CAREER ENTRY BARRIERS FOR FEMALE ACADEMICS

AT THE UNIVERSITY OF LIMPOPO

MINI DISSERTATION

by

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I, MATEMA SALOME RABODIBA, declare that this assessment entitled *Career Entry Barriers for Female Academics at the University of Limpopo* is hereby submitted for the Master's Degree in Business Administration at the University of Limpopo, Turfloop Campus Graduate School of Leadership, has not been previously submitted at this or any other institution. It is my own effort in design and all materials contained therein have been acknowledged by means of complete references.

Signature………………………....   Date: 30 NOV 2014

DEDICATION

I dedicate this work to my late father, Mr Michael Maredi, even though he did not live long enough to see my success. May his soul rest in peace. This work is also dedicated to my beloved husband and my three lovely children, Michael, Letago and Itumeleng for the support they showed me through this journey

I also dedicate this work to my mother, Ms Damaris Maredi, who did a lot so that I could get this far, and to my two beloved sisters, Jostina and Dina Maredi and their children, and my brother: Solomon Maredi.

ABSTRACT

The purpose of this study was to investigate career-entry barriers for female professors and doctors at the University of Limpopo. The findings not only offer a wealth of strategies for career success and for overcoming professional and personal challenges, but also shed new light on critical factors that affect women and their experiences at work.

The quantitative investigation was the main method used and thus formed the core of this study. The quantitative investigation was based primarily on confidentially structured questionnaire provided to 66 female professors and doctors.

The findings from the study revealed that there are various personal, institutional and societal barriers affecting women's participation at the university. At the personal level such factors as academic qualification (PhD), administrative experience, management skills, confidence, assertiveness, high visibility, hard work and diligence were found to enhance women's participation in university. On the other hand, absence of these personal attributes were said to limit women's confidence in applying for senior management positions.

At the societal level support from family and friends was found to enhance women's participation. At the institutional level the recruitment, appointment and promotion practices stood out as the main factors affecting women's participation in university management. In some cases these policies were not clearly documented.

The results revealed that to overcome career- entry barriers at the University of Limpopo, female professors must constantly overachieve, maintain good relationships with others, and hold onto personal and institutional values to do the right things, expand themselves constantly, and utilize strong mentors' assistance as well as sponsorship.

Recommendations such as an urgent need for the formulation of equal opportunity policies, provision of professional development and mentoring opportunities and the creation of a family-friendly working environment by providing programs, facilities, and services that respond to the needs of people with children where suggested.

From the recommendation it is clear that there are strategies that needs to be put in place to solve career entry barriers. A prerequisite to meet this is hard work, commitment, support structure and persistence.

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CHAPTER ONE

1. INTRODUCTION AND GENERAL ORIENTATION

1.1 Introduction

Higher Education Institutions are under increasing pressure to tackle issues around gender barriers affecting career-entry women in various positions. According to Morley, Gunawardena, Kwesiga, Lihamba, Odejide, Shacketon ,Sorhaindo, Osada, and da Conceição da Costa (2009), the National Plan for Higher Education (2001) drawn up by the Department of Education in South Africa in 2001 makes explicit comments on the under-representation of black and female staff in Higher Education within the country.

Conventional wisdom suggests that "barriers to entry", at different levels and in various guises, are preventing women from taking up leadership positions in greater numbers (Thompson, 2006). Thus, the study will investigate how career-entry barriers for women can be eliminated at the University of Limpopo. In order to develop a level ground on employment issues at various positions, the study will investigate how gender can be fostered at university so as to be in line with Millennium Development Goal 3 (MDG) that seeks to promote gender equality and empowering women. As Mutindi-Mumbua (2001) argues, "providing women with more education without changing the gender and power structures that reinforce and perpetuate gender inequities, will not facilitate their access to educational, employment level and political opportunities equal to those of their male counterparts".

The proposed study will focus on career-entry barriers for academics at the University of Limpopo as a case study.

1.2 Research problem statement

The proposed study will investigate career-entry barriers for women at the University of Limpopo and identify possible strategies that can be used to enhance women development. In most workplaces research has identified push and pull factors such as family demands, lack of advancement opportunities, social network, tie strength, unfavourable working conditions (e.g. unsupportive bosses, stress, and flexible working

hours) and structural barriers that cause them to opt out or leave the workforce (Stone, 2007).

However, a major reason is that, worldwide, women experience conflict between their domestic and professional roles. In South Africa, it is only recently that attention has been paid to problems faced by women in the workplace and management positions. Various initiatives and documents illustrate this point, such as the Constitution of the Republic of South Africa (1996), the National Women's Empowerment Policy (2001) and the Commission on Gender Equality (2001).

In the workplace, mentors are key multiplex relationships offering both instrumental and psychosocial support. Owing to structural constraints at the university, women are less likely than men to have multiplex relationships at work (Ibarra, 1995). In addition, since there are fewer women in positions of power, women need strong information ties with men (Ibarra, 1997) and integration into dominant coalitions of men (Brass, 1985) to get promoted.

Also considering the projected slowdown in labour force growth (Bureau of Labour Statistics, 2009) coupled with the growing dominance of a knowledge-based economy, retaining well-educated, qualified, and experienced employees is becoming a competitive necessity. At the University of Limpopo statistics shows that there are 66 qualified female professors and doctors as compared to 173 male professors and doctors (University, Integrated Tertiary Software, 2014).

The problem is important for research so as to avoid future barriers that could cause alienation, frustration, and marginalisation, of future career-entry women.

1.3 Motivation/rationale for the study

Studies on leaders or leadership theories in higher education have traditionally been focused on male subjects (Mark, 1981; Stokes, 1984; Bolman & Deal, 1992). When compared with their male counterparts, entry of female for various positions in higher education has received much less attention. As outstanding as they can be, successful career-entry for women stories are less documented, and their voices are less heard. Due to the continuous lack of knowledge about pioneering women in higher education, scholars have called for more studies focusing on women 's career-entry practices and

experiences so that not only new knowledge about women can be gained but also aspiring leaders can benefit from their success stories (Mark, 1981;   Bond, 2000; Munford & Rumball, 2000; Walton & McDade, 2001).

