Cape Peninsula University of Technology

THE PROGRESSION OF WOMEN TO SENIOR MANAGEMENT POSITIONS AT A SOUTH AFRICAN UNIVERSITY IN THE WESTERN CAPE

by

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DECLARATION

I, Nolusindiso Kayi (student No: 198104073), declare that the contents of this thesis represent my own unaided work, and that the thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

Signed   **April 2013**

ABSTRACT

In this research study, emphasis is placed on the progression of women to senior management positions in higher education.

The main purpose was to determine whether there were any barriers that women experienced in progressing to senior management positions in higher education. This study specifically focused on a South African university in the Western Cape.

Normative criteria, which were derived from the literature survey included relevant books, academic journal articles, legislation, policy directives, conference papers and the Internet in order to extract relevant standards against which current practices could be measured. The themes in the literature search for this study included organisational barriers that women might have experienced in their places of work, gender stereotypes, organisational or institutional cultures, and the importance of career planning. The South African labour legislation was explored in terms of providing a framework for the transformation of the workplace with regard to equity and skills development.

The data was submitted for professional statistical analysis, which was predetermined in collaboration with a registered statistician. A questionnaire was designed by using the Likert Scale, and was submitted to the registered statistician for analysis.

The results of this study showed that, firstly, in most instances, men and women had different views of the current situation; that the institution had made strides in terms of transformation, but that emphasis should still be placed on gender equity.

The research study provides evidence that women might still be facing barriers, whether hidden or not, in order to progress to senior management positions in higher education. The researcher has provided recommendations that could assist the institution in this respect.

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I wish to thank:

DEDICATION

This is dedicated to the memory of my wonderful grandmother, Khungeka "MaXhamela" Kayi, who was a source of strength, not only to me, but my whole family. She believed in me, and always made me feel that I was the most brilliant person. Enkosi Xhamela.

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Glossary

ABET - Adult Basic Education

ANC - African National Congress

CHE - Council on Higher Education

CPUT - Cape Peninsula University of Technology

DST - Department of Science and Technology

ETDP SETA - Education, Training and Development Practices - Sector Education and Training Authority

FET - Further Education and Training

GET - General Education and Training

HET - Higher Education and Training

HR - Human Resources

ILO - International Labour Organisation

NQF - National Qualifications Framework

NRF - National Research Foundation

NSI - National System of Innovation

PAC - Pan African Congress

SACP - South African Communist Party

SAQA - South African Qualifications Authority

UIF - Unemployment Insurance Fund

UoT - Universities of Technology

WSP - Workplace Skills Plan

CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE RESEARCH STUDY

1.1   Introduction

South Africa struggled against segregation, specifically in terms of race for over 300 years. It exemplified the struggle for basic human rights, justice and equality. This meant that inequality in employment was not only based on race, but on gender as well. Moreover, internationally, women's role was seen as that of a mother and nurturer, and even with a university education, it was expected of them to remain at home (South African Government, n.d.).

The birth of South African democracy in 1994 saw the government eradicate discrimination against women in the workplace with the Constitution of the Republic of South Africa (No 108 of 1996), and the Bill of Rights, which states that no individual may be discriminated against in terms of race, gender or disability. The Employment Equity Act (No 55 of 1998) was introduced with an Affirmative Action Policy to redress past imbalances, since women, irrespective of their colour, were discriminated against. Traditionally, women were employed as teachers, nurses, secretaries and hence did the so called *soft jobs.*

As an employer, government began to introduce more women into its workforce, especially in leadership positions. This was supported by the action of then-President of the Republic of South Africa, the Honourable Thabo Mbeki (1999 – 2008), who appointed Ms Phumzile Mlambo-Ngcuka as the Deputy President from 22 June 2005 to 24 September 2008 (South African Government, n.d.).

Former President of the Republic of South Africa, and the first democratically elected president, Honourable Nelson Mandela, was quoted as saying, "Freedom cannot be achieved unless women have been emancipated from all forms of oppression… unless we see in visible and practical terms that the conditions of the women of our country have radically changed for the better, and that they have been empowered to intervene in all aspects of life as equals with any other member of society" (South African Government, 24 May 1994).

Improving women's involvement in senior management plays an implicit role in increasing the rights, freedoms, and opportunities of all women. The progression of women into positions of authority and power in organisations, is important if women should attain equality in the workplace (Schein, 2007:6).

In a report by the International Labour Organisation (ILO, 2004), it is suggested that women are still not given as many opportunities as their male counterparts to do more demanding jobs, which could advance their careers. It emphasises that the progression of women to senior management positions should be facilitated, and that organisations themselves need a high-level commitment towards changing their existing cultures or workforce profile.

There are also still significant remuneration gaps between women and men, irrespective of identical qualifications. The report goes on to suggest that women earn, on average, only two-thirds of men's salaries. The findings of this report, therefore, suggest that there are a number of issues that could be contributing to the low representation of women in senior management positions, which are explored in this study (ILO, 2004).

The higher education sector in South Africa has its own challenges when it comes to representation of women in senior management. According to a survey, which was conducted in 2007, three (3) of the 23 Vice-Chancellors (13%) and five (5) of the 23 Registrars (21%) are women. Women also comprised 21% of the Deputy Vice-Chancellors, while another 21% were Executive Directors. Although women constitute over 50% of the higher education workforce in South Africa they are still under represented (HERS-SA, 2007). These statistics reveal that in a profession, which is dominated by women, they are greatly under-represented in positions of senior management.

1.2   Main research problem with sub-problems

Due to the above statistics, the researcher aimed to establish its relevance by conducting a research study at a South African university in the Western Cape. The main problem is that the representivity of women in senior management positions at this South African university is lower than their male counterparts and women are still marginalised in terms of progressing to senior management. The sub-problems below epitomises the different factors that could affect the progression of women to senior management.

Sub-problem One:
Women experience barriers that hinder their progression to senior management positions.

Sub-problem Two:
Employers are slow to respond to and implement labour legislation with regards to gender equality in the workplace.

Sub-problem Three:

There is a lack of career planning and growth opportunities for women to progress to senior management positions.

1.3 Key research questions

Key Question One:

What barriers affect the progression of women to senior management positions?

Key Question Two:

To what extent are employment policies and procedures changed in compliance with labour legislation to address gender equality in all occupational categories and levels, within the higher education sector?

Key Question Three:

Does this South African university offer women career pathing and development opportunities to progress to senior management positions?

Key Question Four:

What improvements can be suggested to assist women to progress to senior management positions at this South African university?

1.4 Research objective

The objective of this study is to establish pertinent factors relating to the progression of women to senior management positions at a South African university. These factors include, 1) barriers that hinder the progression of women to senior management positions; 2) slow response by employers to implement labour legislation with regards to gender equality in the workplace and 3) The lack of career planning and growth opportunities for women to progress to senior management positions. It is only when such barriers are identified that it will be possible to address them properly.

1.5 Delimitation of this research study

This study is limited to senior management positions, which include Heads of Department (HOD), Deans, Directors, Registrar, and Deputy Vice-Chancellors at a South African university in the Western Cape.

1.6 Research methodology

The research methodology comprises, firstly, a literature search of relevant books, academic journal articles, legislation, policy directives, conference papers, dissertations and theses and the Internet. The purpose of this exercise was to extract normative criteria from available literature, and to establish norms against which the current situation, in terms of the progression of women to senior management, can be measured**.**

An empirical survey follows on the literature search. This empirical survey is based on a descriptive research approach, with a questionnaire technique. With this technique a series of questions were designed to record responses from the target research population. An informed consent form was obtained from the participants before the questionnaires were distributed, focusing on confidentiality and protection against victimization. The aim of the questionnaire was to provide objective views from senior management regarding the progression of women into senior management positions.

The target research population comprises senior management, namely Heads of Departments (HOD), Deans, Directors, Registrar, Deputy Vice-Chancellors. The questionnaire was designed so that it clearly identifies differences in responses, if any, between the male and female target research population.

Once the data had been collected it was analysed by using suitable SPSS statistical software in collaboration with a professional statistician. The statistical analysis resulted in an interpretation and articulation of the findings, after which certain recommendations were suggested to aid the progression of women to senior management positions.

1.7 Significance and contribution of this research study

This research study aims to improve women representation in higher education senior management positions, not only in the Western Cape, but in the whole of South Africa.

South Africa's Constitution is regarded as one of the most progressive constitutions in the world, however, it should to be followed by practical and vigorous implementation plans in order to achieve its vision. Therefore, it is important to study the current situation in order to address any challenges that might arise.

1.8   Chapter summary

This chapter, provided a background of the study by briefly discussing the history of South Africa; the progress that South Africa has made in terms of gender equality; the challenges that women currently face in employment; and the challenges of the higher education sector in South Africa in terms of gender issues or representivity of women. Furthermore, the chapter provided the following: the main research problem; key questions; objectives; and delimitations of the study.   The research methodology, as well as the significance and contribution of the study, were also discussed. This research study focuses primarily of the progression of women to senior management positions at a South African university in the Western Cape.

In Chapter Two the literature survey familiarises readers with the past, and current body of knowledge regarding various barriers, which hinder women progression to senior management positions in the higher education sector.   Emphasis is also placed on new democratic labour legislation with which all employers should comply. Lastly, the South African Higher Education sector is contextualised with specific reference to the university participating in this research study.

In Chapter Three the research methodology follows a descriptive research approach.   The literature search and empirical survey that was used to conduct this research study of the progression of women to senior management positions, is discussed.   A detailed description of the target research population, data collection and data analysis is expounded upon in this chapter.

Chapter Four present the analysed data which was coded and analysed by using SPSS. The data analysis is shown in the form of graphs, descriptive statistics, as well as frequency distributions.

In Chapter Five the researcher offers recommendations to a South African university on how to improve the progression of women to senior management positions in this institution. The researcher concludes this study by determining whether the research objective was achieved.

CHAPTER TWO: OVERVIEW OF WOMEN CAREERS IN HIGHER EDUCATION

2.1   Introduction

This chapter firstly explores the international barriers against women's progression to senior management in higher education, and focusses on organisational barriers that they might have experienced in their places of work, gender stereotypes, organisational or institutional cultures, and the importance of career planning.   Secondly, the South African labour legislation sheds light on the transformation of the workplace with regard to equity and skills development.   Lastly, the higher education sector in South Africa is explained, while particular reference is made to a South African university in the Western Cape, i.e. Cape Peninsula University of Technology.

2.2   International barriers of women progression in higher education

Tearle (2004: 9) argues that often when women are assembled in a group they share examples or experiences about how they are discriminated against by being put down, labelled, stereotyped, ignored or harassed by their male counterparts. However, she believes that women should not look at what others are doing in terms of placing barriers in their progression, but should rather consider what they can do to make it better.

Often barriers that prevent women from ascending to senior management positions have been described by the metaphor "the glass ceiling**".** This phenomenon was introduced in 1986 by writers of the *Wall Street Journal.*   The "glass ceiling" represents a hidden difficulty for women and other minority groups, which prevent them from moving into senior management (Weyer, 2007: 483).

Eagly and Carli (2007:64) argue that even though the "glass ceiling' metaphor exists, there are many barriers that women face even before they get to a position of having to deal with the glass ceiling. They argue that women and men do not have equal access to entry and midlevel positions, and that they face a variety of challenges in their journey to management positions. Therefore, they suggest that a "labyrinth" metaphor should be used to show that it prevents women from progressing to senior management positions. "Labyrinth" can be described as "a complicated irregular network of passages or paths in which it is difficult to find one's way; a maze".   They describe five obstructions that women face. These are:
- Vestiges of prejudice;
- Resistance to women's leadership;
- Issues of leadership style;
- Demands of family life; and

- Underinvestment in social capital (Eagly and Carli, 2007:64).

For the relevance of this research study, barriers that women face can be categorized into organisational barriers; gender stereotypes; organisational cultural barriers; and career planning practices.

2.2.1   Organisational barriers

Brandl, J., Mayrhofer, W. and Reichel, A. (2008: 77) argue that different countries have different cultures, which play a role in division of work within certain professions. Society has specific views of what women's roles should be and their role in the wider society. These assumptions involve the extent to which women differ from men such as their capabilities, skills and preferences.

The above assumptions are further explored in Figure 2.1, below which refers to a study that was conducted in the United Kingdom. It was discovered that women believe that there is a lack of understanding regarding different qualities that people possess in management. Accordingly, the study proved that understanding equal opportunity values reduces the perceptions of gender-based differences in terms of strategic integration and the traditional soft functions. It goes on to explain that organisations create invisible barriers such as working and flexibility of hours, which affect working mothers. This impacts negatively on the progression of women, as some might decide to leave their jobs and focus on their families, while trying to find another job, which will offer more flexibility. It is imperative to gauge and understand the different perceptions that employees have of the management style of female bosses. Naturally, women are nurturers, hence they might utilize different managerial styles. It is also important to understand that people are individuals and, therefore, display different personalities and managerial styles.

Figure 2.1 Dimensions for analyzing sex differences
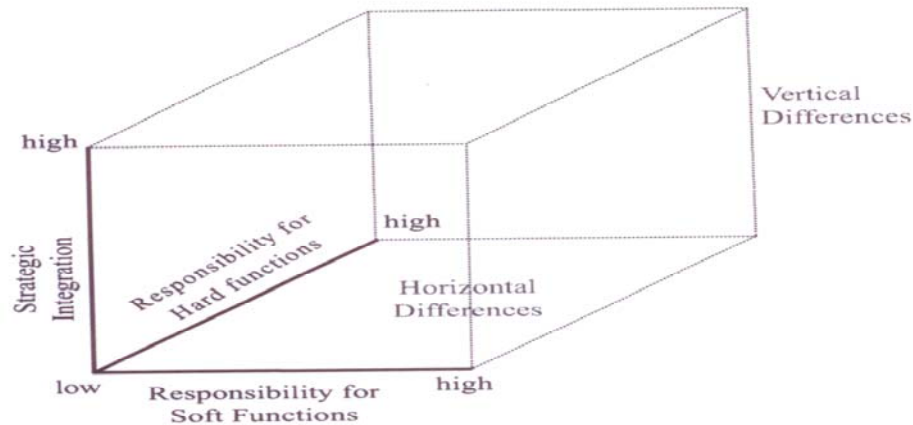
Source: Brandl et al 2008: 69

As with the assumptions and or perceptions reconnoitred above, Morley (2005: 214) has identified the impact of employment practices on women's marginalization at Commonwealth universities. In her study she identifies four key issues, namely under-representation of women in senior positions; access; women are absent in certain disciplines; and gendered micro-political experiences. She further discusses how the absence of women's opinion directly relates to different organisational priorities, performance indicators and cultural traditions. There is also a lack of focused literature on gender, development and higher education. This is supported by a study that was conducted in Kenya on promotion, as results showed that 92% of men were motivated to apply for promotions, while only 69% of women believed that they qualified.

Bendeman (2007:35) argues that many organisations have development initiatives specifically for women, however, she argues that these initiatives lack penetration in terms of the impact that they could have in supporting women's progress to senior management positions. She argues that these initiatives lack co-ordination and proper monitoring because they are not linked to organisational strategies. She argues that it is important for these developmental initiatives to be linked to organisational strategies.

Agocs (2002: 5) argues that many customary policies that prevail in the workplace were designed to fit the traditionally dominant group in the labour market, namely males. These privileges were explicit in the establishment of policies such as recruitment, job assignment, pay and promotion, which resulted in compensation discrepancies between males and females.

The compensation discrepancies were further investigated in research, which was conducted by the International Labour Organisation (2004), which shows that the principal reason for

persisted gaps in salaries between men and women are mainly social and cultural attitudes, gender inequality in education, training and recruitment. The discrepancy is determined by women who tend to have shorter careers owing to the fact that they leave work to bare their children and return at a later stage. This tends to slow down their promotional opportunities.

Barker (2007: 237) suggests that even though income inequalities in South Africa are declining, they are still unacceptably high. Although his research was based on racial differences, it is probable to be similar with gender differences.

An organisational practice which is lacking in most organisations that should be considered, is mentoring. According to Clutterbuck and Ragins (2002: 1), mentoring is considered as one of the most important factors for supporting the progression of women to senior management positions and breaking the glass ceiling. Mentoring can be described as a strategic approach to develop an employee (mentee) by pairing him/her with a more experienced employee (mentor) who will teach, coach, counsel, sponsor and encourage the mentee.

However, Thanacody, Bartram, Barker, and Jacobs (2006: 540) suggest that women are still at a disadvantage when it comes to mentoring owing to the limited number of female mentors. Writh (2001: 129) suggests that mentoring is an important tool that can be used to aid women and encourage better management. She goes on to state that it encourages structures for open channels of communication between management and other employees. She also proposes that women should be paired with male mentors as the relationship could help to break down sexual prejudices and stereotypes.

Clutterbuck and Ragins (2002: 62) list a number of reasons why it is necessary to have mentoring programmes. The reasons are:

- It reduces the workforce, particularly retrenchments and early retirements create a critical void in experienced employees;
- It assists organisations with succession plans;
- It develops great leaders who must train future leaders; and
- It is the best way to pass on knowledge to a younger generation.

It is clear that when mentoring is effectively managed and integrated into overall development and is committed to transformation, it can make a considerable contribution towards facilitating the progression of women to senior management positions.

Women also believe that they need to continuously prove themselves. It is not a matter of "breaking the ceiling" and shattering it, but rather a constant need to prove themselves that has emerged as a new form of discrimination (Anderson, 2004: 734). This new form of discrimination places a lot of unnecessary pressure on women to outperform their male counterparts. Constantly trying to prove oneself creates not only pressure, but also resentment on the part of the discriminated party. Oakely (2000: 323) argues that these invisible barriers for women include corporate practices such as training and career development, promotion policies and compensation practices (Oakley, 2000: 323).

Organisational barriers include employment practices of institutions, development initiatives, policies. These are all critical elements in the development of staff and are important for this study.

2.2.2 Gender stereotypes

Another chief hindrance to the development of women is accredited to gender stereotypes, even though there are promising indications that among the top managers, women are doing extremely well as leaders and managers (Thanacoody et al. 2006: 539).

Jonsen, K.; Maznevski, M.L. & Schneider, S.C. (2010:551) argue that people use stereotypes as a shortcut to predict how people will behave, and their abilities. They also argue that stereotypes are enforced by society, which results in different expectations for men and women.

Chung and Sahgal (2007:353) explains how sex role orientation influences gender stereotypes. They define sex role stereotypes as men and women who possess different sets of traits and abilities, which are informed by their sex. They go on to explain that because of those different traits and abilities, these inform the sex-appropriate preferences, behaviours and personality characteristics. It is also argued that gender roles and identity are taught and these are informed by the family, relationships and societal values and culture. It is because of the sex role orientation that men are viewed as being dominant and aggressive, while women are viewed as passive and dependent. Therefore, when those traditional views are broken, and women seek roles that are traditionally reserved for men, then gender stereotyping occurs.

Von Hippel, C., Wiryakusuma, C., Bowden, J. and Shochet, M. (2011: 1312) argue that when individuals experience a stereotype threat, it can influence their work performance negatively. They also argue that not only does stereotype threat influence performance

negatively, it can also result in decreased working memory, increased stress and anxiety. This also means that those that are stereotyped will often find ways to counter those stereotypes.

Tearle (2004: 9) suggests that a constructive way to deal with Von Hippel's argument that these stereotypes have a negative effect on women, is to focus on the fact that women are more than merely their gender, and also more than the stereotypes that are placed on them. She argues that women should focus on the following instead:

- Discovering their true power from within;
- Finding ways to use this power to help organisations achieve greatness;
- Help others within organisations, both male and female, to discover the power that they have within them;
- encouraging others to direct their incredible power for the good of our organisation, and for the good of South Africa;" (Tearle, 2004:9)

This suggests that even though there are influences from the outside, there are issues that individuals must also battle with themselves in order to move forward and tackle the stereotypes.

It is important for this study to investigate the different stereotypes that women face, and how those can influence their progression to senior management positions in higher education.

Bergeron, Block and Echtenkamp (2006: 136) argue that there is a continued belief that when people think of a manager, they immediately assume that it is a male. This is especially true at senior management positions. They go on to suggest that because of this conventional analysis or thinking by people, there is an apparent lack of fit when women are in these positions. Womens' level of competency in these positions is subject to questioning and they are viewed as less effective managers than men. However, Els (2008: 18) argues that women in executive positions are expected to have dual mindsets. On the one hand to be masculine, namely they need to be in control, strong and powerful, while on the other hand, they need to have traditional feminine characteristics of women, namely nurturing, cooperating, and sharing. This advice will often leave women with conflicting and confusing ideas. Often there are double standards when it comes to evaluating women in senior management. For them to be taken seriously they must be tough and authoritative like their male counterparts, but at the same time they are labelled if they act too aggressively.

This also translates to women's linguistic techniques which are often misunderstood by men, while the less forceful forms of communications, allied with women, may be predominantly offensive ways to communicate in superior echelons of most organisations (Oakley. 2000: 325). For example, if a woman is direct, bold and strong in her approach, she will be labelled as "an aggressive manager", not only by her male counterparts, but by other women as well. A man may be given more pleasant descriptions with the same approach such as "he is an assertive manager", which creates a feeling of women trying to overcompensate and that they have to be polite merely because they are women.

Von Hippel *et al.* (2011:1313) conducted a study in which they highlighted the differences between feminine and masculine communication. They define feminine communication as more indirect, in detail and emotional, while masculine communication is more direct, brief and instrumental. They also highlight the fact that it is widely regarded that for managers to be successful, they need to possess those masculine communication style, which, in turn, undervalues women's competencies in management because of the gender-based stereotype regarding communication.

Von Hippel *et al.* (2011: 1314) argue that women have four linguistic features that they use in their communication style, namely Hedges, Hesitations, Tag questions and Verbosity and directness.

Hedges is defined as using words in a statement that reduces the strength of assertion, which makes the person who makes the statement sound unsure; Hesitations is when the speaker pauses between words by using expressions such as "uh" or "um"; Tag questions are explained as short questions that come after a statement, which invites the listener to confirm what was said. These questions are viewed as showing a lack of confidence by the speaker. Lastly, verbosity and directness is regarded as lacking a direct response to questions (Von Hippel *et al.* 2011: 1314)

These communication features are stereotypically regarded as features, which women possess. These create preconceived ideas that women are unsure of their own capabilities as managers, which, in turn, forces them to act in a more masculine way to counter those stereotypes.

Mihail (2006: 375) argues that these negative stereotypes, of women influence how their employees perceive them, how other managers perceive their work, and how they are selected for further training and development.

Wood (2003: 22-131) suggests that women and men's perceptions about organisational events differ. These involve issues such as:

- Different experiences in terms of inequality with regard to career development, opportunities and lower expectations;
- Differences in experiencing organisational culture;
- Different organisational support given to males and females;
- Different perceptions of performance appraisal systems; and
- Different perceptions in terms of the history of the organisation in relation to all the above issues (Wood, 2003: 22-131).

The above issues create a sense of injustice for women because in institutions statistics show that a majority of people in management are men. When one experiences difficulties, it is often misunderstood or misinterpreted mainly because of the different views. The stereotypes, therefore, inform some of the decisions that are made. Moreover, men get more support from the organisations that they work for by virtue of numbers. This impacts negatively on womens' progression to senior management positions.

