasoning, it cannot be denied that the researcher moved between the two reasoning forms to argue her points. Burney & Saleem (2008) define the inductive approach as a reasoning where one moves from the general to the specific while the deductive approach is seen as the opposite, namely moving from the specific to the general. Furthermore, the arguments used for experiences and observations tend to use inductive reasoning while those that are based on law, rules, and accepted principles rest more on deductive reasoning. Therefore, in this study both the inductive and deductive approaches were used in order to achieve the aim of the study and to put the argument forward by reasoning through literature studied to emphasise the link of theoretical knowledge, legislation and narratives of the participants regarding the topic under discussion. The inductive approach was therefore utilised in order to identify gaps and reach a comprehensive, logical conclusion. Figure 6 below shows the cyclic nature of inductive and deductive reasoning/approach that the researcher used in the study.

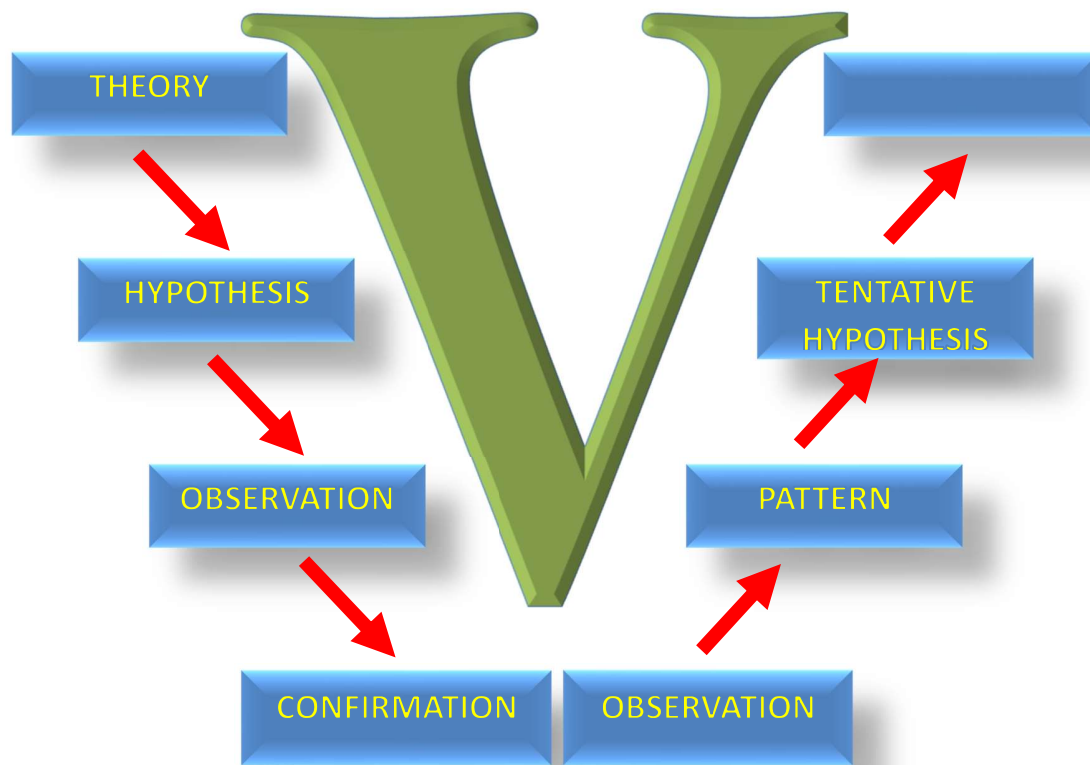


Figure 6: “Inductive & Deductive Research Approach”

(Burney, S.M.A & Saleem, H 2008)

4.2.2. Research design

In this study, an interpretive paradigm that is based on hermeneutic phenomenology was used. In this interpretive paradigm, the researcher is concerned with the world or human experiences as it is lived by capturing the central meaning or the essence of the individuals' experiences (Creswell 1998). This hermeneutic approach, as Kincheloe & MacLaren (1994) and Locher & Prugl (2002) point out, is relevantly used in critical and feminist studies as it is an alternative approach used in naturalistic inquiry on which to base the systematic enquiry and its interpretivism. This interpretivism helps with the conceptualisation of the experiences of the

individuals according to how they understand the world and what is happening around them (Ferguson & Cox 1993). Rennie & Toukmanian (1992) posit that the hermeneutic phenomenological paradigm helps in a study (such as this one) as it assists with the acquisition of knowledge based on the assumption that research is not absolute, that the observer and the observed are inseparable, that the nature of meaning and relative phenomena are dependent on context and the process of understanding the phenomena in research is inductive, constructive, and qualitative. Interpretivism on the other hand invites a multiplicity of both accounts of reality and self-accounts to give quality to the experiences. This means that it encourages the acceptance of the ever-changing nature of reality and the possibilities that go with it.

Therefore, the study considers that people understand the world through narratives which are reconstructed through interaction and discourse but none of these narratives claim to be the ultimate truth or reality. Additionally, the qualitative interpretive paradigm was used in this study as it takes on a completely different form from that of the conventional objective one since its goal is to articulate the deep-rooted meanings of possible worlds through imaginative participation in conversation with the participant (Etchison & Kleist 2000). Therefore, the interpretive paradigm allows the researcher to maintain balance between freeing participants open story telling while retaining the focus that allows specific information of interest to surface (Qu & Dumay 2011). In so doing, both the participant and their subjective world should be kept at the centre of attention throughout the research (Holstein & Gubrium 2011).

Since the goal of this study was to determine the challenges female senior officers are experiencing in the working environment, this qualitative study is descriptive in nature. Descriptive research, Rebmann (2020) opines, describes a phenomenon and its characteristics. As it is concerned with the “what” rather than the “how” or “why” of the research subject, Rebmann opines it can provide a detailed level view of the topic under study. The advantage of using the descriptive research for the study is its effectiveness in analysing the non-quantified topics and issues while

observing the phenomenon in a completely natural environment and an unchanged natural environment. It gives the opportunity to integrate the qualitative and quantitative methods of data collection and gives a holistic understanding of the research topic but more importantly, it is also less time consuming than the quantitative research.

4.2.3. Target population

According to Lategan & Friedrich-Nel (2011), the practice of testing part of a whole in research comes a long way. The reason for that is to determine characteristics of the whole (population), but since this can be too expensive, time consuming, impractical or simply impossible, a sample is preferred. According to Welman et al. (2005), a population is the total number of cases we want to study, that which Heppner and Heppner (2004) technically refer to as the “participant pool”. In this study, the sample comprised one of the female senior officers of a Colonel and Captain (SAN) rank randomly selected from the SANDF Services which are South African Military Health Services (SAMHS), South African Airforce (SAAF), South African Navy (SAN), and the South African Army (SAA) in Gauteng.

The reason why the study focused on Colonels or Captains (SAN) and not the Generals or Admirals is that the group in question is technically on the last level of senior officers and middle management. They are on the “bridge” of transcending from the operational level to the strategic level. Therefore, it is crucial for this group to be empowered with career management since they are at the exit point of the operational level to prepare for the entry to the strategic level where they will be working with policies and strategies of the SANDF and the DOD. This is a group that is critical for shaping the strategic future of the DOD.

4.2.4. Sampling

The participants for the study were phoned to request their participation. A simple random sampling was drawn from the population consisting of a list of all female Colonels and Captains

(Navy) of the SANDF. The sample of 17 senior female participants was obtained from the State Information Technology Agency (SITA) data system. For the purposes of this study, the chosen participants were only female Colonels and Captains in the Gauteng region. When choosing the sample size for the study, caution was exercised that it neither be too small or too large. This was because if too small that could result in difficulty to achieve data saturation whilst if too large that could result in difficulty to conduct high-quality, in-depth, case-oriented analyses (Onwuegbuzie & Collins 2007). The reasons that led to the choice of the sample in Gauteng were proximity, time constraints, financial constraints, widespread nature of resources and the proximity of the Chief Directorate Transformation Management department (CDTM) located in the Gauteng area. The transformation conferences are normally held in the Gauteng region and since most of the attendees of the conference are in the area, rich data could be obtained from the local participants.

4.2.5. Description of data collection process

The process of data collection was done in the following three ways:

- a. Desktop research
- b. Pilot study
- c. Interviewing.

4.2.5.1 Desktop research

Materials of central focus are the ones highlighting the challenges experienced by women occupying leadership positions in the male-dominated environment, most importantly the military. This data collection was done through electronic literature search, hard copy reports and policy reading. Content analysis of the secondary literature that was collected from newspapers, reports, books, articles, journals, media means and other relevant SANDF and the DOD materials was also done. The data was later used to form the basic conceptual framework of the study as it resembles the backbone of the study in question. Welman et al. (2005) refer to the secondary data as the empirical data that is collected by individuals, agencies, and institutions.

4.2.5.2 Pilot study

Prior to the commencement of data collection, two members matching the requirements were phoned to request their participation in the pilot study. After their agreement, the phone call was followed by a gatekeeper's letter of the Defence Intelligence (Appendix B) together with the recruiting e-mail (Appendix C) to confirm their willingness to partake in the study. Later, the same letters were again used to recruit the respondents that took part in the main study. Although the lists of female Colonels and Captains (Navy) were requested from the different Arms of Services, because of the voluntary nature of the study, the respondents that took part in the study were the ones that indicated their willingness by responding telephonically or via e-mail.

The reason the pilot study was used was to determine whether the research questions that were used were stimulating enough to obtain rich data.

The pilot study was very meaningful for the following two reasons:

- a. Since valuable inputs were given by the respondents during the pilot study, that afforded the researcher the opportunity to refine and revise the research questions to obtain more detailed and descriptive data.
- b. Initially, it was planned that "female" senior officers of the different Arms of Services be the only ones interviewed, but the researcher had since learnt that in the sample used, there were other variables to be specified, for example people with disabilities as well as the people from the lesbian, gay, bisexual, transgender, and queer (LGBTQ) group. The latter acronym is used to describe a person's sexual orientation or gender identity.

4.2.5.3 Interviews

4.2.5.3.1 Motivation for using interviews

Given the nature of the topic which addresses the female challenges, the exploratory qualitative approach and the descriptive design were deemed as best suited for the study. Therefore, in this study, data was obtained by means of interviews. Interviews were used because they take the researcher into the natural setting and allow for the exploration of participants' points of view whilst at the same time documenting the understanding of their social world (Miller & Glassner 2011). It is important to note that the concepts "participants" and "respondents" are interchangeably used in this study.

The use of interviews was seen to be compatible with this research study for the following reasons:

- a. Looking at the bulk of research on gender and leadership, using the interview method is the most preferred method evident in literature. This method allows the researcher to explore people's perceptions and experiences as these may be difficult to measure (Marshall & Rossman 2011). Heppner & Heppner 2004 and Babbie 2007 argue that this method is influenced by the interpretive-constructivist tradition as the belief is that objective reality can never be easily understood because of the continuous changing world.
- b. The method creates extensive rich data that provides us with "complex textual descriptions of how people experience a given research issue" (Howitt 2010). This type of research takes researchers into the natural setting and allows for the exploration of respondents' points of view while documenting their understandings of the social world (Miller & Glassner, 2011).

Apart from the suitability of using interviews as a research method within the feminism perspective, this also helps us in making sense of the human experience within the context in

which it occurs (Kelly 2005). It brings the lived experiences of the participant closer, by adding depth and breadth to the investigation (Nelson et al. 1992 and Flick 1992).

The other advantage of using interviews as the data collection method is that it can be used within a naturalistic frame of thought, as discussed in Chapter 2. According to Heppner & Heppner (2004), the naturalistic researchers reason in the following manner:

Realities are multiple, constructed, and holistic. The knower and the known are interactive and inseparable and only time and all entities are in a state of mutual simultaneous shaping. Therefore, only time and context hypotheses are possible.

With that being said, this does not imply that subjectivity is preferred above objectivity. Of crucial importance in a study is to look beyond objectivity and subjectivity and concentrate on ethical obligations to explain the approach used and the objectives of the study (Bielfeld 1997). Credibility, Confirmability, Transferability and Dependability which measure the study's trustworthiness are very important in any study, be it qualitative or quantitative in nature (Lubbe 2020). Therefore, the researcher needs to look deeper to try and establish the complexities and multiple perspectives to corroborate the findings (Bielfeld 1997).

4.2.5.3.2 Semi-structured interviews

The other method that was used for data collection included the narratives and insights of the female senior officers of the SANDF in Gauteng (Abbott, 1999). The second phase of interviewing involved the themes that emerged from the information gathered during the first stage of interviewing. Members were phoned to get clarity and accuracy of the themes identified during data analysis. This procedure contributed to the validity or dependability of the interview data analysis which in-turn was important for trustworthiness (Shenton 2004).

Themes were then linked to specific aspects of challenges by female senior officers, looking specifically at transformation in the SANDF. For example, if "competency" emerges as a theme,

the respondents wording of what challenges the respondent experienced that had to do with competency at work were highlighted. During this phase the interview guide (Appendix B) was also used to carry out interviews. The issues to be covered (themes) were specified during the process until the possible themes could be decided upon.

The interview-guide approach was also used in the second stage of the interviewing. This enabled the researcher to strengthen a conversation around a particular subject. This, according to Patton (1990), permitted the interviewer greater flexibility relating the interview to particular individuals and circumstances.

This second phase of data collection was done in May 2020. The researcher was slowed down during this period because of the national lockdown that was announced on 27 March 2020 due to the Corona virus epidemic. The second phase of interviewing was done over the phone while taking additional notes. The slightly more structured nature of the second-phase interview made the work of the interviewer easier. In order to facilitate data-analysis, the interview notes were structured according to the respondents' first level of data-analysis comments.

4.2.6. Presentation of biographical information

In this study, the qualitative approach was used to collect data on participants. This approach was also used to formulate facts and uncover patterns. Elements of the quantitative approach were also used to obtain a comprehensive summary of several variables that the sample consists of. Table 6 below illustrates the profiles of 17 female senior officers who participated in the study. Participants were asked to disclose certain identifying details such as the rank, race, age, marital status, Arm of service, profession, previous position, level of education, years of service in the SANDF and number of children the participant has. The table shows the biographical information of participants after which a description of the contents of the table is provided.

Table 6: Presentation of biographical information of participants

Quest	Rank	Race	Age	Marital status	Service	Profession	Previous position	Education	Years of service	No of Children
2	-	African	50 and older	Lifetime partner	SAAF	-	-	Diploma	20 years	0
4	Capt	African	41 -45	Married	SAN	Human Resources	SO1 HR Strat	Postgrad Degree	20 years	1 to 2
5	Col	African	50 and older	Single	SAA	Communication Officer	Defence Attache	Postgrad Degree	25 years	3 to 4
6	Col	African	46 - 50	Widowed	SAA	Occupational Health and Safety	SSO Facilities	Diploma	20 years	1 to 2
7	Col	African	50 and older	Single	SAMHS	Training Officer	Directing staff	Postgrad Degree	20 years	0
8	Col	African	46 - 50	Married	SAA	Resource Manager	Officer	Postgrad Degree	29 years	1 to 2
9	Col	African	46 - 50	Married	SAA	HR Manager	HR Manager	Degree	28 years	3 to 4
10	Col	African	50 and older	Married	SAMHS	Social Worker	SSO Social Work	Postgrad Degree	20 years	1to2
13	Col	African	50 and older	Married	SAMHS	Nurse	Nurse SSO	Postgrad Degree	20 years	3 to 4
14	Col	African	46 - 50	Married	SAMHS	Dentist	Officer in charge (Dental)	Postgrad Degree	15 years	1 to 2
16	Col	African	50 and older	Single	SAMHS	Logitician Practitioner	Logitician practitioner	Diploma	20 years	1 to 2
17	Col	African	41 - 45	Married	SAAF	International Relations	SSO International Relations	Diploma	20 years	1 to 2
15	Coloured	50 and older	Married	SAMHS	HR Manager	SSO ETD Level 3 MHTF	Diploma	20 years	1 to 2	
11	Col	Indian	50 and older	Married	SAMHS	Physiotherapist	SSO Ancilliary health	Degree	27 years	-
1	Capt	White	50 and older	Divorced	SAN	International Relations	Mission Commander Burundi	Degree	20 years	0
3	Col	White	50 and older	Married	SAMHS	Teacher	SSO Strat & Plan	Degree	20 years	1 to 2
12	Col	White	50 and older	Married	SAMHS	SSO Dietician	Director Dietician	Postgrad Degree	31 years	1 to 2

- **Gender:** All respondents were female senior officers (SMS) who were on the rank of Colonels and Captains (Navy).
- **Ranks:** The respondents fall in one of the two categories, either Colonel or Captain (Navy).
- **Race:** The respondents are from four widely known racial groups in South Africa which are found in the SANDF, which are African, Whites, Coloureds and Indians.
- **Age:** The ages of the respondents varied between 41 and 50+ years with an average age of 50.
- **Marital status:** Of the 17 respondents, 11 were married, 3 were single, 2 divorced and 1 widowed.
- **Arm of Service:** SAA respondents were 4, SAN were 2, SAAF 2 and SAMHS were nine.
- **Profession:** Although some of the respondents were no longer in their line of profession, their professions involved human resources officer, social worker, nurse,

dentist, physiotherapy, communication officer, logistics officer, dietician and international relation officers.

- Educational level: Ten respondents had a post graduate degree, four had a degree and the remaining three had a diploma.
- Years of Service: Respondents' service duration ranged from 20-31 years.
- Number of children: The number of children for the respondents ranged from 0-3, even though it is indicated on the Table as 3-4.