The study intends to investigate career-entry barriers for female professors at the University of Limpopo.This will provide new knowledge through initiatives to develop and enhance the skills of academics by introducing continuous development programmes and take off the faulty perceptions that women are less career orientated, less confident, and lack of assertiveness.

This study will assist to fill the gaps on mentors and role models for academics in higher education institutions as they are scarce. Reasons for the shortage of mentors include lack of women in top leadership positions, hesitation of male leaders to mentor women and lack of time and energy for mentoring (Anderson & Ramey, 1990).

1.4 Significance of the study

This study hopes not only to add value to the knowledge base about career-entry information but also intends to provide aspiring leaders with various practical alternatives for overcoming different obstacles in their career paths. The study will be useful to academic scholarship in the sense that it will contribute to knowledge, allowing future researchers pursuing research in related fields to use the study as their sense of inspiration.

It is hoped that all employees of the university will benefit from this study in order to create awareness on the need to promote educational and professional success of all people regardless of ethnicity and gender. This may also help employees realize their potential and contribute to the university's competitiveness in terms of gender equity.

Through this study the Department of Higher Education and the policy makers in Higher Education and in government will also benefit. This will be in the sense that the results of career entry barriers will be known to them, and such results will help them review their implementation of policies and practices. Changes to the institutional policies and structures will be firmly entrenched and endorsed, eliminating inappropriate discrimination and unfair practices, which have become a formidable obstacle for women's advancement.

1.5 Aim of the study

The aim of this study is to explore barriers affecting career-entry of female professors at the University of Limpopo. The study intends to identify gaps and challenges that require action in order to further improve and sustain careers-entry barriers for academics at the University of Limpopo and make recommendations with regards to the identified barriers.

1.6 Objectives

(i) To determine the barriers which affect career-entry of female professors at the University of Limpopo.

(ii) To identify the institutional policies and practices that govern recruitment, appointment and promotion of university personnel and how these, in turn, affect women's career entry   at the University of Limpopo.

 (iii) To recommend possible strategies and mechanisms to enhance career-entry prospects for female professors at the University of Limpopo.

1.7 Research questions

(i) What personal, institutional and societal barriers affect women participation in various positions at the University of Limpopo?

(ii) What policies govern recruitment, appointment and promotion of university employees, and how do the existing policies affect women's participation in university career-entry?

(iii) What possible strategies and mechanisms can be implemented in order to enhance career-entry prospects for female professors at the University of Limpopo?

1.8 Literature review

The study was guided by the feminist theory (Collins, 2000). It will offer an opportunity to critically explain gender barriers for female professors in career-entry at the University of Limpopo. The theory recognises the pervasive influence of gender divisions on social life and tries to understand women's oppression and the structures

in society that espouse this oppression and subordination. The feminist perspective, looking at the many similarities between the genders, concludes that women and men have equal potential for individual development. Differences in the realisation of that potential, therefore, must result from externally imposed constraints and from the influence of social institutions and values (Nzomo, 1995).

Career-entry barriers for women at university could be attributed to personal and professional (Smulders, 1998).

Personal barriers such as personality, attitudes and behavioural skills also play a role in career-entry development for women (Singh & Shahabudin, 2000).Personal barriers can be grouped into psychological and family-related barriers. Attributes of psychological barriers include low self-esteem and self-confidence, lack of motivation and ambition to accept challenges, low morale for leadership, being less assertive, less emotionally stable, and lacking ability to handle crises (Nzomo, 1995). Women lack the confidence or courage to apply for top positions with a fear that they will fail. Women must be urged to work hard and acquire academic credentials so as to be able to compete on par with men. Networking among women can also play a vital role to overcome the personal barriers.

Women in workplaces often encounter negative experiences at all levels, that is, structural, institutional, and societal levels. In this study, all such barriers will be described as "professional barriers".

Structural factors that negatively impact on women include male resistance to women in leadership positions, absence of policies and legislation to ensure equal participation of women, discriminatory appointment and promotion practices, and limited opportunities for gender mainstreaming (Smulders, 1998).

The fact that higher education is a very political environment with competing interests leaves career-entry women with no choice but to learn to be political (Bolman & Deal, 1997; Clemons, 1998; Gatteau, 2000). Political conflicts over positions, ranks, resources, influence, information, and alliances between men and women are often hidden, yet real. Commenting on this, Achola & Aseka (2001) argue that political

appointment violates the merit principle that is a cherished ideology that a university is an institution of higher learning.

The study intends to identify gaps and barriers that require action in order to further improve and sustain careers-entry barriers for female professors at the University of Limpopo and make recommendations with regards to identified barriers.

The study will also address the need to increase the engagement and capacity of females in various positions within the university and to enhance inter-disciplinary and trans-disciplinary knowledge production for female professors at the university with regard to gender and socio-cultural paradigms. Innovative approaches to personal and professional barriers for females will be identified at the university with regard to gender and socio-cultural paradigms.

1.9 Definition of concepts

1.9.1 Barrier

A barrier is any obstacle that prevents forward movement or any event or condition that makes career progress difficult (Brown & Barbosa, 2001).

1.9.2 Gender

Gender refers to the social roles and status difference between women and men in a society. These roles are determined by the social, cultural and economic organisations of a society and the prevailing religious, moral and legal norms. 'Sex' is a biological term while "gender" is a psychological and socio-cultural one (Anderson 1988).

1.9.3 Gender equality

Gender equality denotes women having the same opportunities in life as men, including the ability to participate in the public sphere (White Paper, 1997).

1.9.4 Women's empowerment

Women's empowerment, as argued by Oxaal & Baden (1997), has been viewed either as a process through which women gain power over men or as a process that enables women to gain access to decision-making processes and instance of power.

1.9.5 Career entry

Career entry describes an individuals' journey from low level through learning, work and other aspects of life undertaken for a significant period of a person's life and with opportunities for progress (Brown & Barbosa, 2001).

1.9.6 Career-entry barriers

Career-entry barriers are road blocks to career goals that occur in devastating states and arouse strong emotions and thoughts and it can stem from within the individual or external to the individual (Brown & Barbosa, 2001).