April, Dreyer, and Blass. (2007: 51 – 67) argue that even though South Africa is viewed as progressive in terms of its Constitution, and have women in senior management positions, society views these appointments as window dressing, which implies that they were appointed because of Affirmative Action.

The basis for the Constitution of the Republic of South Africa, which was approved the Constitutional Court in December of 1996 and took effect in February 1997, is human dignity, the achievement of equality and the advancement of human rights and freedoms, as well as non-racialism and non-sexism.

The Constitution of South Africa, 1996, Chapter 2, focuses on the Bill of Rights, and equality, and states that:

- "Everyone is equal before the law and has the right to equal protection and benefit of the law;

- Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons or categories of persons, disadvantaged by unfair discrimination may be taken;

- The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth;

- No person may unfairly discriminate directly or indirectly against anyone on one or more grounds in terms of subsection above. National legislation must be enacted to prevent or prohibit unfair discrimination; and

- Discrimination on one or more of the grounds listed in the subsection above is unfair, unless it is established that the discrimination is fair" (South Africa. Constitutional law, 1996: 7 - 39).

The above points, which were taken from the South African Constitution, clearly states that discrimination against a human being for being female is unconstitutional and unlawful in the Republic of South Africa. Therefore, gender stereotypes, even though they are considered as "normal", are unlawful, specifically in the workplace. However, as April et al. (2007: 51 – 67) argue above, this does not guarantee that peoples' views will change immediately. This view was documented in 2007, which was ten years after the Constitution took effect.

For the purpose of this study, the stereotypes forms the basis to which humans in general responds to each other and it is important to understand these in order to address them properly in the workplace.

2.2.3   Organisational culture

Williamson LK (2007:234) cites Tylor (1924) who is viewed as the father of anthropology, and defines culture first as, "that complex whole, which includes knowledge, beliefs, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society". This means that society influences culture, while institutional or organisational culture will be influenced by societies. It is, therefore, important to look at how organisational cultures can influence the progression of women to senior management positions at a higher education institution.

Higgins (2007:97), however, considers the concept of institutional culture within a South African context as looking at what is described as "whiteness" of institutions. This focuses only on the fact that many institutions in South Africa were dominated by Whites and, therefore, their culture focused on White peoples' behaviour. However, what is not highlighted in this article is the issue of gender and higher education. This is interesting

because the article considered institutional culture, as a whole, and the role that the institutional culture plays in terms of transformation. This could be translated as it implies that race enjoys a higher priority than gender. However, he argues that if organisational culture is properly understood, it can help with the change management process that many South African institutions are currently facing.

Hofstede and Hofstede (2005: 2-3) argue that every person carries within him/herself patterns of thinking, feeling, and potential acting that were learned throughout their lifetime. This suggests that organisations will have different cultures with regard to how they do things. This statement is supported by research, which was conducted in two different countries, namely Australia and Turkey which clearly shows the differences in thinking, and this influences how universities from different countries operates (White & Özkanli, 2011: 3-6).

According to a study, which was conducted by White and Özkanli (2011: 3-16), they found that at Turkish universities, senior managers did not admit to organisational barriers that prevented women from progressing to senior management positions, however, they acknowledged that there is a conflict between the traditional roles of women, namely motherhood, marriage and professional life. In the same study interviewees from Australia admitted that there were barriers that influenced the progression of women to senior management positions, which includes promotion processes, difficulties for working mothers, women having interrupted periods of employment owing to taking a break for motherhood. They conclude, therefore, that the role of the different economic and social contexts plays a role in the participation of women in senior management and, in turn, this influences the organisational cultures of the universities. This was also supported by the number of women in senior management positions in the different countries, as shown in Table2.1 below.

Table 2.1 Percentage of women in senior management: Turkey vs Australia 2009

Country	Rector/VC	Vice Rector/DVC	Pro-Rector/PVC	Dean
Australia	18	36	40	38
Turkey	10	7	4	13

Source: White & Özkanli 2011:6

The above table clearly shows the differences in terms of numbers. This is supported by the view that people from the different countries have different perceptions. The research by White and Özkanli (2011: 3-6) found that there is a lack of awareness from Turkish university

leaders regarding gender discrimination, whereas their counterparts in Australia were more aware of gender discrimination.

At the Institutional Cultures and Higher Education Leadership Conference: Where are the Women, Dr Ramphele stated that even though employment equity legislation in South Africa serves as a good reference to the elimination of racism and sexism, there are often more subtle forms of discrimination, and she made reference to the often masculine language of higher education; insensitivity to the needs of women; activities mostly geared towards male bonding; and gender neutrality of inter-varsity games, which remain engrossed within institutions of higher learning. She highlights the importance of empowerment and the definitive role that it can play in addressing gender inequality, but also for the greater good in terms of institutional growth and performance (Ramphele, 2008: 2).

Professor Lidia Brito highlights the importance of tapping into the valuable skills of women who constitute 50% of the existing workforce to function optimally. The report also highlights the dangers of measuring success of employment equity strategies by numbers, as this does not account for the subtle forms of discrimination that women experience. There is a need to focus on issues such as cultural identity, openness, participation, anticipation, and changing of institutional cultures to adapt to the changing landscape in higher education (Brito, 2008: 3).

According to a conference report on Institutional Cultures and Higher Education Leadership, universities should address the issue of institutional culture in terms of gender-based power constructs, subtler forms of discrimination and implementation of gender based policies. These issues were described as forms of barriers to women's progress to senior management positions (HERS-SA, n.d.).

Wood and Newton (2006:8) argue that family responsibility, namely children; create a barrier for women to progress to senior management positions. They argue that in organisations and institutions it is believed that to be a productive worker, one is expected to be available or be at the office until 19:00 or 20:00. This is impossible for mothers because they need to fetch their children at school, assist with homework, and so on, hence this places men at an advantage. They also argue that a number of women that are successful in senior management positions either do not have children, or have a full-time partner or full-time nannies, and that they shift a lot of the parenting responsibilities to someone else. Their main argument, therefore, is that the childlessness of women in managements is owing to a lack of transformation in organisations and organisational cultures.

Zulu (2003: 99) argues that society teaches girls and boys from a young age already that certain behaviours differentiate them. This includes, but is not limited to; girls should be modest, submissive, affectionate, nurturing, people-oriented and emotionally expressive; while boys should be aggressive, assertive, independent, rational, and task-oriented. Young people grow up with these beliefs, which could contribute to how they behave at work during their adult years.

Morley (2006:297) argues that when the question of gender equity is brought up, the focus is always on the number of women in senior management positions rather than on engaging with the values, culture, policies, and processes that drive those numbers. It is, therefore, imperative for this study to consider what is the contribution of organisational culture to the progression of women to senior management positions.

2.2.4 Career planning

Career planning is a process that should be undertaken by individual employees, as well as the institution. Chung and Sahgal (2007:351) argue that owing to a lack of career planning by women, in contrast to their male counterparts, contributes to the advancement of women to senior management positions. It is also important to note the value of organisational practices that influence advancement.

Chung and Saghal (2007:358) mention six aspects that influence the advancement of women to senior management positions, namely: 1) aspiration and motivation; 2) career objectives; 3) exposure to line function in career; 4) proportion of women in management; 5) success in career; and 6) development for career advancement.

- Aspiration and motivation – career advancement is largely influenced by motivation, desire and attitudes of the individuals involved. It is also influenced by motivation from the organisation's point of view.

- Career objective: - it is important to clearly describe one's career objectives so as to facilitate development in the correct direction rather than think of alternative careers.

- Exposure to line function in career – this view is supported by senior line manager and human resources practitioners that it is important to acquire the necessary skills for senior management by exposing people to line function duties to facilitate career advancement.

- Proportion of women in management – it is important to increase the pool of women who qualify for senior management positions. This will also help in providing people that will influence policy, and also serve as role models.

- Success in career – it is encouraged for organisations/institutions to provide support for women managers by removing barriers so as to facilitate an improved success rate of women as senior managers. Chung and Sahgal (2007:359) cite Wentling, 2003, by highlighting the following factors that can facilitate the success of women in senior management positions, and these are educational credentials; hard work; mentors; interpersonal skills;; competence on the job and willingness to take risks.

- Development for career advancement – the importance of training and development is highlighted. This is supported by Chung and Sahgal (2007:359), citing Wentling, that it is important to train women in different skills that are required to be a success in management. It goes on to explain that managers who fail to guide, or encourage career progression, gender discrimination, and lack of career strategy, influences the lack of women in senior management positions.

Tessens, L., White, K. and Web, C. (2011: 662) conducted a survey of leadership development needs for women in higher education. In their study, respondents highlighted a few suggestions regarding the university's role in advancing women to senior management. They are:

- "Recruit female postdocs and female academics at senior levels;
- Actively position women in Dean and Head of School roles;
- Ensure that the executive actively recruits women into senior roles in their divisions and addresses the lack of opportunities for women;
- Appoint more experienced managers;
- Rotate senior roles to allow opportunities for women;
- Better manage workloads, as women tend to be more willing to take on additional loads to get the job done, and thus reduce impact on other staff;
- Increase representation of women on committees;
- Continue to challenge the bullying culture; and
- Improve flexible work conditions."

Combining Chung's and Tessens' theory, it is clear that the role does not squarely rest on one party, but rather on both individuals and the universities.

Certain policies and organisational practices influence career advancement and these are discussed below.

Driver (2008: 2) argues that recruitment and retention of women as staff at higher education institutions begins with addressing issues that they encounter at postgraduate level. The research presentation that she delivered at the Institutional Cultures and Higher Education Conference, which was held in Cape Town in March 2008, highlighted issues such as targeted admissions, positive environment, and financial aid for women at postgraduate level.

Glass and Minnotee (2010:218) argue that in the past, research had shown that there was not adequate numbers of women in the pipeline, which suggested that there would be an insufficient supply for management positions. However, recent research shows that there has been an increase in the number of women in junior academic positions. They, therefore, argue that research should then change focus, and consider issues of successful recruitment, retention and advancement of women within departments and faculties.

De la Rey (2008:2) believes that even with all the policies available, research shows that there is still gender discrimination against women. The problem lies with implementation, as there are negative reports by women even after policy changes. The three important areas that should be further researched such as:

- Masculinities in leadership;
- Institutional and organisational barriers; and
- The influence of society's gendered cultures (De la Rey, 2008: 2).

"Unravel the complex and subtle biases and discrimination to ensure transparency in procedures, to understand minimum requirements and to ensure clearly defined and articulated criteria that are appropriate for higher education institutions" (De la Rey, 2008: 2).

This view is also supported by Chung and Sahgal (2007:359), citing Wentling, who highlights the following barriers, namely being: a woman; lack of support from management; lack of opportunity; family obligations; and age. Bringing both Wentling and De la Rey's views together, therefore, state that being a woman makes it difficult because leadership is viewed as masculine, and that if there is a lack of support from management and a lack of opportunity, then it is because of institutional and organisational barriers. And what

Wentling views as the role of a woman, namely family obligations, is what De la Rey views as the influence of society's gendered cultures.

Eagly and Carli (2007:68) discuss the issue of family obligations. They argue that it is women who continue to take career breaks to attend to raising children, and that in most cases it is women who take time off when their children are sick, or they have to work part-time. This results in women having fewer years of experience compared to their male counter-parts. Therefore, when a senior management position becomes available the women will have to compete with men who inevitably have more years of experience.

Soudien, C; Michaels, W.; Mthembi-Mahanyele, S.; Nkomo, M.; Nyanda, G. Nyoka, N; Seepe, S.; Shisana, O.; and Villa-Vicencia C.. (2008:35) explore the context of transformation in South African higher education institutions. They emphasize the importance of considering regulatory compliance, knowledge and science change, namely focusing on the curriculum, and institutional culture in which they highlight the importance of social inclusion of both staff and students. In their study they also focus on how institutions in South Africa interpret discrimination, social cohesion and the importance of a Transformation Charter. In their assessment they conclude that in South Africa most institutions do not have their race and gender harassment policies in place, and also do not receive enough attention. Soudien *et al.* (2008:51) also conclude that in South African higher education institutions, there is a gap between policy and practice.

In their report, Soudien *et al.* (2008: 53) argue that South African institutions struggle to attract and retaining both Black and female academics. This is mainly owing to institutional cultures. They conclude that institutions should establish an initiative, which will start at postgraduate level to facilitate the process of attracting and retaining these academics. These could include initiatives such as formal mentoring programmes.
The issues that are raised in this section, highlight the importance of working relations and taking responsibility for career advancement from both the individual points-of-view, and that of departments or the institution, as a whole and will play an important role in the progression of women to senior management positions.

2.3   South African legislation

Prior to 1994, South Africa was controlled by the National Party government that instituted Apartheid in 1948, which constituted segregation between Whites and other racial groups such as Africans, Coloureds, Indians and Asians. Apartheid laws were finally abolished in 1990 with the unbanning of the ANC, PAC and SACP, and the release of Nelson Mandela. In

1994 South Africa held its first democratic elections, where the African National Congress (ANC) came into power. The ANC-led Government attempted to eliminate previous practices by promulgating legislation to support the empowerment of previously disadvantaged groups such as non-Whites, women and people who have disabilities.

According to a higher education report, prior to 1994, public higher education employment policies and practices showed that division of labour was enforced by Apartheid laws. Both academic and senior management staff positions were dominantly held by White males. Women and Black people occupied the lower level jobs. In 1994 a total of 45 000 staff members in the higher education sector were analysed as follows:

- 34% of professional staff were women and their job titles were lower than those of their male counterparts;

- 47% of non-professional staff were women; and

- 90% of professors, 78% of associate professors and 67% of senior lectures were men.

The foundation of South African democracy is rooted in the Constitution, specifically in the Bill of Rights (1996), as previously discussed in 2.2.2 under Gender Stereotypes.

In her study, Peterson (2011: 619) sought to understand the extent to which formal regulations regarding gender equality in Swedish higher education has influenced the participation of women in senior management positions. She argues that the high number of female vice chancellors that were appointed in Sweden was a direct result of political pressure in the form of those policies. She also explains that government-funded higher education institutions are obliged to have targets, and also to report on progress. Her study and literature, therefore, was important to highlight, especially because South Africa has similar policies with same pressures from government with regard to transformation in the workplace.

In her study Petersen (2011: 622) found that it is important to balance the actual increase in numbers with the quality of the persons that are appointed. However, interestingly, people in her study criticised the legislation, as they found that it only influenced mainly senior appointments and, therefore did not take much cognisance of the pipeline. She cautions that the legislation does not change the structural and cultural barriers that are entrenched in institutions. She cites Mayer and Tikka (2008) who state that "improved family policies are a

necessary but not sufficient condition for continued improvement in the representation of women in academia, and must occur in concert with efforts to advance a broader societal shift towards gender equality".

South African labour legislation relating to gender equality is discussed below.

2.3.1 Labour Relations Act No. 66 of 1995

The Act has specific conditions, which relate to the protection of women. The conditions are:

- No unfair discrimination may be exercised, either directly or indirectly by an employer on any arbitrary ground, including gender, sex, marital status and family responsibility;

- It is an automatically unfair dismissal to terminate the services of a female employee owing to pregnancy/ intention to get pregnant or any reason related to her pregnancy; and

- It is unfair dismissal not to allow a female employee to resume work after she takes maternity leave in terms of the law, a collective agreement or her contract of employment, or owing to her absence from work on maternity leave.

2.3.2 Basic Conditions of Employment Act No. 75 of 1997

The above Act provides for maternity and family responsibility leave for all employees. Family responsibility leave provides employees with three days paid leave per annum. This leave can be taken when a child is ill or when there is a death in the family. Four months maternity leave is provided for pregnant mothers, one month before the birth of the baby and three months thereafter. This leave is unpaid, for which Unemployment Insurance Fund (UIF) is provided. Payment for maternity leave is at the discretion of the employer, noting that institutions or organisations have a clause, which indicates that paid maternity leave is granted on condition that the employee has been with the institution for at least six months.

The following codes of good conduct were also produced, which is relevant for women in the workplace:

- Code of Good Practice on protection of employees during pregnancy and after birth of a child, which contains specific guidelines to be considered for protection of the health of women in employment against potential workplaces hazards; and

- The code of good practice on the arrangement of working time.

These conditions are meant to help women in the workplace, and to make it more accessible for them to enter. The code, which focuses on the protection of pregnant women against workplace hazards, specifically for women who work with chemicals in engineering and related fields, are given an opportunity to be free and safe to work in these fields. This particularly addresses the issue that many women in the past would have given up their jobs once they fall pregnant in an attempt to protect their unborn babies. This would result in a negative impact on promotional opportunities, as she would have taken almost a year off work, thereby giving an advantage to male counterparts who continued to work.

2.3.3 Employment Equity Act No. 55 1998

The Employment Equity Act was introduced to correct past injustices, unfair discrimination and other inequitable laws and practices that transpired in the labour market. The aim of the act is to encourage the Constitutional right of equality; eliminate unfair discrimination in employment; ensure implementation of employment equity; and achieve a diverse workforce that represents all citizens of the Republic of South Africa (Employment Equity Act, No 55 of 1998). In South African law the designated groups are represented by Black people, women and people with disabilities. Due to the country's history, people were discriminated against on the basis of race, gender or disability, which is termed as unfair discrimination.

It is also of utmost importance to understand the role of the sexual harassment policy in terms of women being protected against such acts. It is an uncomfortable situation for anyone to find themselves in a situation where they are sexually harassed and victimized, threatened and demotivated as a result. Hence, clear guidelines on how institutions deal with sexual harassment creates a protective working environment for women.

Another chapter in the Employment Equity Act deals with Affirmative Action. Under section 15(2) of the Employment Equity Act, lists of measures are provided that should be taken into consideration by employers in order to implement Affirmative Action. These measures include:

- Measures to identify and eliminate employment barriers, including unfair discrimination against people from designated groups;

- Measures designed to further diversify the workplace based on equal dignity and respect of all people;

- Making reasonable accommodation for people from designated groups in order to ensure that they enjoy equal opportunities and are equitably represented in the workforce;

- Ensuring equitable representation of suitably qualified people from designated groups in all occupational categories and levels in the workforce; and

- Retain and develop people from designated groups to implement appropriate training.

In addition, the Code of Good Practice on the handling of sexual harassment cases aims to eliminate sexual harassment at work. The Act has made it possible for women to apply and compete for jobs fairly, and that they are not discriminated against because of their gender.

2.3.4 Skills Development Act No. 97 1998

As extracted from the Skills Development Act No 97 of 1998, the aim of the act is:

- to provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce;

- to integrate those strategies within the National Qualifications Framework contemplated in the South African Qualifications Authority Act, 2008;

- to provide for learnerships that lead to recognised occupational qualifications;

- to provide for the financing of skills development by means of a levy-grant scheme and a National Skills Fund Board;

- to provide for and regulate employment services; and

- to provide for matters connected therewith

Learnerships form part of the skills development structures in South Africa. Learnerships are professional training programmes that integrate, build and improve on traditional apprenticeships. Learnerships are also used as a mechanism through which qualifications that are registered on the National Education Framework (NQF) can be achieved (Barker 2007: 222). The Education, Training and Development Practices - Sector Education and Training Authority (ETDP SETA) was established in March 2000 in terms of the Skills Development Act (No. 97 of 1998) (The Education, Training and Development Practices - Sector Education and Training Authority,n.d.).

The role of the SETA is to promote and facilitate the delivery of education, training and development in order to enhance the skills profile of the Education, Training and Development (ETD) sector and to contribute to the creation of employment opportunities, especially for those who were previously disadvantaged (The Education, Training and Development Practices - Sector Education and Training Authority, n.d.).

The ETDP SETA created a Workplace Skills Plan (WSP), which requires organisations to actively identify skills that are needed, as well as interventions that will be employed to address those needs.

In order to facilitate and encourage the implementation of WSP, ETDP SETA has a grant amounting to 50% of the skills development levy, which is paid to organisations. In order for organisations to access the grant, they need to submit an Annual Training Report (ATR).

The formal education sector in South Africa is divided into three categories, as indicated in Table 2.2. Firstly, the General Education and Training (GET), which houses Adult Basic Education (ABET); Further Education and Training (FET); and Higher Education and Training (HET).

On the 17 of February 2009, the National Qualifications Framework Act, No 67 of 2008 replaced the South African Qualifications Authority Act No 58 of 1995. The objectives of the National Qualifications Framework (NQF), among others, are to accelerate the redress of past unfair discrimination in education, training and employment opportunities, and to contribute to the full personal development of each learner.

Table 2.2: National Qualifications Framework (NQF) Structure

NQF level	Designator		Types of Qualification and Certificate	
10	Philosophy, however, other designators may be used for discipline/areas of study		Doctoral Degree	
9	Describes the disciplinary or career focused base of qualification		Master's Degree	
8	Specific and limited to broad and generic areas of study		• Postgraduate Diploma • Bachelor Honours Degree • Bachelor's Degree (minimum credits: 480)	
7	• Specific and limited to broad and generic areas of study, disciplines or professions • Number of different purposes, depending on the nature of the programme		• Bachelor's Degree • Advanced Diploma minimum total credits: 120)	
6	• Primarily professional, vocational or industry specific		• Diploma • Advanced Certificate	
5	Entry level higher education qualification		Higher Certificate	
4	Further Education and Training Band	Grade 12	Industry and non-formal provides, technical, youth and community colleges, Grades 10 – 12 in school	
3		Grade 11		
2		Grade 10		
1	General Education and Training Band	Grades 8-9	Senior Phase	ABET level 4
		Grades 6-7	Intermediate Phase	
		Grades 1-5	Foundation Phase	
		00-0 Grade R	Pre-school/early childhood development	ABET level 3 ABET level 2 ABET level 1

Source: Higher Education Qualifications Framework: 2009

According to Writh (2001: 61), there is a general concern that women are not suitably qualified to do management jobs. In response to this, she suggests that the number of women achieving higher education qualifications are improving, and in some instances even exceeding that of their male counterparts. This is exactly the case at the Cape Peninsula University of Technology. According to their statistics, 55% of students that graduated in 2006, were female (Cape Peninsula University of Technology, n.d.).

Writh (2001: 86) suggests that the following strategies could broaden the educational choices of females:

- Elimination of sex-role stereotyping in educational curriculum;
- Awareness-raising of educational choices;
- Promotion of gender equality in the teaching profession; and
- On-the-job-training.

In South Africa, Cell C began an initiative called "Take a girl child to work day" in 2003. This initiative is aimed at addressing the under-representation of women in the formal economy. This can also be adapted in higher education. These strategies would facilitate changing perceptions at a young age and, therefore, eliminate repeats in future, but also by assisting women in their development by organisations.

The South African Government made a commitment to support women in Higher Education or in particular broader transformation within higher education. The Education White Paper 3 on transformation has four chapters. They are: (1) Challenges; Visions and Principles; (2) Structure and Growth; (3) Governance; and (4) Funding.

Within this document there is an emphasis on Human Resource Development in terms of high level skills development. The White Paper also focuses on three crucial issues, which are:

(1) Increased and broadened participation;
(2) Responsiveness to societal interests and needs; and
(3) Co-operation and partnerships in governance (South Africa. Department of Education, 1997:1 – 6).

In all the Chapters of the White Paper the issue of increasing access for previously disadvantaged groups and, in particular, women, is highlighted. The National Research

Foundation (NRF), which is an implementing agency for the Department of Science and Technology (DST) has a programme called Thuthuka. This funding is earmarked for research project funding. Within the Thuthuka progamme there is a category of funding for "Women in Research". This has been a successful mechanism to fund women within the larger National System of Innovation. The NRF also has a mandate to fund more women in their scholarship programmes. This is evident when the National Research Foundation announces calls (they will clearly state their quotas) (National Research Foundation, n.d.).