The study consisted of 17 female senior officer (SMS) participants with the rank of a Colonel and Captain in the four Arms of Services unpacked in the following format:

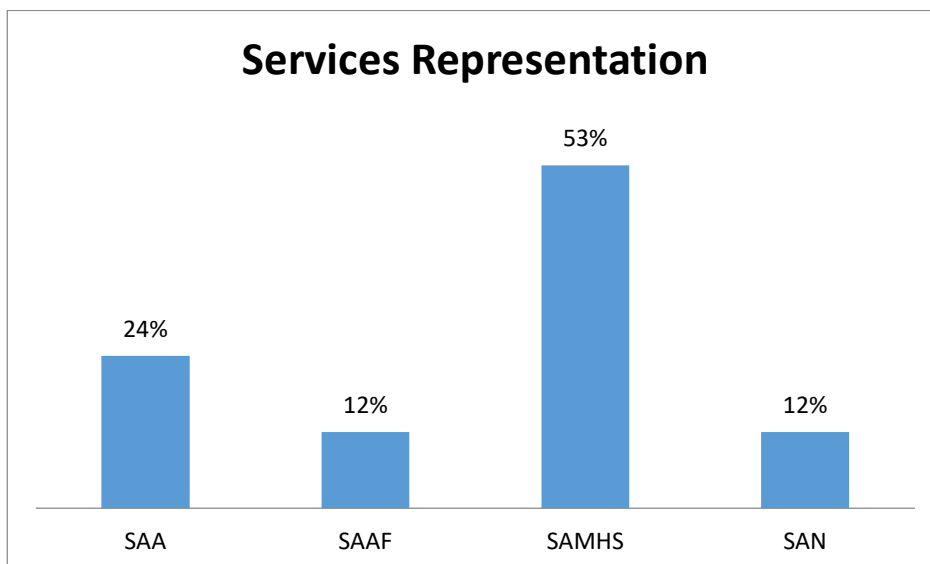


Figure 7: Services representation

In all four Arms of services represented, SAMHS had the highest representatives with 53%. This is followed by the SAA with 24%, and with SAAF and SAN each at 12%. One participant in the sample did not reveal her service as she was uncomfortable, but this proved to be insignificant.

Below is the racial representation of how the participants were spread in terms of race.

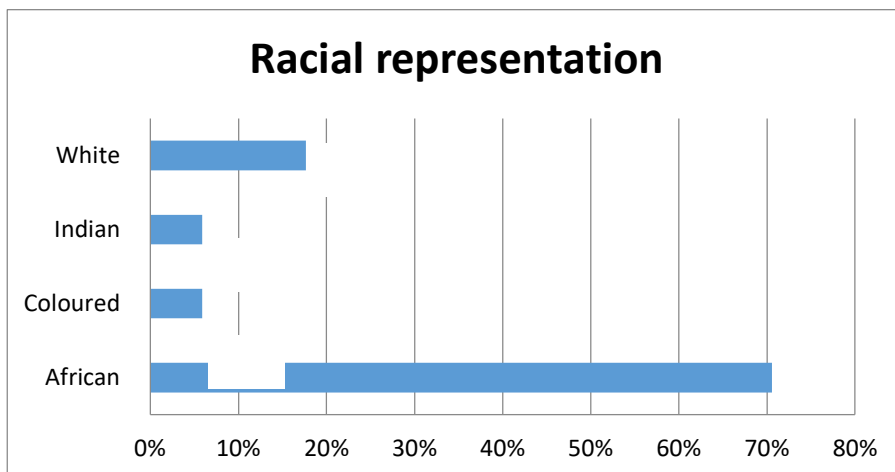


Figure 8: Racial representation

Most participants that took place in this study were Africans at 72%. The second biggest racial group was the Whites with 18% and Indians and Coloureds with 5% each. This indicates that in the level of female senior officers on the ranks of Colonels and Captains, Africans are in the majority on that level.

Below is the distribution of the participant's educational level.

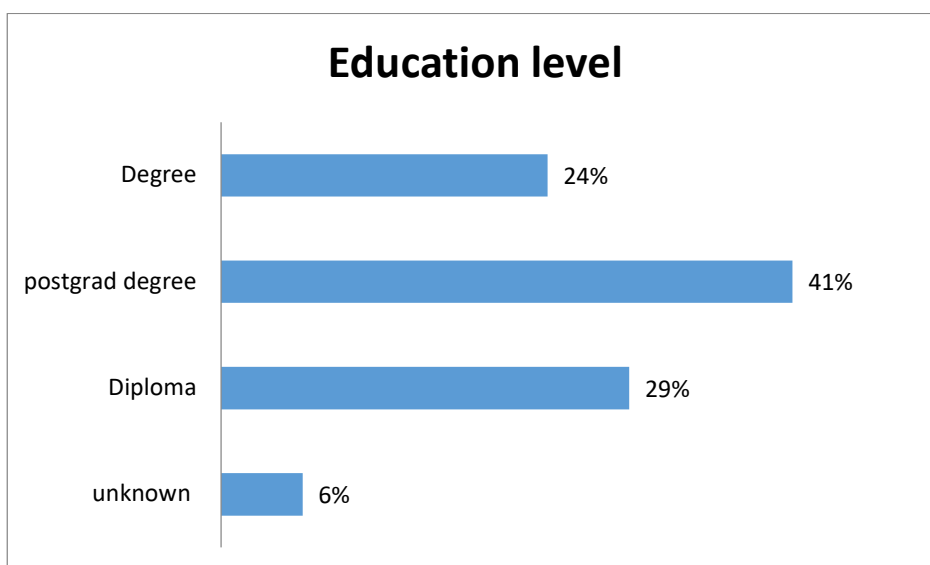


Figure 9: Educational level of participants

The educational level of participants as a variable also formed part of the biographical information that was gathered. The participants educational level varied from diploma to post graduate degrees in different professions.

The age distribution of participants is depicted in the graph below.

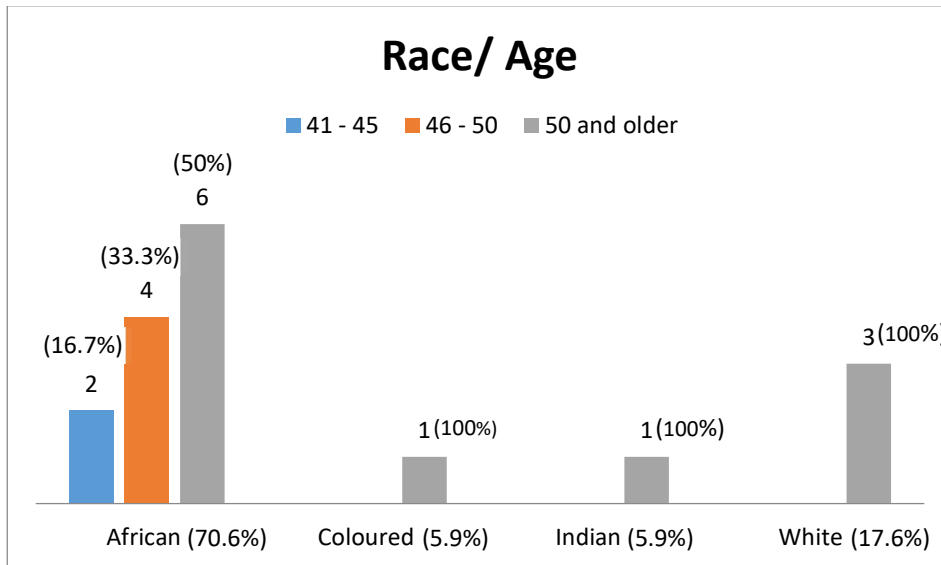


Figure 10: Race and age of representation

The spread of participants age was from 40 years to 50 years and older, which in essence is closer to the official retirement age of 60. Africans and Whites stood out as the age group that is more in number in terms of females in the rank group of Colonels and Captains (Navy) nearing retirement.

Figure 11 below depicts the marital status as well as the number of children of participants in the biographical information.

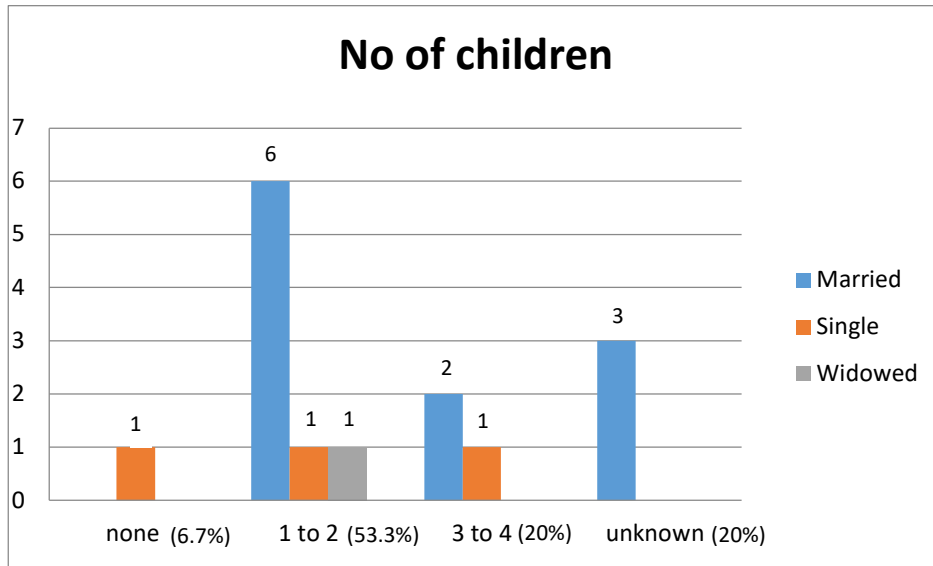


Figure 11: Marital status and number of children of representation

The other variable that formed part of the biographical questionnaire was the number of children the participants had. The married participants stood out as having two or more children, being followed by those who either did not reveal the number of children they had, or they did not have children at all.

Below are the years of service the participants have serving in the SANDF.

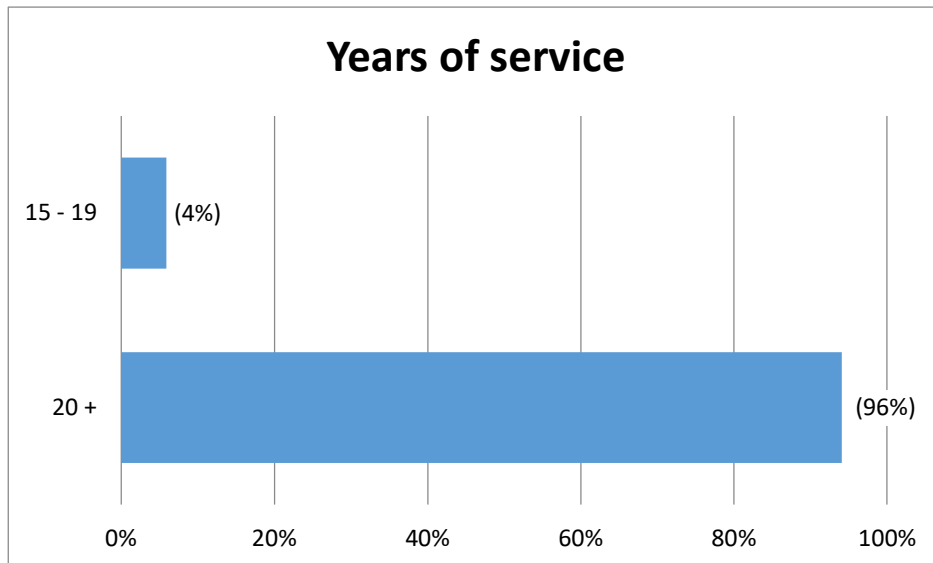


Figure 12: Number of years in service of representation

The graph gives the idea of how the participants' years of service in the SANDF were spread. The years of service ranged from 15 to 20 years and more. This is not surprising as this is a picture of female officers in the leadership/management level which is the rank a member gets after having undergone a lot of military courses over a number of years. This is compounded by the reason that some members do not get promoted immediately after the course as they are told that according to the military promotion policy completing a military course does not guarantee immediate promotion.

The sample in this study is a good representation of the female senior officers in the SANDF who the researcher deemed could make a meaningful contribution to the outcome of the study. The breakdown of the demographical information gives an overview of the service where female senior officers, Colonels and Captains (Navy), were selected from, their gender, race, age, number of children and years of service which are all factors that can have a significant influence in the experiences of female senior officers in the organisation.

4.3. DATA ANALYSIS

In this study, three components of fore structure by Heppner and Heppner (2004) were borne in mind during data analysis. They are “fore-having”, “fore-sight” and “fore-conception”. This, they assert, assists in enabling the researcher to remain aware of the focal point so as to understand the totality of elements comprising the phenomenon in question, resulting in continuously challenging, expanding and reworking the collected information. Thereafter, the next step taken was to give the collected data a logical coherence.

To form the logical coherence of the data during the interpretation process, Kumar (2011) suggests three steps to follow. Firstly, lines of enquiry on the themes are to be established via theoretical fore-structure to ground the study. An overall interpretive framework has to be identified while re-reading the participants’ responses with a plan in mind. Emerging categories of meaning were grouped together to give the foundation to the study. Secondly, specific events, happenings or situations of the participants are to be interrogated. The researcher has to, at stories that can be interpreted, make an explicit perspective which can seem to be as important in another participant’s narrative even though circumstances of the participants differed. The third step is where paradigm cases are identified to establish strong patterns of meaning and practice through which clear interpretation can be established to show participants’ attitudes emanating from their context and concerns. As a researcher, I have to bear in mind that my interpretations of the participants’ accounts can differ vastly from the interpretation of another researcher as all truth is considered to be subjective. Below is the process of how data was interpreted and analysed in the study.

4.3.1. Description of data analysis process

Data analysis was done according to the recommendations made by Bogdan & Biklen (1982), Groenewald (2004) and Bielfeld (1997) and Kumar (2011). A visual representation of the stages of analysis is represented in Figure 13 below.

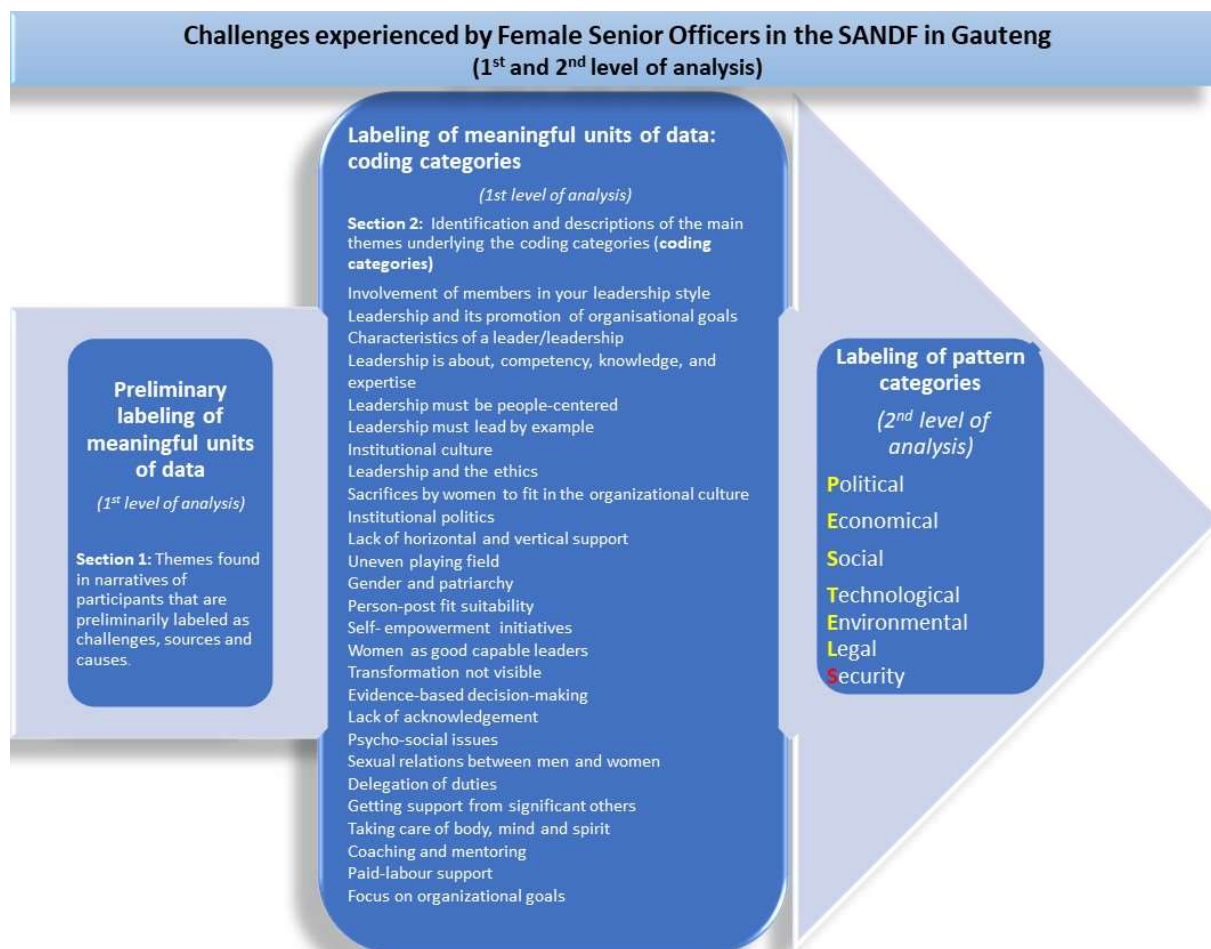


Figure 13: The visual representation of the data analysis

4.3.1.1 First level of analysis

In this study, the aim of the first level of analysis as cited by Groenewald (2004), Bielfeld (1997) and Kumar (2011) was to describe the perceptions and experiences of the individual respondents in the study. The following steps were used during this first level of analysis:

4.3.1.1.1 Step One: Exploring the data

The transcribed interviews, hereby referred to as protocols, were read and re-read until a sense of the totality of the data was obtained (Patton 1990 and Heppner & Heppner 2004). Of importance during this process was to keep track of the hunches, ideas, themes, and interpretations, since Kumar (2011) indicates that one has to record every single idea that comes to mind as you read

through and think about your data. What the participant was saying and the expression that she showed were all documented.

4.3.1.1.2 Step Two: Defining and preliminary labelling of meaningful units of data

After reading through the data, a list of preliminary coding categories or categorisation was developed according to ideas obtained from Bielfeld (1997) and Kumar (2011). Categorisation according to Patton (1990) is important because without it there is chaos, and hence it is important to simplify the complexity of the participants' reality into some manageable grouping as the first step of analysis. The field notes, transcripts, or documents that fall under the topic are represented by identifying units of data to form the coding category (Bielfeld 1997; and Heppner & Heppner 2004).

4.3.1.1.3 Step Three: Labelling of meaningful units of data

Step three was the extension of step one of the data analyses. After studying the protocols, the preliminary labels were listed and those that could be grouped together were labelled to address the challenge of convergence (Patton 1990 and Heppner & Heppner 2004). The researcher had to find out which data to fit together by looking for recurring regularities in the data. These regularities were used as patterns that could be sorted into categories (Patton 1990).