1.10 Choice and rationale of research design

Research design is basically a set of guidelines and instructions on how to reach a goal a researcher has set for him/herself (Auriacombe, 2006).The research design that is applicable for this study will be descriptive.

A quantitative research method will be used for this study. Quantitative methodology is associated with analytical research and its purpose is to arrive at a universal statement. Terre Blanche, Durrheim and Painter (2006) point out that quantitative methods begin with a series of predetermined categories, usually embodied in standardised measures and using these data to make broad and general comparisons.

The quantitative method was based primarily on confidentially structured questionnaire provided to 66 female professors and doctors.

1.11 Study area

The study area for this research will be the Faculties/Schools division in the University of Limpopo, Turfloop Campus.

1.12 Population

According to Babbie (2005), the population for a study is that group (usually of people) about whom we want to draw conclusions. It is not possible to study all the members of the population that interests us, and can never make every possible observation of them. With any survey, it is necessary to clearly define the target population, which can

be defined as, 'that group which constitutes the defined population from a statistical viewpoint'.

The university of Limpopo has a total population of 2446 employees (University Integrated Tertiary Software Database, 2014).The target population for this study will be female Professors and Doctors working at the academic division within the University of Limpopo, Turfloop Campus .

1.13 Sample, sampling methods and sample size

The sampling strategy involved in this study is purposive. The respondents will be selected purposively. Purposive sampling as indicated by Leedy and Ormrod, (2013) shows that people or other units are chosen for a particular purpose. In this case, the purpose is to investigate career-entry barriers affecting career-entry for female professors and doctors at the University of Limpopo.

In the University of Limpopo, females form 51 % of the total population (University Integrated Tertiary software, 2014).

Table 1.1: Gender statistics for academics at Turfloop Campus

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	1261	51.6	51.6	51.6
Male	1185	48.4	48.4	100.0
Total	2446	100.0	100.0	

Table 1.2: Female doctors and professors at the University of Limpopo

Title	Gender		Total
	Male	Female	
DR Turf loop	91	43	134
PROF Turfloop	82	23	105
Total	173	66	239

Note. Source: University of Limpopo (Integrated Tertiary System,   2014)

According to the above table, female professors and doctors are inadequately represented at the University of Limpopo. The statistics shows that females comprise 51%, of employees yet only fewer obtained the Associate Professorship or Professor level and doctoral status as compared to males. The research focus will be based on women professors and doctors at the Turfloop Campus.

A total of 66 participants (43 female professors and 23 female doctors) from the Turf loop campus will be involved in this study. The target population was specifically chosen in order to validate the research from a statistical perspective and to ensure that opinions are solicited from respondents who are affected by the career-entry barrier. Women professors and doctors will assist in shedding light on the barriers they encounter in their various positions.

1.14 Data collection

The researcher will first request for a permission from the Vice Chancellor and Principal of the university to conduct the research in the Institution and later make

appointments with the key informants for the interviews. The necessary documents (university magazines, bulletins, newsletters, policy statements and prospectuses) will also be accessed from the relevant offices.

The instruments that will be used in the collection of data include the following:

- **Self-administered questionnaire**

Self-administered questionnaire will be used for the purpose of this study. A total number of 66 questionnaires will be distributed to the target population. The use of self-administered questionnaires in the data collection process is critical, since it makes large samples feasible…and has an important strength with regard to measurement generally (Babbie, 2005).

1.15 Data analysis

According to Leedy and Ormrod (2014) data analysis in a case study involves the steps stipulated below:

i. Organisation of detail about the case – the specific facts about the case are arranged in a logical order.

ii.Categorisation of data – categories are identified to help cluster the data into meaningful groups.

iii. Interpretation of patterns – specific documents, occurrences, and other bits of data are examined for the specific meaning that they might have in relation to the case.

iv. Identification of patterns – the data and their interpretations are scrutinized for underlying themes and other patterns that characterize the case more broadly than a single piece of information can reveal.

v. Synthesis and generalization – conclusions are drawn that may have implication beyond the specific case that has been studied.

In this study, data analysis will follow a quantitative research analysis approach for data obtained through the questionnaires. Statistical Package for the Social Sciences (NVIVO) will be used to capture questionnaires that will produce data distribution into

tables, figures and frequencies. This will make analysis of data collected through questionnaires to be easy to derive meanings and interpretations from.

1.16 Validity and Reliability

Validity is the extent to which the instrument measures the attributes of a concept accurately. Reliability is the ability of the instrument (questionnaire) to measure the attributes of a concept or construct consistently (LoBiondo-Woods & Harber 2010: 286).

Before adopting the final version of the questionnaires to collect data, questionnaires will be piloted with colleagues to enable the researcher to review and make the necessary amendments to such questionnaires. Through pilot testing, the researcher will have an opportunity to assess the validity of the questions and reliability of the data that will be collected.

1.17 Ethical considerations

The researcher will take steps to safeguard the rights and interests of informants. A permission to conduct research will be sought and research will only commence upon receipt of the written approval from the university management.

Most ethical issues in research fall into one of four categories namely, protection from harm, informed consent, right to privacy, and honesty with professional colleagues (Leedy & Omrod, 2013:107-108):

1.17.1 Protection from harm: In cases where the nature of a study involves creating a small amount of psychological discomfort, participants, should know about it ahead of time, and any necessary debriefing or counselling should follow immediately after their participation. The researcher will assure the participants that the information that they will provide will solely be used for this research and that it will not be disclosed anywhere else where might jeopardise their employment (Leedy & Ormrod 2013: 104 – 109).

1.17.2 Informed consent: Participants should be told in advance about the nature of the study to be conducted, and be given the choice to withdraw from the study at any time, as participation the study should be strictly voluntary. An informed consent form that describes the nature of research as well the nature of the required participation will be presented to participants in the research study (Leedy & Ormrod, 2013: 104 – 109).

1.17.3 Right to privacy: Any research study should respect participants' right to privacy. In general, a researcher must keep the nature and quality of participants' performance strictly confidential. Participants will be informed that they will have the right to privacy in that no personal information of theirs will be disclosed throughout the study (Leedy & Ormrod, 2013: 104 – 109).