For the purpose of this study, the South African Legislation forms the basis to which institutional policies and practices should be drawn. It was therefore important for the researcher to look at the South African legislation broadly and examine how it translates to institutional policies and its implementation thereof.

2.4 Higher Education Sector in South Africa

The South African higher education system includes 23 public higher education institutions:

- 11 universities;
- 6 comprehensive universities; and
- 6 universities of technology.

As of January 2010, there were also 78 registered and 22 provisionally registered private higher education institutions. The public higher education institutions employ 116 113 staff, of which 41 738 are academic staff.

According to a study by the Council on Higher Education (2007), women constituted 51% of the total staff at public higher education institutions. At universities and comprehensive universities, 52% of staff were women, while at Universities of Technology, 46% of staff were women.

In job categories, the gender equity is less evident (please see Figure 2.2). Men hold the majority of management, academic, technical, trade and service posts, while women are in the majority in specialized support professional and non-professional administration posts.

Figure 2.2 : Job categories
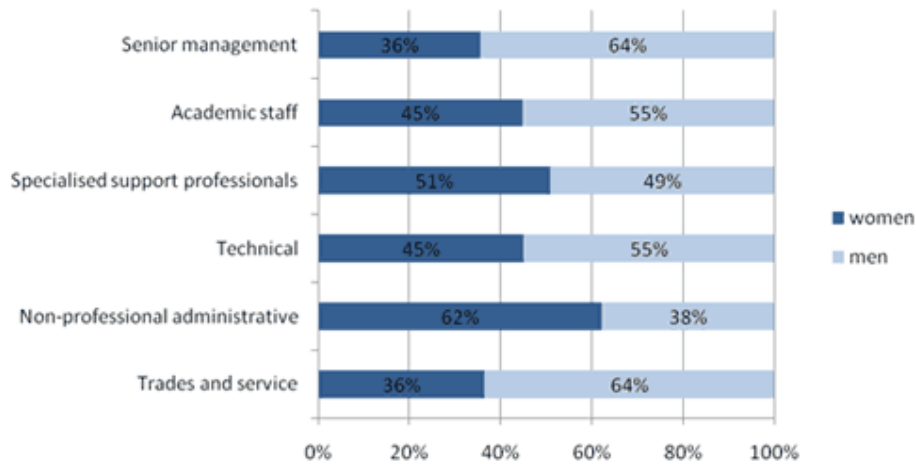
Source: Council on Higher Education, 2010

Women continue to be under-represented in senior management positions (defined as management of the institution or one of its major divisions). Women are best represented in universities where they make up 40% of senior management, compared to Universities of Technology, where they comprise 24%. At the Comprehensive Universities, 31% of senior management is women.

Only four of the 23 public institutions have female vice-chancellors. They are the Cape Peninsula University of Technology (Prof. Vuyisa Mazwi-Tanga), the Vaal University of Technology (Prof. Moutlana), the University of Pretoria (Prof. de la Rey) and the University of Zululand (Prof. Gumbi). There has been a slight improvement compared to previous years. The proportion of women in senior management increased from 18% in 2004 to 36% in 2007.

Figure 2.3: Growing numbers of women in senior management, 2004 - 2007
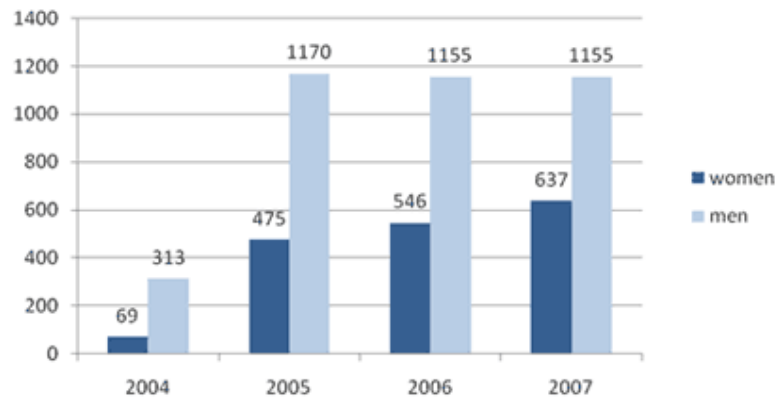
In 2007 women comprised 43% of the total number of permanent academic staff in public higher education institutions. Comprehensive universities employ more women (45%) and Universities of Technology fewer (42%) in academic positions. The greatest inequity is at the levels of professor and associate professor, as shown below in Figure 2.4.

Figure 2.4: Academic staff (headcount) by gender and level of appointment, 2007
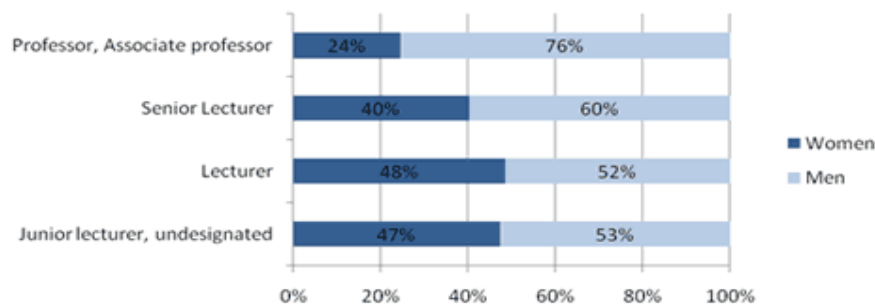
Most research, which is conducted in South Africa, is done so by men. The proportion of all papers that are produced by traditional universities that are authored by women, varies between 14% and 37%. For comprehensive universities, it ranges between 24% and 47%, and for universities of technology, between 26% and 41% (from analyses undertaken between 2005 and 2009).

In 2006, 25% of NRF-rated researchers were women, up from 18% in 2002. The number and proportion of women among NRF-rated researchers has been increasing steadily, as shown in Figure 2.5 below.

Figure 2.5: Gender of NRF-rated researchers, 2002 - 2006
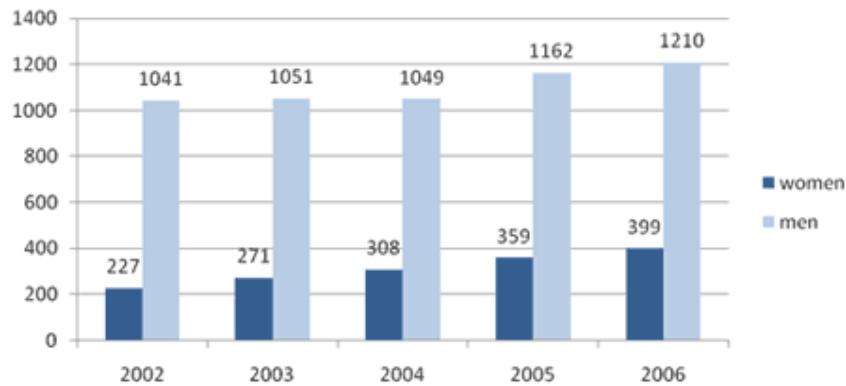
Source: Council on Higher Education, 2010

There are slightly more women than men enrolled in postgraduate programmes, while women are more successful than men in completing their postgraduate studies. But only 42% of doctoral graduates in 2007 were women, and in all fields other than education, there are more men than women who are enrolled for doctoral degrees.

In 2007 the proportion of women who were enrolled in doctoral studies was 35% in business, commerce and management; 53% in education; 43% in human and social sciences; and 40% in science, engineering and technology.

The Western Cape Higher Education sector includes four public higher education institutions, which are:

- University of Cape Town (UCT);
- Stellenbosch University (SU);
- University of the Western Cape (UWC); and
- Cape Peninsula University of Technology (CPUT).

Figure 2.6 below indicates gender distribution in terms of the positions of the Vice-Chancellor, Deputy Vice Chancellor and Registrars within the four institutions in the Western Cape.

2.6: Gender distribution by positions
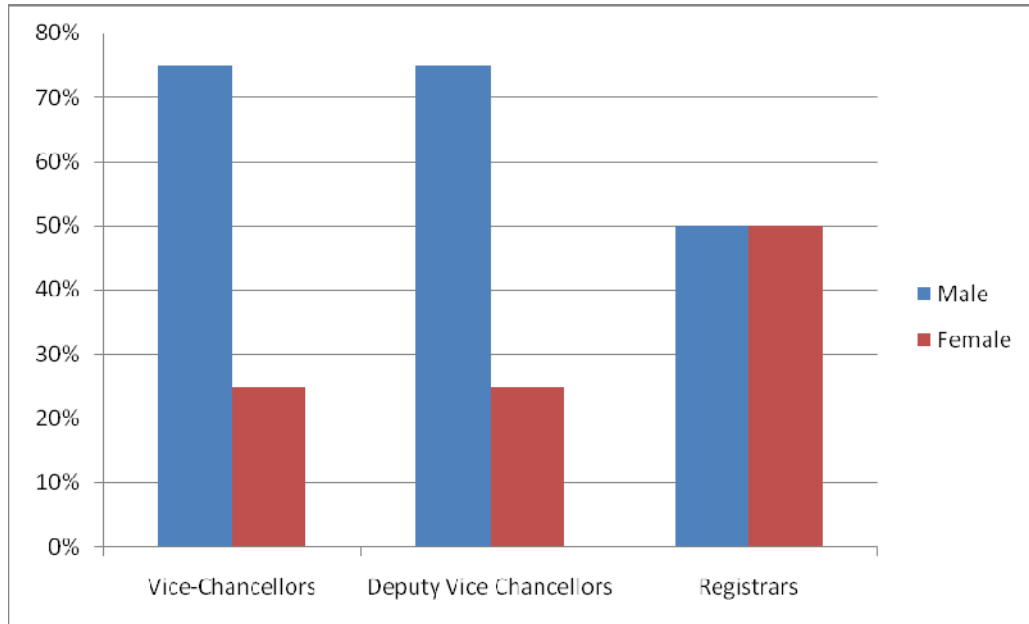
2.4.1 Environmental Overview of Cape Peninsula University of Technology

This section focusses on the background of the institution; provides statistics on employee headcount, institutional governance, organisational structure of the institution, vision and mission. and CPUT policies relating to human resources, particularly addressing issues that affect women.

2.4.1.1 CPUT background

CPUT was established as a result of a merger in 2005 between the Cape Technikon and Peninsula Technikon. Each of the two institutions has their own history.

The Cape Technikon was founded in 1920 at the Longmarket Street Building in Cape Town. It was then called the Cape Technical College. The Peninsula Technikon was established in 1962, and it was then called the Peninsula Technical College.

At the time of their establishment, both institutions operated as colleges and catered for different race groups. The Cape Technikon mostly catered for White South Africans, while the Peninsula Technikon catered for Coloured South Africans. In 1987 both institutions opened its doors to all South Africans.

With time, both institutions' status changed in the late sixties and early seventies to become a College for Advanced Technical Education, and were then known as the Cape and Peninsula Colleges for Advanced Technical Education, respectively.

After the promulgation of the Technikons Act in 1976, these colleges could offer tertiary education in selected fields of study, and in 1979 they were legally established as technikons.

In 1993 the Technikons Act was promulgated, empowering technikons to offer degrees: Bachelor's, Master's and Doctoral degrees in Technology.

The Faculties of Engineering, Business and Science were established at the Peninsula Technikon in 1997 after a restructuring process of its academic offerings. in 1999 the Cape Technikon also established a new structure with six faculties. The Cape Technikon merged with Boland and Mowbray Education Colleges in 2001, and both formed the Faculty of Education at Wellington and Mowbrary.

In 2001, then Minister of Education, Kader Asmal, launched a National Plan on Higher Education, which would change the HE landscape in South Africa. He announced that Higher Education Institutions would merge and hence reduced the number of institutions to 23.

A possible merger between the Cape Technikon and Peninsula Technikon was announced by the Minister in May 2002, and that the merger would take effect in January 2005.

In October 2003 the Minister approved the address and the new name, the Cape Peninsula University of Technology, and announced that the status of technikons would be changed to universities of technology.

Prof Marcus Balintulo was appointed as the interim Vice Chancellor of the Cape Peninsula University of Technology in 2005 until Prof L Vuyisa Mazwi-Tanga was appointed as the first Vice-chancellor of the Cape Peninsula University of Technology in February 2006.

Currently, Dr Trevor Manuel is the Chancellor of the University. Dr. Manuel is an alumnus of the former Peninsula Technikon, and completed his studies in Engineering (Cape Peninsula University of Technology, n.d.).

Table 2.3 below represents the total number of employees at the Cape Peninsula University of Technology for the period 01 July 2010 – 30 June 2011. Note that A= African, C= Coloured, I= Indian and W= White. This also clearly shows distribution in terms of gender.

Table 2.3. Total number of employees

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	1	2	1	0	1	0	0	0	0	0	5
Senior management	3	10	1	14	4	1	0	1	1	0	35
Professionally qualified and experienced specialists and mid-management	20	42	6	43	13	18	1	25	7	1	176
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	173	265	18	172	162	302	15	212	45	18	1382
Semi-skilled and discretionary decision making	28	90	0	3	59	65	1	15	1	0	262
Unskilled and defined decision making	11	17	0	0	2	8	0	0	0	0	38
TOTAL PERMANENT	236	426	26	232	241	394	17	253	54	19	1898
Temporary employees	1002	706	17	545	739	845	19	506	293	102	4774
GRAND TOTAL	1238	1132	43	777	980	1239	36	759	347	121	6672

CPUT HR OFFICE, 2012

Table 2.4 below represents the number of new recruits for the period 01 July 2010 – 30 June 2012.

Table 2.4: Number of new recruits

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	1	3	0	0	2	2	0	0	0	0	8
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	5	7	1	41	3	4	1	6	0	0	68
Semi-skilled and discretionary decision making	0	0	0	0	0	0	0	0	0	0	0
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0	0	0
TOTAL PERMANENT	6	10	1	41	5	6	1	6	0	0	76
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	6	10	1	41	5	6	1	6	0	0	76

CPUT HR 0FFICE , 2012

Table 2.5 below represents the number of promotions for the period 01 July 2010 – 30 June 2012.

Table 2.5: Number of promotions

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	3	6	0	3	2	4	1	2	0	0	21
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	27	17	0	7	19	5	1	8	0	0	84
Semi-skilled and discretionary decision making	1	2	0	0	9	4	1	0	0	0	17
Unskilled and defined decision making	1	3	0	0	0	2	0	0	0	0	6
TOTAL PERMANENT	32	28	0	10	30	15	3	10	0	0	128
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	32	28	0	10	30	15	3	10	0	0	128

CPUT HR OFFICE , 2012

Table 2.6 below represents the number of terminations for the period 01 July 2010 – 30 June 2012.

Table 2.6: Number of terminations

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	0	1	0	0	1	0	0	0	0	0	2
Professionally qualified and experienced specialists and mid-management	0	4	0	0	0	0	0	4	2	0	10
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	8	10	1	6	9	9	0	3	2	0	48
Semi-skilled and discretionary decision making	1	2	0	0	3	1	0	1	0	0	8
Unskilled and defined decision making	0	0	0	0	0	1	0	1	0	0	2
TOTAL PERMANENT	9	17	1	6	13	11	0	9	4	0	70
Temporary employees	305	177	3	157	275	242	7	164	90	34	1454
GRAND TOTAL	314	194	4	163	288	253	7	173	94	34	1524

CPUT HR OFFICE,2012

2.4.1.2 Institutional governance

(a) Council

The Council is the leading body of the University and it is represented by members who were appointed by the Minister of Higher Education and Training, as well as representatives from the following bodies:

- *Senate;*
- *SRC;*
- *Academic and non-academic staff ; and*
- *the Convocation.*

The responsibilities of Council are subject to the Higher Education Act of 1997, and the University Statute.

The responsibility of councils is are as follows:

- *makes Rules for the institution;*
- *establishes Council committees and determines the functions and composition of each committee;*
- *establishes, in consultation with the senate, joint committees of the council and the senate to perform functions, which are common to the council and senate,*
- *appoints all employees of the institution, but in the case of academic appointments, it may do so after consulting senate;*
- *determines the student admission policy of the institution, after consultation with the senate;*
- *determines, with the approval of the senate, the entrance requirements in respect of particular higher education programmes, the number of students who may be admitted for a particular higher education programme and the manner of their selection, and the minimum requirements for readmission to study at the institution;*
- *may, with the approval of the senate, refuse readmission to a student who fails to satisfy the minimum requirements for readmission; and*
- *determines and provides student support services after consultation with the SRC* (South Africa, 2002:9 – 15).

(b) Executive management

The executive management is the body that executes the operations that ensure that the Institutional Vision and Mission are attained.

Guided by the Strategic Plan, the members of the Executive Management collectively see to a proper management of the institution's assets – finances, human resources, the implementation and monitoring of the institution's policies, and general supervision of maintenance of the highest standards in the realisation of the academic project.

The executive management is primarily accountable to the Council. Specifically, as members of senate, members of the executive management are accountable to Council for all the teaching, learning, research and academic functions of the institution (South Africa, 2002: 23 – 24).

Figure 2.7: Organisational structure of the Cape Peninsula University of Technology 2010
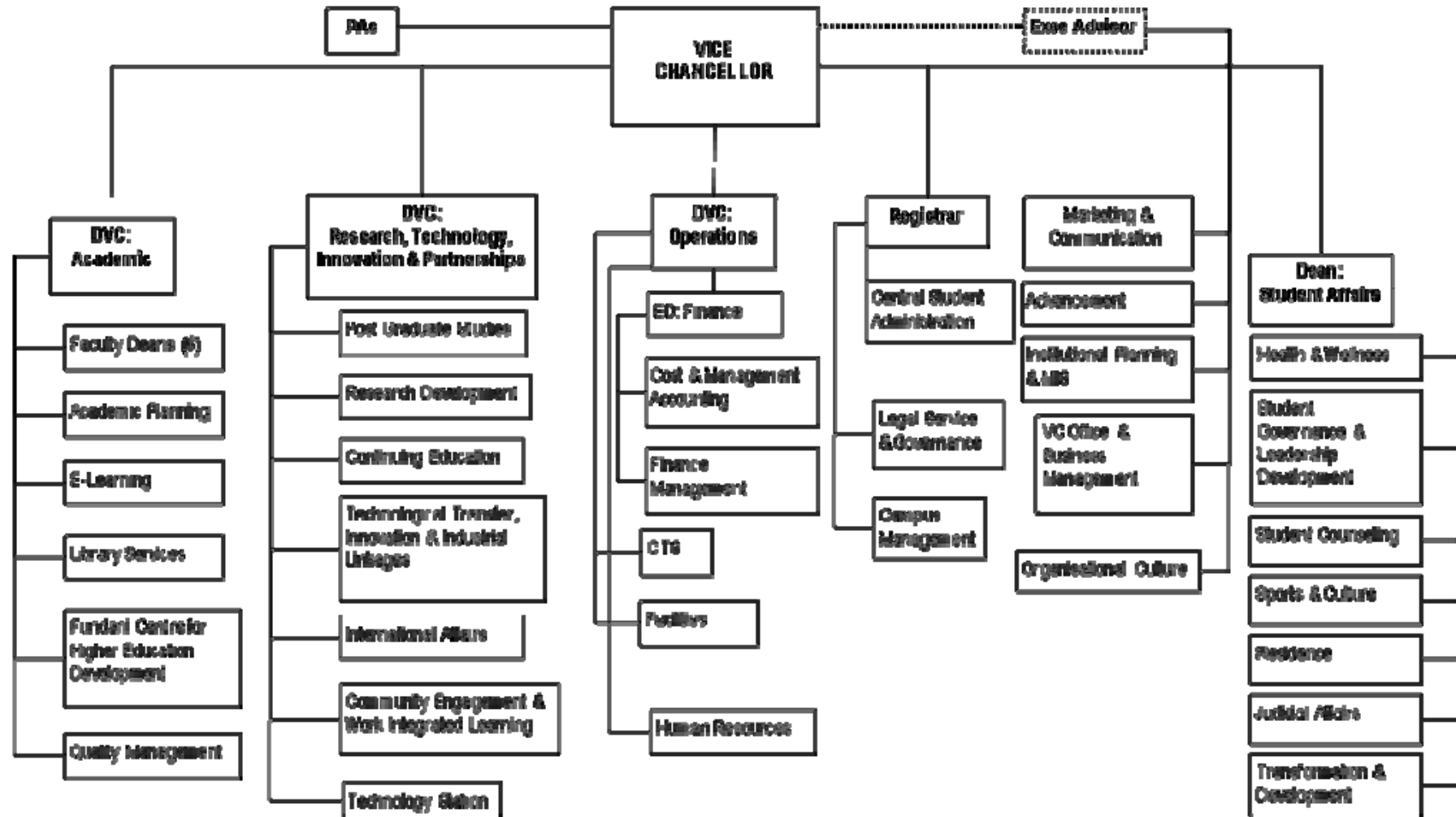
Vision of CPUT

To be at the heart of technology education and innovation in Africa.

Mission of CPUT

Our mission is to develop and sustain an empowering environment where , through teaching, learning, research and scholarship, our students and staff, in partnership with the community and industry, are able to create and apply knowledge that contributes to development.

Core Values of CPUT

• Integrity;
• Respect;
• Excellence;
• Democracy;
• Accountability;
• Ubuntu;
• Innovation; and
• Equity (Cape Peninsula University of Technology, n.d.).

2.4.1.3 CPUT POLICIES

(a) Recruitment and selection policy

CPUT's recruitment and selection policy is aimed at promoting non-racial, non-sexist and democratic community. The policy clearly states that the institution strives to be the employer of choice by attracting and employing persons with the necessary qualifications, skills and competencies to achieve its vision and mission without discriminating against anyone. (CPUT HR 2010)

The policy states that it aims to establish a fair, consistent and dependable way of recruiting and selecting employees; provides guidelines in compliance with the requirements of labour and equity legislation; and establishes a diverse workforce that meets the demographic profile established for CPUT (CPUT HR Office 2010)

(b) Employment equity policy

The policy clearly states the commitment of the university to promote equal opportunities and the full development of human potential. The University, therefore, recognises that specific measures are required to achieve equity in the employment of designated groups, namely Africans, Coloureds, Indians, women and persons with disabilities, and to appoint and promote persons from these sub-groups in accordance with the University's employment equity plan. The policy also states that the staff profile of the University should broadly reflect appropriate South African demographics, whilst taking into account regional demographics (CPUT HR Office: 2010).

CPUT has an institutional transformation agenda, which is captured in the institutional charter on transformation. Figure 2.8 below is the Transformation Charter.

Figure: 2.8: Transformation, Social Cohesion and Diversity Charter of the Cape Peninsula University of Technology

Source: CPUT HR Office,2012

Key features of the Transformation Charter are:

- Equity and redress: commitment to addressing past imbalances and setting out of clear objectives by departments at CPUT;
- Access, retention and success: institutions commitment to retaining groups that were previously disadvantaged;
- Diversity – the institution embraces diversity of cultures, religions, and so on of the CPUT community;
- Social cohesion – institution's commitment to initiatives that facilitate a sense of unity amongst members of the institution;
- Support for a conducive learning and working climate; and
- Gender – commitment to creating equal opportunities in all occupational categories and job levels.