Criteria used to judge the coherence of these categories were the internal homogeneity and the external heterogeneity. According to Bielfeld (1997), internal homogeneity is the extent to which the data that belongs in a certain category is connected in a meaningful way, while external heterogeneity refers to the extent to which differences among categories are bold and distinct.

The following questions of the interview schedule were used to identify the coding categories:

- a. In your view, what is transformation and how do you see it in the SANDF?

- b. What do you understand by leadership and its link with transformation in the SANDF?
- c. Tell me about challenges and or barriers you experience as a female in a senior position in the SANDF.
- d. Tell me about your work-life balance in relation to the challenges you experience in the workplace.
- e. In your opinion, where to from here in terms of these challenges experienced by female senior officers.

The identified coding categories (CC) and a short description of the criteria used to identify the different coding categories (CC) challenges are presented below:

Leadership

CC 1: Involvement of members in your leadership style

Criterion: These are the views with regard to involving members throughout the decision-making. Taking the members with you throughout the process as leadership will make feel they own the process as they were part of the end product.

CC 2: Leadership and its promotion of organisational goals

Criterion: These are the views on commitment of the members to work towards the perceived goal. Hard work and commitment are emphasized characteristics.

CC 3: Characteristics of a leader/leadership

Criterion: These are the views on characteristics that are said to be important for the department or an organisation to perform well. It is important for the leader/leadership to be visionary so that the mission can be accomplished.

CC 4: Leadership is about, competency, knowledge and expertise

Criterion: Views with regard to the knowledge and informed manner in which the leadership conducts their business. Leadership should be open to learn and be willing to manage the institution according to the new developments happening around them.

CC5: Leadership has to be people-centred

Criterion: Views that leadership has to know that the most important asset of the organisation is the human resources. For the organisation to be performing well it's all up to taking your people with you.

CC6: Leadership has to lead by example

Criterion: Views that leadership has to create a picture of what is possible so that the followers can measure themselves against that. When you lead by example, you make it easier for others to follow you. In short, you "walk the talk".

Challenges and barriers (Organisational)

CC7 Institutional culture

Criterion: The views on the military organisational culture which include the unspoken rules, underlying beliefs, assumptions, and values, beliefs, habits, patterns of thinking, behaviours and styles of communication. This is important for the organisation's adaptations and survival.

CC8 Leadership and the ethics

Criterion: The views on debasement or degradation of moral standards in leadership in terms of implementation of its duties.

CC9 Sacrifices of women to fit in the organisational culture

Criterion: The views on advantages and disadvantages that women get confronted with after joining the military. The bitter-sweet feeling that goes with the voluntary choice an individual makes to serve the country in the military.

CC10 Institutional politics

Criterion: The views on the formal mechanisms for political rulemaking and enforcement. It emphasises the laws, rules, procedures, and organised structures through which political actors have to achieve aims.

CC11 Lack of horizontal and vertical organisational support

Criterion: The views that at other times both the leadership as well as the peers do not give the member the required accommodation and support to make it easier for the member deliver what is required. A member is thrown in at the deep end with limited resources if any, but the good output is expected.

CC 12: Uneven playing field

Criterion: The views that pressure is directly and indirectly put on females to work two times harder than men because of their gender. This is accompanied by unnecessary pressure and stress because it shows the unfair competition that females are faced with in the military because of their sexual orientation.

CC13: Gender and patriarchy

Criterion: The views that the males seem to negate that women's role no longer belongs to the kitchen, but that they are strong enough to juggle that with the demands of today's world. Males still want to oppress women as they still see them with the eye that they cannot make it to leadership in the traditional masculine environment like the military.

CC14: The person-job fit suitability

Criterion: The views on how well the member is suited to her position. This is because putting members in posts that are fit for them is a great way for an organisation to decrease turnover as that adds to the contentment of members.

CC15: Self-empowerment initiative

Criterion: The view that while men are creating impediments for women ascending the ladder of seniority in the military, women see it as an opportunity to ready themselves by empowering themselves academically and gaining skills and experiences while claiming their space in the military. Conversely, this will help in professionalising the military in the long term.

CC16: Women as good capable leaders

Criterion: The view is that women are seen more and more as being capable leaders; however, men are doing all that is possible to impede the increase in number and seniority of women in leadership positions.

CC17: Transformation not visible

Criterion: The view is that the transformation department is not fully visible to make their voice heard so as to get full support from all women issues so as to continuously document their victory.

CC18: Evidence-based decision making

Criterion: The view that a well research-based decision-making process should be an inculcated mindset in the military. People should read so as to be informed and steer the military in the right direction during these contemporary times.

CC19: Lack of acknowledgement

Criterion: The view that it is important for members to be recognised for an achievement or praised for the hard work that they are doing and the product they put on the table. This will make them realise that they are making a difference that is obviously recognised.

CC20: Psychosocial issues

Criterion: The views that the unhappiness of the members in an organisation arouses all the negative feelings and social problems.

CC21: Sexual relations between men and women

Criterion: This view is on the use of implicit and explicit overtones, including the unwelcome or inappropriate promise of rewards in exchange for sexual favours. This is seen as an unwritten culture in their military environment.

Work-life balance

CC22: Delegation of duties

Criterion: The view is on division of labour so that the work can be manageable for all in the department to make it easier for anyone to work towards the set goal. It is important to be considerate that members are not overworked and abused in the process.

CC23: Getting support from significant others

Criterion: The view that it is important for a person to balance work with support from significant others especially the family. This will help put everything back in balance by easing pressure and balance in a person's life.

CC24: Taking care of body, mind, and spirit

Criterion: The view that holistically looking after yourself as an individual apart from the organisation is very important because as a person you are the most important asset of both the organisation and your family.

CC25: Coaching and mentoring

Criterion: Continuous improvement and imparting of knowledge to members in the bigger organisation is a good sign organisational development. Coaching and mentoring help to empower members so that a pool of leaders can be developed.

CC26: Paid labour support

Criterion: Apart from significant others, women are even prepared to pay for labour support so that her family can be taken care of whilst she is at work that basically needs her 24/7. Although this helps to ease the pressure at home, it denies her the best quality time with her family.

CC27: Focus on organisational goals

Criterion: The view to focus on the vision and values of the SANDF when executing their duties gives members as a sense of patriotism and satisfaction.

Discussion of the coding categories is fully presented in Chapter 5.

4.3.1.1.4 Step Four: Establishing the reliability and validity of the coding categories.

Reliability and validity are concepts used in this study as measuring tools to check how well the questions used truly measure the issues of importance to the study.

a. Reliability

Qualitative research tends to assume that each researcher brings a unique perspective to an ever-changing context of the study. To neutralise this bias, Shenton (2004), Chowdhury (2015) and Given (2020) argue that dependability and confirmability which are based on the assumption of repeatability and replicability of the study can be done so as to confirm or corroborate the degree of results. This confirmability and dependability echo how well the questions used in the study measure the issues relevant to the study or the consistency in the findings if the

study is repeated; however, Moon et al. (2016) caution researchers about the importance of the quality of the social research if sufficient information or research design or data presentation is not provided.

In this study, to check the reliability of the data, the intra-coder reliability of the coding categories was used. The intra-coder reliability of the coding categories was established by firstly categorising all the protocols and revisiting the same coding categories without looking at the initial established coding categories to see whether new coding categories could be identified. The final number of coding categories was then recorded. A calculation was done to check for the reliability, which is discussed in Chapter 5.

b. Validity

To check whether the data supports the theoretical structure and whether the theory has some correspondence with reality, the validity of the coding categories had to be done. Communicative validity was used in this study to test for the validity of the data. According to Bielfeld (1997), that takes place through dialogue between researchers analysing the same material that was used (Bielfeld 1997). During the process of inter-coder reliability, the researcher discusses the interpretations of the material and its validity as stringently as possible. Validity is used to determine what questions to use and also helped ensure that the questions used in this study truly measured the issue of importance as validity is considered to be the degree to which the study measures what it is supposed to measure. Leung (2015) advocates that when establishing reliability and validity in qualitative research, generalisability should also be borne in mind.

4.3.1.2 *Second level of analysis*

The second level of analysis entails the presentation of pattern categories. These pattern categories are based on the main themes underlying the coding categories that are described during the first level of analysis. In this study, the researcher used the PESTEL-S framework to further analyse the coding categories from the first level of analysis to form pattern categories.

Below is the visual representation of the PESTEL framework used for the second level of analysis:

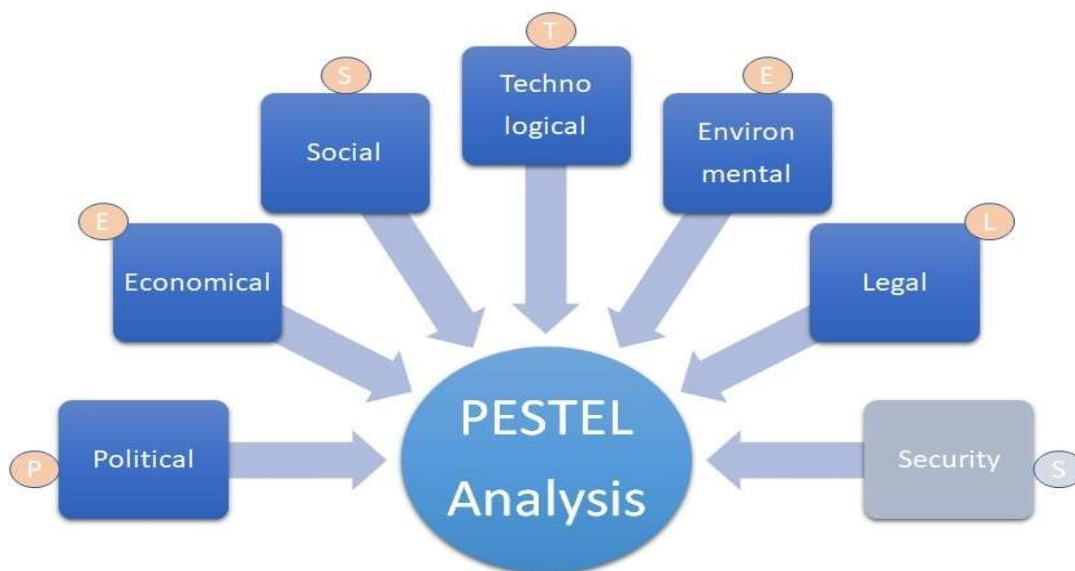


Figure 14: PESTEL-S framework

The PESTEL framework helped the researcher to analyse the female senior officers' challenges from the political, economic, technological, environmental, legal and security aspects which have a profound impact on transformation and gender equality in the SANDF. PESTEL-S is a tool the researcher uses to analyse and monitor the micro and macro environmental factors that have a profound impact on the organisational performance which in this study involved focusing on

transformation and gender equality challenges (Akman 2020). More importantly, this tool can also help identify challenges and threats of an organisation to guide it towards success.

4.4. CONCLUSION

In this chapter a detailed description was given of the study's research design and methodology. The motivation of the study, motivation of the interviews in the study, data collection process, data analysis and ethical issues were all presented. The following chapter (Chapter 5) focuses on the sources and causes of the challenges faced by female senior officers.

CHAPTER 5

CHALLENGES, SOURCES AND CAUSES

5.1. INTRODUCTION

In this chapter, the researcher presents the findings and the discussions of the study. This consists of themes, sub-themes, coding categories and pattern categories. Narratives of the participants are presented to justify these themes, coding, and pattern categories. The reporting of the results takes the format of firstly reporting the findings from the literature and secondly, the researcher reports on the findings from the study which discuss the first and the second level of analysis. This is then followed by the interpretation of the last part of the chapter which presents the interpretation of both the results.

Firstly, it is important to ascertain how the used coding categories in the study were weighing on reliability score using both intra and inter-coder reliability. Below are the criteria used to check how well the reliability and validity weighs on the test measure (questions) in the study according to Miles & Huberman (1994) and Van den Hoonaard (2008). Reliability is about consistency of the measure tool or results while validity is the degree to which the measuring tool or results measure what is supposed to.

5.2. RELIABILITY

In this study, the intra-coder reliability of the coding categories was used to assess the reliability of the data captured. The intra-coder reliability of the coding categories was established by categorising all the protocols in the way that at first, the researcher went through all the narratives and a total of 24 coding categories were identified. Two weeks down the line the protocols were analysed once again but during this period, the process was done without looking at the coding categories of the captured data. Hereafter the coding categories identified in the second categorisation were compared with the coding categories of the first categorisation analysis. In

the second analysis of the coding categories, the original categories were refined and an additional three were added onto the original 24. The researcher ended with 27 coding categories. To determine the inter-coder reliability, the formula of Miles & Huberman (1994) was used. The intra-coder reliability calculation follows in Figure 15 hereunder.

Intra coder reliability of the data = number of first analysis coding categories/number of second analysis coding categories $=24/(24+3)$ $= 88.88\%$
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Figure 15: Intra-coder reliability

Therefore, the similarity between the first and the second analysis or the intra coder-reliability is 88.88%, meaning that 24 categories from the first analysis were accurately identified in accordance with the labelling and description of the categories identified during the second analysis. A lot of the respondents' responses fit in more than one category and as such were used in different categories. Some categories were deemed not to be sufficiently distinct to form a separate category and hence they were grouped together with the ones that were distinct, for an example gender roles and patriarchy were added under institutional culture category.

Inter-coder reliability of the coding categories on the other hand was established by involving a research assistant who is a registered research psychologist. The research assistant was asked to analyse three randomly selected protocols/overarching categories according to the same method of data analysis. No coding categories were provided. The research assistant identified three more protocols.

With the analysis of a researcher assistant and a principal researcher, the findings are shown in Figure 16 below.

Inter-coder reliability on leadership CC1-CC6 =
 $4/6 \times 100 = 66.67$

Inter coder reliability on challenges/ barriers (Organisation) CC7-CC21=
 $10/15 \times 100 = 66.67$

Inter coder reliability on work-life balance CC22-CC27
 $3/6 \times 100 = 50\%$

The overall inter coder reliability=
 $17/27 \times 100 = 62.96\%$

Figure 16: Inter-coder reliability

During the process of inter-coder reliability, the researcher discusses the interpretations of the material and its validity as stringently as possible. In the leadership question, the researcher identified four coding categories. The research assistant disagreed as according to her, after having gone through the narratives, she identified two more which made the reliability $4/6 \times 100 = 66.67\%$. With the second question on challenges the researcher found 15 coding categories while the research assistant only found 10. The calculation was then $10/15 \times 100 = 66.67\%$. The last coding category that was on work-home balance, the researcher identified three coding categories while the assistant researcher identified another three. The calculation was then $3/6 \times 100 = 50\%$. The overall inter coder reliability was calculated as $4+10+3=17/ 6+15+6=27$, therefore $17/27 \times 100 = 62.96$.

5.3. VALIDITY

Secondly, Communicative validation was used in this study to measure the validity of the coding categories discussed, (Chapter 4). Sykes (1990) maintains that communication validation takes place between researchers who vigorously interrogate the identified coding categories and their interpretations. Researchers should agree that whatever coding categories identified, measure what they claim to measure. Both the researcher and the research assistant ended up agreeing that the final number of coding categories was 27 and that the results were reliable for this number

of coding categories. Bielfeld (1997) also contends that communicative validity can also be checked with the interviewee. This can be when the researcher engages the interviewee for clarity in coding categories so that the two can agree on the real meaning of the coding category. Due to the fact that the researcher did contact the interviewee to ask for clarity on some coding categories so that they both could have the same understanding it was decided that that would suffice to regard the coding categories as valid.

As mentioned before, with the use of Bielfeld's (2007) and Kumar's (2011) thematic analysis technique, the researcher identified 27 coding categories from the data set. The narratives of the participants were analysed to identify themes, sub-themes and eventually coding as well as pattern categories (Figure 13). The 27 coding categories that were identified in the narratives came from the three overarching themes of the narratives which although they were all challenges, they were classified under leadership, challenges and barriers which are more organisational in nature and work-life balance.

Question (a) was analysed separately as the umbrella question for the study and not as a coding category. With the formulation of question (b), it was cleared with the respondents that for transformation to happen there should be leadership to drive it; hence the probing on question (b) where respondents were asked whether they think that the leadership is doing what it is expected to do in terms of transformation requirements and policy directives or not. Question (c) was coined for the respondents to give their actual views on organisational challenges and barriers they experience as females in their leadership positions in the SANDF. With regard to question (d), the respondents were expected to answer the question on how they were trying to keep their heads above water as these challenges were impacting on their well-being in totality. The last question, question (e), was asked to get the respondents' ideas of how they think their challenges could be addressed or resolved to help address the policy.

Hereunder is Question (a) which was seen as the main question of what the study was about. The narratives from this question were separately analysed from the coding categories.

5.4. TRANSFORMATION AS CHANGE

Question: “In your view, what is transformation and how do you see it in the SANDF.”

All 17 respondents agreed that transformation is the process of change, to correct the past injustices in terms sex, gender, race, and colour and afford people equal chance to opportunities. In the SANDF, the transformation path of senior female leaders is seen as a slow learning process that is fraught with obstacles and barriers. All participants agreed that transformation is about change however, the change is good on paper, because implementation is a challenge. For real change to happen, systems and structures in the SANDF and other militaries are still to be transformed, hence Davis (2020) argues that radical change lies ahead.

The following narratives are based on the views of female senior officers on transformation:

Respondent #10

“Transformation means **change** in the environment, be it work, women appointment, exposure, youth experience etc. It means changing the old system to accommodate everything new in terms of equality, gender, equity, and experience. Mostly it also has to do with issues of equity and affirmative action”.

Respondent #5

“**Change in which things are done, systems, policies** in order to **effect fairness and justice**, and to correct the injustices since women were marginalised, not treated the same way as men ...”

Based on the narratives above, it is evident that transformation is a profound process aimed at altering the very nature of something and in this study – it is about altering the

environment, the people's experiences, thinking and the way they do things. Transformational change is both radical and sustainable (Tosey & Robinson 2002). The narratives above are talking about transformational change in that change has to do with replacing the "old" with the "new". To influence that social change, they agree that transformation is needed in the "way" they work for change.