1.17.4 Honesty with professional colleagues: Researchers must report their findings in a complete and honest fashion, without misrepresenting what they have done or intentionally misleading others regarding the nature of their findings. Under no circumstances should a researcher fabricate data to support a particular conclusion, no matter how seemingly 'noble' that conclusion may be (Leedy & Ormrod, 2013: 104 – 109).

1.17.5 Anonymity and confidentiality

The clearest concern in the protection of the subject's interests and well-being is the protection of their identity, especially in survey research. Revealing their survey responses, will injure them in any way, so adherence to this norm is more important. (Malovha, 2012:12).

1.17.5.1 Anonymity

A respondent may be considered anonymous when the researcher cannot identify a given response with a given respondent (Malovha, 2012:12).

1.17.5.2 Confidentiality

In a confidential survey, the researcher can identify a given person's responses but essentially promises not to do so publicly (Malovha, 2012:12).

1.18 Conclusion

This chapter will outline the background, rationale for the study, which will form a basis of the understanding of the proposed research. Statement of the problem and an indication of the research question will be outlined together with the objective of the study.

1.19 Research Limitations

The researcher have come across the below limitations and will have to apply strategies to overcome the said anticipated limitations in order to proceed in conducting the research.

(i) Insufficient budgets

(ii) Time constraints

(iii) The participants' openness and willingness to disclose, reflect, and analyse different aspects of both their positive and negative experiences in the profession.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 Introduction

This chapter reviews the existing literature that presents the most authoritative scholarship on the research problem that the researcher identifies with and relevant to the research topic. Barriers which influence career-entry for females at professorship level are discussed in relation to the existing literature.

The study is guided by the feminist theory (Collins, 2000). It offers an opportunity to critically explain gender barriers for female professors in career-entry at the University of Limpopo. The theory recognizes the pervasive influence of gender divisions on social life and tries to understand women's oppression and the structures in society that espouse this oppression and subordination. The feminist perspective, looking at the many similarities between the genders, concludes that women and men have equal potential for individual development.

The first section focuses on the theoretical framework followed by the legal framework, international bodies and status of female professors Internationally, in South Africa as well as at the University of Limpopo. The next two parts covers personal barriers as well as professional barriers, possible strategies and mechanisms to enhance career-entry prospects for female professors at the University of Limpopo. A brief summary of the literature review on female professors concludes this chapter.

2.2 Theoretical framework

Over the last 40 years, perspectives on gender have been developed from gender-as-a-variable approach ("feminist empiricism") to gender-as-relation ("feminist standpoint theory") (Ahl, 2006). Feminist empiricism and feminist standpoint theory came to be criticised for being essentialist in character as they assumed that certain traits are unique to men and women, respectively. Furthermore, these approaches reinforced the sameness (empiricist feminism) or difference (feminist standpoint) between men and women, hence taking little account of within-sex variation.

In this study feminists advance three broad perspectives in trying to explain career

entry barriers of women at the university. The first perspective is personal barriers in which the paucity of women in different positions is attributed to the psychosocial attributes, including personality characteristics, attitudes and behavioral skills of women themselves. Among personal barriers are self-esteem and self-confidence, lack of motivation and ambition to accept challenges "to go up the ladder", women's low potential for leadership, less assertiveness, On the other hand, personal barriers such as, assertiveness, confidence, resourceful creativeness, loyalty and trustworthiness help women to ascend to senior management positions (Singh and Shahabudin 2000).

The structural or institutional barriers paradigm advances the view that it is the disadvantageous position of women in the organizational structure (few numbers, little power, limited access to resources) which shapes and defines the behaviour and positions of women. The underlying premise of this perspective is that men and women are equally capable of and committed to assuming positions of leadership. The structural factors that affect women negatively include: absence of policies and legislations to ensure participation of women; and limited opportunities for leadership training and for demonstrating competence as a result of power structure in the work place (Bond 1996). Structural barriers affecting the participation of women positively include the presence of organizational guidance, good mentoring systems, proper staff development programs for women, transparent appointment and promotion procedures, support services for women and flexible work schedules.

The last perspective is the one advanced by Smulders (1998). She explores the cultural barriers which link gender factors and organizational structure factors. Her analysis is concerned with the social construction of gender and the assignment of specific roles, responsibilities and expectations to women and men. "The gender-based roles, irrelevant to the work place, are carried into the work place and kept in place because the actors involved, both dominant and subordinate, subscribe to social and organization reality" (Smulders ,1998). The cultural barriers leads to stereotypical views about women's abilities within the cultural context. The view that top management positions are only suitable for men relegates women to secondary

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roles. The emphasis is placed on women's role as mothers, caregivers and nurturers.

These three broad perspectives guided the present study to explore the career entry barriers for women at the University of Limpopo.

2.2.1 Gender equity

Gender equity is a set of actions, attitudes and assumptions that provide opportunities and create expectations about individuals. (South African Commission for Gender Equality report, 2010). Gender equity means fairness of treatment for men and women according to their respective needs. It does not mean that women and men should become the same, but rather their rights, opportunities and responsibilities should not depend on their gender. The South African Gender Equity Policy is premised on an unequal playing field determined by the history of colonialism and racial discrimination that determined women's social status. It offers a framework for educational reform in which all females and males receive equitable treatment and achieve equitable outcomes which is not the case in the University of Limpopo.

At the University of Limpopo, women in leadership and decision-making positions only constitute 2% of the total population which is nowhere near parity (University of Limpopo Integrated Tertiary Software, February 2014). At the British Council's Going Global Conference in Dubai (2013), an international grouping of senior women called for equality to be made a key performance indicator in quality audits of higher education institutions.

2.2.2 Gender equality

Momsen (2004: 26) states that "gender equality does not necessarily mean equal numbers of men and women in all activities, nor does it mean treating them the same way. It means equality of opportunity and a society in which women and men are able to lead equally fulfilling lives. Sen (2001) further defined gender inequality as "not one homogeneous phenomenon, but a collection of disparate and interlinked problems".