2.4.1.4 CPUT statistics

For the purpose of this study, it is important to document the institution's current statistics status in terms of gender equity.

According to institutional statistics of 2009, almost 63% of executive management comprised men, followed by senior management level at 88.2 % of men, and at Head of Department at 80% of males.

Table 2.7 below highlights percentages of staff turnover from 2006 – 2009.

	2006	2007	2008	2009
Overall turnover	7.9	9.3	6.1	5.3
Designated groups	4.6	6.5	4.3	3.8
Females	3.1	3.4	2.9	2.4
Academic and research	3.7	0.3	2.2	2.5
Professional, support, administration and service	4.2	5.0	3.8	2.7

Source: CPUT Self Evaluation Report, 2010

The major reasons that were cited in the report for the turnover included lack of a supportive management; lack of trust between management and employees; lack of promotional opportunities; lack of recognition; lack of good leadership by top management; and poor communication.

2.5   Chapter summary

This study aims to understand the barriers that affect the progression of women to senior management positions in higher education. South Africa has made progress in terms of legislation to correct the imbalances of the past, but a lot more should be done not only to implement them, but also to understand the existence of employment barriers. Only when employment barriers are clearly diagnosed, will the problems be addressed. Even though the study only focuses on one university, it is possible that the research findings should contribute to the body of knowledge relating to gender issues within workplaces. Since 1994, there has been an influx of literature, which deals with racial issues, but there has been little done in terms of gender issues, especially in higher education.

The literature highlighted that there are several issues that could affect the progression of women to senior management positions, and these will include women who experience issues such as stereotypes and harassment. It has also emerged that women should have more confidence in their own abilities, and should take ownership of their careers. The literature also emphasized that there are subtler forms of discrimination that are suffered by women such as institutional culture and support.

The next chapter elaborates on the research methodology that was employed for this study.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The preceding chapter explored relevant literature relating to the progression of women to senior management positions. The purpose of this study is to establish pertinent factors relating to the progression of women to senior management positions at a South African university. It is only when such barriers are identified, that it will be possible to address them properly.

Chapter Three expounds on the research methodology that was utilised in this research study. The chapter focusses on an explanation of the methodology for this study and examines the literature search, as well as the empirical survey, which elaborates on the target research population, data collection, data analysis and ethical considerations.

Mouton (2001: 56) makes a distinction between research design and research methodology. It is explained that the research design is the "blueprint" of the intended way in which the research will be conducted, while research methodology is the actual processes, which are followed in conducting the research. Therefore, this section provides processes that the research followed in this study.

3.2 Literature search

It is important to note that the research methodology included a literature search of this study, as the researcher consulted relevant books, academic journal articles, legislation, policy directives, conference papers, dissertations and theses and the Internet. The purpose of this exercise was to extract normative criteria from available literature to establish the norm against which the current situation in terms of the progression of women to senior management could be measured, and on which the questionnaire was based.

3.3   Empirical survey

An empirical survey followed the literature search. This study followed a descriptive research approach that aimed to establish pertinent factors relating to the progression of women to senior management positions at a South African university.

3.3.1   Target research population

Salkind (2000:86) describes the research population as the potential group of people that would participate in the study, from which the researcher would like to generalise the results of the study.   It is also important, therefore, to note that Salkind (2000:87) also highlights the importance of good sampling, as it should represent the views of the general research population. In this section the researcher expounds on the target research population of this study, and what methods were followed for sampling.

Runane (2005: 104) suggests that in research it is often difficult to study large groups of people. Hence, often researchers should select a small number of the research population. The researcher, therefore, had to select a sampling method that would be representative of the research population.

In terms of selecting the research population for this study, the researcher placed emphasis on the seniority or rank of respondents. A total number of 30 senior management staff members at the Cape Peninsula University of Technology (CPUT) were identified as the research population, which comprised of an equal number of male and female participants (15/15), and covered the following occupational levels: top management; senior management; and professional qualified and experienced specialists; and mid-management; as indicated in Table 3.1. It is important to note that the research population included Heads of Academic Departments, Deans, Directors, Registrars, and Deputy Vice Chancellors. The questionnaire was designed so that it clearly identifies the differences in responses, if any, between male and female participants. It is very important for this data to show gender differences, if any, as it will indicate the level of stereotypes that women in management experience from their male counter parts.

The researcher used quota sampling in this study. Adam, J., Khan, H.T.A., Raeside, R. and White, D.I. (2007: 87) describe sampling as a process of choosing a suitable sample that has the characteristics of being representative of the whole research population. Quota sampling

is a type of purposive sampling. The main characteristics of quota sampling, as described by Adam *et al.* (2007:90) is that certain relevant characteristics describe the dimensions of the research population. The researcher should have at least two control dimensions, which should be pertinent to the study, and ensure that there is a distribution in the research population that can be estimated.

In this study the control dimensions are, firstly, that research participants must be employees of the university and currently in senior management, as described in the study, namely Heads of Academic Departments, Deans, Directors, Registrars, and Deputy Vice Chancellors. Secondly, the researcher should be able to control the gender dimension of both males and females between the research participants. The researcher chose these two dimensions owing to the following reasons:

- If research participants are employees of the university, they will have more insight into how the higher education sector operates and will, therefore, be knowledgeable of their environment;

- Research participants who are in senior management positions would have gone through the promotional stages within the higher education sector. Thus, they are not junior staff who have just started with their careers and will, therefore, provide more insight into progression to senior management; and

- It is important to understand the gender dimensions between male and female respondents within this study, as there might be possibilities that answers may differ owing to their own gender.

The Cape Peninsula University of Technology (CPUT) has a total number of 1 898 staff members, according to the 2011 staff report to the Department of Labour, as indicated in Table 3.1 below. The institution's occupational levels are divided into six categories, which are:

1) Top management;

2) Senior management;

3) Professional qualified and experienced specialists and mid-management;

4) Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents;

5) Semi-skilled and discretionary decision making; and

6) Unskilled and defined decision making.

It is important to note that of the 1898, 974 are male staff members; while 924 are female staff members. However, it is important to note that the gap widens from levels 3 to 1, as indicated in the levels above. The total number of those staff members is 216. Female staff members are 68, and males are 148. This research however focuses only on academic staff members, from the positions of Head of Academic Departments, Deans, Directors, Registrar and Deputy Vice Chancellors. There are 82 staff members in total, comprising 19 females and 63 males.

Table: 3.1: Total number of employees

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	1	2	1	0	1	0	0	0	0	0	5
Senior management	3	10	1	14	4	1	0	1	1	0	35
Professionally qualified and experienced specialists and mid-management	20	42	6	43	13	18	1	25	7	1	176
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	173	265	18	172	162	302	15	212	45	18	1382
Semi-skilled and discretionary decision making	28	90	0	3	59	65	1	15	1	0	262
Unskilled and defined decision making	11	17	0	0	2	8	0	0	0	0	38
TOTAL PERMANENT	236	426	26	232	241	394	17	253	54	19	1898
Temporary employees	1002	706	17	545	739	845	19	506	293	102	4774
GRAND TOTAL	1238	1132	43	777	980	1239	36	759	347	121	6672

CPUT HR OFFICE, 2012

The researcher requested and obtained a list of staff members who occupy senior management positions from the Human Resources Department of the university from which the research participants were selected. The researcher used the quota sampling method to select the 30 research participants. The participants were contacted via e-mail and were requested to indicate their willingness to participate in this study. Once permission was obtained, the researcher e-mailed the questionnaires in May 2012, and a majority of the participants responded by June 2012. A total number of 28 questionnaires were received, however, one questionnaire was deemed incomplete, as the respondent did not complete Section A of the questionnaire, which focused on the demographics of the participant.

3.3.2 Data collection

According to Blanche and Durrheim (2002: 46), data can take any form, that is, it can be qualitative or quantitative. They go on to explain that valid conclusions can be drawn from a research study if the researcher has good data to analyse and interpret. The data for this study was collected by using the self-administered questionnaire technique. With this technique, a series of questions is designed to record responses from the target research population.

Benefits of using a questionnaire:

- According to Krathwohl (1993:376), questionnaires have an ability to gather large amounts of data from the research population and it is cost effective;

- Questionnaires give the researcher an opportunity to estimate how a population behaves, and this is possible by studying a sample of that population (Jackson 2003: 132);

- Questionnaires have an ability to measure different backgrounds, attitudes and /or feelings of the research respondents (Jackson, 2003: 132);

- Questionnaires ensure standardisation, as the questions are the same for all respondents (Jackson 2003: 132); and

- Jackson (2003: 132) believes that if the research population is interested in the topic, the response rate will be better.

Important issues that the researcher considered while compiling the questionnaire were:

- Questionnaires should be carefully and clearly formulated so that it provides structured responses;

- The researcher must be willing to do a follow-up with respondents, as this increases the number of responses (Krathwohl, 1993:388); and

- Jackson (2003: 132) argues that the response rate of the questionnaires is influenced by a number of things, including length of questionnaire; how they were delivered to

respondents; how they are to be returned to the researcher; and incentives for the respondents.

The aim of the questionnaire was to collect views and/or feelings from senior management regarding the progression of women into senior management positions. The questionnaire that was used in this study consists of two sections. Section A of the questionnaire was designed to understand the demographics of the research respondents. This includes age, gender, higher education qualifications, and work experience in terms of years of service in higher education. Section B consists of content-based questions and or statements, which were derived from the literature search. These questions and or statements were designed to record how individual respondents view and/or feel about university policies, culture and gender stereotypes. The questionnaire itself was not divided into the above categories; however, the questions were designed in such a way that it provides quantitative data regarding the above mentioned categories.

The researcher designed the questionnaire by using Likert's rating scales. According to Salkind (2000:132), the research questions and/or statements should be designed so that respondents can express their opinions or feelings. A 4-point rating scale was used in the questionnaire, which consisted of 1- Strongly Disagree; 2- Disagree; 3- Agree and 4- Strongly Agree. The middle value of a 5-point rating scale was avoided in order to prevent respondents form selecting an average. The questionnaire is attached as an Appendix A.   A Participant Informed Consent form was sent to all respondents herewith attached as Appendix B. This form firstly, invited respondents to voluntary participate in the study and, secondly, outlined the purpose of the study. The form also included the research procedures, potential benefits of the study, a statement of confidentiality, contact information of the researcher for questions or concerns, and how to return the completed questionnaire.

3.3.3   Data analysis

Once the questionnaires were completed and returned, the data was analysed by using the SPSS programme in collaboration with a professional statistician. The statistical analysis was interpreted and articulated after which certain recommendations were made to aid the progression of women to senior management positions.

In this study the researcher used descriptive statistics to interpret the data. Gayle (2000: 361) defines descriptive statistics as "describing something such as a characteristic of the research sample, this could include a percentage of people who display a certain behaviour, or the average income of a particular group".

It is important to note the reliability of the data that was collected. Reliability is concerned with whether consecutive measurements would give the same results under the same circumstances. If an instrument produces different scores every time, it is used to measure an unchanging value, and has low reliability. It, therefore, cannot be depended upon to produce an accurate measurement. Reliability of a set of scores is the degree to which scores are due to systematic rather than chance factors.

The professional statistician used the "eyeball" method to measure whether the data was within limits, and there were no incorrect values. The statistician considered the frequencies from the 'Frequency Analysis' to determine, which values were outside the limits.

It is also important to consider the validity of that data. Validity examines whether the data/information collecting instrument that was used, measured what it was supposed to measure, (Jackson, 2003: 15). The researcher worked closely with a professional statistician to design the questionnaire, and make sure that the questionnaire is clear and concise and eliminates any ambiguity of language.

3.3.4   Ethical considerations

A participant informed consent form was designed by the researcher and was signed by each research participant before the questionnaires were distributed, emphasising confidentiality and protection against victimisation.

The informed consent form highlighted the importance of the study and the possible value it could add to the respondents, in terms of improving their working conditions if they are female, but also to create an equal, just and fair working environment for all employees.

The research findings of this study were treated as strictly confidential; and all dissemination from this dissertation was referred to the Faculty of Business' Research Committee before it was submitted for publication.

3.4   Chapter summary

This study set out to establish the barriers that affect the progression of women to senior management positions in higher education. It is important to note that the Republic of South Africa has implemented labour legislation to promote equality in both race and gender in the workplace. This chapter focused mainly on the research methodology of the study. The researcher explained who the target research population was, and how they were selected to participate in this study. The researcher elaborated on how the data was collected and analysed; while addressing issues of validity and reliability of data.   This chapter concluded with the ethical considerations for this study.

In Chapter Four, the researcher displays the research results of this study followed by an interpretation and articulation of the findings.

CHAPTER 4: RESULTS AND ARTICULATION OF EMPIRICAL SURVEY

4.1   Introduction

The previous chapter explored the research methodology, which the researcher followed to conduct this study. In this chapter the researcher displays the results that were analysed, by using SPSS in collaboration with a professional statistician. The statistician reported that the data that was provided by the researcher was analysed, was within limits, and provided no incorrect values.

The questionnaire (Appendix A) comprised of two sections. The first section provided biographical details of the target research population. Originally, 30 questionnaires were distributed to employees of a selected South African university in the Western Cape. These employees were sampled from a research population of employees who held senior management positions, namely Heads of Academic Departments, Directors, Deans, Registrars, Deputy Registrars, Deputy Vice-Chancellor and Vice Chancellor. A total number of 27 completed questionnaires were returned to the researcher.

The researcher used descriptive statistics to report on the results of the research study.

4.2   Research findings

Section A

This section of the questionnaire focused on the bibliographic information of the research participants, which covered the age, gender distribution; as well as educational qualifications and work experience.

Figure: 4.1 Age group of the research population
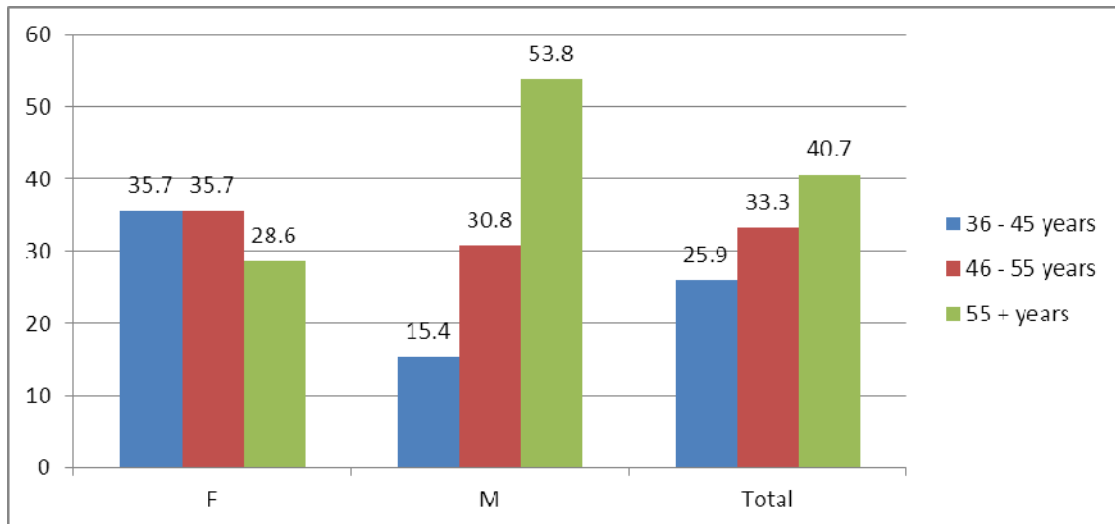
As shown in Figure 4.1, the age groups of the research participants were divided into four groups. The first group was under 35 years and the results showed that no participants were under the age of 35. A majority of the research participants were in the age group of 56+ years with a 40.74%, followed by the age group 46 – 55 years of age with 33.33%, and the ages between 36 – 45 years old followed with 25.93%. Women participants were almost evenly distributed between the age groups, with the ages, 36 – 45 years and 46 – 55 years both at 35.7% of the female group, while men were mostly in the 55+ age group at 53.8% of the total male group.

Figure: 4.2   Gender distribution of the research population
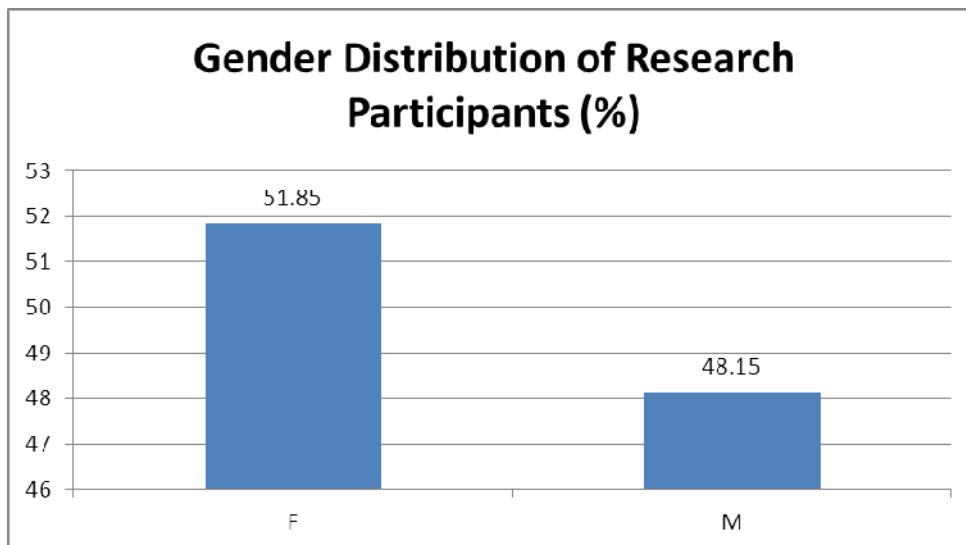
A majority of the respondents are female with a 51.85%, while males are 48.15%. The researcher had distributed an equal number of questionnaires to both males and females,

however, mostly female respondents returned their questionnaires back hence the imbalance as shown in figure 4.2.

Figure: 4.3   Educational qualifications of research participants
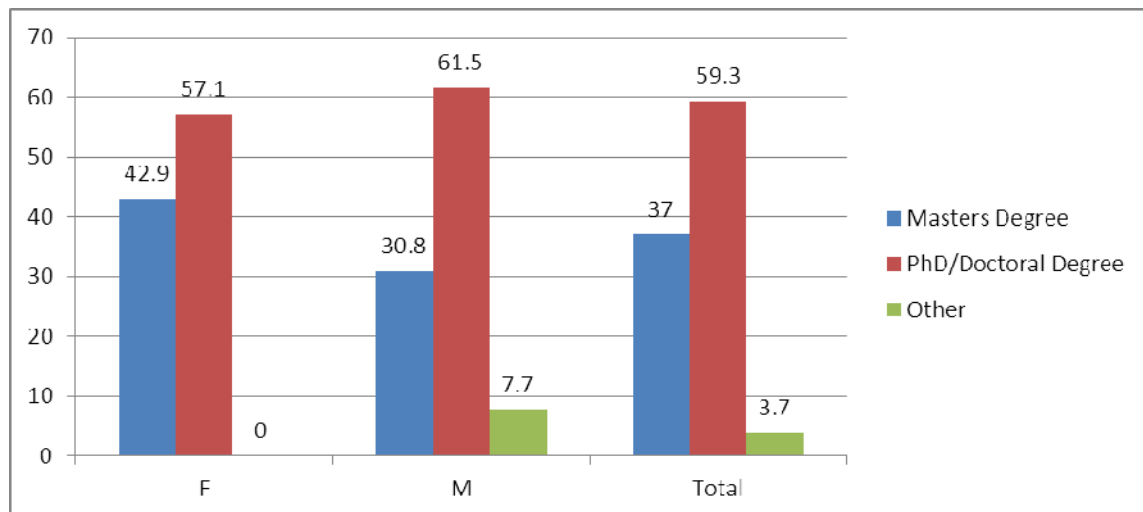
Figure 4.3 shows that a majority of the research participants held PhD's at 59.26%, while 37.04% has a Master's Degree. In the female group, 57.1 % held PhD's, while the remaining 42.9% has a Master's Degree. A total of 61.5% of male participants, held PhD's, while 30.8% has a Master's Degree, and a further 7.7% had other qualifications. This clearly indicates that more males than females who are in senior management positions have obtained PhD degrees.

Figure: 4.4   Work experience of research respondents in higher education
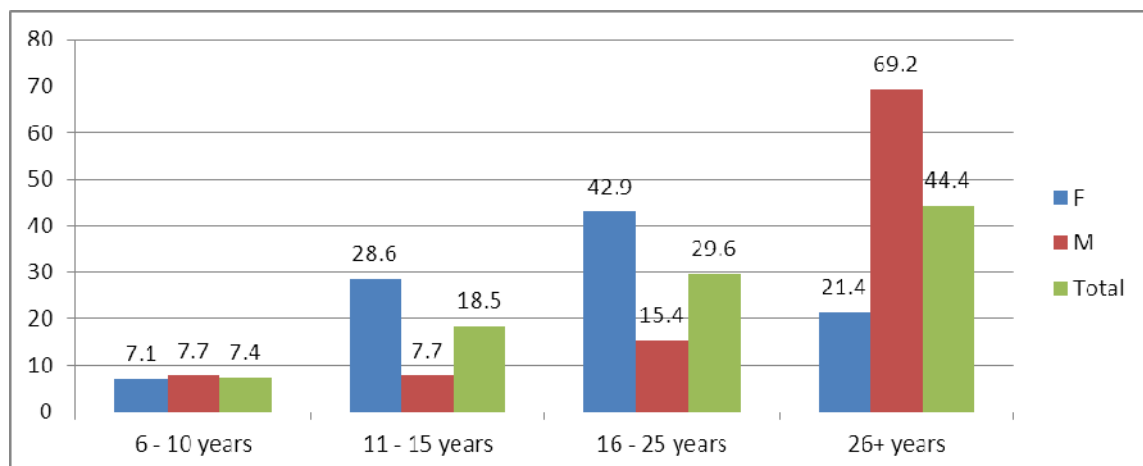
The participants were asked to provide the researcher with the number of years in terms of experience in higher education. There were five groups within this category. There were no research participants within the group 0 – 5 years of experience. A majority of the respondents were in the group 26+ years of experience with 44.44%, followed by the group

between 16 – 25 with 29.63%, 11 – 15 years had 18.52% and the last group that was represented was the 6 – 10 years of experience at 7.41%. Most female participants were in the 16 – 25 years of work experience with a 42.9 %, followed by 28.6% in the 11 – 15 years group, 26+ years at 21.4%, and lastly, the 6 – 10 years at 7.1%. Male participants were mostly in the 26+ years at 61.9%, followed by 16 – 25 year group at 15.4%, and the last two groups of 6 – 10 years, and 11 – 15 years were both at 7.7%, as shown in Figure 4.4.

SECTION B

This section of the questionnaire is statements and/or questions were based on the normative criteria, which was extracted from the literature search that was outlined in Chapter 2 of this study. The researcher used the Likert rating scale method. Respondents had to choose their responses from ratings 1 – 4, where (1) represented Strongly Disagree, (2) – Disagree, (3) – Agree and (4) Strongly Agree.   The researcher used descriptive statistics. The researcher also wanted to measure the trend in the proportions of male versus female by using the Armitage Trend (1955). Tables 4.1 – 4.23 explain these trends. This was important to understand whether there were any differences in how male and female respondents viewed certain action/issues differently.