5.5. FIRST LEVEL OF ANALYSIS: PRESENTATION OF NARRATIVES AND CODING CATEGORIES (CC)

The women in the study revealed that transformation, equality, and leadership diversification in the SANDF is a work in progress and that female senior officers (SMS) are still fighting hard to claim their space in the military. Although the focus of the study was qualitative and analysis had to focus on the themes, the researcher added frequencies of the respondents' coding categories in order to give a clearer picture that supported the findings. Below is the frequency table of how the 27 coding categories manifested in the interview schedule (questions 2, 3 and 4). Questions 1 and 5 are not included because question 1 is seen as an umbrella question conceptualising the overall study while question 5 is regarded as advice from respondents to better the workplace situation.

Table 7: Frequency table of coding categories

Coding category	Frequency in Question 2 (Leadership)	Frequency in Question 3 (Challenges/Barriers Organisational)	Frequency in Question 4 (Work-life balance)
What do you understand by leadership (in relation to transformation)			
CC1	15	9	4
CC2	5	0	0
CC3	8	3	2
CC4	9	12	2
CC5	12	4	3
CC6	8	3	1

Tell me about challenges and or barriers you experience as a female senior officer in the SANDF.			
CC7	4	9	4
CC8	7	7	0
CC9	0	5	6
CC10	3	11	2
CC11	10	14	6
CC12	1	12	0
CC13	0	6	1
CC14	2	9	0
CC15	3	7	2
CC16	11	5	6
CC17	5	5	1
CC18	1	1	0
CC19	3	5	3
CC20	1	8	11
CC21	1	2	0
Tell me about the work-life balance in relation to the challenges you experience in the workplace.			
CC22	3	2	4
CC23	1	2	5
CC24	0	0	10
CC25	5	3	1
CC26	0	0	1
CC27	8	0	2

The picture in Table 7 above depicts that the members' challenges rest more with the involvement of leadership in terms of support. Women see themselves as good leaders in the SANDF; however, they acknowledge that lack of support poses a challenge which results in the military not being a united front where men and women can co-exist. This lack of support is even reiterated

in the Defence Ministerial Task Report (2020) which states that some leadership feel that addressing challenges of women in the military “leads to the reduction of discipline because the military by nature is an undemocratic entity” (MTT Report 2020:13). This is also supported by CC11 which comes out second in terms of ratings where female senior officers’ challenges extend not only from vertical support, but also the horizontal one. Lack of support in the workplace is very challenging because performance of members is affected leading to demoralisation and despair.

Below is a more integrated understanding of the underlying patterns of these female senior officers’ challenges that illustrate how the different coding and pattern categories as well as PESTEL-S framework were integrated and related to form general constructs that led us to the findings of the study.

5.6. DISCUSSION OF CODING CATEGORIES (CCS)

5.6.1. What do you understand by leadership?

In this study, female senior officers in the SANDF were found to have different views on what leadership is all about. The different perspectives on leadership are often complex as each senior officer may attach a different symbolic meaning depending on her own subjective experiences. For other participants, leadership was linked to connectedness as it is seen as the art of moving others, an evolving phenomenon, a role where one moves continuously into and out of while others agree that leadership is not a position.

5.6.1.1 *CC1: Involvement of members in your leadership style*

According to Veldtman (2018), leaders have a major impact on both the people and the organisation they lead. With this in mind, Bester & van’t Wout (2016) maintain that South Africa and the SANDF in general require leadership striving for effective leadership styles, attitudes, behaviour and mindset because of its international status, strategic posture, continental and regional leadership role. To be able to understand the people the leadership is working with, it

has to bring themselves closer so as to understand them better. The role of a leader is continuously changing; hence literature confirms that time, place, need and circumstances all have a significant input on leadership style, thus being adaptive in the approach (Klingborg & Moore 2006, Bester & du Plessis 2014). In the same way within literature, leadership is regarded as a process based on interactions and social relations within people. Although the respondents mentioned different characteristics of good leadership/leader, the following two characteristics stood out from the responses:

Modest leadership

This leadership welcomes and is open to hearing the thoughts, ideas, and opinions of others, especially subordinates. Behaviours that are successful for males in the workplace are not necessarily seen as successful for females. Most participants indicated that they feel that the culture of the military is hostile towards femininity.

An influencer

Communication plays an important role here. A leader has to be warm and approachable not stern and distant as it is normally what female leaders get from males in the military. That, the females argued, creates a gap between the male counterparts and them.

The following narrative encapsulates the essence captured in all the narratives concerning involvement of members in your leadership style.

Respondent #6

“As a leader, you lead by example and work in a team. In all my positions, that is my viewpoint, and it has worked for me. This helps because I do not have the specialist knowledge because I’m wearing a rank. **Communication and interaction are of paramount importance.** The biggest issue now is lack of decision-making which severely

impacts moving forward. **The non-involvement of leaders not knowing what is going on at lower levels.** This is the biggest problem”.

Leadership cannot exist solely within an individual as at least one person (the follower) is required for leadership to be enacted. What came out from all the respondents was that in leadership, communication is important as you have to take your people/subordinates with you. As leadership, you must keep the people informed by giving feedback where necessary. This can assist to create trust, connectedness, and lead to positive outcomes like systematic change, transformation, paradigm shift improvement and innovation which can be new and added values to and from the organisation. Therefore, most respondents believe that the transformation process is very slow in the SANDF because information on its process and progress is not trickling down to the lowest level. Most of the members even admitted that they once heard about the Department working on transformation and women issues in the SANDF, but they have never seen or been invited to the activities that have to do with that. Some even admitted that they do not know of such a department in the military.

5.6.1.2 CC 2: Leadership and its promotion of organisational goals

For leadership to be able to promote the hearts and minds of its people, it has to be able to work with their hearts and minds. In this way, the leadership role then becomes important in clarifying the vision and ensuring that the desired behaviour is consistent with the corporate culture, namely the beliefs, principles, and values. Veldtman (2018) suggests that a successful leader is “an individual who understands himself, the institution and the environment in which they operate and the people they are privileged to lead” (Defence Leadership Centre 2004). To Denis et al. (2001), strategic leadership is viewed as a **collective** phenomenon (different individuals making different contributions), **processual** phenomenon (the focus is on the actions of people in leadership positions rather than demographics, personality, and cognition), **dynamic** phenomenon (in which participants, roles and responsibilities evolve) and **supra-organisational** phenomenon (going

beyond the borders of the institution). The following narrative encapsulates the essence captured in all the narratives concerning promotion of organisational goals.

Respondent #15

“One thing I was taught back then is that **whatever we do, we owe it to the taxpayers** i.e., if I knock off at 1 O'clock, while other people are working, what my conscience is saying to me. Feel proud that you represent the service, uniform and what it stands for. So, don't do things that will put the organization into disrepute”.

Respondent #5

“**Evidence-based management-** Where there is a lot of information available that we can follow can help us better the organization and the women stature where possible. Historical information is there for us, we can do reproductive studies and see what is happening”.

The transformation process should be driven by leaders who are able to formulate strategies to take the institution forward by giving strategic direction (Evison 2014). Such a process should be guided by a particular leadership approach suited to it. It is important since this institution is reasonably new and a difficult one to fully integrate in the SANDF. To be able to take transformation forward, leadership is encouraged to be continually working and studying to use evidence-based management on women matters. Women are therefore encouraged to get empowered to be able to drive the process professionally and efficiently. The more the women get empowered, the more they can intellectually and astutely address matters driving transformation from the leadership level in the SANDF.

On this coding category, the feeling of respondents is that time is money. Promotion of organisational goals requires constant improvement and contemporary solutions.

5.6.1.3 CC3: Characteristics of a leader/leadership

Female senior leaders also experience challenges when they look at the posture of leadership of the SANDF. Even though individuals agreed that as an officer you are guided by the code of conduct, they believe that a senior officer has to be taken one level up to have a heightened self-awareness in how she discharges her duties.

Leadership principles

The views of the respondents with regard to characteristics of what they deem as a good leader/leadership for the military were diverse, but what stood out is what is echoed in the code of conduct of the officer of the SANDF, that which resonates with self-awareness, honesty and most importantly communication – are the leadership skills the respondents strive towards that.

The respondent's view below is about the characteristics that are required in a military leader.

Respondent #2

I think I've done very well in terms of leadership. Dedication is important. Vision and commitment I have, so whatever I do attest to that. Whatever I do, I do with people around me. Yes, everyone is required to contribute his/her piece to help take the department forward. I've always been leading people in my professional capacity and as military personnel".

5.6.1.4 CC4: Leadership is about competency, knowledge and expertise

Given the changing nature of the military organisation, the SANDF women are, in particular, more than determined to become effective leaders with their focus on education as it is deemed as a requirement for good leadership to get to the top of the organisation.

Military effectiveness

Education is said to be one of the important elements that can take South Africa forward as it underpins development in all the realms of society, transforms the poor into becoming significant players into the country's economy by producing skilled professionals, innovators and economic development. According to Esterhuysen & Mokoena (2018), education is one of the important requirements of transformation for the Defence Sector Reform. The equal opportunities and Affirmative Action policy in the DOD concur that this policy is to assist different groups (particularly Africans and women) to develop their skills especially in leadership positions. To take the Defence Force forward, soldiers need to be empowered by acquiring a thorough academic understanding of three environments, namely higher order politico-security environment, defence environment and military environment, (Esterhuysen & Mokoena 2018). How else are individuals expecting to lead effectively in a complex environment like the Defence Force without continuously academically empowering themselves in that environment? The military has to produce its own strategic thinkers if it wishes to be effective and efficient in its strategic realm.

The views below are on the knowledge, expertise and competence of a leader

Respondent #9

"Leadership has to lead the way and guide the organization and people into successful outcomes. It is not a rank or an appointment. Yes, but I know that it is understood as a rank, title, position, but I don't agree with that. I think this is irrelevant here. I have always maintained that in my team, whoever knows much about the subject under discussion should lead ...yes, I know mine is an unconventional kind of leadership. A leader is therefore a brave, strong and humble person. Fierce and makes decisions, not swayed by popular demands or opinions. He is a wise person because wisdom is important".

Respondent #17

“I feel leaders are born. You cannot go to school to learn leadership. So, going to school is just to harness the leadership qualities that you already have. We currently have candidates here, that were given foreign opportunities and taken to the best institutions to study leadership, but they are the worst leaders in the...comparatively speaking”.

In this coding category, there were conflicting views with some thinking that a person is born with leadership skills while others were for the opinion that leadership needs constant renewal in terms of knowledge, to take informed decisions.

5.6.1.5 CC5: Leadership has to be people-centred

The people-centred approach is also perceived as a challenge by female senior officers in the SANDF in that military leadership is more about stern, distant autocratic leadership. The culture of “Ubuntu” which is about “I am because you are, and together we can” is rarely practised.

Collective leadership

As Maxwell (1998) puts it, “effective leaders know that you first have to touch the people’s hearts before you ask them for a hand”. There must be connectivity between the people and leadership. This is where a group of people work together towards a shared goal. The individuals here are a source of leadership.

Respondent #16

“According to me leadership is the ability to manage, control, organize and lead members. It is to be able to take decisions that will be beneficial to subordinates and the organization. A good leader is someone that can impact and make a difference to subordinates. When you are away from work, the unit should continue. Therefore, a leader should be able to impart her knowledge to subordinates. Sometimes you can have a good attitude, shine,

and get applauded, but when you are not there and the unit or the department cannot be seen to be working, then you cannot be regarded as a good leader- hence imparting of knowledge is crucial”.

5.6.1.6 CC6: Leadership has to lead by example

Leading by example is about setting the tone, taking responsibility for the team, inspiring them and showing them the way. This will make it easier for others to follow. If correctly done, it has a better chance of enforcing the code of ethics because the subordinates and peers will be picking up on the positive cues.

“Walk the talk

Respondent #3

“But then I must state that, my own leadership ability is visible in the Defence Force. My leadership abilities can be felt, and it’s known. For an example, when there was a problem in the Special force, I was called in to come and sort the problem out. The same applies to the situation of the Log support division and the pension challenges in the HR division. So, I think that I’m a good leader and have demonstrated good leadership by leading by example in the Defence Force”.

Tell me about the challenges and/or barriers you experience as a female senior officer in the SANDF.

5.6.1.7 CC7: Institutional culture

Military as an inherently dichotomous and diverse institution, has its influence on change and transformation. This leaves the military institution with the “in-group” and the “out-group” that are always at loggerheads with each other. One reason is the imbedded traditional institutional culture the military has. This marginalisation has made females at senior level very sensitive as they are subjugated to intense scrutiny that transcends performance. The “in-group” lack of female cultural

accommodation has left women very vulnerable, hence many challenges with regard to institutional culture. What stood out from the institutional culture according to respondents were the following:

Agentic characteristics are ascribed more strongly to males as they are described as having assertive, controlling tendencies. It is described as individual power to control his goal actions and destiny. This makes women not to question the challenges that men have, but just assume that they are leaders. This military culture is forcing members to feel that men belong at the top and women follow.

The “Power over”, “Power to” and “Power with” phenomenon of the military (Sindhuja & Murugan, 2016)

The traditional culture of the military rests on the “Power over” phenomenon, which was focused on conflict and direct confrontation between powerful and powerless groups, while the focus of the contemporary military is more about the “Power to” and “Power with” phenomena. The “Power to” phenomenon is about capacity building and supporting individuals’ decision-making, while the “Power with” is about social mobilisation, building alliance and coalition.

The following narratives capture the essence of institutional challenges faced by female senior officers:

Respondent #4

“The directive comes to say that you cannot wear your civilian attire-Why? But that is not to work at the problem. Yes, a woman has to conduct herself professionally and put on professional clothing in deployment but **denying women this (wearing of civilian clothes), is clearly abuse**. Men themselves should work on how they view, or look at the clothing of women, yes, we function in an authoritarian

environment, but we should be given the freedom to pass there in our civilian clothes. **Maybe this is because women are seen as tools, weapons”.**

Respondent #5

“Rank is also a problem or rather the person behind the rank is. It influences people big time. If people can start looking beyond the rank and think of what can I give to my generation- ...The rank must not go to the head”.

In this coding category one of the institutional culture challenges was the abuse of military rank which was equated to superiority complex. Some female senior officers felt that when the senior colleague is not sure of what is expected of him/her, he/she wants to intimidate you when questioned. The feeling is that the military autocratic top-down approach is the thing of the past. In this day and era members are academically inclined and feel comfortable when engaged in participatory enquiry approach. This, the female senior officers argued, is very important as the leader will be “walking with the members”, thus creating a climate of trust and harmony in the working environment. The female senior officers will then be free to discuss their concerns and the leadership will be able to hear their concerns from the individuals themselves, hence the saying “nothing for us without us”.

The military rank culture has resulted in some female senior officers resorting to the contrived stance of “honorary bloke” to try and fit in with the “in-group” (King 2014). The women adapt to hard aggressively demanding posture like engaging in vigorous demanding exercises to build muscles, start socialising with beverages normally associated with men so that she can suppress the femininity characteristics. Heinecken & van der Waag-Cowling (2009) and Van Breda (2016) warn us that for some women this eventually results in guilt and secrecy because of the suppressed “true self”.

Thirdly, certain positions in the SANDF are only meant for certain members and certain Arms of Service members. The other challenge that was brought to the researcher's attention was that all the Arms of Service namely SAA, SAAF, SAN female senior officers were given the opportunity to head the colleges, but not female senior officers from SAMHS. The paradox is that the colleges are regarded as academic institutions meaning that it is expected that the member who will be heading them is both academically and militarily qualified. The argument is that SAMHS members duly qualified for the Commandant positions feel excluded. The assumption is that either there is no proper succession plan done for critical posts or there are bottlenecks in the positions created by male counterparts as females ascend to leadership due to cadre deployments.

5.6.1.8 *CC8: Leadership and the ethics*

These views contend that the code of conduct should always be the guiding tool when decisions are made on members lives in the military. The challenges under this coding category are on the degradation of moral standards and inconsistency discharged by leadership when making a decision. The decision that was applied to one member is not consistently used when having to decide on other members' fate. There is a lot of inconsistency cited by female senior officers when it comes to policy and code of conduct application.

Ethical education

Leaders have a significant role to play in both the people and the organisation they lead. As a result, the SANDF requires leadership of the highest leadership standard as it also forms part of the global military preaching the prevention or avoidance of Military Leadership Incompetence (MLI). Bester & Van't Wout (2016) refer to MLI as the behaviour that is repetitively demonstrated by a person in a military leadership that intentionally or unintentionally has a negative impact on subordinates or effective functioning of the organisation in achieving its goals and objectives. According to De Graaff et al. (2017), most subordinates seek guidance outside of themselves as the belief in the military is that the leader is the moral compass. Therefore, the leadership is seen

as an essential determinant for followers' behaviour, and hence they are the ones most apt to inspire their followers to reach the desired goals. Since some studies have established the correlation between bad leadership and followers' unethical behaviour, it is expected that honest, ethical, and professional leadership be upheld to inspire personnel in terms of setting up of goals, distributing resources, creation of an ethical climate and most importantly acting accordingly (Bester & Van't Wout 2016 and De Graaff et al. 2017). Bester & du Plessis (2014) and Jambawo (2018) therefore emphasise that a leadership requires emotional intelligence which is imperative because of the required situational adaptability.

The narratives below capture the essence of leadership and ethics challenges faced by female senior officers:

Respondent #2

"I have concerns in terms of the fact that we don't know where we are heading.....
The type of leadership that we have is rubbing off on generation to come-for an example **on non-compliance, no consequent management** etc. And when senior officers start doing that, then juniors follow in their steps. There are few people who are committed".

Respondent #5

"Leadership courses. The problem is that when people are old, finished life, then we want to empower them, why? **The criteria for people to do courses is skewed- money, resources, time all wasted.** When I did not see the impact after people have gone on senior courses, I asked how many people those strategic courses did, how they are influencing the system, because of what I learnt. Are they ploughing back by coaching, seminars, i.e., empowerment is required that speaks to leadership?"

The female officers indicated that they feel that the inconsistent application of the policy is demoralising as it does not give them something to look up to. The argument is that it is no longer about withholding of moral and ethical standards but favouritism and protection of cadres' advancement and deployments. Meritocracy no longer seems to count, and the female officer needs to work very hard to try and secure herself.

5.6.1.9 CC 9: Sacrifices by women to fit in the organisational culture

This challenge is centred on the mantra that a member is a soldier first before anything regardless of sex, gender or colour. A member is expected to execute his/her function with loyalty, dedication, and commitment as he/she volunteered to serve the country. What stood out from the respondents on this coding category is:

Round the clock culture struggle

Women in the military experience a 24/7 culture that has to accommodate parenthood, which impacts on women who have career responsibility. When work is viewed through the masculine prism, the skills and traits attributed to feminine do not align to the traditional military essentials. This is captured by the following view:

Double-bind phenomenon

This is a view that if a female leader acts in a strong and assertive manner, or exhibits "masculine traits", she may be judged or seen as abrasive and not well liked. If she acts in a nice, caring, and supportive manner or exhibits "feminine traits", she may well not be respected or seen as a leader. The views below are on the members' dedication, commitment, and loyalty to the SANDF.