Formal equality often ignores the more concrete experiences of inequality and may exclude the sectors of the population that have been discriminated against in terms of access, skills and training and work experience (Smulyan, 2000). To illustrate, even

when women enter management positions, because of the structural and social environment that marginalizes them, it would be difficult for them to challenge discrimination. As observed by Chisholm (2001), this in turn, may lead to their quick entry into and equally quick departure from management positions due to lack of support in performing management functions. In addition, formal equality expressed in South African gender equity policies ignores the roots of inequity by assuming that expressing the ideal of equal rights and equal treatment would automatically put more women in positions of power, which in turn would automatically get rid of gender-discriminative practices in organizations.(south African Gender Equity report,2010)

2.2.3 Gender mainstreaming

Gender mainstreaming means the process of identifying gender gaps and making women's, men's, girls', and boys' concerns and experiences integral to the design, implementation, monitoring and evaluation of policies and programmes in all sectors of life to ensure that they benefit equally (The South African Commission for Gender Equality report , 2010).

 In this study, gender mainstreaming means that the integration of gender considerations by all managers into all policies, structures, systems and processes should be done in relation to both male and female in the university. Since the university has fewer women in the top management, they might not be involved in the policy decision making process. The fewer the women at the top table, the idea goes, the lower down the league tables a university would slide. Steps to ensure that decisions and activities of the designated public body or designated private body at the university should be preceded by a gender equality analysis. (The South African Commission for Gender Equality report, 2010).

2.2.4 Gender discrimination

Gender discrimination means any distinction, exclusion or restriction made on the basis of gender and sex which has the effect or purpose of impairing or nullifying the equal recognition, enjoyment or exercise by a person of her or his human rights and fundamental freedoms in any spheres of life (South African Commission for Gender

Equality Report, 2010).

In regions which seem to show less discrimination against women academics with ambitions to progress, a range of factors come into play. Sometimes those factors are not particularly positive: in the Philippines and Sri Lanka, Morley (2000) explains that female academics have been able to rise up the career ladder because the profession is not perceived as desirable, prestigious, or sufficiently well-remunerated by men. The University of Limpopo is an Equal Opportunity and Affirmative Action Employer so,the institution's entry maybe be attributed also to women's own decision not to apply for promotion in education for a variety of reasons, such as lack of necessary aspirations, lack of awareness of the promotion system and a lack of confidence that they will succeed, gender-based socialisation, fear of failure, and lack of competitiveness (Coffey and Delamont, 2000).

The next section discusses the legal framework in South Africa which aims to promote women's rights.

2.3 Legal Frameworks

2.3.1 South African constitution (1996)

Under section 1 of the Constitution, the founding values of the democratic state of the Republic of South Africa are human dignity, the achievement of equality and the advancement of human rights and freedoms, non-racialism and non-sexism. Section 2 of the Constitution provides that obligations imposed by the Constitution as the supreme law of the Republic must be fulfilled.

Based on section 9 of the Constitution and with reference to sections 25(1)(c)(ii), and 28 of the Promotion of Equality and Prevention of Unfair Discrimination Act, 2000 (Act No. 4 of 2000) (the date of commencement which still needs to be proclaimed), read with section 2 of that Act, where the bill seeks to establish a legislative framework to provide the Minister of Women, Children and People with Disabilities (the ''Minister''), with the necessary governance authority to monitor, review and oversee gender mainstreaming, the promotion of women empowerment and equal representation and meaningful participation of women in all decision-making positions and structure.

2.3.2 Employment Equity Act 55 (1998)

The purpose of this Act is to achieve equity in the workplace by promoting equal opportunities and fair treatment in employment, through the elimination of unfair discrimination; implementing affirmative action measures to redress the imbalances in employment experienced by the designated groups, so as to ensure their equitable representation in all occupational categories and levels in the workplace (Paragraph (b) amended by section 2 of Act No. 47 of 2013). The procedure contained herein intends to ensure that institutions recruit the best people for the job-enshrined principles, thus ensuring equal treatment for both women and men. In an attempt to ensure equitable representation of people from designated groups, the Act calls for 'annual equity plans' negotiated between employers and employees. These plans are to outline steps to minimize discrimination and enhance representation, and a "series of monitoring and evaluation mechanisms' to ensure progress. It also calls for the 'analysis of employment policies practices and procedures" in order to identify employment barriers (and progression), which adversely affect career-entry for women. (South African Gender Equity report, 2010).

The University of Limpopo is an Equal Opportunity and Affirmative Action Employer. However, while the EEA promotes the general advancement of women, it does not ensure that they have both the skills and experience required for male-dominated positions, as well as the opportunity to fill these jobs. Education and training are important at the personal level in preparation for higher positions, but they alone do not guarantee equal opportunity with regard to access to historically male-dominated jobs.

2.3.3 Promotion of equality and prevention of unfair discrimination Act 4 (2000)

Section 9(3) and (4) of the Constitution prohibit unfair discrimination by the State or another person against anyone on the ground of gender, race and other factors. Based on section 9(3) and (4) of the Constitution, legislation such as the Promotion of Equality and Prevention of Unfair Discrimination Act, 2000 (Act No. 4 of 2000), the Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997), the Employment Equity Act, 1998 (Act No. 55 of 1998), and the Preferential Procurement Policy Framework Act, 2000 (Act No. 4 of 2000), seek to prevent and prohibit unfair discrimination on the basis

of, inter alia, race, class, gender and people with disabilities to promote equality.

Vacancies at various levels are not restricted, they are open to anybody. Although South Africa is advancing towards a 50/50 gender composition in government and higher institutions. The target is not yet reached at the university of Limpopo. Policies to ensure 50/50 gender composition on employment are not yet implemented.

2.3.4 Gender Equality Bill Act 75 (2013)

The Gender Equality Bill, 2013 was formulated by the Department of Women, Children and People with Disabilities (the ''DWCPD''), to promote equality perspectives in relation to women and to identify and prevent discrimination against women on the basis of gender and race.

The aim of this act is to introduce measures and targets to strengthen existing legislation on the promotion of women empowerment and gender equality. The proposed legislation carries forward the constitutional vision of equality by requiring the development and implementation of plans and measures to redress gender imbalances and to submit those plans and measures to the Minister for consideration, evaluation and guidance.In this study the population comprises of more males than females in the decision making structures which already shows that there is a need for gender mainstreaming.