Figure 4.5: I believe that there is adequate commitment from my institution to drive gender equity
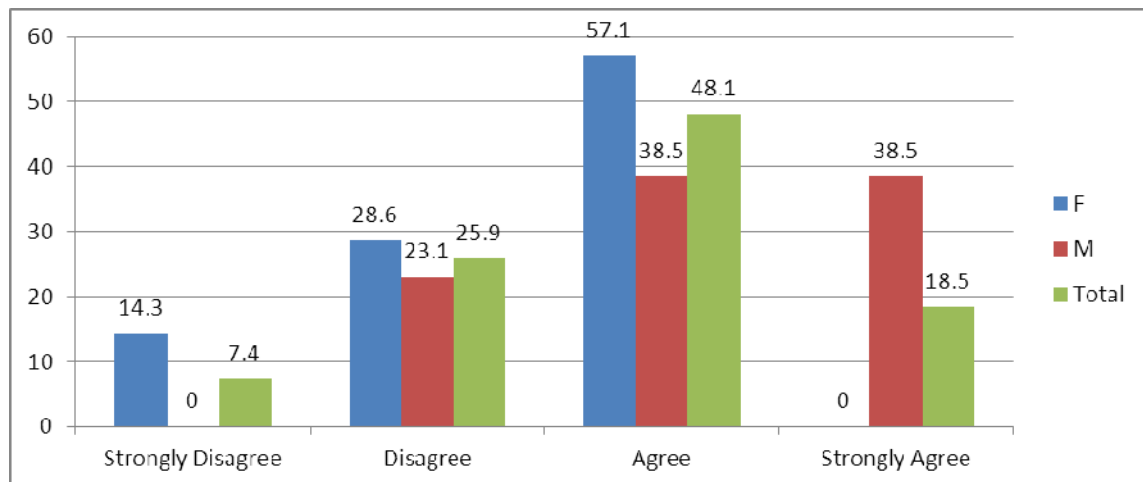
Respondents were asked their opinion on whether the institution showed commitment in terms of gender equity. A majority of the respondents agreed that the institution showed commitment to gender equity. Combining the number of respondents who agreed and strongly agreed, showed that two thirds of the respondents were confident that the institution is committed. However, a third of the respondents stated that they either disagreed or

strongly disagreed with this statement. It is important to note that 77% of the male respondents agreed with the statement compared to 57.1% of female respondents. A significant number of women disagreed with the statement, with 42.9% either disagreeing or strongly disagreeing as shown in Figure 4.5. Table 4.1 below represents the trends in how men and women viewed the question. There was a significant difference in how men and women viewed the institution's commitment.

Table 4.1: I believe that there is adequate commitment from my institution to drive gender equity

		Gender		
Q05 Gender equity		**F**	**M**	**Total**
	1	2	0	2
		100	0	100
		0.89	0.96	1.85
	2	4	3	7
		57.1	42.9	100
		0.04	0.04	0.08
	3	8	5	13
		61.5	38.5	100
		0.24	0.25	0.49
	4	0	5	5
		0	100	100
		2.59	2.79	5.38
Total		14	13	27
		51.9	48.1	100
		3.76	4.04	7.8
Prob (Ha: Any Trend)		0.032458	Reject H0	

56

Figure: 4.6   There is a gap between policy and practice in terms of staff transformation at my institution
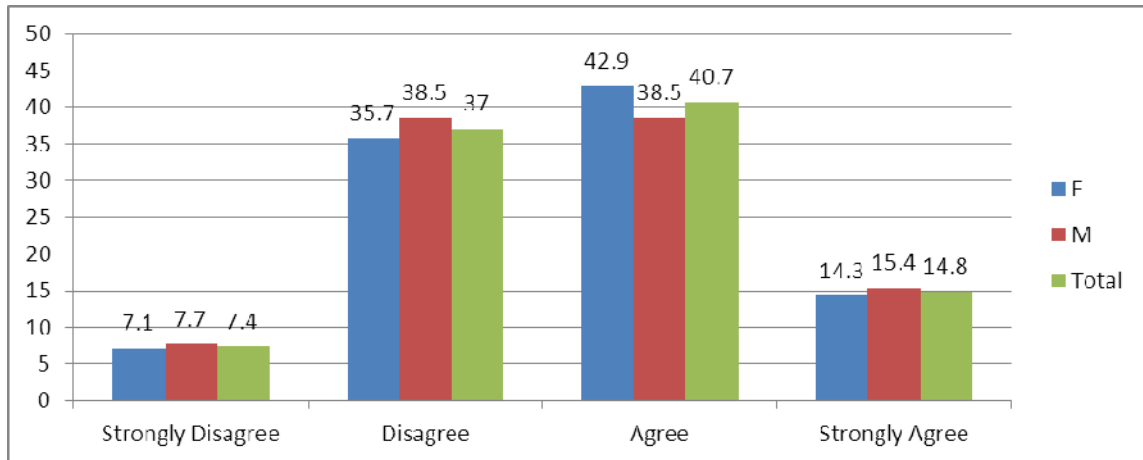
A majority of respondents agreed with the above statement on transformation with 40.74% agreeing and 14.81% strongly agreeing, as described in Figure 4.6. However, there was a significant number of respondents who believed that the institution does not implement policy well, with 38.04% disagreeing with the statement, and 7.41% strongly disagreeing. Table 4.2 below represents the trends in how men and women viewed the question. There were no significant differences between the genders.

Table 4.2: There is a gap between policy and practice in terms of staff transformation at my institution

Q06: Transformation	F	M	Total
1	1	1	2
	50	50	100
	0	0	0
2	5	5	10
	50	50	100
	0.01	0.01	0.02
3	6	5	11
	54.5	45.5	100
	0.02	0.02	0.04
4	2	2	4
	50	50	100
	0	0	0
Total	14	13	27
	51.9	48.1	100
	0.03	0.03	0.06
Prob (Ha: Any Trend)	0.917558	Accept H0	

Figure 4.7: Structured mentoring is encouraged by management at my institution
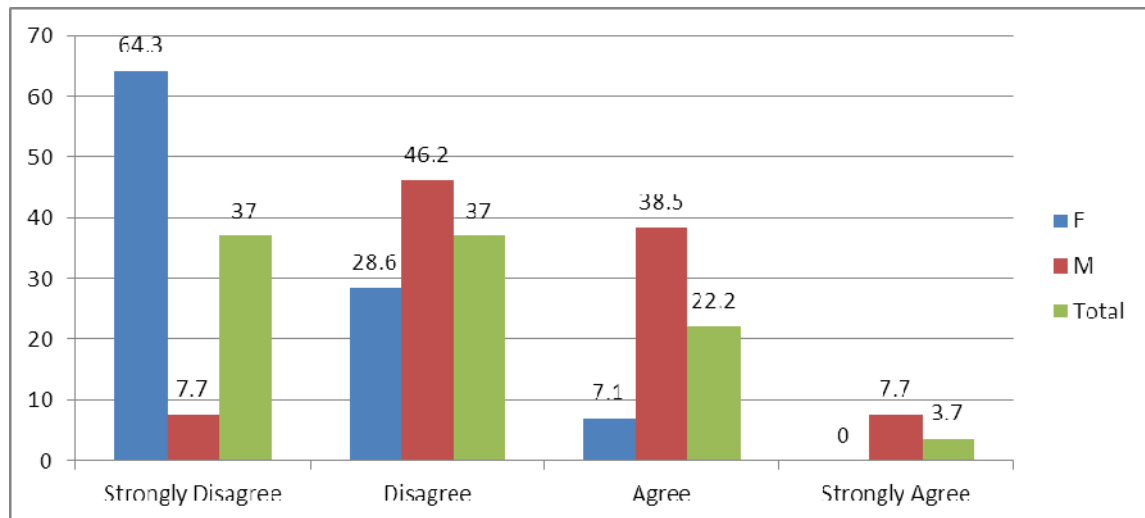
As shown in Figure 4.7, an overwhelming number of respondents disagreed with the statement that structured mentoring is encouraged. A total of 74.08% of respondents disagreed, with 37.04% either disagreeing or another 37.04% strongly disagreeing. A further 22.22% agreed with the statement and 3.7% strongly agreed. It is important to note that mostly women disagreed with this statement while 92.9% of the women either disagreeed or strongly disagreed. It is important to note that 46.2% of the male respondents agreed with the statement. Table 4.3 below represents the trends in how men and women viewed the question. There was a significant difference between how men and women viewed this statement.

Table 4.3: Structured mentoring is encouraged by management at my institution

Q07 Mentoring	F	M	Total
1	9	1	10
	90	10	100
	2.81	3.02	5.83
2	4	6	10
	40	60	100
	0.27	0.29	0.56
3	1	5	6
	16.7	83.3	100
	1.43	1.54	2.97
4	0	1	1
	0	100	100
	0.52	0.56	1.08
Total	14	13	27
	51.9	48.1	100
	5.03	5.41	10.44
Prob (Ha: Any Trend)	0.001688	Reject H0	

Figure: 4.8 It is better to be mentored by a person of the same gender as me
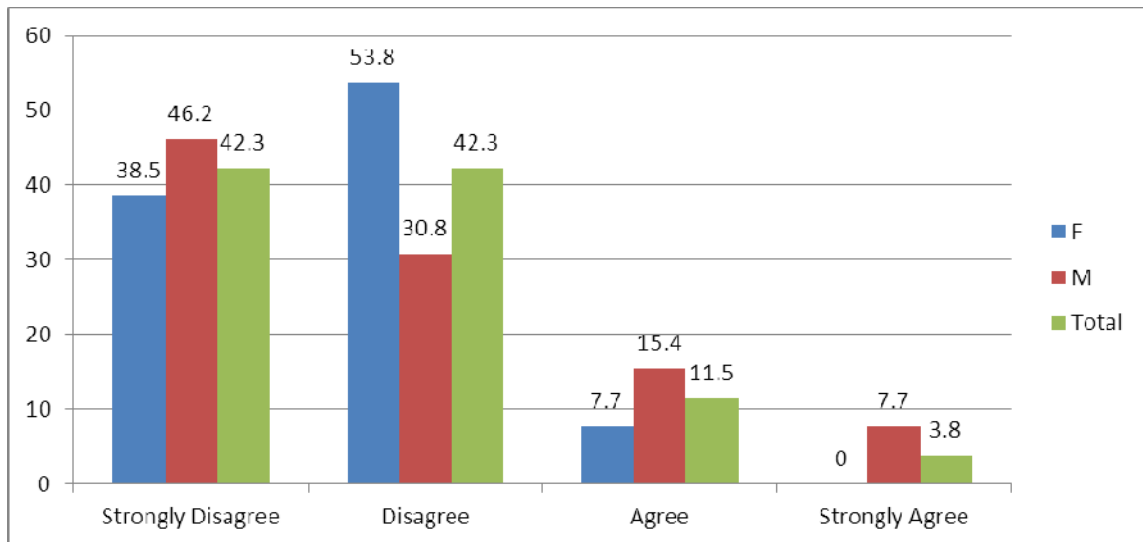
A majority of the respondents disagreed with the above statement with 42.31% strongly disagreeing, and another 42.31% disagreeing with the statement. A total of 11.54% agreed with the statement, while 3.85% strongly agreed with the statement. The researcher noted that only 7.7% of the female respondents agreed with this statement, with an overwhelming 92.3% either strongly disagreeing or disagreeing. Amongst the male respondents, 23% agreed with the statement, as shown in Figure 4.8. Table 4.4 below represents the trends in how men and women viewed the question. There were no significant differences in how men and women viewed mentorship.

Table 4.4: It is better to be mentored by a person of the same gender as me

Q08 Mentor gender	F	M	Total
1	5	6	11
	45.5	54.5	100
	0.05	0.05	0.1
2	7	4	11
	63.6	36.4	100
	0.41	0.41	0.82
3	1	2	3
	33.3	66.7	100
	0.17	0.17	0.34
4	0	1	1
	0	100	100
	0.5	0.5	1
Total	13	13	26
	50	50	100
	1.13	1.13	2.26
Prob (Ha: Any Trend)	0.889288	Accept H0	

Figure 4.9: Women employees at my institution are encouraged to participate in initiatives that promote gender equality
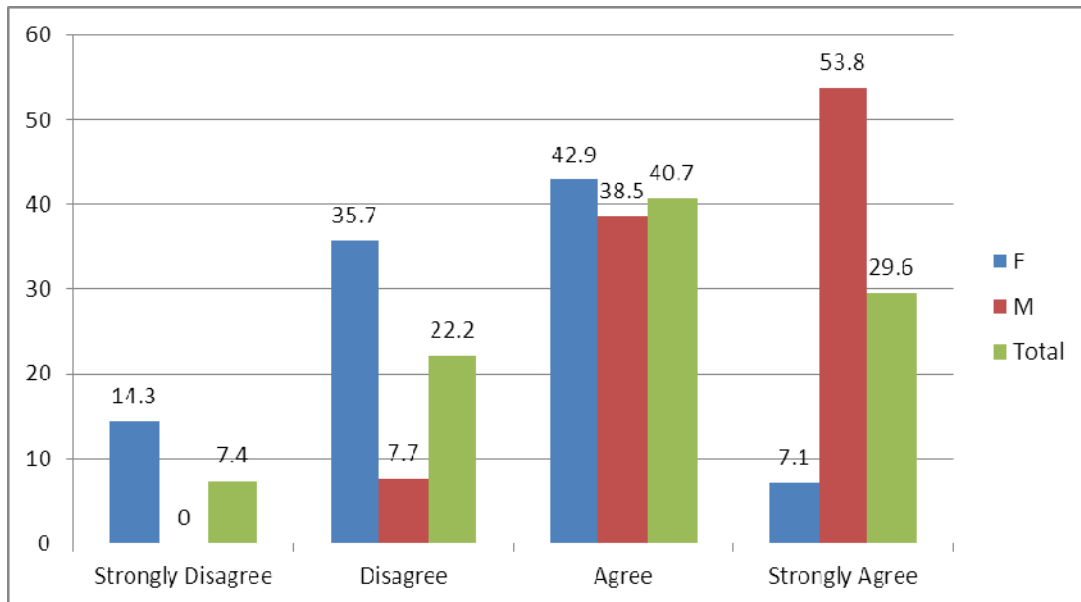
Figure 4.9 shows that 70.3% of the respondents believed that women are encouraged to take part in initiatives that promote gender equality by either agreeing or strongly agreeing with the statement, while 29.6% of the respondents disagreed. An overwhelming 92% of the male respondents agreed with the statement. However, women respondents were split in half with 50% either agreeing or strongly agreeing with the statement, and 50% either strongly disagreeing or disagreeing with the statement. Table 4.5 below represents the trends in how men and women viewed the question. There was a significant difference in how men and women viewed the question.

Table 4.5: Women employees at my institution are encouraged to participate in initiatives that promote gender equality

Q09: Women Initiative		F	M	Total
	1	2	0	2
		100	0	100
		0.89	0.96	1.85
	2	5	1	6
		83.3	16.7	100
		1.15	1.24	2.39
	3	6	5	11
		54.5	45.5	100
		0.02	0.02	0.04
	4	1	7	8
		12.5	87.5	100
		2.39	2.57	4.96
Total		14	13	27
		51.9	48.1	100
		4.45	4.79	9.24
Prob (Ha: Any Trend)		0.002949	Reject H0	

Figure: 4.10: It is important to integrate staff development initiatives with departmental strategic initiatives
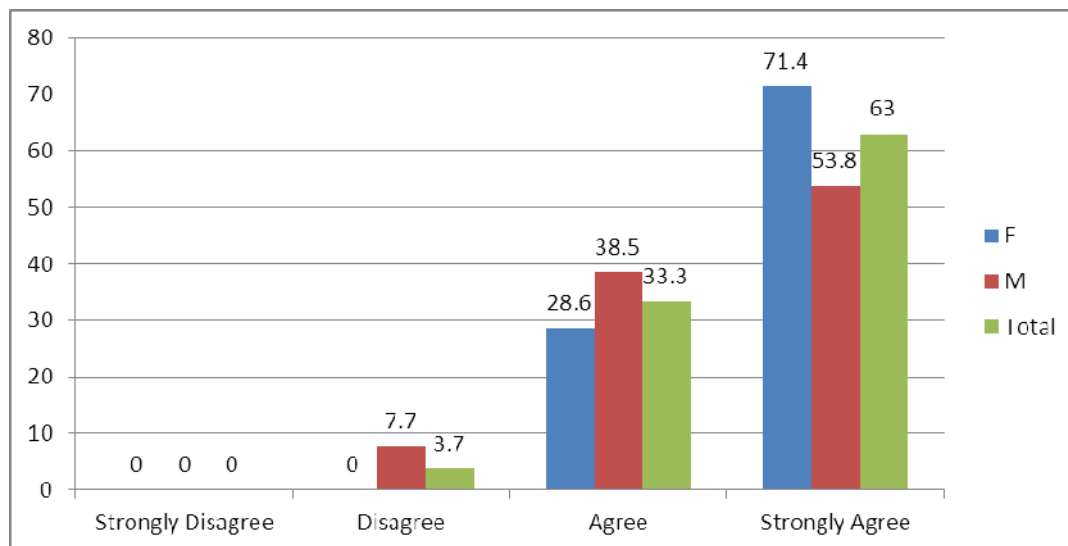
Figure 4.10 shows that 62.96% of respondents strongly agreed with the importance of making development initiatives part of strategic plans of departments. A total of 33.33% of respondents agreed with the statement. A small number of respondents (3.7%) disagreed with the statement. All the women agreed with the statement with an overwhelming 71.4% strongly agreeing with the statement. Most male respondents also agreed with the statement with only 7.7% disagreeing with the statement. Table 4.6 below represents the trends in how

men and women viewed the question. There was no significant difference between the genders.

Table 4.6: It is important to integrate staff development initiatives with departmental strategic initiatives

Q10 Development		F	M	Total
	2	0	1	1
		0	100	100
		0.52	0.56	1.08
	3	4	5	9
		44.4	55.6	100
		0.1	0.1	0.2
	4	10	7	17
		58.8	41.2	100
		0.16	0.17	0.33
Total		14	13	27
		51.9	48.1	100
		0.78	0.83	1.61
Prob (Ha: Any Trend)		0.301368	Accept H0	

Figure 4.11: My institution has clear strategies for meeting the targets as set out in employment equity plan of the institution
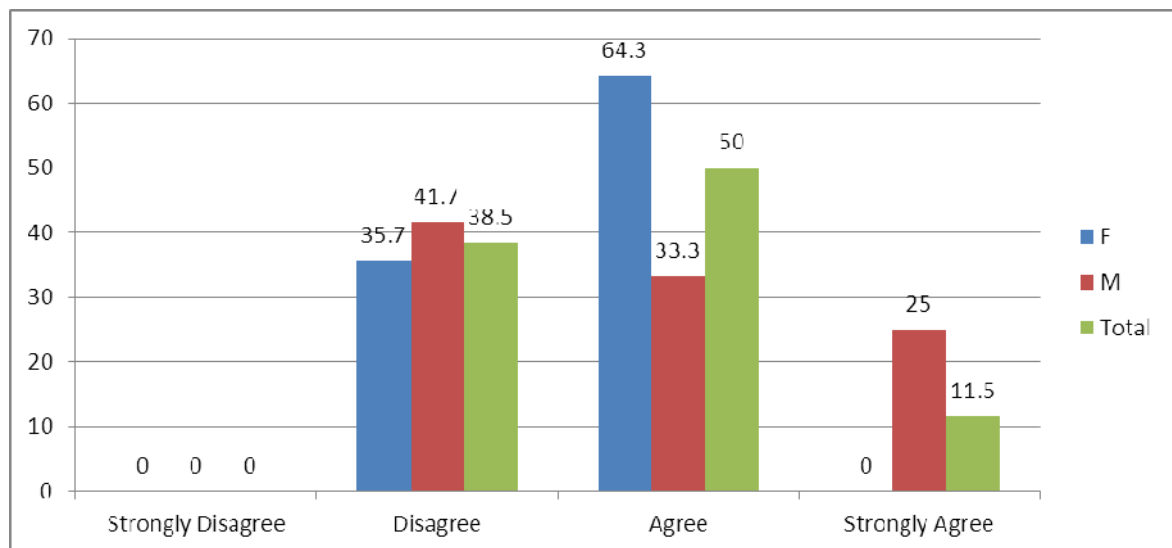
As institutions have their own equity targets, respondents were divided. A total of 50% agreed with the statement, while 11.54% strongly agreed. However, 38.46% of the respondents disagreed with the statement. It is noted that 41.7% of the male respondents disagreed with the statement, believing that the institution does not have clear strategies to meet targets in terms of the employment equity plan of the institution. However, 64.3% of the female participants agreed with the statement, while 35.7% of the respondents disagreed

with the statement, as shown in Figure 4.11. Table 4.7 below represents the trends in how men and women viewed the question. There was no significant difference in how men and women viewed the question.

Table 4.7: My institution has clear strategies to meet targets as set out in the employment equity plan of the institution

Q11 Equity Strategy		F	M	Total
	2	5	5	10
		50	50	100
		0.03	0.03	0.06
	3	9	4	13
		69.2	30.8	100
		0.57	0.67	1.24
	4	0	3	3
		0	100	100
		1.62	1.88	3.5
Total		14	12	26
		53.8	46.2	100
		2.22	2.58	4.8
Prob (Ha: Any Trend)		0.628773	Accept H0	

Figure 4.12: Procedures for recruitment at my institution are transparent to all employees
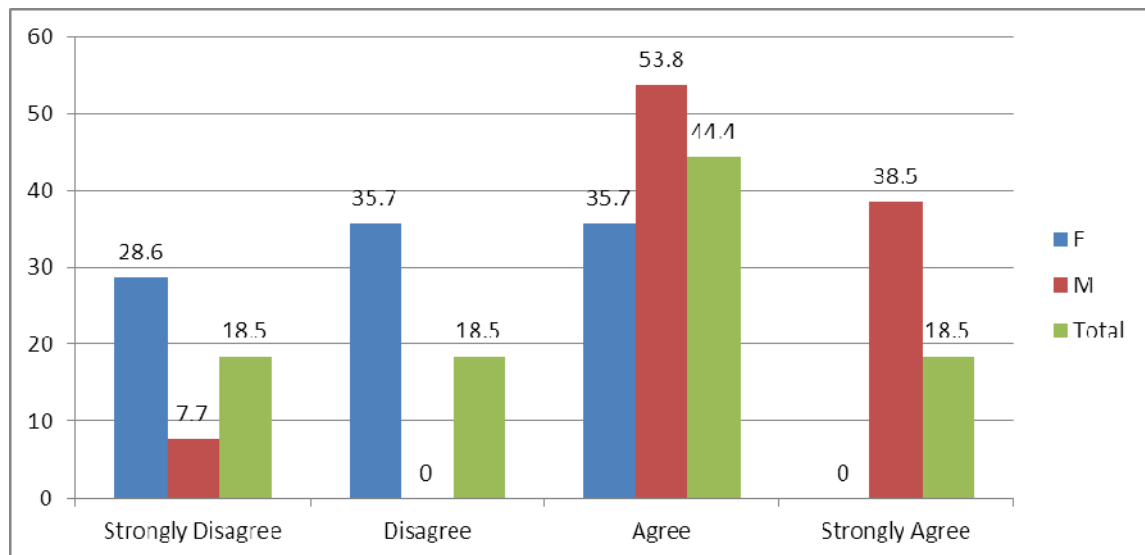
As shown in Figure 4.12, overall, a majority of the respondents agreed with the statement, namely 44.44%, followed by 18.52% who strongly agreed. A total of 18.52% disagreed with the statement, while another 18.52% strongly disagreed. It is important to note that, overall, women disagreed with this statement, as 28.6% strongly disagreed, and a further 35.7%

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disagreed. Table 4.8 below represents the trends in how men and women viewed the question. There was a significant difference in how men and women viewed the transparency of recruitment procedures at the institution.