Respondent #1

"Personally, I feel that I had children late in life... This affected my marriage because I was out of the house a lot".

“Currently with me having been on a yearlong course, that has its own challenges, but I work to trust that work will continue as expected. The military takes you away from the family regularly and that puts a strain on family life. **Mine is unique in the sense that when my children were 1 and 2 respectively, I had to leave them with my mother and my husband to fulfil the military obligations**, i.e., doing courses inside and outside the country”.

Respondent #13

“It’s even worse if your husband is working in the military and you are higher than him in terms of rank like it was in my case. I had to let go of my marriage because of work pressure. **At home as you are expected to be a pillar, things fall apart. You look for a nanny to take over your role of looking after the child- in essence; you are outsourcing your role as a mother.** This to me means you start to raise a monster because the connection between you and the child breaks. When you are with him, you try to overcompensate for the lost time- which breeds an opportunity for manipulation and exploitation from him”.

Female senior officers argue that they have to put twice as much hard work as males to meet the military obligations. However, regardless of that, they still get disrespectful treatment as they are belittled and tagged as incapable, more especially in the technical field. Distrust reigns in this environment because women are generally believed to be clumsy with their hands, so they are not trusted to finish a product or even work with required speed to deliver the services without supervision. This, they argue, results in them being vulnerable. Piterman (2008) also agrees that when a business is viewed through a narrow masculine prism, the skills and traits attributed to femininity do not align with traditional military essentials more especially because gender stereotyping becomes prevalent. The round the clock culture struggles to accommodate parenthood of women who have fulltime careers like the military get questioned. This will end up

putting considerable mental and physical stress on these women by increasing their level of yearning for respect. Minsberg (2015) argues that in this way, women are more likely to report depressive symptoms. It is assumed that absenteeism that has to do with family responsibility is somehow also used as a reason for women not to be appointed in leadership roles regardless of how hard they bring their side. Fear for gender discrimination cause

5.6.1.10 CC10: Institutional politics

The challenge in this coding category is that women feel that they want to be fully utilised and not just to be treated as statistics or be given that demeaning stature.

Respondent #3.

“Most women are appointed in the support division; hence I believe that as women, we are not fully utilized to our capacity”. We are shadowed to say that – “yes we’ve got women as required by the women and the transformation policy. **So, we are packaged to nothing”.**

Respondent #7

“When planning takes place, I hear this thing that “women are not ready to get promoted. Now I ask myself what it is that the leadership is really looking for? What should we do to be ready? If its courses, why are we not told to do such courses so that we can be competent? What is it that is really required? What is then that they are doing to help us? What is it that we need to be ready about?”

“From my environment, I can say leadership has been a challenge. I think politics has a lot to do with conducting of our work. Sometimes one feels like, where are we going in terms of the Defence Force. **What is happening at leadership level is that there is a lot of political interference. It affects us in the way that you find leaders with questionable skills making questionable decisions, and**

whether they are for the benefit of the individual or the organization, that's a topic for another day. Personally, I have experienced that most of the decisions made are not for the organizational benefit". (Participant was reluctant to expand on this or give examples).

Female senior officers hold back on expressing ideas on male topics impacting on their life when they are around male officers like gender stereotypes. In this way, females feel that they sometimes fear to share their frustrations with their counterparts to off-load thus creating an environment that is not supportive. Psychologically, female officers even feel that the unsupportive atmosphere is killing their self-esteem as they start to question their abilities.

5.6.1.11 CC11: Lack of horizontal and vertical organisational support

Managing relationships is intrinsic to organisational life. Good relationships are also essential for career sustainability and advancement. Some women often establish a good relationship with men who hold position of power while some try to adopt a gender-neutral perspective to try and manage gender equality in the workplace, but then does this bring about gender equality? To Heineken (2016) this perpetuates the problem as it only encourages women to conform to and assimilate masculine traits, while affecting women not to function as "true self". This leads to lack of support from all top-down, bottom-up as well as from women in general. The challenge is also echoed by people with disabilities and women in the military who are from the Lesbian, Gay, Bi-sexual, Transgender, Queer, and Intersex (LGBTQI) community because of their identity (Belkin & Canaday 2010 and Nunley-Spaights 2021).

Respondent #3

"Yes, the Defence force is trying to address scars of the past address" Amaqhabane" in terms of transformation, but this is only addressing the

numbers, and this makes us end up having low morale. But we can only be thankful that we have a job”.

“Women living with disabilities, I think are also not taken care of, and as a result will never feel accommodated. For instance, there is statistics taken about the disabled annually and we are told that the parliament needs the stats. Nothing at all comes out of it”.

Respondent #4

“Women are also not supportive of one another. The Minister once said” I put female up there in positions, but you are still treated like you are nothing because the situation up there is hostile, very toxic. **Unfortunately, even women have a pull her down syndrome (PHD).** If we don’t help ourselves, then who will help us as women. Women themselves ...

Being expected as a woman to fit into the masculine culture with the feminine traits being devalued while been seen as and sound devalued as a gender “other” is very demeaning. Other female senior officers see this as the lowest form of disrespect to mother-nature because the argument they bring forward is why members should behave differently to be accepted. What also came to the fore was that women are sometimes also shunned by other women in the military who feel they do not want to fight the gender fight of equal access to resources in the military.

What seems to come out much more strongly is that female senior officers are sometimes competitive and not interested in “camaraderie” amongst themselves. They seem to be competing for attention from leadership, hence what seemed to stand out is that some women seem to be developing strategic relationships with senior figures to enter information networks and the top leadership environment to get a level of “protection”, “recognition” or visibility”. The visibility somehow is believed to give leverage and sense of self-importance because the closeness of a

member to top leadership who form part of the decision-making on different levels. The downside of this argument is that it seems that this lack of support from both males and females is creating the paucity of female role models and thus leaves more women vulnerable.

5.6.1.12 CC12: Uneven playing field

Uneven playing field between genders is also seen as a challenge that female senior officers experience in the SANDF. This challenge is also seen in expressions that female senior officers have on the demanding work-life balance that they have to strike. Women, besides seeing themselves as having to work twice as hard as men due to their demanding household life, also see their gender as making it stressful for them to advance the top leadership ladder in the military while men are enjoying the “glass escalator” (Ryan & Haslam 2005). Glass escalator means that it is easier for men to ascend to senior positions as the military environment is traditionally known to be theirs. Compounding this is that men normally collaborate with male counterparts in their network while women mostly network with both.

“Glass ceiling”, “glass elevator”, “glass cliff” and the “labyrinth”

One of the barriers women faces trying to climb the leadership ladder is the “glass ceiling”, while men are more likely to benefit from the “glass escalator”. But it is argued that once women achieve the leadership role, they get faced with the “glass cliff” which purports those women are more likely to end up being given risky or precarious positions, to make them work twice as hard trying to secure their positions, (Ryan & Haslam, 2005). The “labyrinth”, on the other hand, conveys the complexity and variety of challenges that can appear along the way towards achieving the leadership role (Eagly & Carli, 2007).

The challenge below is that the progression of men is easier than that of women.

Respondent #4

“A presentation from the Chief HR is that if you choose for any advancement between two females and two males, the preference should be given to a female. But the impression I got was that **“Just place a woman in any post regardless”, which is wrong**. Currently, we should be having posts if proper career management was followed. Men have been placed in posts where they advance gradually more than women and all of a sudden, they take the lead ...

Respondent #5

“With regard to salary parity- Women are still getting junior salaries compared to their male counterparts even if they have got same experiences and same qualifications. Although still the case, things are becoming better now”.

Looking at the above views on female senior officers, it can be said that dependency on male advocacy render women vulnerable because it seems that in order to retain the favour of the champion, in this case a male counterpart who is seen as an “in-group”, a woman has to tread on a fine line to ensure that she is not perceived as a threat.

5.6.1.13 CC13: Gender and patriarchy

When the military is viewed through a narrow masculine prism, the skills and traits attributed to the feminine do not align to the traditional military essentials. Piterman (2008) argues that this is so because gender stereotypes exclude women from leadership roles, and this holds women back as it even affects their confidence as they question their abilities. What stood out from the respondents’ views are as follows:

Transformation and gender roles

Women have changed and some men in the military are still stuck in the old traditional way of viewing women with the eye that women’s role is in the kitchen and women are not to question authority. This is evident in what some participants (Participant echoed during the interview.

According to Pinch et al. (2006), the phenomenon of “logic of differential work assignment by gender” is reinforced in some military areas by stereotypic internal gender determined structuring of occupation and hence even when women and men have the same occupation, they do not necessarily perform the same task. A serious mind-shift has to happen in the organisation so that males can accept that a woman has shifted from the domestic to paid labour and that women have assumed the personal characteristics required to succeed in this new role of leadership (Van Breda 2016). The researcher agrees with Van Breda because the resistance to accept that women slowly invading the workplace previously dominated by males, slows the progress of improved performance being achieved in the organisation. Throughout history, the central role of women in society has ensured stability, progress, and long-term development of the economy and that led to their voices been heard through waves of feminism, (Chapter 2). This calls for women to demand respect as they make a mark in their leadership position while carving the way to increase their mark towards top leadership. Men have to understand that contrary to assertiveness, dominance and masculinity, the value that women add on the job is freedom, challenge, leadership, prestige and finesse (Van Breda, 2016).

The view that the woman’s place is in the kitchen was provided by the following respondent.

Respondent #5

“You can also see when we are attending meetings’, you are expected to be a tea girl. The men don’t take what you are saying seriously”.

“As a woman, you are not listened to. You are taken for granted. There is still that mental, cultural hindrance. There is still that thing that women should be submissive”.

The view below is about needs of women not taken seriously.

“Female hygiene is disregarded. Even OHS recommendations are not treated with urgency as here we are told that it’s not a priority... We have male condoms all over in the bathroom, but we struggle to get “she bins” to use as ladies”.

The following is the view on women being judged by patriarchal standards.

Respondent #5

“The military in itself is a hostile environment. **Commonly when soldiers look at you, and you are petite, they don’t see you as somebody who can give instructions and be heard.** They expect you to do something like raising your voice so that you can be heard. They sometimes take chances to override you whereas you have better plans and strategies as to what you want to do. People want to think for you because they think that you don’t have brains”.

5.6.1.14 CC14: The person post-fit suitability

Employee needs-supplies compatibility

The challenges of female senior officers of the SANDF are also centred on the person-job fit suitability challenge. Goh & Lee (2016) define person-job fit suitability as the compatibility between the individual and the job or tasks that they perform. The individual’s cognitive abilities, interests and personality dynamics have to fit those required by the job. Respondents felt that opportunities that are given to members should be rigorously interrogated so that fairness and justice prevail. They argued that challenges like favouritism, nepotism, and cronyism are setting female senior officers up for failure, more importantly compromising the values that we all strive for. The challenge in terms of person-job fit is indicated in the following narrative.

The view is that women are just staffed in posts they are not qualified for or do not have a passion for, as long as it’s a promotional post.

Respondent #2

“People are chosen by association not by potential when it comes to appointments.

There is no thing as the right person for the right post mentality. Imagine having that kind of people leading the Directorate or a team”.

The next view is on lack of career preparation and management.

Respondent # 3

“If women are recruited in the SANDF, they have to be visible on all levels. Why is there no system to evidence that? You will find most educated women misplaced. **Only if skills audit could be done and place women according to what they are qualified in - that would assist a lot.** Remember Defence courses are supposed to be a cherry on top of what you already possess. I’m a qualified teacher, but that was never considered.

5.6.1.15 CC15: Self-empowerment initiatives

Women as economic actors and change agents

Gender equality and empowerment of women tie the central knot on the heart of Sustainable Development Goals (Chapter 3) on reducing extreme poverty, extending gender equality, and advancing health and education. These goals are important to fully realise the rights and potential of all people. Therefore, it is important that women be viewed the same as men in terms of contributing towards the diverse economy of the country. Empowerment of women has thus taken a top priority so as to address the traditional inequalities that existed between men and women. According to Abril (2009), women empowerment provides an opportunity to redress structural economic inequalities in existing systems, formulate policies and new structures that can lead to a more equal outcome where men and women will benefit (SIDA policy 2009). This coding category challenge is echoed in the following narrative.

This view is on women doing it for themselves to get to where they want to be in this organisation.

Respondent #5

“You have to be a self-starter, innovative and on your own. Looking at it, you are promotional but not having supporting tools. I had to get my own mentor to get me through. Attitude is a problem - in essence, you work on your own and are expected to deliver”.

“There is no career management. If you know you are going to be a manager, you prepare in advance not to become a casualty for the males to say -You see, we told you that a woman cannot perform- and you get swallowed. They work at you as a woman, whereas we have got the same brain, same brain”.

5.6.1.16 CC16: Women as good, capable leaders

Hard versus soft power

Women are generally soft spoken, more sensitive, more emotional, and more of a helper, but the stereotype and challenge that go with this is that qualities like this do not fit in the military as they are more communal and not stern enough to show qualities of a soldier or a military leader. This is negated by Van Breda (2016) and Isike (2017) where they argue that women are multi-tasking to meet the leadership requirements at their workplaces. The majority of households are ruled by women, and this requires a lot of leadership skills. Traditionally, women were perceived as staying in the background out of the limelight so as not to draw attention however, there has been indisputable evidence not just of women talent to lead, but that their contribution is now widely recognised and welcome despite all the challenges and barriers they experience in their capacity as leaders.

The views of this narrative contend that women possess the qualities that are associated with leadership, even though deemed as being those opposite from men.

Respondent #15

“Sometimes allow members to come with grassroots leadership. **Give them space to lead. Have confidence in them. This helps to build trust...**

Respondent #1

“**I clash with my male counterparts because I see things differently from men.** I see and scrutinize things from a sensitive and a maturity side ...more emotional”.

5.6.1.17 CC17: Transformation not visible

The statement that transformation that is not visible was also cited as a challenge to the female senior officers of the SANDF. Although respondents did agree that there is minimal transformation, most of them agreed that it is very slow and not addressing serious issues that are posed, especially those of people with disabilities. The argument is that women generally are being discriminated against in the military, but it is even double the blow with people with disability because apart from being a woman, you are also disabled making life even more difficult for you navigating the rocky terrain in the military (Rohwerder 2017). Esterhuysen and Mokoena (2018) however argued that the SANDF is experiencing transformation fatigue, because 26 years down the line, the SANDF is still celebrating transformation in terms of numbers and representivity. This is an eyesore because transformation of the SANDF needs to go beyond numbers and tackle the deeper systemic challenges in the military organisation.

This view contends that transformation for the people with disabilities is still questionable because evidence thereof is lacking.

Respondent #3

“Yes, I am disabled and belong to the Defence force. The policy says people with disability must be accommodated. But this is not clear, it’s very ambiguous- what does that mean?”

Remember I can talk for myself, but there are others who cannot. I just want to say whatever is happening in the transformation and disability section, we actually don't know except being counted. If there was indeed transformation, it has since stopped, why?"

5.6.1.18 CC18: Evidence-based decision making

Evidence-based management was also cited by female senior officers as a challenge in the SANDF. The respondents emphasised females' continuous empowerment with knowledge of the environment they are in, i.e., the security environment is very important as this can assist them to make informed decisions while executing management duties. Continuous research is also encouraged as this will help women equip policies affecting female life in the SANDF. Fostering advances in evidence-based management in the military will be able to target multiple areas in the diverse professions, leadership, and management and this will encourage continuous research and informed scientific decisions. However, the challenge that female senior officers are facing is that members that are chosen for foreign learning opportunities, get that opportunity because of association. The other view was that some members that are given the opportunity of empowerment are already old, about to exit the system, so it is actually a waste of money and state resources.

This view contends that decisions taken should be based on experience but more importantly on empirical evidence.

Respondent # 5

"The Bottom 20 phenomenon on leadership that I learnt says you work on the middle sixty to pull them as close as possible towards the top. Don't waste time with the bottom 20 because they are toxic, waste time and resources. Don't try to improve them because they won't. The top 20 are also exiting the system. Be able to identify talent in the middle 60 and as a leader you need to identify, mentor and uplift them".

5.6.1.19 CC19: Lack of acknowledgement

In-groups and Out-groups

Lack of acknowledgement is also seen as a challenge by female senior officers. Members indicated that they feel that hard work needs to be compensated in whatever way possible. They argued that fairness and justice should prevail in this regard. In the way it is happening now, selective favouritism is visible, and preference is given to individuals with affiliations, so there are “in-groups” and “out-groups”.

Respondent #3

Women are categorized in terms of those coming from exile and those that remained in the country... Advancement of those that are from Umkhonto we Sizwe is very fast..... but these problems make us end up having low morale...

5.6.1.20 CC20: Psychosocial issues

Identity dimensions

Psychosocial issues also influence the discrimination that results in challenges experienced by female senior officers in the SANDF. Other dimensions of this discrimination experienced by some females, like disability and gender orientation, are said to be a serious challenge of members with prejudice due to other dimensions of identity. The members have to deal with the stressful issue of being “different”, as well as the lack of support they receive from the work environment (Belkin & Canaday 2010, Nunley-Spaights 2021). This is echoed in the following narrative:

Respondent #13

“It’s even worse if your husband is working in the military and you are higher than him in terms of rank like it was in my case. I had to let go of my marriage because of work pressure. At home as you are expected to be a pillar, things fall apart. You look for a nanny

to take over your role of looking after the child- in essence; you are outsourcing your role as a mother. This to me means you start to raise a monster because the connection between you and the child breaks. When you are with him, you try to overcompensate for the lost time- which breeds an opportunity for manipulation and exploitation from him”.