The next section focuses on the international bodies followed by the status of female professors internationally, nationally and as well as locally at the University of Limpopo

2.4 International Bodies

2.4.1 The Convention on the Elimination of all forms of Discrimination Against Women (December 1979)

The Convention on the Elimination of all forms of Discrimination Against Women adopted in 1979 by the UN General Assembly, is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination (South African Gender Commission Report, 2010).

The Convention defines discrimination against women as "...any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field " (South African Gender Commission report, 2010).

According to the South African Gender Commission Report (2010), South Africa became a signatory to the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) in 1993 and ratified in 1995. The commission reports that a relative amount of work has been conducted to adhere to the commitment to CEDAW. The Employment Equity Act number 55 of 1998 was promulgated in the light of this declaration. The first South African CEDAW country report was submitted in February 1998. The Young Women Council (2011), reports that South Africa presented its recent report to the Committee on the Elimination of Discrimination Against Women in Kenya on 21st January 2011. This committee is made up of 23 experts on women's issues from different UN member states. It meets twice a year to review reports on compliance with the Convention's provisions that the signatory nations are required to submit every four years. The Committee commended the delegation on their report and acknowledged that the legal framework was progressive and ensured the protection of women rights. The committee also recognised the newly published Gender Equality Bill, where the definition of discrimination is directly extracted from Article 1 of CEDAW. The CEDAW committee was, however, concerned that South Africa is still plagued by a high level of sexual abuse, and religious & cultural practices that lead to discrimination of women.(South African Gender Commission report ,2010)

The Convention explicitly acknowledges that "extensive discrimination against women continues to exist", and emphasises that such discrimination "violates the principles of equality of rights and respect for human dignity". As defined, discrimination is understood as "any distinction, exclusion or restriction made on the basis of sex...in the political, economic, social, cultural, civil or any other field". The Convention gives positive affirmation to the principle of equality by requiring States parties to take "all appropriate measures, including legislation, to ensure the full development and

advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men. (South African Gender Commission report , 2010)

2.4.2 Beijing Declaration and Platform for Action (September 1995)

The Beijing Declaration and Platform for Action was a result of the document of the Fourth World Women's Conference in Beijing (1995). Beijing Declaration and Platform for Action acknowledge the voices of all women everywhere and takes note of the diversity of women and their roles and circumstances, honouring the women who paved the way and inspired by the hope present in the world's youth, recognise that the status of women has advanced in some important respects in the past decade but that progress has been uneven, inequalities between women and men have persisted and major obstacles remain, with serious consequences for the well-being of all people (Beijing Declaration and Platform for Action Act of September 1995).

The South African Commission for Gender Equality (2010) gives a report on South African compliance on the Declaration and progress made in the implementation at national level. According to the report, there is an area of concern in relation to the Beijing declaration Act. Inequality between men and women in the sharing of power and decision making at all levels is not yet implemented fully. Men still hold higher positions in the majority of institutions and South Africa still has to reach the 50/50 representation in parliament and higher institutions as per SADC protocol. Although South Africa is advancing towards a 50/50 gender composition in government, the target is not yet reached. There is a setback in that there are now 41% female government ministers as compared to 42% in the previous administration, and 39% female Deputy Ministers as compared to 60% in the previous administration (South Africa's report on compliance with the Beijing Declaration and Platform for Action, 2010). The appointment of a male Deputy President and a male Speaker of Parliament is a setback to the previous achievement of such posts being held by females whereas the reduction of female judges of the constitutional court is also a setback. There is a challenge in the Western Cape Members of Executive Committee (MECs) gender composition. The MECs are all male which is a setback in advancement of a 50/50 composition in government (South Africa's report on compliance with the Beijing

Declaration and Platform for Action, 2010). South Africa has achieved notable progress in the implementation of the Beijing Declaration and Platform for Action. It has adopted a National Policy Framework to address gender mainstreaming in all Government Departments and Higher Education. The South African Constitution has an equality clause which has seen an improvement in political representation in women's favour as the quota system ensures that more women occupy political offices. The numbers are encouraging in terms of women to men in parliament and provincial governments. In terms of women and decision making, there is a lot of improvement as more women hold higher positions such as Ministers, and continue to play key roles in the economy.

At the University of Limpopo, inequality between men and women in the sharing of power and decision making at all levels advancing towards a 50/50 gender is not yet met. The quota system that ensures that more women gain power equal to that of men has not yet been achieved. At the upper echelon, there are only two female Deans from two Faculties while the rest of the positions are held by males (University of Limpopo Integrated Tertiary Software Statistics, 2014)

2.4.3 The Millennium Declaration and Development Goals (September 2000)

The Millennium Development Goals (MDG's) were born from the Millennium Declaration which was a global consensus reached by 189 member states of the United Nations in year 2000 (Waldorf, 2002). The document further reports that in this declaration, these nations together undertook to advance a global vision for improving among others, the condition of humanity throughout the world in areas of development and poverty eradication.

 The Millennium Declaration and Development Goals recognise separate responsibilities to individual societies, which is a collective responsibility to uphold the principles of human dignity, equality and equity at the global level. Leaders have a duty therefore to all the world's people, especially the most vulnerable and, in particular, the women. No individual and no nation must be denied the opportunity to benefit from development. The equal rights and opportunities of women and men must be assured (The Millennium Declaration and Development Goals Act of September 2000 section).

The Millennium Development Goals were not the first initiative by the United Nations

that attends to gender issues. Former initiatives that have influenced MDG three include the Convention on the Elimination of all forms of Discrimination (CEDAW) and the Beijing Fourth World Conference that sought to ensure commitment of nations to gender equality. UNIFEM views the MDGs as not a brand new agenda for promotion of gender equality but as a new vehicle for implementation of the Beijing Fourth World Conference and CEDAW (Waldorf, 2002). In his paper on Work-family conflict and Gender Equality in South Africa, Mokomane (2009:3) writes about changes in the labour market and state that "historically, South African women have found themselves subject to various kinds of discriminatory behaviour, attitudes and policies, whether intended or unintended, which have hampered their full integration into the labour market."