Table 4.8: Procedures for recruitment at my institution are transparent to all employees

Q12 Recruitment		F	M	Total
	1	4	1	5
		80	20	100
		0.76	0.82	1.58
	2	5	0	5
		100	0	100
		2.24	2.41	4.65
	3	5	7	12
		41.7	58.3	100
		0.24	0.26	0.5
	4	0	5	5
		0	100	100
		2.59	2.79	5.38
Total		14	13	27
		51.9	48.1	100
		5.83	6.28	12.11
Prob (Ha: Any Trend)		0.001601	Reject H0	

Figure 4.13: Procedures for promotion at my institution are transparent to all employees
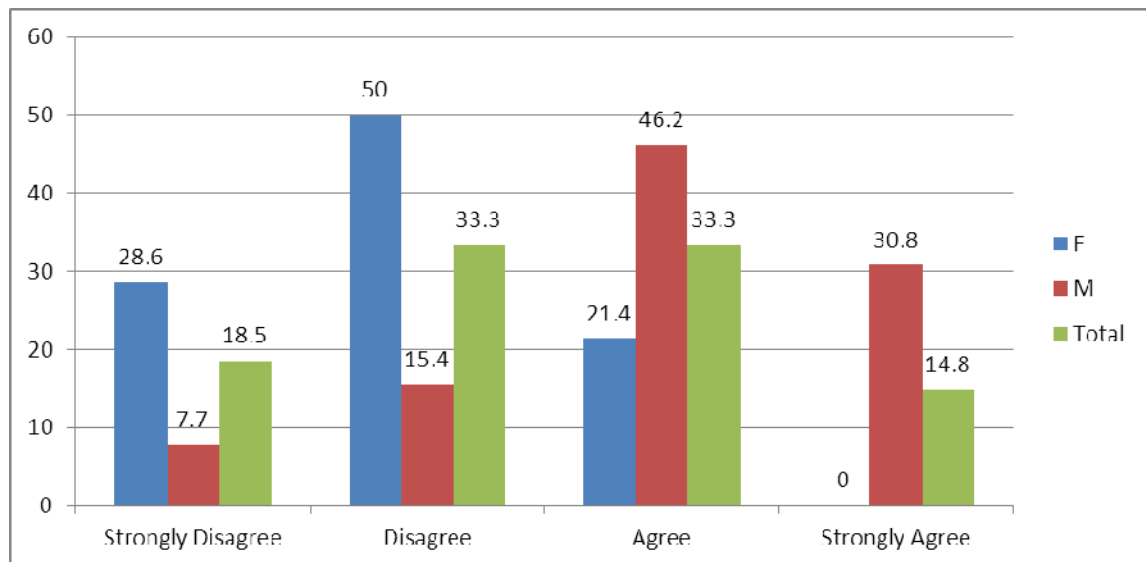
Respondents seemed to be divided regarding this statement, as 33.33% agreed, while another 33.33% disagreed. A further 18.52% of respondents strongly disagreed with the statement and 14.81% strongly agreed. However, 78.6% of the women respondents disagreed with the statement, with 28.6% strongly disagreeing and a further 50% disagreeing. Only 23.1% of the male respondents disagreed with the statement, with 15.4% disagreeing and a further 7.7 strongly disagreeing with the statement, as shown in Figure 4.13. Table 4.9 below represents the trends in how men and women viewed the question. There was a significant difference in how men and women viewed the transparency of procedures for promotion at the institution.

Table 4.9: Procedures for promotion at my institution are transparent to all employees

Q13 Promotion		F	M	Total
	1	4	1	5
		80	20	100
		0.76	0.82	1.58
	2	7	2	9
		77.8	22.2	100
		1.17	1.26	2.43
	3	3	6	9
		33.3	66.7	100
		0.6	0.64	1.24
	4	0	4	4
		0	100	100
		2.07	2.23	4.3
Prob (Ha: Any Trend)		0.003883	Reject H0	

Figure 4.14: There is an enabling environment at my institution, where women are provided with opportunities to meet the employment criteria of management positions
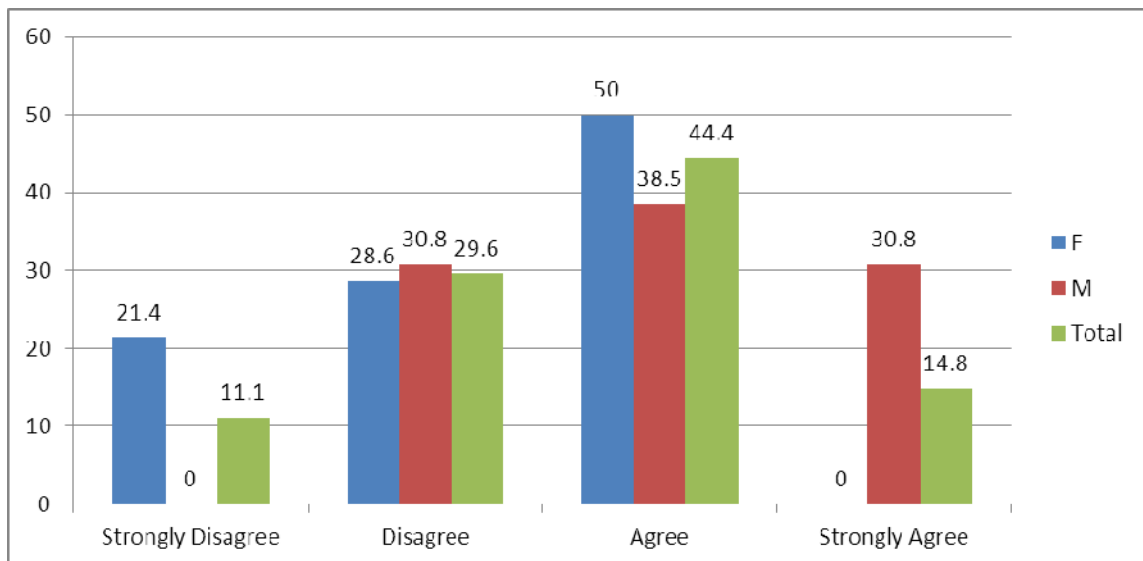
Figure 4.14 shows that 11.11% of the participants strongly disagreed with the statement in that the institution provides an enabling environment for women, while 29.63% agreed. A further 44.44% agreed with the statement, and 14.81% strongly agreed. Women respondents were equally divided about this statement with 50% disagreeing and another 50% agreeing with the statement. A majority of the male respondents agreed with the statement, with 30.8% strongly agreeing and 38.5% agreeing with the statement. Table 4.10 below represents the trends in how men and women viewed the question. There were no significant differences in this regard.

Table 4.10: There is an enabling environment at my institution, where women are provided with opportunities to meet the employment criteria of management positions

Q14 Enabling Environment		F	M	Total
	1	3	0	3
		100	0	100
		1.34	1.44	2.78
	2	4	4	8
		50	50	100
		0.01	0.01	0.02
	3	7	5	12
		58.3	41.7	100
		0.1	0.1	0.2
	4	0	4	4
		0	100	100
		2.07	2.23	4.3
Total		14	13	27
		51.9	48.1	100
		3.52	3.78	7.3
Prob (Ha: Any Trend)		0.052772	Accept H0	

Figure 4.15: Establishing working networks are an important aspect, especially for women employees
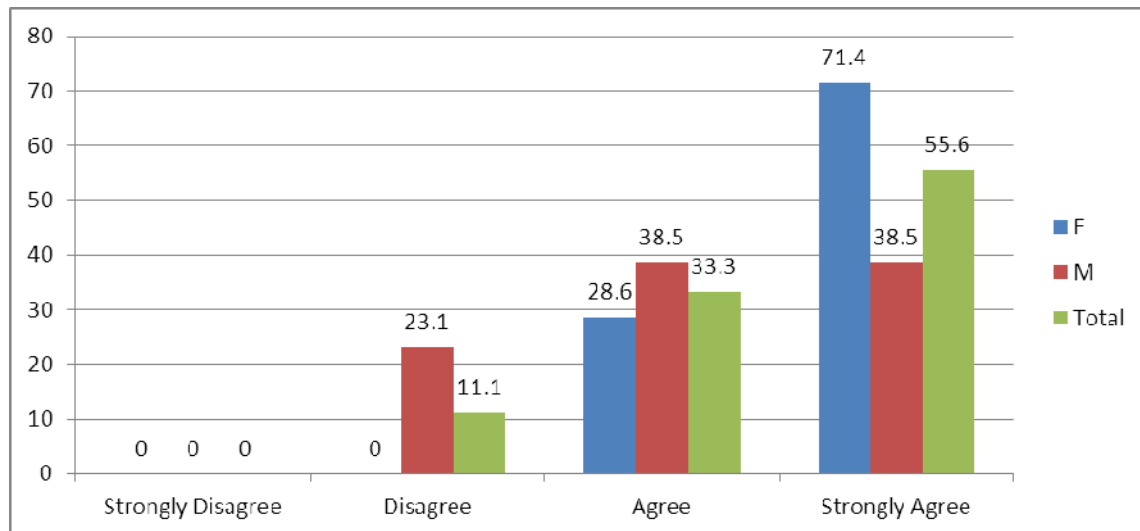
A majority of the respondents either agreed, or strongly agreed with the statement. A total of 55.56% of respondents strongly agreed with the statement about the importance of establishing networks, followed by 33.33% of respondents who agreed with the statement, while 11.11% disagreed with the statement. None of the respondents strongly disagreed with the statement. No female respondents disagreed with the statement; however, 23% of the male respondents seemed to disagree with the statement, as shown in Figure 4.15. Table

4.11 below represents the trends in how men and women viewed the question. There was no significant difference in how men and women viewed the question.

Table 4.11: Establishing working networks are an important aspect, especially for women employees

	Gender		
Q15 Working Network	**F**	**M**	**Total**
2	0	3	3
	0	100	100
	1.56	1.68	3.24
3	4	5	9
	44.4	55.6	100
	0.1	0.1	0.2
4	10	5	15
	66.7	33.3	100
	0.63	0.68	1.31
Total	14	13	27
	51.9	48.1	100
	2.29	2.46	4.75
Prob (Ha: Any Trend)	0.049535	Reject H0	

Figure 4.16: It is important to establish management development programmes, specifically for women employees
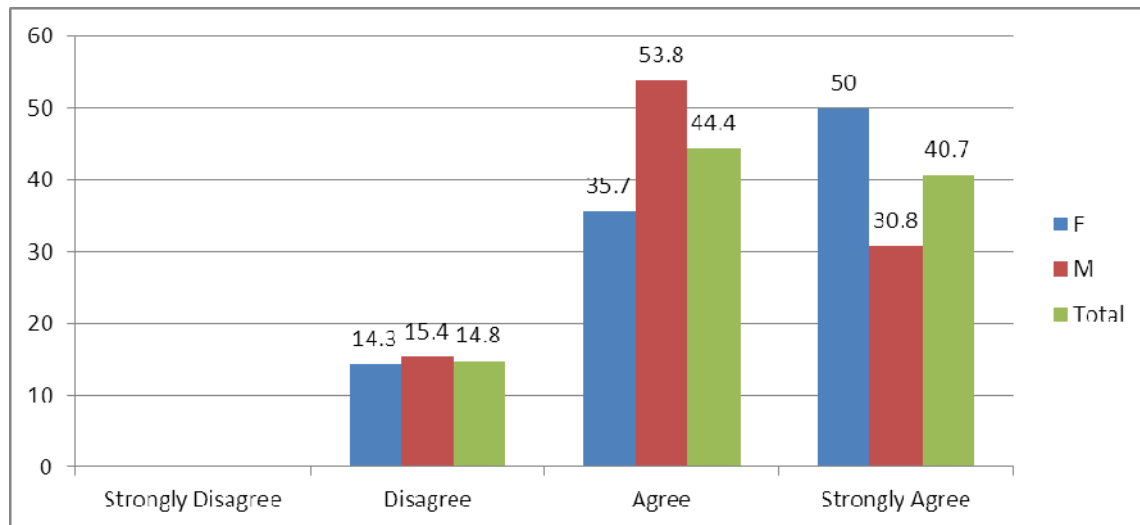
Figure 4.16 shows that a majority of the respondents believed that it is important to establish management development programmes for women. A total of 44.44% of the respondents agreed with the statement, while 40.74% strongly agreed with it. Only 14.81% disagreed with the statement. Almost an equal number of respondents disagreed with the statement, with 14.3% females disagreeing and 15.4% of males disagreeing. Table 4.12 below

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represents the trends in how men and women viewed the question. There was no significant difference is how men and women viewed the question.

Table 4.12: It is important to establish management development programmes specifically for women employees

Q16 Management Development Programmes	F	M	Total
2	2	2	4
	50	50	100
	0	0	0
3	5	7	12
	41.7	58.3	100
	0.24	0.26	0.5
4	7	4	11
	63.6	36.4	100
	0.29	0.32	0.61
Total	14	13	27
	51.9	48.1	100
	0.53	0.58	1.11
Prob (Ha: Any Trend)	0.412527	Accept H0	

Figure 4.17: In your opinion, employees (regardless of gender) are treated the same in terms of the remuneration policy of the institution
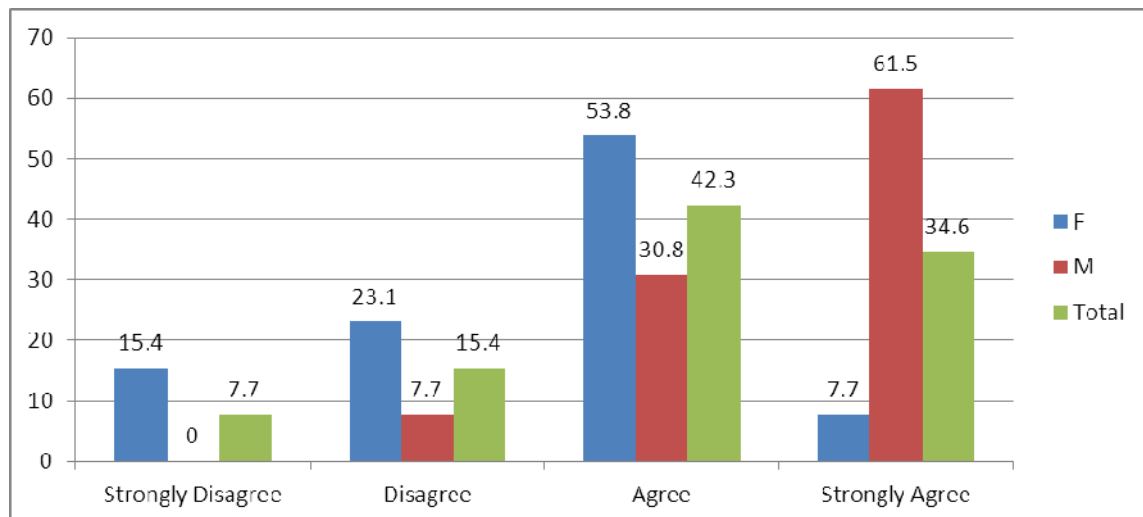
Figure 4.17 shows that 42.31% of the respondents agreed with the statement that employees are equally treated at the institution, and 34.6% strongly agreed with the statement – a total of 76.9%. A total of 15.38% disagreed with the statement, while 7.7% strongly disagreed. Interestingly, 92.3% of male respondents either strongly agreed or agreed with the statement. A total of 38.5% of the female respondents either disagreed or strongly disagreed with the statement. Table 4.13 below represents the trends in how men and women viewed the question. There a was significant difference in how men and women viewed the question.

Table 4.13: In your opinion, employees (regardless of gender) are treated the same in terms of the remuneration policy of the institution

Q17 Remuneration Policy		F	M	Total
	1	2	0	2
		100	0	100
		1	1	2
	2	3	1	4
		75	25	100
		0.5	0.5	1
	3	7	4	11
		63.6	36.4	100
		0.41	0.41	0.82
	4	1	8	9
		11.1	88.9	100
		2.72	2.72	5.44
Total		13	13	26
		50	50	100
		4.63	4.63	9.26
Prob (Ha: Any Trend)		0.003763	Reject H0	

Figure 4.18: In my opinion, men are generally better leaders than women
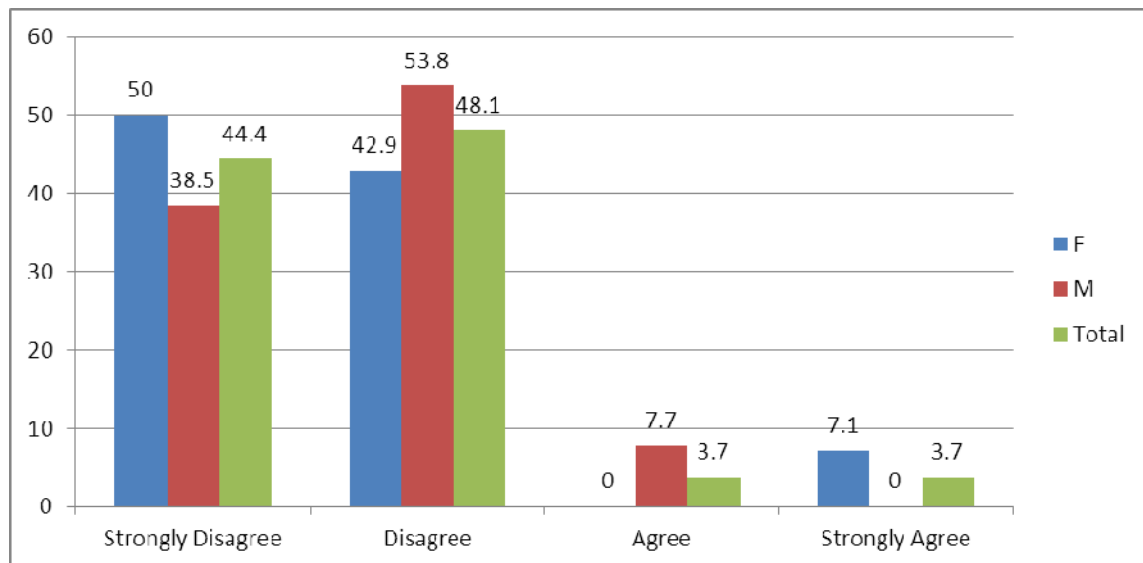
An overwhelming majority disagreed with the statement that men are better leaders, with 48.15% disagreeing, followed by 44.44% who strongly disagreed. Only 3.7% agreed, and another 3.7% strongly agreed. There were not too many differences of opinions in this regard in terms of gender respondents, as shown in Figure 4.18. Table 4.14 below represents the trends in how men and women viewed the question. There was no significant difference in how men and women viewed the question.

Table 4.14: In my opinion, men are generally better leaders than women

Q18 Men and Leadership		F	M	Total
	1	7	5	12
		58.3	41.7	100
		0.1	0.1	0.2
	2	6	7	13
		46.2	53.8	100
		0.08	0.09	0.17
	3	0	1	1
		0	100	100
		0.52	0.56	1.08
	4	1	0	1
		100	0	100
		0.45	0.48	0.93
Total		14	13	27
		51.9	48.1	100
		1.15	1.23	2.38
Prob (Ha: Any Trend)		0.606622	Accept H0	

Figure 4.19: My institution's organisational culture encourages social cohesion amongst all employees
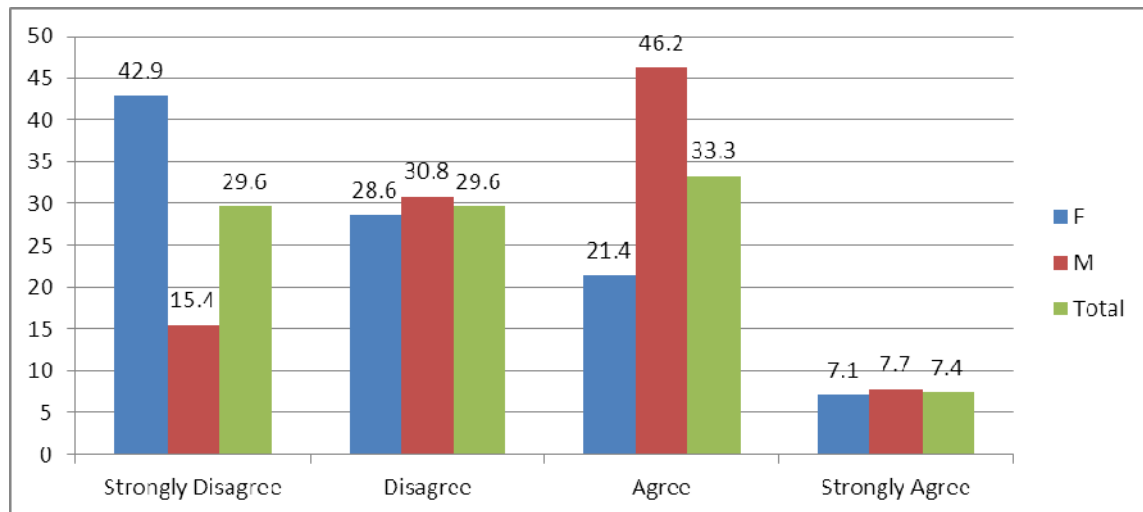
A majority of the respondents believed that the institution's culture does not encourage social cohesion amongst employees, with 29.63% strongly disagreeing with the statement that the institutional culture encourages social cohesion. Another 29.63% disagreed with the statement. A further 33.33% agreed with the statement and 7.41% strongly agreed. It is important to note that 71.5% of female respondents either strongly disagreed or disagreed with the statement, while amongst the male respondents, 15.4% strongly disagreed and 30.8% disagreed. Over 50% of the male respondents agreed with the statement, with 46.2%

agreeing and 7.7% strongly agreeing with the statement, as shown in Figure 4.19. Table 4.15 below represents the trends in how men and women viewed the question. There was no significant difference in how men and women viewed the question.