5.6.1.21 CC21: Sexual relations between men and women

Harassment and assault

Sexual relations were also cited as a challenge by female senior officers in the SANDF. Managing relationships in general is intrinsic to the SANDF culture and good relationships are seen to be fundamental to career sustainability and advancement. Literature concedes that armed forces are faced with the environment designed by and for men (Heinecken 2016, van Breda 2016 and Fly 2017). Mindsets rooted in a purely male approach, rigid career paths, lack of access to certain posts, gender-based harassment and assaults are still some hindrances expressed by women when addressing professional equality challenges (Fly 2017 and MTT Report 2020). The challenge in this area is expressed in the following narrative:

Respondent #4

“The management information system can reveal this - Sexual harassment, Gender based violence, Domestic violence etc. All these are generic in the DOD. Even on the Colonels ranks we find these cases. There seems to be lack of knowledge in terms of sexual harassment-ignorance, laughing it off, bullying. Rank poses as a problem here. Some females fear to open up as these can be career limiting. A lot is happening but not everyone is coming out- for fear of stagnation”.

Tell me about your work-life balance in relation to the challenges you experience in the workplace.

5.6.1.22 CC22: Delegation of duties

Although delegation of duties was cited as a separate coding category in terms of the female senior officer's work-life balance, its analysis was done under coding category 6.2.1.1 in coding category 1.

The view below is the delegation of work with clear guidelines from the onset to avoid confusion.

Respondent #7

"I also look at delegation of my duties because that helps me to do all the expected work-that's on paper. I try giving people working under me guidelines and make sure that they do the work".

5.6.1.23 CC23: Getting support from significant others

Family support

Getting support from the significant other is very important for female senior officers; however, some senior officers' commitment to office work ends in marital discord and eventually divorces. Striking a good work-life balance also requires support from significant others, more especially a husband, partner, parent, or extended families, which is all very crucial for female senior officers' survival. Some respondents argued that the pressure from work can be so overwhelming to an extent that they are psychologically affected. This can lead to stress, depression, anxiety and adaptation challenges, eventually resulting in the member being unproductive at work or even absenteeism. Drenzo et al. (2015) maintains that for each individual, the allocation of resources and interaction of different resources such as time, money, scope of decision-making, physical, emotional, and psychological resources are essential to maintain the individual's work-life balance. Schueller-Weiderkamm & Kautzky-Willie (2012) argues that since the predominant responsibility of childcare is still borne by women, support systems like mentoring programmes, coaching, networking and support by partner and significant others can help strengthen female "soft skills" and achieve work-life balance. Drenzo et al. (2015) furthermore adds that closing the

leadership gap by ensuring that women are equally represented in the ranks of the organisation can also assist in work-life balance. It is only when women can get support from the higher leadership where they are represented that they can wield power in support of work-life balance. The challenge of lack of family support is expressed in the following narrative:

The view in the narrative below on the help the member gets from people close to her to ease the pressure and stress.

Respondent #1

“The military takes you away from the family regularly and that puts a strain on family life. Mine is unique in the sense that when my children were 1 and 2 respectively, I had to leave them with my mother and my husband to fulfil the military obligations, i.e., doing courses inside and outside the country”.

The view below is the role to be played by the organisation by placing, transferring, or appointing members closer to their family as a primary support system.

Respondent #4

“The organization has a role to play here. Placements. People are to be placed where there is a good support system. I need families to be together. Others say people join the military out of choice, they volunteered so they should be equal to the task. The organization they say its task oriented not women oriented”.

5.6.1.24 CC24: Taking care of body, mind, and soul

The other challenge that was cited by senior female leaders in the SANDF is that it is important that women take time to care for their body, mind, and soul. Schueller-Wedekamm & Kautzky-Willie (2012) argues that it is important for women in leadership positions to work towards a work-life balance because power and energy are drawn from a well-balanced lifestyle with career fulfilment and family life that includes happiness, well-being, harmony, and health. With

reasonable support from the work environment and the home environment, work-life balance (WLB) can be achieved. What came out from the respondents was that even though they are told that there is a policy encouraging them to take some time out for sports, this is not adhered to because of workload. This would then mean that they can only attend to their mental wellness during their leisure time.

The views below are about monitoring and managing health challenges.

Respondent #1

“Looking after myself is very important. I go to the sickbay regularly for check-ups. I also buy myself on the counter medications”.

Respondent #5

“I personally have a hobby where I minister at the airport, read, do counselling and I also plan to write a book. I play a guitar, do music, and socialize with friends. Well, my other hobby is sleeping”.

5.6.1.25 CC25: Coaching and mentoring

Coaching and mentoring is also cited by female senior officers in the SANDF as a challenge and a barrier. This is the culture that although encouraged, it is not enforced and since few members know about it or even attach little value of it, very few senior officers ask for such services from the Military Psychological Institute. Much as coaching and mentoring is regarded as a cornerstone for a success of any organisation, Van Breda (2016) maintains that many people prefer to have mentors of the same gender because they tend to understand the challenges most commonly faced. He argues that men do not necessarily face the same barriers as women, have the same family issues, and consequently many a times simply do not want to mentor a woman, especially in a masculine environment like the military. However, in a working environment, many women claim to need more encouragement, for example an assistance to simply complete military tasks.

If mentoring and coaching is to be indiscriminately done, that would have been good to foster cohesion towards promoting organisational goals. It is only since recently that coaching, and mentoring has been regarded as very important to be included in the military environment as the aim is to produce a well-rounded leader or officer; however, implementation is lacking.

Respondent #6

In my current environment, things are a bit easier. In my previous environment, HR really got to me. I was sad and angry most of the time. I try to do recreation work in my current work (Phakamisa) to try and balance things in my mind. I'm naturally a calm person - yes I burst out and do away with what is bothering me, and in that way, I get help".

5.6.1.26 CC26: Paid labour support

Family responsibilities that cannot be assisted by the significant others of the senior female officers were also regarded as posing as challenges for the members. As the member is expected to be working 24/7, the other responsibilities of the household cannot be left unattended. This was echoed in the following narrative.

The view below is on support that the member seeks from outside the family line that is in the form of paid labour.

The view below is on re-energizing the holistic self that is recommended by the organisation.

Respondent #12

"As a last resort, I go on leave".

5.6.1.27 CC27: Focus on organisational goals

For an organisation to survive, members have to constantly adhere to organisational goals even if it is difficult due to pressure in the working environment.

Respondent #5

“I had to learn to make unpopular decisions. At this level, you are paid to solve problems and make decisions. You don’t wish problems away but have to confront every problem. Don’t delay making decisions because it will end up affecting your private life.”

The final interview question which is on “In your opinion, where to from here” in terms of these challenges experiences by female senior officers (word of advice) that will form part of the integrated recommendations in the final recommendations of the future research on the subject (Chapter 6).

5.7. THE SECOND LEVEL OF ANALYSIS: PRESENTATION OF PATTERN CATEGORIES (PC)

The second level of analysis entails the presentation of pattern categories. These pattern categories are based on the main themes underlying the coding categories that are described during the first level of analysis (Chapter 4 Section 4.4.1.1.3) Since various relationships may exist between coding categories, a single coding category is sometimes placed at more than one pattern category. To strongly support this repetitiveness of the coding category, Groenewald (2004) contends that overlapping of the various coding categories constituting the pattern categories serves as indication of the coherence and interrelatedness of the pattern categories.

One critical ecosystem principle of research is that the researcher can never stand independent of their construction of reality. According to Keeney (1992), the researcher is recursively part of their research whereby their questions and hypotheses create the phenomenon under study. In Chapter 1, it was stated that the researcher had an ethical obligation to explicate their construction of reality. This was done through the discussion of the second level of analysis. During the process of labelling of coding categories, sensitising concepts that appear in the literature review (Chapter 2) were kept in mind as they were to be used later during further analysis in the second level of analysis of this study. These sensitising concepts were used to group the results of the study into

broader patterns. They are basically concepts that are deemed important in the study of transformation and female challenges in the military that appear in the literature generally and specifically in Chapter 2.

Once again, before we discuss the pattern categories of the second level of analysis, it is important to point out that the pattern is also shown in the respondents' views on transformation as one of the challenges that female senior officers experience. As an overarching concept of the challenges of female senior officers, what was evident is that the slow pace of transformation is a challenge in itself to women despite the available policies. This tedious process leads to frustration, low morale, and despondency to members.

Militaries are in a changing and evolving environment with military science and general management fields seeking possibilities, opportunities, and methods of being transformed in this dynamic context and environment. Transformation with reference to both military science and general management fields is seeking possibilities, opportunities, and methods for being transformed in this dynamic environment and context (Veldtman 2018). To be able to manage, command and lead, you need to know what is around your operational space. Therefore, it is important to know the surrounding atmosphere of the organisation, namely the current socio-political, economic, environmental, scientific, and legal situations that can influence the transformation process for better results. In order to learn more about the factors that can influence transformation, the PESTEL-S framework was used in the study for further analysis of the female senior officers' challenges in the SANDF. The PESTEL-S analysis is a framework or tool used to analyse and monitor the micro and macro environmental factors that have a profound impact on the organisation's performance (Alanzi 2018). The tool can also help identify challenges or threats which are used in the SWOT analysis (strengths and weaknesses) of the organisation that guide it towards its successes.

Below is a presentation of the pattern categories (PC) discussion using the PESTEL-S framework:

5.7.1. The political factors (PC1)

According to the Corporate Finance Institute (CFI) (2021), the political factors on the PESTEL-S framework determine the extent to which the government and government policies may impact on an organisation, with stability as the most important element. The political factors in this study therefore focus on the strategic plan of the SANDF that has its basis in Section 200 (1) of the Constitution of RSA (1996) and Section 10 of the White Paper on SANDF for RSA Veldtman (2018). Both these sections of the Constitution and the Defence Policy on White paper support the notion that the Defence force must be structured and managed as a disciplined force, thus emphasising unity and harmony to minimise or even manage threats to national security. The core aim of this formulation of government's new Policy on Defence and Transformation (RSA 1995:16) regarding equality which includes Equal Opportunities and Affirmative Action is to achieve representivity and equality within the SANDF to enable harmony with all other aspects of the government policy, particularly the national security policy and the foreign policy. Since this study is on challenges of female senior officers (SMS), the initial labelling pattern categories discussion centres on the political factors and challenges affecting them. Bayman (1990) asserts that where the armed forces do not represent the demographic composition of the populace, such imbalances are regarded as contrary to their political power and safety. This concern with regard to the officers' corps as leaders of armed forces, Heineken (1998) argues, is that an unrepresentative Defence Force may pose a threat to the principle of civil supremacy over the military because even the Constitution of RSA reiterates that armed forces are to be broadly representative of the populace. The history of South Africa shows that in many years of enforced discriminatory policies, lack of racial and gender representation within ranks, more specifically the officers' corps as leaders, is disheartening. In the meantime, commitment of the SANDF is to foster a non-racial, non-sexist, and non-discriminatory institutional culture in line with institutional

imperatives that result in widespread transformation of the military in all its facets. However, Monethi (2015) maintains that the implementation of these legislations is obscured by the unintended consequences such as tokenism, marginalisation of Whites and “window dressing” when choosing the transformation quota. To this, Veldtman (2018) argues all policies and practices are supposed to undergo a rigorous intensive scrutiny of the defence review process with the human resource issue as central to the process of transformation.

5.7.2. The economic factors (PC2)

Economic forces associated with less developing economic institutions such as credit delinquency can stunt economic growth, leading to unemployment, budget cuts possibly hurting women advancement to leadership hence Heinecken (2020) and Van Breda (2016) maintain the fundamental societal development issues like gender equality, education, environmental sustainability, family health and medical resources are related to the culture and the economic prosperity of the country and in turn opportunities for women to engage in leadership and activities outside the home (UNIFEM 2008). In this way, Lieb & Thistle (2005) argue that these preoccupation with issues of health problems, lack of medical care and environmental sanitation typically fall on women who are traditionally seen as caring for the well-being of the family hence their absence in the economic development of the country can stunt economic growth and societal development.

To Chan et al. (2009) the change or transformation of development and support for new business growth can bring business management and diffusion of cultural practices and norms that are open to women and consequently increase the acceptance of women in society, and so can be the case in organisations like the military. The women involvement in importing and exporting of goods and services can stimulate international trade and advance global business practices and efficiencies. Chan et al. (2009) argues that opportunities given to males and females in terms of

access to resources can enrich and diversify the culture of the military. To support this notion of diversity Bart & McQueen (2013) contend that women come out as good for business as they are more likely to adopt a cooperative decision-making approach which can result in fairer decisions when competing interest are at stake as compared to male counterparts.

5.7.3. The social factors (PC3)

Even though women are continuing to advance to top positions in the male dominated environment like the military, conflicts with arguments like “the women’s place is in the kitchen” persists. This impacts on women’s performance as they do not get the necessary social support. However, Hofstede (2001) and Van Breda (2016) argue that certain cultural institutional forces somewhat paradoxically can facilitate women leadership participation, for example social comfort with uncertainty, breaking of rules (uncertainty and avoidance), rewards for achievement (performance orientation), planning for future (future orientation), gender equality (gender egalitarianism), societal affinity for other people and the environment (humane orientation) and societal inclination towards assertive behaviour (assertiveness), e.g. women who want to achieve leadership positions or independence to care for themselves and their families will thrive in an environment that allows them to dream ahead, plan for the future, believe in hard work to achieve the position while debunking the norms and societal expectations that might draw them back due to uncertainty. The concept of inherent differences between men and women has been widely debated (Heineken, 2016 and Southwell & MacDermid Wasworth 2016). Monethi (2013) maintains that be that as it may, the presence of women in the military has somehow contributed to the focus on the elimination of stereotypes associated with men as warriors and women as non-combatants.

5.7.4. The technological factors (PC4)

According to the White Paper on the World Economic Forum (2017), gender gaps in the workforce particularly for those in leadership positions have remained largely unchanged and its progress

stalled despite the increase in the number of women acquiring education, surpassing the roles of men in most countries (SA example Figure 2.2). This has been even more affected by the crisis brought about by the COVID 19 pandemic, even though Yong (2020) maintains that the pandemic and the related containment measures have given a strong positive development push for innovation and digital transformation, leading many to consider a structural shift to the Fourth Industrial Revolution (4IR). This pandemic crisis is said to have affected the progress towards the sustainable development goal 9 which states that “To build resilient infrastructure, we need to promote inclusive and sustainable industrialisation and foster innovation”. Total inclusivity is still a point of concern as it still something the different countries, including South Africa, struggle with. The Gender Gap Report issued by World Economic Forum in 2014 predicted that the world would reach gender parity by 2095; however, with uncertainties of the current crisis, the gap is anticipated to close as late as 2133 (Harry 2018). Nevertheless, Govender et al. (2018) take this further to suggest that if governments and businesses can double the pace at which women are currently becoming digitally fluent, the gender equality time period can be shortened to be reached in developed countries by 2040 while the developing countries are expected to reach gender parity by 2060.

“Soft skills” or “feminists ethics of motherhood” that women bring to the workplace are said to have the ability to understand what is going on based on someone’s body language, ability to build consensus, and emotional intelligence which are now recognised as profitable and important in the workplace today (Amiri 2008, Isike 2018 and Van Breda 2016). These skills are rare as they cannot be displayed by the automated digital robots. Hence, Harry (2018) maintains that institutions are losing talented women in their 30s because they are confronted with the dilemma of choosing between kids and careers and many choose the former. Harry however argues that even though 4IR has its downside in terms of its impact on the emotional connection of human beings which can improve work-life balance of an individual, 4IR comes in handy because the

household work is further automated thus relieving the dual burden of being both the caregiver and the breadwinner. Consequently, changes in workplace increase opportunities for remote working makes it easier for women and men to strike a better balance between work and family. Additionally, Harry (2018) maintains that somehow the culture of Science, Technology, Entrepreneurship and Technology (STEM) is encouraged for girls and women to use technology and entrepreneurship to create economic opportunities while also inspiring them to pursue careers that are more likely to be secure and less likely to be automated like psychology, nursing, and medicine. This much is clear – argues as robots and artificial intelligence transform global production, skilled workers with degrees and diplomas will emerge as winners and this will further result in diversity in terms of workforce with women given fair opportunities and equal pay compared with their male counterparts. Cliff (2018) also agrees that it is probable that the impact of 4IR will magnify the discriminatory social norms and entrenched inequalities that keep women restricted to low paid and poor-quality jobs.

5.7.5. The environmental factors (PC5)

Regarding the long-standing traditional notion that women participation in combat roles would have a negative impact on cohesion and organisational effectiveness, Pinch et al. (2013) maintain that many of the anticipated problems, for example fraternisation and sexual misconduct, either have been overstated or can be handled by appropriate education and human resource policies. In this regard, more studies on leadership and teamwork have been cited as good to foster cohesion and operational effectiveness. Developing military policy and doctrine are dominated by the terms like “warrior ethos”, “warrior culture” and “warrior spirit”. This warrior framework Pinch et al. (2013) argue has not been objectively tested for both operational effectiveness and gender equality in post-modern military and the challenge could be that this warrior framework gained emphasis and legitimacy as a schema for describing the entire military and this runs counter to trends in the spectrum of mission readiness that now fall in the operational combat personnel.

Changes in weapons and other technology also obviate the need for the brute strength and brawn emphasis by the warrior culture. According to Pinch et al (2013) what captures the environmental factors in the military, as seen in the role of the military in the broader security environment, is the influence of technology, privatisation of military support and operational roles, the likely effects of military ethos, the warrior framework, and the role of women. Although women formal and informal acceptance in the military is gradual, Pinch et al. (2013) argue it has been oppressed by the preserve of military as the passage to manhood and that image stands in contrast to the feminine qualities and the stigma.

5.7.6. The legal factors (PC6)

The legal factors centre on the South Africans' definition and goals of achieving gender equality which are guided by a vision of human rights. These human rights incorporate the acceptance of equal and inalienable rights for all men and women and are a fundamental tenet under the Bill of Rights on of the Republic South Africa (1996). This ideal emerges from a long-standing period of struggle for a democratic society that respects and promotes the rights of all citizens irrespective of race, gender, class, age, disability etc. (Bill of Rights Section 9.1- 9.4 of the Constitution of RSA)

Women in the SA military still face gender discrimination and an alarming number are victims of oppressive and unjust sexual violations and harassment (Heinecken 2016, Van Breda 2016 and Defence Ministerial Task Team (MTT) Report 2020). The MTT Report (2020) is specifically written to expose the scourge and seriousness of this tragedy in the SANDF while trying to prevent the workplace from being a place of trauma for women. Heinecken (2016) and Van Breda (2016) argue that there is no doubt that even with the greater numbers of women in the ranks and their proven capabilities, the military remains one the most pro-typically masculine of all social institutions. The Defence MTT reports that the proto-typical masculine indebted culture of sexual violation in the SANDF is seen to be fuelled by the attitude of some leadership members in the

DOD. The victims who are normally of lower ranks are threatened to keep silent as that would be career limiting for them. Some top leaderships were also found to be fearful of opening up, to avoid exposing counterparts because of fear of public scrutiny and the myriad challenges that would be exposing the organisation to the outside world. Some leadership belief is that while the Constitution is the Supreme law of the country, it also contributes to the reduction of discipline in the military (MTT Report 2020). To them, the military is an undemocratic entity meant to protect democracy (MTT 2020), thus the organisation cannot be compromised. With this being said, Monethi (2013) and Van Breda (2016) and Martin & Barnard (2013) also agree that women in male-dominated environments like the military are subjects to a variety of barriers that determine their organisational experiences and therefore their achievement of gender equity requires the elimination of patriarchal practices, stereotypes and attitude that perpetuate their marginalisation. Hence, Monethi (2013) and Van Breda (2016) emphasise that striving for equity within the military should not reduce women to a passive victims of transformation agenda as they operate during the war and peace support operation.