A member state in the United Nations, South Africa is therefore also a signatory in the Millennium Declaration. It is of importance to emphasise the implications of effective implementation of goal three from other goals as stated in the South African MDGs report (2010: 14) that "Promoting gender equality and empowering women is clearly embedded in the millennium declaration, and is one of the eight MDGs. According to the South African 2010 Millennium Development Goals report, gender equality is a constitutional imperative in the country. The achievement of gender equality and women's empowerment is further supported by a framework of policies and mechanisms that include a National Gender Policy Framework and the Ministry for Women, Children and People with disabilities (South African Millennium Development Goals Report, 2010).

At the University of Limpopo inequality between men and women at all levels advancing towards a 50/50 gender is not yet met. Barriers that negatively impact on women include: male resistance to women in leadership positions, include lack of work-related assistance, role models and mentors, unequal job assignments and marginalisation, positions, earnings, absence of policies and legislation to ensure equal participation of women. Active involvement in professional development programme can be used by female professors to overcome career entry barriers. Scholars such as Chamberlain (2001) and Weisman (2002) have reflected on the progression of academic and administrative leaders in higher education and recognised the important

contributions made by professional associations and women's organizations as well.

2.4.4 The Solemn Declaration on Gender Equality in Africa (July 2004)

The Solemn Declaration on Gender Equality in Africa ensures the full and effective participation and representation of women in peace processes including the prevention, resolution, management of conflicts and post-conflict reconstruction in Africa as stipulated in UN Resolution 1325 (2000) and also appointment of women as special envoys and special representatives of the African Union. It also ensures the active promotion and protection of all human rights for women and girls including the right to development by raising awareness or by legislation where necessary and expand and promote the gender parity principle at national and local levels.(report being submitted pursuant to the obligation under Article 13 of the Solemn Declaration on Gender Equality in Africa (SDGEA))

Many African countries have adopted the quota system as part of their strategy to increase the number of women in politics and decision-making at the national level. A few countries, notably Mozambique, South Africa and Rwanda, have made some strides towards implementing the parity principle especially at the level of national legislatures. In 2006, the South African cabinet adopted a target of 50% representation of women at all levels of decision-making in all spheres of government. The representation of women in political and decision making positions in South Africa exceeds the initial 30% quota of SADC and is on track towards achieving the 50% target of the African Union as illustrated in the table below.

Table 2.1: Au commission chairperson's 2nd progress report on the implementation of the Solemn Declaration on Gender equality in Africa

	Cabinet Ministers	Deputy Ministers	Women MPs in National Assembly	Women MPs in National Council of Provinces	Women Premiers in Provinces	Women MPs in Provincial Legislatures	Women MECs in Provinces
Number of women	12	9	128	20	4	139	29
Number of Men	16	12	264	34	5	277	61
Total Number	28	21	392	54	9	416	90
Percentage of women	42.8%	42.85%	32.65%	37.04%	44.44%	33.4%	32.2%

Source: Au commission chairperson's 2nd progress report on the implementation of the Solemn Declaration on Gender equality in Africa

While the levels of women in national legislatures have been increasing, there is a slow increase at other decision-making levels such as cabinet, civil service, institutions of higher learning and foreign postings.

2.4.5 The SADC Protocol on Gender and Development (August 2008)

The SADC Heads of States adopted the Protocol on 17 August 2008 in Sandton, Gauteng, South Africa. It encompassed commitments made in all regional, global and continental instruments for achieving gender equality and enhanced these instruments by addressing gaps and setting specific, measurable targets where these did not exist. The Protocol emerged out of the SADC Declaration on Gender and Development which had been signed about a decade ago, in 1997. It set out 28 substantive targets for achieving gender equality by 2015. It would place SADC member countries in a position of innovation with global and continental commitments, and laid the basis for mainstreaming of gender in future SADC protocols and policies. It included clear and comprehensive mechanisms for monitoring and evaluation, thereby ensuring accountability. Thirteen of the fifteen Member states had adopted the Protocol in 2008. The member States of SADC are Angola, Botswana, Democratic Republic of the Congo, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe. Botswana and Mauritius did not sign it.

However, only seven countries had ratified and deposited the instrument with the SADC Secretariat. (The South African SADC Protocol on Gender and Development report, 2014)

In South Africa, various policies and programs are in place to ensure compliance with the protocol. It was necessary to consider whether the protocol and constitution were in line. The constitution had several provisions, which were briefly outlined, in respect of non-discrimination, and gender equality, and affirmative action, but had no claw-back clauses, although sections 15 and 30 dealt with possible conflicts between the constitution, law and practice. The protocol also covered representation of women in all areas of decision making, both public and private. In South Africa, the proposed Women Empowerment and Gender Equality Bill would ensure implementation and compliance with policies. The protocol aims to provide for the empowerment of women, to eliminate discrimination and achieve gender equality by encouraging and harmonizing the development and implementation of gender responsive legislation, policies and programs and projects. It is also a tool used to set realistic, measurable targets, time frames and indicators for achieving gender equality and equity and monitor and evaluate the progress made by member states thereof (South African SADC Protocol on Gender and Development Report, 2014).

At the University of Limpopo a lot more has to be done towards empowering women economically, socially and politically. Women need to be given the means to be masters of their own destinies at all levels as the majority of them are still facing cultural and social obstacles.

2.4.4 The 56th session of the commission on the status of women (2015)

This commission is one of several subsidiary bodies established under the Economic and Social Council pursuant to Article 68 of the Charter of the United Nations (1945), which allows the Economic and Social Council to establish commissions to work on specific social and economic issues. From its inception, Status of Women was visualized as a body that would provide information and recommendations for promoting and protecting women's rights across to the Economic and Social Council and to the international community as a whole. This vision has been realised on several

occasions, including in the consultations leading up to the adoption of the Universal Declaration of Human Rights (1948), and over several decades in the broader, global conversation on the changing role of women in public and private life (56th Session of the Commission on the Status of Women Report, 2014).