Table 4.15: My institution's organisational culture encourages social cohesion amongst all employees

Q19 Institutional Culture		F	M	Total
	1	6	2	8
		75	25	100
		0.83	0.89	1.72
	2	4	4	8
		50	50	100
		0.01	0.01	0.02
	3	3	6	9
		33.3	66.7	100
		0.6	0.64	1.24
	4	1	1	2
		50	50	100
		0	0	0
Total		14	13	27
		51.9	48.1	100
		1.44	1.54	2.98
Prob (Ha: Any Trend)		0.133828	Accept H0	

Figure 4.20: In my opinion, women are nurturing managers
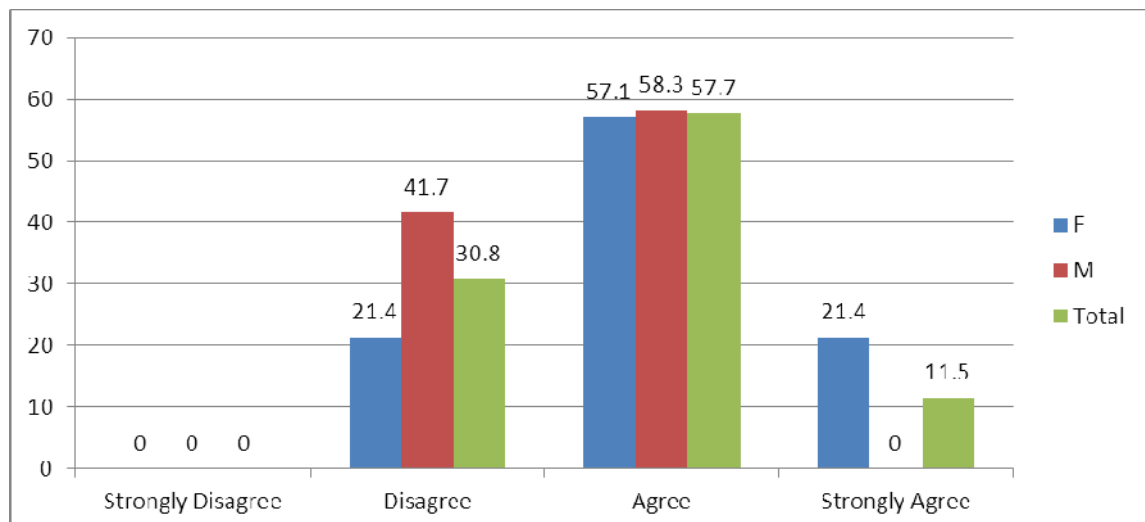
Figure 4.20 shows that a majority of the respondents agreed with the statement that women are nurturing managers, with 57.7% agreeing with the statement, and 11.5% strongly agreed. A total of 30.8% disagreed with the statement. However, 41.7% of the male respondents disagreed with the statement, while only 21.4% of the female respondents disagreed with the

statement. Table 4.16 below represents the trends in how men and women viewed the question. There was no significant difference in this regard.

Table 4.16: In my opinion, women are nurturing managers

Q20 Women Nurturing		F	M	Total
	2	3	5	8
		37.5	62.5	100
		0.4	0.46	0.86
	3	8	7	15
		53.3	46.7	100
		0	0	0
	4	3	0	3
		100	0	100
		1.19	1.38	2.57
Total		14	12	26
		53.8	46.2	100
		1.59	1.84	3.43
Prob (Ha: Any Trend)		0.108906	Accept H0	

Figure 4.21: In my department women are increasingly given more opportunities to be in more challenging positions that were previously held by men
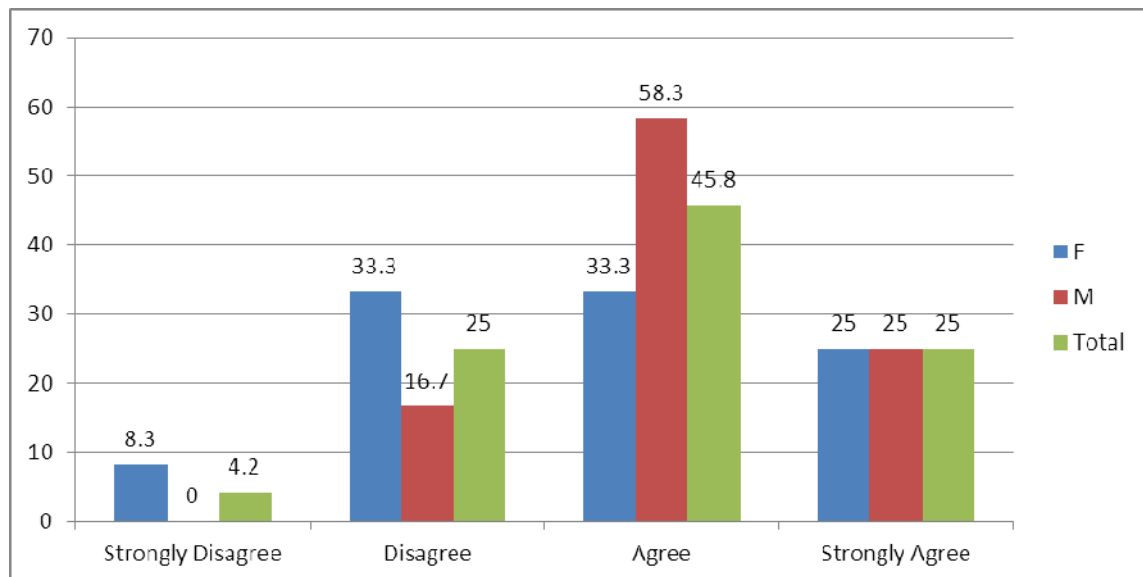
A majority of the respondents believed that in their departments women are given equal opportunities to be in management positions. This was supported by 45.8% of them agreeing the statement, and a further 25% strongly agreeing with the statement. However, 25% disagreed, while 4% strongly disagreed. A total of 41.6% of the female respondents either disagreed or strongly disagreed with the statement, with only 16.7% of the male respondents disagreeing with the statement. A figure of 58.3% of the female respondents either agreed or

strongly disagreed with the statement, as shown in Figure 4.21. Table 4.17 below represents the trends in how men and women viewed the question. There was no significant difference in how men and women viewed the question.

Table 4.17: In my department women are increasingly given more opportunities to be in more challenging positions that were previously held by men

Q21 Opportunities for Women	F	M	Total
1	1	0	1
	100	0	100
	0.5	0.5	1
2	4	2	6
	66.7	33.3	100
	0.33	0.33	0.66
3	4	7	11
	36.4	63.6	100
	0.41	0.41	0.82
4	3	3	6
	50	50	100
	0	0	0
Total	12	12	24
	50	50	100
	1.24	1.24	2.48
Prob (Ha: Any Trend)	0.370511	Accept H0	

Figure 4.22: In my department there are hidden difficulties, which women face that prevent them from moving into higher positions
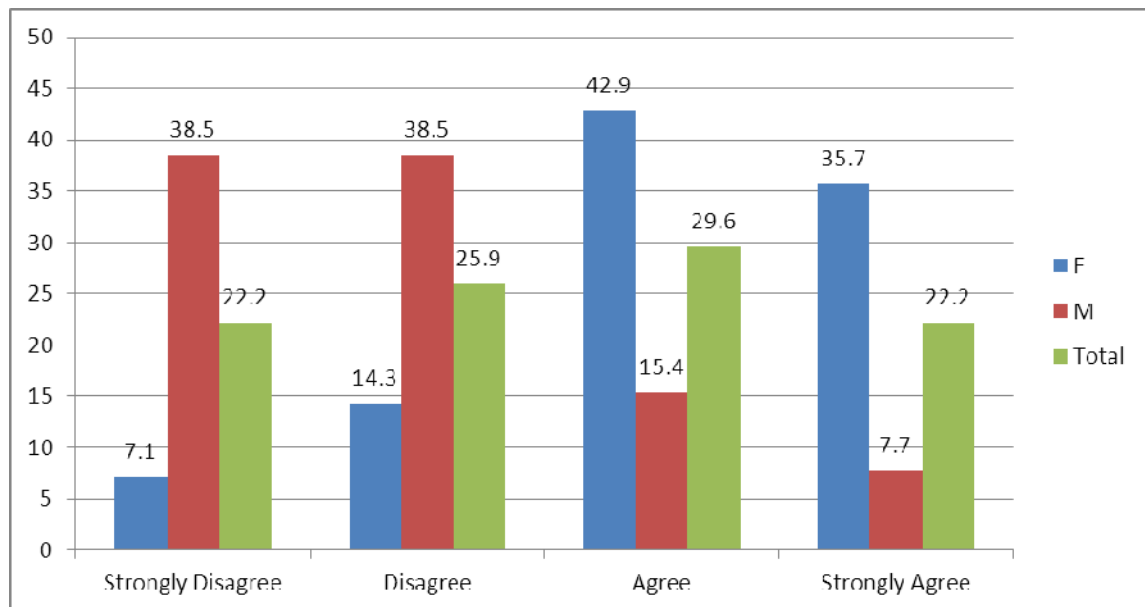
Figure 4.22 shows that the respondents were almost evenly distributed in their views, relating to the statement that there are hidden difficulties for women to progress to senior management positions, since 22.22% strongly disagreed with the statement, and a further 25.93% disagreed. A total of 29.63% agreed with the statement, and a further 22.22% strongly agreed. However, there seemed to be gendered-based views. Male respondents seemed to be of the view that there were no hidden difficulties that women face in their departments, with 77% either strongly disagreeing or disagreeing with the statement. A further 15.4% of the male respondents agreed and 7.7% strongly agreed that there are hidden difficulties. The female respondents differed, as 7.1% strongly disagreed and a further 14.3% disagreed with the statement. However, a majority of the female respondents agreed that women face hidden difficulties, with 78.6% either agreeing or strongly agreeing with the statement. Table 4.18 below represents the trends in how men and women viewed the question. There was a significant difference in how men and women viewed the question.

Table 4.18: In my department there are hidden difficulties, which women face that prevent them from moving to higher positions

Q22 Hidden Difficulties		F	M	Total
	1	1	5	6
		16.7	83.3	100
		1.43	1.54	2.97
	2	2	5	7
		28.6	71.4	100
		0.73	0.79	1.52
	3	6	2	8
		75	25	100
		0.83	0.89	1.72
	4	5	1	6
		83.3	16.7	100
		1.15	1.24	2.39
Total		14	13	27
		51.9	48.1	100
		4.14	4.46	8.6
Prob (Ha: Any Trend)		0.005801	Reject H0	

Figure 4.23: There is a lack of focused literature on gender issues in higher education
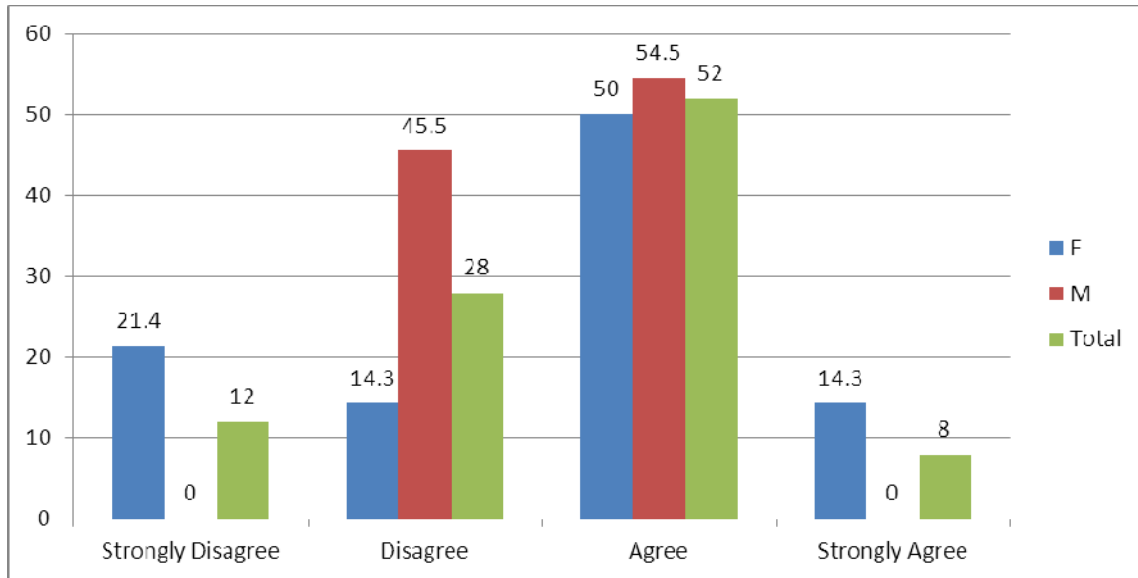
Figure 4.23 shows that 52% agreed with the statement that there is lack of focused literature on gender issues in higher education, with 8% strongly agreeing with the statement. A total of 28% disagreed with the statement and a further 12% strongly disagreed. However, 45.5% of the male respondents disagreed with the statement and a total of 35.7% of the female respondents either disagreed or strongly disagreed with the statement. Table 4.19 below represents the trends in how men and women viewed the question. There was no significant difference in how men and women viewed the question. Two male respondents chose not to answer the question.

Table 4.19: There is a lack of focused literature on gender issues in higher education

Q23 Focused Literature		F	M	Total
	1	3	0	3
		100	0	100
		1.04	1.32	2.36
	2	2	5	7
		28.6	71.4	100
		0.94	1.2	2.14
	3	7	6	13
		53.8	46.2	100
		0.01	0.01	0.02
	4	2	0	2
		100	0	100
		0.69	0.88	1.57
Total		14	11	25
		56	44	100
		2.68	3.41	6.09
Prob (Ha: Any Trend)		0.719498	Accept H0	

Figure 4.24: My institution is sensitive to the needs of women employees.
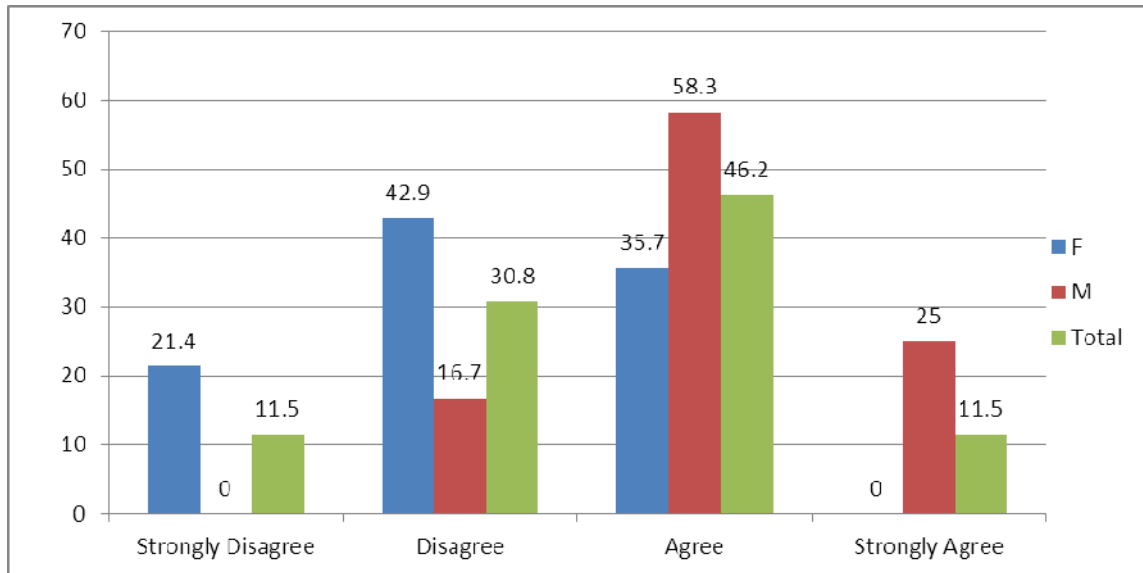
A majority of the respondents agreed with the above statement, with 46.15% agreeing with it, and a further 11.54% strongly agreeing. There was, however, a significant number of respondents who disagreed with the statement, as 30.77% disagreed, while a further 11.54% strongly disagreed. It is important to note that the majority of the women respondents disagreed with the statement, with 42.9% disagreeing and a further 21.4 strongly disagreeing with the statement. Male respondents, conversely, seem to be of the view that the institution is sensitive to women's needs, with a total of 83.3% agreeing with the statement, as shown in Figure 4.24. Table 4.20 below represents the trends in how men and women viewed the question. There were significant differences in how men and women viewed the question, with one man choosing not to answer the question.

Table 4.20: My institution is sensitive to the needs of women employees

Q24 Sensitive Institution		F	M	Total
	1	3	0	3
		100	0	100
		1.19	1.38	2.57
	2	6	2	8
		75	25	100
		0.66	0.78	1.44
	3	5	7	12
		41.7	58.3	100
		0.33	0.39	0.72
	4	0	3	3
		0	100	100
		1.62	1.88	3.5
Total		14	12	26
		53.8	46.2	100

		3.8	4.43	8.23
		0.005377	Reject H0	

Figure 4.25: There is adequate funding that supports postgraduate studies for women at my institution
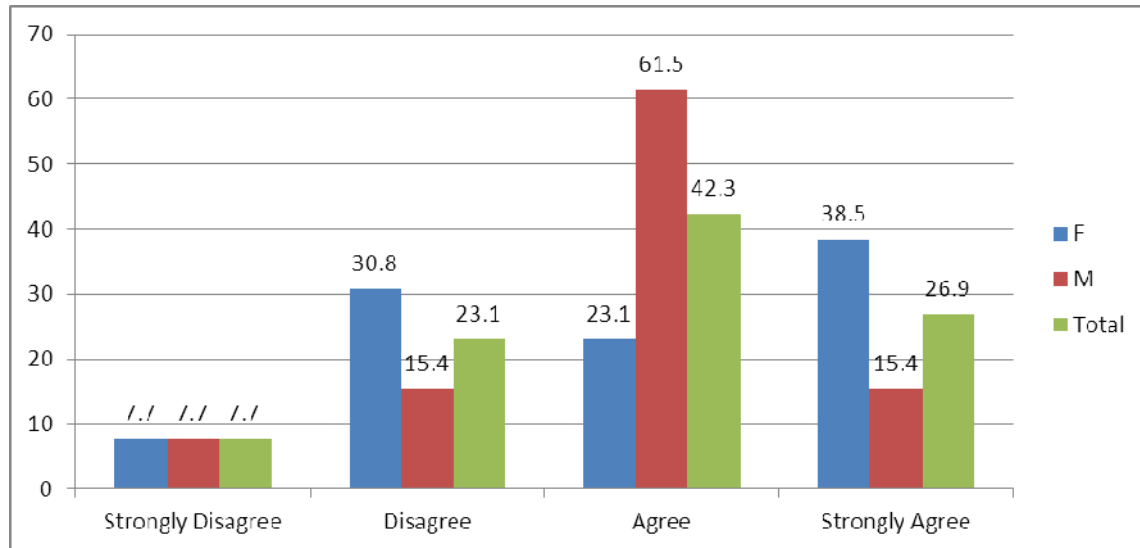
Figure 4.25 shows that the majority of the respondents agreed that there is funding that supports postgraduate studies for women, with 42.31 agreeing with the statement and a further 26.92 strongly agreeing. However, 23.08% disagreed, while 7.69% strongly disagreed. A total of 76.9% of the male respondents either agreed or strongly agreed with the statement, while 61.6% of the female respondents either agreed or strongly agreed with the statement. Table 4.21 below represents the trends in how men and women viewed the question. There were no significant differences in how men and women answered the question.

Table 4.21: There is adequate funding that supports postgraduate studies for women at my institution

Q25 Funding Postgraduate Studies		F	M	Total
	1	1	1	2
		50	50	100
		0	0	0
	2	4	2	6
		66.7	33.3	100
		0.33	0.33	0.66
	3	3	8	11
		27.3	72.7	100
		1.14	1.14	2.28
	4	5	2	7
		71.4	28.6	100
		0.64	0.64	1.28
Total		13	13	26
		50	50	100
		2.11	2.11	4.22
Prob (Ha: Any Trend)		0.78617	Accept H0	

Figure 4.26: In my opinion, flexible hours would encourage more women to participate in management positions
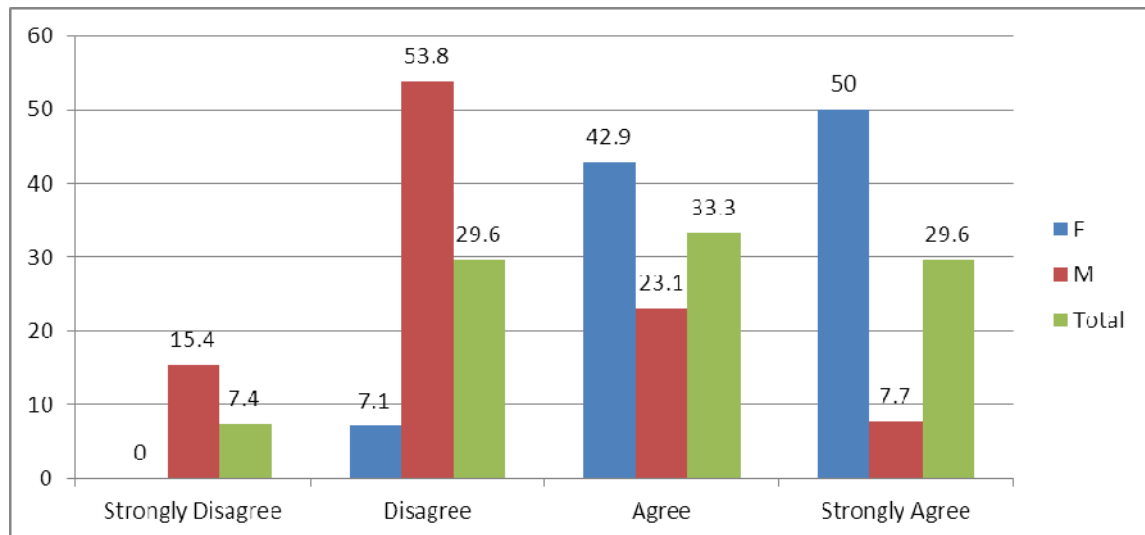
The majority of the respondents believed that flexible working hours would encourage more women to participate in management positions, with 33.33% agreeing with the statement, and 29.63% strongly agreeing with the statement. A total of 29.63% disagreed with the statement, and a further 7.41% strongly disagreed. There were different views from the males and female respondents, with 92.9% of female respondents agreeing with the statement, and 30.8% of the male respondents agreeing with the statement. A total of 69.2%

of the male respondents seemed to believe that it would not make a difference if institutions employed flexi hours with 69.2% disagreeing with the statement. Only 7.1% of the female respondents disagreed with the statement, as shown in Figure 4.26. Table 4.22 below represents the trends in how men and women viewed the question. There was a significant difference in how men and women viewed the impact of flexible hours.