5.7.7. The security factors (PC7)

In recent decades the nature of war has dramatically changed. The way war and peace are conducted has completely changed because, as Arostegui (2015) argues, a more diverse core of soldiers is needed. Internal conflicts are being waged by opposing armed groups, often divided along ideological or ethnic lines that increasingly target civilians and wreak havoc on society with severe physical, psychological, social, political, and economic consequences. With the changed nature of conflict, has come an increasing demand to consider its varied effects on women and girls, men and boys and to address their specific needs before, during and after conflict (Heinecken 2020 and Pratt 2013). There is also an increasing awareness of the importance of women in peace and security processes. Arostegui argues that women form a considerable number of the population and a critical part of the society and without them, real and sustainable

peace cannot be achieved, hence the importance of human rights and gender equality. He further argues, women are not only victims of peace, but also play an active role as combatants, peace builders, politicians, and activists and are often the strongest position to bring peace in the communities.

Whilst these PESTEL factors may appear to be the general challenges affecting women in other sectors as well, they have a significant bearing on female senior officers because of their seniority and strategic positions they occupy in the SANDF where they are expected to perform and contribute to the growth and stability of the organisation as well as provision of leadership and guidance in the respective roles and postings. Their failure to perform as a result of these PESTEL factors impacts negatively on the advancement of the organisation and ability to achieve its stated mission. Although not the main concern, their failure as a result of the PESTEL factors may be used to subvert transformation by justifying their suitability in the ranks' illegibility for promotion and other responsibilities further is undermined by their male counterparts and male subordinates. Additionally, they also contribute to the frustration, depression, anxiety and, other psychological related issues like poor self-esteem, poor self-image, lack of commitment, lack of confidence in one's ability to succeed as alluded to elsewhere in the study.

5.8. CONCLUSION

In conclusion, it is worth noting that transformation, leadership, and equality are the most spoken about in the transformation policy of the DOD; however, its snail pace and laborious process are influenced by many factors. The military seems reluctant to fully implement its course as some leadership argue that its constitutionality does not agree with the running of the military. This chapter aimed to achieve the objective of the study which was to investigate and determine the major courses and sources of challenges facing female senior officers in the DOD. By using a semi-structured interview schedule that was developed by consulting literature, as discussed in Chapters 2, 3 and 4, the researcher was able to collect and analyse data. During the process, the

themes, subthemes, and categories were identified, and findings related to these themes were also presented. The analysed data in this chapter was used to reach the conclusions and recommendations which are presented in the next chapter (Chapter 6).

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1. INTRODUCTION

The study sought to investigate, “the challenges experienced by female senior officers in the SANDF in Gauteng”. Consequently, the aim of the study was to gain an understanding of these challenges so as to set out conclusions and recommendations. Furthermore, to answer the research question and achieve the aim of the study, six chapters were outlined to fulfil the four cited objectives.

Chapter 1 set the framework of the study as outlined in all the five chapters that followed. Chapter 2 addressed the existing literature relating to the theoretical framework, female military modern trends on gender and women in the military and the female senior officers’ challenges in the military. The literature on transformation and discourses in the military was discussed in this chapter. Chapter 3 focused on legislative and policy framework that guided women involvement and roles in the military on international, continental, regional (SADC), national (South Africa) and SANDF. Chapter 4 outlined the research design and methodology followed in the study including motivation behind the selected research design, detailed accounts of participants’ demographics, sampling, procedures, data collection techniques, analysis, and various ethical considerations. In Chapter 5 challenges, sources, and causes of the study were discussed. This chapter provided the responses of the participants who are female senior officers on the challenges they encounter in the rank of Colonels/Captains in the SA Navy. This was followed by first level of analysis (narratives, themes, coding categories) and the second level of analysis using the PESTEL-S framework to conclude what was found based on the explorative and descriptive narratives given by participants. The PESTEL-S framework was chosen as the second level of analysis to further align the challenges of female senior officers to national security concerns in the military environment. This was so, even though Erwin (2018) maintains that the national security is hard

to explain hence it is hard to grasp why it is also contested outside its circles, in this instance by gender. Van Breda (2016) brought it closer to opine that woman are claiming their space in the national security arena.

In this chapter (Chapter 6), the researcher fulfils the objective of the study which is to present conclusions and provide recommendations related to senior female challenges by referring to current policy, and legislative and theoretical frameworks. The conclusive statements prospectively emphasise the shortfalls in the current policy by addressing identified challenges. This is done so that recommendations and possible solutions can be formulated to assist in enhancing the perception of transformation, gender equality and leadership in the context of available policies. Recommendations are therefore used to identify possible ways to address, improve and reduce current challenges experienced by female senior officers.

In essence, this chapter includes the discussions where the researcher indicates how the various coding and pattern categories are integrated and related to the challenges experienced by senior female officers (SMS) in the SANDF. The significant findings emerging from this qualitative investigation were synthesized and interpreted in relation to the research questions and aim posed in Chapter 1. The process moved from a description of a lived experiences of female senior officers (Chapter 5) to the interpretation of the meaning of those lived experiences. During the synthesising and interpreting process, the relevant findings are compared with those from previous studies as reviewed in the literature presented in Chapters 2, 4 and 5. Conclusions regarding the challenges experienced by female senior officers in the SANDF in Gauteng are drawn and the interrelatedness of coding and pattern categories recommendations for institutional policy and future research are made. From the outset, it must be pointed out that although the study provides useful insight on some important issues, its results should be considered in the light of its restrictions. This study has only investigated the challenges of female senior officers in the SANDF in Gauteng, one province out of the country's nine provinces, meaning that the

population and subsequently the sample was limited. To get broader challenges of female senior officers in the SANDF larger samples will be required to confirm trends obtained in the current data set.

6.2. CONCLUDING STATEMENTS

Although the feminist literature differs in relation to diversification of roles of women in the military, for example with the liberal feminist arguing for equal opportunities or women striving for broader gender equality, radical feminists on the other side maintain that women should avoid military service to remain true to their “natural female pacifism” (Chapter 2), and the feminists agree that the ideal is to create non-discrimination important for equality creation to ensure that no-one is denied their rights. The global world focus today leans more towards the legal changes in the military which advocate that although the traditional military stature is to protect the sovereignty of the country with war, it is also important that we follow the international posture about peace building, peace promotion and peace enforcement. This sustainable peace which is important for civil-military relations, involves gender inclusivity. It is therefore essential to take measures to promote the recruitment of women, open all positions to them, develop possible career paths and systematically take the gender dimension into account in all operations carried out in the SANDF. Overwhelmingly, this study finds that 27 years down the democracy line, the new SANDF has still not succeeded in creating a unified, inclusive military culture, amongst other things, due to cited challenges still experienced by female senior officers in the SANDF. The analysis results centre on four main themes of female senior officers’ challenges all of which pointed to lack of support in different areas as a significant issue (Motumi-Memela 2020). This lack of support can be broadly divided into four areas, namely empowerment support, institutional culture support, psycho-social support and or leadership support. There is still a gap to be addressed as the SANDF culture does not reflect the shared assumptions, beliefs, and values for all.

6.2.1. Lack of women empowerment support

Secondly, central to female senior officers' (SMS') challenges in the SANDF, is women empowerment which female senior officers argue has to be strongly anchored on evidence-based management/leadership. Effective evidence-based leadership/management is fundamental in ensuring transformation mainly through the implementation of equitable policies to help achieve the strategic goals and government imperatives of transformation in the SANDF. This professionalism in leadership is important and therefore different leadership approaches are encouraged depending on the circumstances at the time. Modest leadership as one of the leadership approaches, if properly used, can also help to resolve the cited challenges that leadership has with subordinates because this kind of leadership can create an enabling environment that allows development and empowerment of employees. Effective evidence-based leadership/management can also help combat the empowerment challenges female senior officers in the SANDF experience that are clouded by unfairness, favouritism, and victimisation.

Furthermore evidence-based leadership is encouraged by most female senior officers as they maintain that it encourages camaraderie, "walking the talk" and round the clock culture of the importance of juggling home and career work. The importance of home-work balance has to be treated with respect so as to show the importance of members' well-being.

6.2.2. Lack of institutional/environmental support

Thirdly, women are often viewed as victims in the military and so is the case in the SANDF. This view is problematic in that it masks the important role women play as leaders. The participants echoed that the other challenge they have is that if women are not active participants in the architecture of their lives, their views, needs and interests will not be properly represented, hence the military culture of "power over" phenomenon should be continually challenged with the "power to" and the "power with" phenomena which encourage mobilisation, capacity building and alliances building for support. Compellingly, the female senior officers agreed that as women, they are subjugated to intense scrutiny that affects their performance. They argued that they are

judged on appearance and communication style, and this results in the “double-bind”. Soft spoken women are not taken seriously when giving command and this is exacerbated by the cultural stereotype that men cannot be commanded by a woman. This double-bind results in side-lining female leaders that are talented, and assertive because they are seen as abrasive as such are not liked. However, if they exhibit “feminine traits” they are also not respected as they are deemed not adequate for the military environment. Female senior officers have therefore become sensitive to their marginalisation at the senior level as they feel there is lack of cultural accommodation, and their visibility renders them vulnerable. They are also faced with the challenge of the “glass ceiling” where they encounter a bottleneck as they ascend the military career ladder to the top. They feel they have to work twice as hard to prove themselves whilst their male counterparts enjoy the “glass escalator” phenomenon as the military is regarded as their environment. Additionally, should they happen to climb the career ladder successfully some argued that they are just treated as a number and given precarious positions that they really not qualified in, thus setting them up for failure. For an example a female senior officer for an example can be favoured to be placed in a post without having gone through a selection board only because of the colour of her skin or she knows a high-ranking officer in leadership position or even worse, the only position left is in the environment that was refused by all the other eligible contestants. They indicated that they feel their career journey to the top is bad for many women who find fewer, narrower, and more hazardous and personally costly paths to the top which can end up undermining the very potential and quality of leadership itself.

6.2.3. Lack of psycho-social support

Fourthly, the pressure from the demands of high-level careers and the balance of intensive parenting have left female senior officers with very little time to socialise with colleagues and build professional networks. Their round the clock culture struggle strives to accommodate parenthood

as these females have career responsibilities that are continuously scrutinised with a narrow masculine prism and are said to be aligned to the traditional military essentials. Some of the participants argued that lack of support on these psycho-social stressors result in them being depressed, divorced, and having adjustment challenges, anxiety disorders and absenteeism from work.

6.2.4. Lack of leadership support

The continuing lack of an effective leadership approach and the existence of significant legal constraints in the SANDF hamper women's full integration into the economic life and leadership of the SANDF. Meritocracy and transparency remain the statement of policy, idealised notions that are difficult to operationalise in the face of the military workplace. The participants agreed that to ensure transformation in the SANDF, professionalism must be shaped by both culture and gender inclusiveness with regard to ethos and socialisation on both individual and organisational levels. The "power over" which is the traditional military culture should be shared with the "power to" and "power with" phenomena which centre on capacity building, mobilisation and building of alliances. Agentic leadership attributes where power is ascribed to men as they are said to be naturally assertive and controlling and therefore women must follow need to be a thing of the past. Participants echoed that ethical education is important for effective leadership and for this to be realised, collective leadership is imperative to avoid Military Leadership Incompetence and promote adaptive leadership (Bester & Du Plessis 2014). Effective leadership will therefore be able to ensure transformation mainly with the implementation of equitable policies (Naidoo & Kahn 2011).

Lastly, further analysis of the challenges female senior officers, according to the PESTEL-S framework, reveals that these challenges are impacted by the micro and macro environmental factors in more than one way and on different fronts, namely the political, economic, social, technological, environmental, legal and security factors (as stated in Chapter 5).

In view of the findings and conclusions cited above, the following section proposes various recommendations.

6.3. RECOMMENDATIONS

6.3.1. Transformation as a process with challenges in the SANDF

There is a subtle concerted effort to resist going beyond numbers in terms of transformation in the military. Ultimately what is required in the SANDF is that the institution does not only reflect the demographics of the country in number, but also the true culture that is all-inclusive. In South Africa, women form 52% of the population and 55% on the voters roll but looking at the institutions of strategic importance like the military, or even the nature of policies, this tells a different story. If the women were at the centre of transformation, we would not be now talking about sanitary issues, uniform that is not tailored for women, ergonomically cockpit seats for fully figured females and kid crèches in the military environment to accommodate kids during the day while mothers are at work. Therefore, for leadership to delve deeper and address the structural or institutional issues that are hindering the process of transformation, women have to be represented in all departments at different rank levels and positions to be able to take the bull by its horns and lead the struggle of getting the policy recommendations to be implemented. The bureaucratic, narcissistic, and greedy traits of the organisation need to be challenged by normative pressure of value change in order to professionalise the military on the national, continental, and international levels (Holmberg & Alvinus 2019). Le Roux (1996) reiterated that the security of the DOD entirely depends on how well policies are implemented and carried through.

6.3.2. The female senior officers (SMS) well-being challenges

- Early planning for career advancement.

- Female senior officers have to involve themselves in managerial work to gain experience, for which individual or group coaching can be encouraged.
- They have to develop a good research profile.
- They have to be proactive in choosing their mentors.
- They have to be bold and confident, persistent and determined in the pursuit of their goals.
- They need to do benchmarking and form networks with other women in similar positions, be it in private or public sector.

6.3.3. The challenges of the SANDF as an institution and a workplace

- The SANDF as an institution should encourage the formation of Senior Management System support networks for females to discuss their frustrations and come up with informed decisions to add to the policies.
- The supervisors, career managers and other superiors like those in other directorates should support the women who aspire to move beyond the rank of Colonels and Captains (through mentorship and coaching programmes) by showing them the ropes and allowing them to lead i.e., give them the space and the opportunity to showcase their talent.
- The SANDF as an institution have to encourage that fast-tracking policy be used to do early potential search so as to start early with regard to their preparation, (Early planning and Career development).
- Employment equity policies even at the level of SMS's be fairly and justly implemented so as not to advantage one ethnic or racial group over another.

6.3.4. Policy

6.3.4.1 Training

A special continuous in-service leadership and management training programmes have to be introduced at the Army College to train and support Colonels and Captains together with women who show leadership potential and aspire to go beyond this SMS level. Females on this level have to be encouraged to attend training offered by other private institutions on leadership and management. The training programmes that are introduced have to specifically focus on leadership and management with emphasis on soft skills like:

- communication
- conflict resolution
- stress management
- time management
- people and diversity management
- financial management
- change management
- sexual orientation and gender discrimination.

Coupled to these programmes, acts like the Labour Relation Act, Occupation Health and Safety Acts and most importantly the Constitution have to be a continuous training and refresher course to female senior officers on this level. Additionally, putting this group of leaders especially those in unit Commanding Officers posts through a compulsory Military Law course can be an added advantage to limit the stresses accompanying Board of Enquiries by these members at this level.

6.3.4.2 Mentorship

Coaching and mentoring must be compulsory for female senior officers. A flexible system that accommodates the mentor and mentee must be encouraged; however, it has to be binding that they meet at least once a month. The choice of a mentor must lie entirely in the hands of a mentee, so that she can choose the one that she is comfortable with. Male senior officers on leadership level must be encouraged to assist since we are building this Defence Force together. These

mentoring and coaching programmes can be designed by the Military Psychological Institute within the SANDF to give the standard direction to it.

6.3.4.3 *Research*

It is recommended that further research concerning female senior officers (SMS) be continuously done to keep abreast with what is happening regionally, continentally, and internationally that can be of benefit to the leadership structure of the SANDF. These findings can also be included in the leadership and management workshop programmes that are to take place internally.

Future research must look into the co-existence of hard power and soft power leadership in the contemporary military. Hard power leadership rests on inducements and threats. Hard power leaders are competitive, data driven and short term. Soft power leadership on the other hand focused on getting the outcomes by attraction rather than manipulation. one a leader wants without manipulating. Soft power leaders believe in co-opting rather than coercion. Even though the world globally has adopted a shift to a softer power leadership in the militaries, effective leaders require a combination of the two leadership styles depending on the prevailing situation. The reason both type of leadership is important in the military is that traditionally the military is orientated in the hard power leadership however with the introduction of transformation of the militaries with women being placed in leadership posts, soft power leadership gradually take shape in the military.

Areas of further research can replicate the same study on a wider scale where the SMS members of all sexes and genders can be nationally involved to get the different views on SMS female senior officers' challenges which can be compared. Another version of revision can focus more on female senior officers and Military Leadership Incompetency (MLI). The question of the SAAF and SAN female leaders' attrition as they ascend the promotion ladder can also be explored so that the findings in this research can be timeously addressed in terms of succession planning.

6.4. CONCLUSION

Throughout the history of the military, both in the Western and African countries, women representation in senior ranks has been very low. Despite subscribing to the international commitment on women empowerment, the struggle of getting women in better positions in the military persists. The realities that a woman interacts with are not just shaped by her being a woman, but also grapple with the realities and opportunities of her class and her position, (Masango 2020). So, transformation in the security sector is not only about gender or race, but class and position as well (Jamil & Mohyuddin 2009 and Heinecken 2020). There is a need to shift numbers to values, principles and cultures that divide different organisations and structures that shape our society. Although the number of race and gender has been realised according to the Transformation and Equity report (2019) in the Department of Defence, only looking at numbers can be misleading. On the leadership level, the paradox that exists is that while women are largely celebrated for demonstrating a new model of leadership, they gain little from the celebration. Motumi-Memela (2006) once warned women in the military that “As important as it is to savour our victories, the situation requires that we do not drown in our glory because the women long walk to freedom is not yet over”.

Looking at the SANDF, how much transformation has happened at the senior level in terms of their responsibilities? A lot of these women are still junior in terms of responsibilities. Transformation as a process has been dragging for so long that many researchers deem the SANDF to be having transformation fatigue. This is because not only is the focus on minute changes, but also because drastic recommendations cited are not implemented. So, deeper conversation is required to determine what impediments are needed to advance female senior leaders to top leadership. So how then do we change things to advance on progress that has been made – so that in the next 5–10-year era we have women in the top leadership where the decisions on the strategic direction of the military as a whole are made? In terms of transformation,

the SANDF has been resistant to go deeper beyond numbers. The Defence Force must transcend to an institution that does not only reflect the demographics but its culture and values which extend to policies in the military. There must be a win-win solution. The fighting for rights should not be adversarial where individuals will end up saying that “this is my right and I’ll make you understand to see things from my point of view”. Cooperation and collaboration are imperative because change is not an easy process. Transformation of the SANDF will continue until such time that the gap between policy and practice is narrowed or even closed. Of note is that the academic accreditation of War College and the Defence College with the revised curriculum is the giant step in the right direction to also assist with female senior officers’ challenges because the core expertise, skills sets and ethos of the military as a profession are consistently extended well beyond the military domain, hence a shift from the management of violence to the management of operations. The conclusions and recommendations based on the findings of the study have been presented in the chapter, Chapter 6. This study therefore managed to achieve the primary aim of the study which was to explore the challenges and experiences of female senior officers in the SANDF in Gauteng as well as to address the secondary research questions stated in Chapter one.

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APPENDIX A: Ethical Clearance

NOTICE OF APPROVAL

REC: Social, Behavioural and Education Research (SBER) - Initial Application Form

13 February 2020

Project number: 10975

Project Title: Challenges experienced by the female senior officers in the SANDF in Gauteng

Dear Ms Motshidisi Choabi

Your REC: Social, Behavioural and Education Research (SBER) - Initial Application Form submitted on 6 December 2019 was reviewed and approved by the REC: Humanities.

Please note the following for your approved submission:

Ethics approval period:

Protocol approval date (Humanities)	Protocol expiration date (Humanities)
13 February 2020	12 February 2021

GENERAL COMMENTS:

Please take note of the General Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.

If the researcher deviates in any way from the proposal approved by the REC: Humanities, the researcher must notify the REC of these changes.

Please use your SU project number (10975) on any documents or correspondence with the REC concerning your project.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

FOR CONTINUATION OF PROJECTS AFTER REC APPROVAL PERIOD

Please note that a progress report should be submitted to the Research Ethics Committee: Humanities before the approval period has expired if a continuation of ethics approval is required. The Committee will then consider the continuation of the project for a further year (if necessary)

Included Documents:

Document Type	File Name	Date	Version
Letter of support_counselling	COUNSELLOR	05/08/2019	1
Data collection tool	INTERVIEW SCHEDULE II	05/08/2019	1
Data collection tool	BIOGRAPHICALINFO	05/08/2019	1
Proof of permission	FINAL DI PERMISSION	05/08/2019	1

Recruitment material	GATEKEEPER !!!	06/08/2019	2
Data collection tool	AN INTERVIEW GUIDEII	06/08/2019	2
Research Protocol/Proposal	Final Prop 10 May	22/08/2019	2
Budget	PROP BUDGET	22/08/2019	1
Default	REC letter	23/08/2019	1
Non-disclosure agreement	Confidentiality 1	23/08/2019	1
Non-disclosure agreement	Confidentiality 1	23/08/2019	1
Informed Consent Form	Final Informed Consent	13/11/2019	2
Recruitment material	Recruitment e-mail	13/11/2019	1
Default	FINAL DI PERMISSION	22/11/2019	1
Default	REC latest corrections	05/12/2019	1

If you have any questions or need further help, please contact the REC office at cgraham@sun.ac.za.

Sincerely,

Clarissa Graham

REC Coordinator: Research Ethics Committee: Human Research (Humanities)

National Health Research Ethics Committee (NHREC) registration number: REC-050411-032.

The Research Ethics Committee: Humanities complies with the SA National Health Act No.61 2003 as it pertains to health research. In addition, this committee abides by the ethical norms and principles for research established by the Declaration of Helsinki (2013) and the Department of Health Guidelines for Ethical Research:

Principles Structures and Processes (2nd Ed.) 2015. Annually a number of projects may be selected randomly for an external audit.

Investigator Responsibilities

Protection of Human Research Participants

Some of the general responsibilities investigators have when conducting research involving human participants are listed below:

1. Conducting the Research. You are responsible for making sure that the research is conducted according to the REC approved research protocol. You are also responsible for the actions of all your co-investigators and research staff involved with this research. You must also ensure that the research is conducted within the standards of your field of research.

2. Participant Enrollment. You may not recruit or enroll participants prior to the REC approval date or after the expiration date of REC approval. All recruitment materials for any form of media must be approved by the REC prior to their use.

3. Informed Consent. You are responsible for obtaining and documenting effective informed consent using **only** the REC-approved consent documents/process, and for ensuring that no human participants are involved in research prior to obtaining their informed consent. Please give all participants copies of the signed informed consent documents. Keep the originals in your secured research files for at least five (5) years.

4. Continuing Review. The REC must review and approve all REC-approved research proposals at intervals appropriate to the degree of risk but not less than once per year. There is **no grace period**. Prior to the date on which the REC approval of the research expires, **it is your responsibility to submit the progress report in a timely fashion to ensure a lapse in REC approval does not occur**. If REC approval of your research lapses, you must stop new participant enrollment, and contact the REC office immediately.

5. Amendments and Changes. If you wish to amend or change any aspect of your research (such as research design, interventions or procedures, participant population, informed consent document, instruments, surveys or recruiting material), you must submit the amendment to the REC for review using the current Amendment Form. You **may not initiate** any amendments or changes to your research without first obtaining written REC review and approval. The **only exception** is when it is necessary to eliminate apparent immediate hazards to participants and the REC should be immediately informed of this necessity.

6. Adverse or Unanticipated Events. Any serious adverse events, participant complaints, and all unanticipated problems that involve risks to participants or others, as well as any research related injuries, occurring at this institution or at other performance sites must be reported to Malene Fouche within **five (5) days** of discovery of the incident. You must also report any instances of serious or continuing problems, or non-compliance with the RECs requirements for protecting human research participants. The only exception to this policy is that the death of a research participant must be reported in accordance with the Stellenbosch University Research Ethics Committee Standard Operating Procedures. All reportable events should be submitted to the REC using the Serious Adverse Event Report Form.

7. Research Record Keeping. You must keep the following research related records, at a minimum, in a secure location for a minimum of five years: the REC approved research proposal and all amendments; all informed consent documents; recruiting materials; continuing review reports; adverse or unanticipated events; and all correspondence from the REC

8.Provision of Counselling or emergency support. When a dedicated counsellor or psychologist provides support to a participant without prior REC review and approval, to the extent permitted by law, such activities will not be recognised as research nor the data used in support of research. Such cases should be indicated in the progress report or final report.

9.Final reports. When you have completed (no further participant enrollment, interactions or interventions) or stopped work on your research, you must submit a Final Report to the REC.

10.On-Site Evaluations, Inspections, or Audits. If you are notified that your research will be reviewed or audited by the sponsor or any other external agency or any internal group, you must inform the REC immediately of the impending audit/evaluation.

Appendix B: Institutional Approval

RESTRICTED



defence intelligence
Department:
Defence
REPUBLIC OF SOUTH AFRICA

Telephone: (012) 315-0215
Fax: (012) 326-3246
Enquiries: Col J. van Wyk

DI/DDS/R/202/3/7

Defence Intelligence
Private Bag X337
Pretoria
0001
28 June 2019

AUTHORITY TO CONDUCT RESEARCH IN THE DEPARTMENT OF DEFENCE (DOD) COL M.M.S. CHOABI

1. Receipt of a request letter SANDC/R/103/4/1(SDSP 05/19) dd 16 April 2019 to conduct research in the DOD dd 16 April 2019 with a Research Proposal attached as per requirement is acknowledged.
2. Col M.M.S. Choabi – who is enrolled as a student on Security and Defence Studies Programme (SDSP) 05/19 - is hereby granted permission from a security perspective to conduct research in the DOD on the topic entitled "**Challenges Experienced by Female Senior Officers in the SANDF in Gauteng,**" submitted in fulfilment of the requirements for a Masters Degree in Military Science (MMIL) in the Military Academy under the auspices of the University of Stellenbosch as requested.
3. After the completion of the research, the final research product must be forwarded to Defence Intelligence (DI), Sub-Division Counter Intelligence (SDCI) for a final authorisation before it may be published or distributed to any entity outside the DOD.
4. Access to DOD information is however granted on condition that there is adherence to inter alia Section 104 of the Defence Act (Act 42 of 2002) pertaining to protection of DOD Classified Information and the consequences of noncompliance.
5. For your attention.


(T.G. BALOYI)
DIRECTOR DEPARTMENTAL SECURITY: BRIG GEN
KS/KS (Col M.M.S. Choabi)

DSTR

For Action

→ Commandant SA National Defence College

(Attention: Col M.M.S. Choabi)

Internal

File: DI/DDS/R/202/3/7

RESTRICTED

Appendix C: Recruitment Letter

Recruitment E-mail

Colone[

I am Colonel Motshidisi Choabi, a programme member at the South African National Defence College (SANDC). Doing a scientific research is part of the programme requirement for 2019. My research is specifically focussing on senior female officers in command position that is, Colonels and Captains (Navy). My research topic is “Challenges experienced by female senior officers in the SANDF in Gauteng. Defence Intelligence as well as Chief Directorate Transformation have given approval and authority to conduct the study.

As a female in a required senior ranking position in the South African National Defence Force, I would like you to participate in this study. Should you agree to participate in this research, you are welcome to let me know via e-mail. This will then be followed by a telephonic conversation from myself as a research principal investigator to set up an interview date.

Thank you.

M.M.S,Choabi (Col)

Appendix D: Informed Consent

CONSENT TO PARTICIPATE IN RESEARCH

You are invited to take part in a study conducted by Motshidisi Choabi from the Military Science at Stellenbosch University. You were approached as a possible participant because you fall in the rank and gender group that can assist with this study

1. PURPOSE OF THE STUDY

The study is about the challenges facing female senior officers in the SANDF in Gauteng with the specific focus on the rank levels of the Colonels and Captains (Navy) from all Arms of Services. Women have been faced with a lot of challenges since the international agreement reached by the UN Resolution 1325 that included gendering of the military. This was because it has been very hard for women to fully join the military since the environment is traditionally known to be a rigid male-dominated environment. Getting women to be promoted to higher levels was even more difficult as it is marred with resistance and delays from many militaries. To start implementing the resolution agreement, females were recruited in numbers in junior positions, and with time promoted to leadership positions, however as they ascend to senior positions, a “bottleneck” is experienced making it difficult for them to get promoted. All these resulted in enormous challenges for members in leadership positions in the military, SANDF included. These unequal, unfair challenges of females in leadership positions impacts in their performance which eventually impacts in the DOD in general. The argument of females in the military is that females should be given a voice to physically, politically, economically, socially, technologically and environmentally address and make recommendations on their challenges through policies.

2. WHAT WILL BE ASKED OF ME?

If you agree to take part in this study, you will be asked to complete a questionnaire about your demographic information and the interview schedule that will be asking about the challenges that

are experienced by you as female senior officer in the SANDF. Should you concede, your participation will take approximately 45 minutes to 1 hour. You will be asked to mark your answers privately on the questionnaire. If you have any questions or do not understand a question, please feel free to ask me

Please understand that your participation is entirely voluntary. You alone decide whether or not you want to take part. If you choose not to take part, you will not be affected in any way whatsoever. If you agree to take part, you may refuse to answer any question or stop at any time. If you do this there will also be no penalties and you will not be prejudiced in any way. If you agree to participate, we ask you to be open and honest and encourage you to answer as many questions as you feel comfortable with.

3. POSSIBLE RISKS AND DISCOMFORTS

Some of the questions are personal and sensitive and may make you feel uncomfortable. You have the right to refuse to answer any questions that make you feel this way. If you choose not to answer some questions, you will not be affected in any way. If any of the questions upset you and you feel that you would like to speak to a counsellor, we will refer you to a clinical psychologist or even provide you with a list of telephone numbers and addresses of organizations that are qualified to assist you.

4. POSSIBLE BENEFITS TO PARTICIPANTS AND/OR TO THE SOCIETY

There are no immediate benefits to you from taking part in this study. However, this study will be extremely helpful in informing the SANDF on current contemporary issues experienced by female senior officers who are in leadership positions and about to enter the strategic level. This will enable these leaders to identify the gaps and add knowledge to the existing policies, add new recommendations on how to fight the current challenges in order to improve female leaders' life in the SANDF. Furthermore, the results of this study will be made available to participants on request.

Since there is a lot of stereotypes out there with regard to the military in general, the study of this nature can give the community an informed updated perspective about the military and women

participation. The fact that the women will be seen addressing their issues and challenges in order to strengthen their sense of belonging and stamp their ground, can change the perception of the military that has to do with aggression, violence and conflict only but also with harmony, peace and stability.

5. PROTECTION OF YOUR INFORMATION, CONFIDENTIALITY AND IDENTITY

Any information you share with me during this study that could possibly identify you as a participant will be protected. There will be no name or personal details written on the written notes as such, no one will be able to link you to the answers you give. All identifying information such as consent forms will be kept in a locked file cabinet and will not be made available to others. These details will be destroyed once the project has been completed.

Should you agree to participate in this study, you will be provided with two consent forms with one being a consent form for participation in the interview and the second one being the consent form for audio recording. For the purpose of capturing as much as possible what will be said in the interview, a tape recorder will be used, but for the participants' protection, only pseudonyms will be used during transcription of the interview.

I will also have to caution you that the results of the study may be submitted for publication in a scientific journal and or be presented at the SAMHS academic day. Although anonymity may be preserved, this information may also be used for further research.

6. PARTICIPATION AND WITHDRAWAL

If you agree to take part in this study, you may withdraw at any time without any consequence. You may also refuse to answer any questions you feel uncomfortable with and still remain in the study.

7. RESEARCHERS' CONTACT INFORMATION

Should you have any questions or concerns about this study, please feel free to contact Motshidisi Choabi, the principal investigator on 012 319 3164/071 2971539, and /or the supervisor, Mr K.L.Makau at 082 961-5428.

8. RIGHTS OF RESEARCH PARTICIPANTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research participant, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

CONSENT

I hereby agree to take part in this study which will involves completing a questionnaire about challenges experienced by female senior officers in the SANDF in Gauteng. I am participating freely and without being forced in any way to do so. I also understand that I can stop participating at any point if I do not want to continue and that this decision will not affect me negatively in any way.

I understand that this is a research project which will not necessarily benefit me personally.

I understand that my participation will remain confidential.

I understand the information contained in this document and have had the opportunity to ask questions. I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this study.

Name of Participant: _____ Date: _____

Signature of Participant:

Name of principal : _____ Date: _____

Investigator

Signature of principal investigator :

Appendix E: Interview Schedule

SECTION A: BIOGRAPHICAL INFORMATION

The following questions will be asked to the participants in a face to face interview:

RANK	Col		Capt			
RACE	African		White		Indian	Coloured
AGE	35-40		41-45		46-50	50 and older
MARITAL STATUS	Single		Married		Life time partner	
ARM OF SERVICE	SAA		SAAF		SAN	SAMHS
PROFESSION						
PREVIOUS POSITON HELD						
EDUCATIONAL QUALIFICATION	Grade 12		Diploma		Degree	Post Graduate Degree(s)
YEARS OF SERVICE	5years		10 years		15 years	20 year
NUMBER OF CHILDREN	None		1-2		3-4	5 or more

SECTION B: INTERVIEW SCHEDULE

Please answer the questions below from your personal point of view:

1. In your view, what is transformation and how do you see it in the SANDF?
2. What do you understand by leadership?
3. Tell me about the challenges and/or barriers you experience as a female in a senior position in the SANDF.
4. Tell me about your work-life balance in relation to the challenges you experience in the workplace.
5. In your opinion, where to from here in terms of the challenges experienced by senior female officers, (Words of advice)?

AN INTERVIEW GUIDE

Demographic information

Age

Race

Marital status

Qualitative Interview

Length: 45min-1 hour

Primary question: To see things in the way you see them (participant), with the focus in your experiences, opinions and what you think so as to eventually inform the SANDF policy.

Verbal consent

Would you like to participate in the study (if Yes)

Written consent on verbal participation in the study

Written consent of audio recording

Background Information

Overview

Invite the participant to tell me about herself, general information and background.

Tell me what you understand by “conflict”?

Could you describe the conflict you face, your thoughts, feelings and reaction in the workplace?

Experiences and perceptions?

What were the barriers and obstacles you experiencing as a female senior officer in the work situation that hamper your performance?

Management Style

In your opinion do you think a management style should matters in your work environment?

Do you think gender influences the management style, and why?

Intervention Strategies

Do you know of any intervention strategies that have been introduced in the SANDF to fight the plight of females?

Do you have perhaps have any intervention strategies you can recommend to assist female officers in leadership positions?

Appendix F: Confirmation of Psychological Support



sa military health service

Department:
Defence
REPUBLIC OF SOUTH AFRICA

Tel: 012 355 6358

Enquiries: Maj W.T. Ketlhaetse

Area Military Health Unit Gauteng

Private Bag X02

Gezina

0031

31 July 2019

CONFIRMATION OF PSYCHOLOGICAL SUPPORT FOR PARTICIPANTS OF THE STUDY

1. This letter serves to confirm that psychological support has been arranged for the participants of the study "Challenges experienced by female Senior Officers in the SANDF" if and when it is needed as a result of the impact of participating in this study.

2. I am a registered Clinical Psychologist with registration number PS 0114103.

3. My services can be accessed free of charge for members of the SANDF at the following address:

Defence Head Quarters Military Medical Centre (Sickbay)

Corner of Nossob & Boeing Street

Erasmuskloof

0048

4. I can be reached on 012 355 6358 for an appointment.



(W.T. KETLHAETSE)

CLINICALPSYCHOLOGIST AREA MILITARY HEALTH UNIT GAUTENG: MAJ