Table 4.22: In my opinion, flexible hours would encourage more women to participate in management positions

Q26 Flexible Hours		F	M	Total
	1	0	2	2
		0	100	100
		1.04	1.12	2.16
	2	1	7	8
		12.5	87.5	100
		2.39	2.57	4.96
	3	6	3	9
		66.7	33.3	100
		0.38	0.41	0.79
	4	7	1	8
		87.5	12.5	100
		1.96	2.11	4.07
Total		14	13	27
		51.9	48.1	100
		5.77	6.21	11.98
Prob (Ha: Any Trend)		0.000956	Reject H0	

Figure 4.27: In my opinion, women are better communicators than men
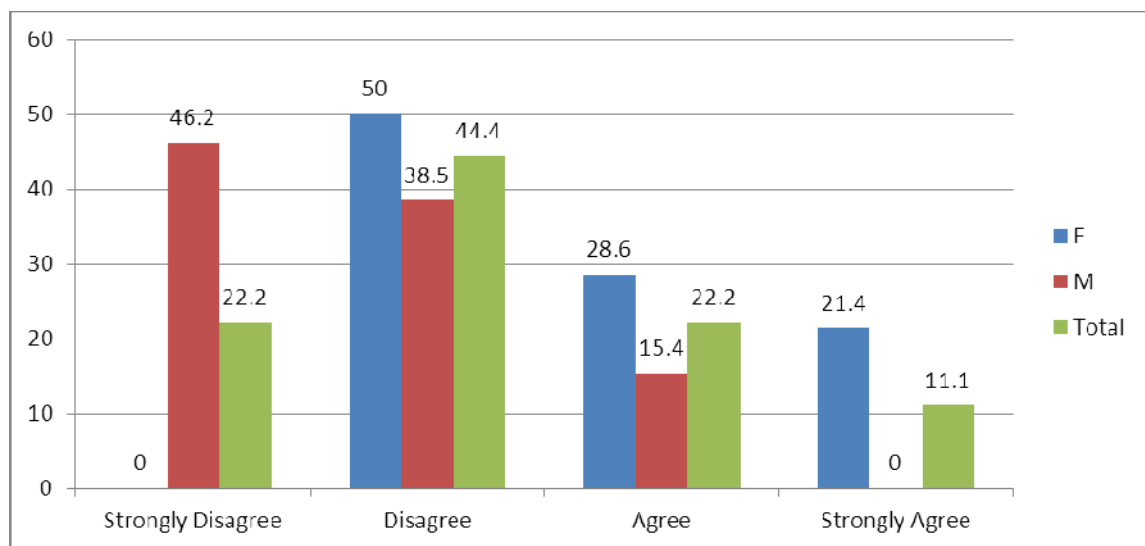
Figure 4.27 shows that the majority of the respondents disagreed with the statement that women are better communicators than men, with 44.44% of them disagreeing, and a further

22.22% strongly disagreeing. A total of 22.22% agreed with the statement and a further 11.11% strongly agreed. A total of 50% of the female respondents disagreed with the statement, while 84.7% of the male respondents disagreed with the statement. Table 4.23 below represents the trends in how men and women viewed the question. There was a significant difference in how men and women viewed the communication skills of the two genders.

Table 4.23: In my opinion, women are better communicators than men.

Q27 Women Better Communicators		F	M	Total
	1	0	6	6
		0	100	100
		3.11	3.35	6.46
	2	7	5	12
		58.3	41.7	100
		0.1	0.1	0.2
	3	4	2	6
		66.7	33.3	100
		0.25	0.27	0.52
	4	3	0	3
		100	0	100
		1.34	1.44	2.78
Total		14	13	27
		51.9	48.1	100
		4.8	5.16	9.96
Prob (Ha: Any Trend)		0.004309	Reject H0	

Figure 4.28: In my opinion, society teaches young girls to be submissive
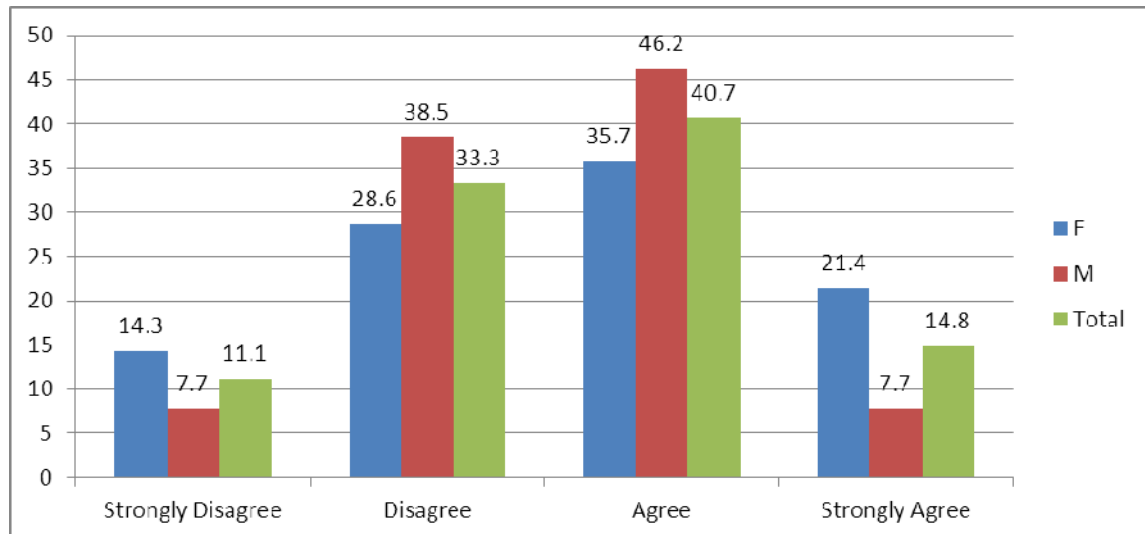
Figure 4.28 shows that the majority of the respondents agreed with the statement that society teaches young girls to be submissive, with 40.74% agreeing with the statement, and a further 14.81% strongly agreeing. A total of 33.33% disagreed with the statement and a further 11.11% strongly disagreed. A total of 42.9% of the female respondents disagreed with the statement and 46.2% of the male respondents disagreed with the statement. A total of 57.1% of the female respondents agreed with the statement and 53.9% agreed. Table 4.24 below represents the trends in how men and women viewed the question. There were no significant differences in how men and women viewed the question.

Table 4.24: In my opinion, society teaches young girls to be submissive

Q28 Society, Girls, Submissive	F	M	Total
1	2	1	3
	66.7	33.3	100
	0.13	0.14	0.27
2	4	5	9
	44.4	55.6	100
	0.1	0.1	0.2
3	5	6	11
	45.5	54.5	100
	0.09	0.09	0.18
4	3	1	4
	75	25	100
	0.41	0.45	0.86
Total	14	13	27
	51.9	48.1	100
	0.73	0.78	1.51
Prob (Ha: Any Trend)	0.738394	Accept H0	

4.3   Articulations and results of findings

This study aimed to explore possible barriers to women's under-representation at senior management at a South African university in the Western Cape. For the purpose of this study, senior management positions were represented by Heads of Departments, Directors, Deans, Registrar, and Deputy Vice-Chancellors.

The researcher, in particular, considered the barriers against women's progression to senior management within Higher Education, focusing on organisational barriers that they might have experienced in their places of work, gender stereotypes, organisational or institutional cultures and the importance of career planning.

4.3.1 Organisational barriers

- A total of 61.5% of respondents believed that the institution does not have clear strategies to meet employment equity targets.

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- A total of 64.3% of the female respondents believed that the policies of recruitment and promotion are not transparent.

- A total of 76.9% of both male and female respondents agreed that they are fairly treated in terms of the remuneration policy of the institution, however, over 35% of the female respondents disagreed with the statement.

4.3.2 Gender stereotypes

- A total of 88.9% of respondents agreed that it is important to establish working networks, especially for women employees.

- A total of 92.5% of respondents believed that during mentorship relationships, the gender of the mentor is not important, but rather the knowledge and skills that they can impart the mentee.

- In total, 78.5% of female respondents believed that women are nurturing managers, and over 40% of the male respondents disagreed with the statement.

- Female respondents were evenly divided in how they viewed the communication skills of women; 50% believe that women are better communicators than men, while another 50% disagreed. Male respondents, however, disagreed completely.

4.3.3 Organisational/institutional culture

- In total, 66.6% of the respondents believed that the institution showed commitment to gender equity and that woman are encouraged to participate in initiatives that promote gender equity. However, it is important to note that over 40% of the female respondents believe that the institution does not show commitment, and 50% believed that the institution does not encourage women to participate in initiatives that promote gender equity. It is important to note that men viewed this differently.

- A total of 92.9% of the female respondents believed that the institution did not promote structured mentoring for young academic staff, while 53.9% of the male respondents believed that structured mentoring was lacking.

- The respondents were asked whether the institution provided an enabling environment for women to meet employment criteria for management positions. Women respondents were evenly divided, as they either agreed or disagreed. However, over 69% of the male respondents agreed. A total of 70.8% of the respondents also felt that more women are currently in management positions in their respective departments than before. It is important to note that the female respondents also felt that the institution's culture does not encourage social cohesion amongst employees.

- In total, 78.6% of the female respondents felt that there were hidden difficulties that women faced within departments that prevented them from moving into senior positions. The majority of the male respondents, however, did not agree, as they believed that they were all treated the same, regardless of gender. In supporting this, when respondents were asked whether the institution was sensitive to women's needs, over 60% of the female respondents believed that the institution is not, however, over 80% of the male respondents believed that the institution is sensitive to women's needs.

- The respondents were asked whether flexible hours would encourage more women to participate in management positions, and whether gender differences prevailed. The majority of male respondents believed that flexible hours would not, while over 90% of the female respondents believed that it would.

4.3.4 Career planning

- As highlighted in the literature search that it is important for both the individual employees and the institution to work together to provide opportunities for career advancement (Chung and Sahgal, 2007:359). A total of 85.1% of the respondents felt that it was important for the institution to establish management development programmes. Interestingly, however, almost 40% of the women felt that the institution does not provide adequate funding to support postgraduate studies for women.

4.4 Chapter summary

In this chapter the researcher provided the research findings of the study. This included explaining the statistics, which were provided by a certified statistician. The main problem for this research study was the representivity of women in senior management positions at a

South African university in the Western Cape and the researcher wanted to answer four (4) key questions i.e.

1) What barriers affect the progression of women to senior management positions?

2) To what extent are employment policies and procedures changed in compliance with labour legislation to address gender equality in all occupational categories and levels, within the higher education sector?

3) Does this South African university offer women career pathing and development opportunities to progress to senior management positions?

4) What improvements can be suggested to assist women to progress to senior management positions at this South African university? This question will be answered in Chapter 5 on recommendations.

In Chapter 2 the researcher explored further the barriers that could affect progression of women to senior management positions and these were organisation barriers, gender stereotypes, organisational culture and career planning. The researcher explored the extent to which compliance in terms of South African labour legislation was used, and what career development opportunities were available for women. The findings for this study concur with Wood (2003: 22-131) who suggests that women and men's perceptions about organisational events, differ. He mentions amongst others, the different experiences in terms of inequality with regard to career development, opportunities and lower expectations, differences in experiencing organisational culture, and different organisational support given to males and females. In many instances, men and women respondents had different views of the institutional events, as illustrated in the findings above.

In the next chapter the researcher provides recommendations based on the research findings.

CHAPTER 5: RECOMMENDATIONS AND CONCLUDING REMARKS

5.1   Introduction

Since the first democratic elections in 1994, South Africa has focused on redressing past imbalances and, amongst others, focused on issues of gender equality. This is at the forefront of the South African Constitution, as well as several labour legislation which states that no individual may be discriminated against in terms of race, gender or disability. The higher education sector plays a vital role in assisting government with redress, and its main responsibility is the training of future professionals in South Africa. However, this sector has its own challenges in terms of transformation and, specifically, gender equality.

The Education White Paper 3, 1997, introduced a programme for the transformation of higher education and one of the principles of the White Paper is equity and redress.

Through the Higher Education Act No 101 of 1997, the Council on Higher Education (CHE) was established in 1998 (Council on Higher Education 13 August 2012).

The responsibilities of the council are :

- **"Advising** the Minister of Education at his or her request, or proactively, on all policy matters related to higher education;

- assuming **executive responsibility for quality assurance and quality promotion** within higher education and training, including programme accreditation, institutional audits, programme evaluation, quality promotion and capacity building;

- **monitoring and evaluating** whether, how, to what extent and with what consequences the vision, policy goals and objectives for higher education are being realised, including reporting on the state of South African higher education; and

- **contributing to the development of higher education** by taking initiatives to provide guidance on key national and systemic issues, producing publications, holding conferences and conducting research to inform government and stakeholders about immediate and long-term challenges of higher education" (Council on Higher Education, 13 August 2012).

It is important to note that the CHE has made a commitment to promote and monitor gender equality in higher education. This was supported by the endorsement of a HERS-SA declaration in August 1998 that called "for action to improve gender equity in academic, administrative and executive leadership in higher education at all levels". The declaration was presented to government, higher education institutions, educational and research establishments, and organisations and individuals who are responsible for ensuring equity in higher education (Council on Higher Education, 13 August 2012).

The aim of this study was to explore the representivity of women in senior management positions at a selected South African university, and to determine whether there are any barriers, which influence their representivity.

This chapter presents the recommendations and conclusions based on the findings of the research. These recommendations are meant to provide guidelines, and are the views of the researcher based on the research findings and articulation of Chapter 4.

5.2   Recommendations

These recommendations are the views of the researcher, and it is important to note that the researcher provides guidelines in terms of areas that were explored in the literature review (Chapter 4), namely organisational barriers; gender stereotypes; organisational/institutional culture and career planning. Each of the recommendations that are provided below could address one or more of these areas.

5.2.1   Supportive and enabling environment

A total of 50% of respondents indicated that management did not provide a supportive environment. This is vital in the success and transformation of the institution in terms of gender. It would, therefore, be vital for management to show staff that they are committed to transformation. This could be addressed by improved communication to staff members. It could be that management is committed, however, because it is not communicated properly to staff, that they do not perceive management's commitment. The Marketing and Communications department could play a vital role in achieving this.

5.2.2 Training programmes / skills development initiatives

The Higher Education sector worldwide encourages that academics should publish their research. A culture of research has become hugely important. This is supported by former Technikons being merged into Universities of Technologies (UoTs), which places a lot of emphasis on research publications. The university's research outputs have been on the upward trajectory over the past few years (2008 – 2011), however, it is important to encourage a further increase. For senior academic positions, one of the important aspects is the research record of applicants, and this is a challenge that the university could address by providing Research Capacity Development Initiatives for staff members. This would not only benefit women, but rather all staff members at the university. Skills Development Levy funding should be explored for this purpose, as they would support all skills development initiatives.

5.2.3 Academic networks

Ismail and Rasdi (2007:153) conducted a study in Malaysia on the importance of women creating networks. They found that this could be a strategic move for women to provide support for each other. These networks/associations provided, firstly, increased support not only in terms of skills, but also emotional support, and, secondly, increased competence levels, access to power and control.

In 2008 the Cape Peninsula University of Technology launched the Women in Research Association (WIRA), which was a platform to encourage and support female academics. The association never took off, but should be revitalized to provide the support, which it was initially meant to provide for female academics. Rhodes University has a similar programme, which has been regarded as successful in providing women with support, and has contributed positively to their academic careers.

5.2.4 Mentoring

Mentoring is another avenue that the university should explore. A number of universities currently use formal mentorship programmes with good results in terms of providing support not only to female academics, but also to all new staff. Mentorship programmes tend to generally focus on research, however, good mentors should provide support in terms of balancing the three roles of being an academic, namely teaching and learning, research, and community engagement.

5.2.5 Role of men

The role of men in building and encouraging women should be explored. This could be enhanced by making sure that men are included and involved in the initiatives that support women development in academia. The fact of the matter is that in these research findings, there were different views from male and female respondents, which shows that there should be open communication in addressing and encouraging transformation.

5.2.6 Regular monitoring and evaluation

It is imperative that all initiatives and programmes that the institution implements in addressing gender equity are continuously monitored, evaluated and improved so that it will continue to add value to the institution.

5.3 Concluding remarks

Gender equity continues to be a challenge not only in higher education, but in all industries. It is imperative that this topic continues to be researched, and that dialogues are open to find solutions. It is important to note that many initiatives from institutions perspectives would require funding, however, there are many philanthropic organisations that are looking for opportunities to fund such initiatives. The role of the Advancement Offices at universities should be enhanced in ensure that they seek funding and provide support to developing funding proposals that will enhance development within universities.

The aim of the study was to investigate pertinent factors, which relate to the progression of women to senior management positions at a South African university.

The findings in this study confirmed that there are certain barriers that prevent women from progressing to senior management positions and these include:

- organisational barriers such as the institution not having clear strategies to meet employment equity targets;
- gender stereotypes – in a number of situations male and female respondents have different experiences of the same events; and
- institutional culture – most women believed that the institution was not doing enough to encourage women to participate in initiatives that support their development. Women respondents also felt that the institution was not creating an environment that encourages social cohesion.

However, respondents were positive about the institution's management being committed to gender equity, and that in some instances, they were being treated the same as their male counterparts.

It is important, therefore, that the institution should heed the positives indicated by the staff and build on it and address gender issues as a means to progress in this regard.

5.4   Possible future research

This study only focused on one university in the Western Cape. However, the region has four universities and South Africa has 23 universities. It would be beneficial to conduct such a study in the rest of the country so that interventions can be directed from a national point of view. It should also be examined whether the experiences of academics in South Africa are the same or similar at all institutions.

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APPENDIX A

QUESTIONNAIRE

Title of Project: **The progression of women to senior management positions at a South African university in the Western Cape**

Student Name: **Ms Nolusindiso Kayi**

Degree: Magister Technologiae: Business Administration

Supervisor: Ms Liiza Gie and Dr Carly Steyn

Completed forms must be returned to Ms Nolusindiso Kayi at kayin@sun.ac.za by 15 June 2012.

SECTION A: DEMOGRAPHICS

Please mark (x) the appropriate category:

1.   Age

Under 35 ☐   36-45 ☐   46-55 ☐   56+ ☐

2.   Gender

Male ☐   Female ☐

3.   Education Higher Education Qualification:

None ☐   National Diploma ☐   Bachelors Degree ☐   Honours Degree ☐

Masters Degree ☐   PhD / Doctorate ☐   Other ☐

4.   Work Experience in Higher Education

0-5 years ☐   6-10 years ☐   11 – 15 years ☐   16-25 years ☐   25+ ☐

SECTION B

Please indicate to what extent you agree or disagree with the following statements, where 1=Strongly Disagree and 4=Strongly Agree.

		Strongly Disagree	Disagree	Agree	Strongly Agree
		1	2	3	4
5	I believe that there is adequate commitment from my institution to drive gender equity.				
6	There is a gap between policy and practice in terms of staff transformation at my institution.				
7	Management encourages structured mentoring at my institution.				
8	It is better to be mentored by a person of the same gender as me.				
9	Female employees at my institution are encouraged to participate in initiatives that promote gender equality.				
10	It is important to integrate staff development initiatives with departmental strategic initiatives.				
11	My institution has clear strategies to meet the targets, as set out in the employment equity plan of the institution.				
12	Procedures for recruitment at my institution are transparent to all employees.				
13	Procedures for promotion at my institution are transparent to all employees.				
14	There is an enabling environment at my institution, where women are provided with opportunities to meet the employment criteria of management positions.				
15	Establishing working networks is an important aspect, especially for female employees.				
16	It is important to establish management development programmes, specifically for women employees.				

17	In your opinion, employees (regardless of gender) are treated the same in terms of the remuneration policy of the institution.				
18	In my opinion, men are generally better leaders than women.				
19	My institution's organisational culture encourages social cohesion amongst all employees.				
20	In my opinion, women are nurturing managers.				
21	Women are increasingly given more opportunities in my department to be in more challenging positions that were previously held by men.				
22	There are hidden difficulties in my department, which women face that prevent them from moving to higher positions.				
23	There is a lack of focused literature on gender issues in higher education.				
24	My institution is sensitive to the needs of female employees.				
25	There is adequate funding that supports postgraduate studies for women at my institution.				
26	In my opinion, flexible hours would encourage more women to participate in management position.				
27	In my opinion, women are better communicators than men.				
28	In my opinion, society teaches young girls to be submissive.				

THANK YOU FOR PARTICIPATING IN THIS STUDY.

APPENDIX B

Cape Peninsula
University of Technology

Cape Peninsula University of Technology
Faculty of Business Research Ethics Committee

Members present:
Prof S Davies, Dr W Ukpere, Prof K Swart, Ms C Steyn, Prof H Ballard

Venue: Boardroom, Faculty of Business, Cape Town Campus
Date: Friday 22 January 2010

Please note that applications to the Faculty of Business Research Ethics Committee (FBREC) must include a full research proposal (that has been approved by the supervisor) that includes a section on the ethical issues involved in the study; along with necessary supportive documentation.

Student: Kayi, N (198104073)
Supervisor: Ms L Gie
Level: MTech
Title: The Progression of Women to Senior Management Positions at a South
               African University in the Western Cape

Decision of committee: The Faculty of Business Research Ethics Committee (FBREC) has **approved** the submission and make the recommendation that it be forwarded to Faculty of Business Research Committee (FBRC).

Prof S Davies
Chairperson: Faculty of Business Research Ethics Committee
22 January 2010

APPENDIX C

COVER LETTER TO RESEARCH PARTICIPANTS

Dear Prof

I am an MTech: Business Administration student conducting a study on the "progression of women to senior management positions at a South African university in the Western Cape" and would like to invite you to participate in the study. The completion of the survey will roughly take you about 20 minutes. The next paragraphs give background to the study.

The birth of South African democracy in 1994 saw the government eradicate discrimination against women in the workplace with the Constitution of the Republic of South Africa (no 108 of 1996) and Bill of Rights which stated that no individual may be discriminated against in terms of race, gender or disability. The Employment Equity Act No 55 of 1998 was introduced with an Affirmative Action Policy to redress the past imbalances as women, irrespective of their colour were discriminated against. Traditionally women were employed as teachers, nurses, secretaries and were doing the so called *soft jobs.*

The Higher Education sector in South Africa faces a lot of challenges when it comes to representation of women in senior management. According to a survey done in 2007, three (3) of the 23 Vice-Chancellors (13%) and five (5) of the 23 Registrars (21%) are women. Women also comprised 21% of the Deputy Vice-Chancellors, while another 21% were Executive Directors. Although women constitute over 50% of the higher education workforce in South Africa they are still under represented (HERS-SA, 2007). These statistics reveal that in a profession that is dominated by women, they are greatly under-represented in positions of senior management.

The purpose of the study is to establish pertinent factors relating to the progress of women to senior management positions at a South African university. It is only when such barriers are identified that it will be possible to address them properly.

Your participation in the study will be highly appreciated. Please note that the responses will be strictly confidential and no names of participants will be released. The researcher also had ethical clearance certificate from the university.

Kindly indicate your willingness to participate in the study by signing the attached consent form.

Sincerely

Nolusindiso Kayi

Informed Consent Form

Cape Peninsula University of Technology

Title of Project: The progression of women to senior management positions at a South African university in the Western Cape

Researcher: Ms Nolusindiso Kayi

Supervisors: Ms Liiza Gie and Dr Carly Steyn

Introduction:

I would like to invite you to participate in a research study *on the progression of women to senior management positions at a South African university in the Western Cape.* Please note that your participation in the study is entirely voluntary. Your responses will be treated with confidentiality. Should you wish to participate, please sign the form below, indicating your willingness to participate. It will take you approximately 20 minutes to complete the questionnaire.

Procedures

The data for this study will be collected by using the self-administered questionnaire, which is attached.

Potential benefits

- Aid with the career progression of women; and
- Aid with succession planning for women to senior management positions.

Statement of confidentiality

The findings of this study will be treated as strictly confidential.

Contact information for questions or concerns

For any further information about this research, clarity on questions, concerns, and/or complaints please do not hesitate to contact the researcher, Ms Nolusindiso Kayi, at kayin@sun.ac.za or 082 843 6926.

<u>Participant</u>: By signing this consent form, you indicate that you are voluntarily choosing to participate in this research.

_____   _____

Signature of participant   Date

APPENDIX E

GRAMMARIAN CERTIFICATE

2 November 2012

Dear Sir/Madam

This serves to confirm that I have proofread and edited the research study entitled, "*The progression of women to senior management positions at a South African university in the Western Cape",* and that the candidate has been advised to make the necessary changes.

Thank you.

Yours faithfully

Shamila Sulayman

 (Ms) Shamila Sulayman
Communication Lecturer
Department of Management and Project Management
Faculty of Business
Cape Peninsula University of Technology
(021) 460-3180