2.5 Academic institutions and representation of female professors internationally

Research conducted in Turkey showed that women do not apply to be principals, even when they are as well qualified as the male applicants, because they have negative self-perceptions and lack confidence in their qualifications and experience (Turan & Ebiclioglu, 2002). Turkish women do not desire various positions that mean long working hours and difficult conditions, while their husbands' resistance obviated any career advancement (Celikten, 2005). One important barrier to women's career advancement in Turkey is the conflict between career and family roles, especially at the assistant professorship stage (Ozkanli & Korkmaz, 2000).

In the US, the Civil Rights Act of 1964 increased the proportion of female professors in non-traditional (male-dominated) occupations, thus raising the overall number of women managers. However, women's progress into top-level positions has been quite slow (Nelson and Michie, 2004).According to Wilson (2004), women in the UK face inequality in the labour force and still lag behind men in terms of income.

Similarly in China, equality remains an elusive ideal and women still face considerable challenges in climbing up the managerial ladder (Cooke, 2004). Chinese women make up 47 percent of the labour force, but only few play a part in management (Cooke, 2004). Moreover, even though women find the right track to a management career in China, they still fail to be promoted as quickly or as frequently as men (Cooke Fang, 2004).

2.6 Academic institutions and representation of female professors in South Africa

It is widely recognised that South African higher education institutions - and indeed higher education institutions in the rest of Africa and elsewhere - are increasingly challenged to recruit and retain adequate numbers of academics and researchers to

constitute the next generation of academics (Altbach, 2009). The 'Next Generation', in contrast with a 'new generation', refers to individuals who are currently not academics or on a trajectory towards a career in academia.

Twenty years into our democratic dispensation, South African academics are still predominantly male and white. In 1994, academics at South African universities were overwhelmingly white (83%) and male (69%) (Council on Higher Education, 2004:62). Although black South Africans (African, Coloured and Indian) constituted some 89% of the population, they comprised only 17% of academics at South African universities. The under-representation of Africans was especially severe: although comprising almost 80% of the population, they constituted only 10% of the academic work force. Similarly, while women made up just over 50% of the population, they comprised only 431 professors and 595 associate professors as compared to men at the academic work force of South African universities (Department of Education HEMIS, 2011).The below age profile of female professor's points to another key dimension of the challenge of producing a next generation of academics.

Table 2.2: Permanent academic staff from Professor to Junior Lecturer, at all South African Universities by rank, age and gender

Age	Professor		Associate Prof		Sen lecturer		Lecturer		Jnr lecturer	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
Under 25	0	0	0	1	4	2	32	21	42	16
25 - 34	9	14	25	44	271	283	1,009	889	222	188
35 - 44	68	184	163	263	632	743	1,203	1,183	117	148
45 - 54	219	579	263	508	572	850	882	748	77	47
55 - 59	82	458	102	250	212	336	246	235	22	15
60 - 62	40	257	29	88	70	130	47	70	4	5
63 - 65	11	114	12	34	29	42	20	29	3	0
66 - 69	2	10	0	1	1	8	6	4	0	0
Over 70	0	1	1	0	0	2	0	2	0	0
Total	431	1,617	595	1,189	1,791	2,396	3,445	3,181	487	419
Total M + F		2,048		1,784		4,187		6,626		906

Source: Department of Education HEMIS (2011)

On the basis of the current retirement age of 65, in less than a decade over 3 000 or approximately one fifth of permanent instruction staff will retire and need to be replaced. Of these 32% (975) are professors and 17% are associate professors, which means that the country is soon to lose almost half of its most experienced and highly qualified academics.

Apart from retirees needing to be replaced, it is also necessary to take into account the additional academics that will be required if the university system expands, as envisaged by the 2001 National Plan for Higher Education, from the current gross participation rate of 16% to that of 20% by 2011 or 2016 at the latest (MoE, 2001, Scott, 2007:10).

2.7 The status of female professors at the University of Limpopo

At the University of Limpopo statistics shows that there are 66 qualified female professors and doctors as compared to 173 male professors and doctors (University, Integrated Tertiary Software, 2014).see table 1.2 on pg 9

Since work has traditionally been the centre of men's lives (Kimmel, 2004), women who are trying to expand their boundaries by working in historically "men's fields" will be perceived as a threat to men and, thus, will face more scrutiny and resistance.

As long as the traditional values and belief systems about men's and women's places as well as roles in the society remain unchanged, men and women will continue to have gendered experiences in higher education and in the workplace. Unless leaders of higher education institutions purposefully aim at re-examining the academy's conventional male practices and standards together with society's gendered views about women and men, women in the profession will continue to be haunted by numerous societal, institutional, interpersonal, and personal barriers to success.

Much research has documented the challenges women face in their careers and the slow rate of change (Burke & Mattis, 2005; Vinnicombe & Bank, 2003). The number of women in top management positions remains very low (Burke & Vinnicombe, 2006) and the glass ceiling still exists, although in most cases it is now positioned at a higher level in the organizational hierarchy (Altman ,Simpson, Baruch & Burke, 2005).

2.8 Barriers to career- entry for women in academia

Career-entry barriers for women at a university could be attributed to personal and professional issues (Smulders, 1998). The next section discusses these barriers in detail.

2.8.1 Personal barriers

Personal barriers such as personality, attitudes and behavioural skills also play a role in the career-entry for women (Singh & Shahabudin, 2000). Personal barriers can be grouped into psychological and family-related barriers.

2.8.1.1 Psychological barriers

Attributes of psychological barriers include low self-esteem and self-confidence, self-limitation and lack of motivation, ambition to accept challenges, low morale for leadership, being less assertive, less emotionally stable, fear of failure and lacking ability to handle crises (Nzomo, 1995).

For women to survive and thrive in the traditional male field of higher education, they must first prepare themselves at the personal level. Traditionally, "being a man" requires assertion, separation, control of the environment, competition, and rationality, while "being a woman" demands meekness, connection, cooperation, compassion, and sensitivity (Kimmel, 2004). While being able to compete and control are not only common but also important for men, women usually feel less comfortable with competition and separation. Harter (1993), for instance, contended that women have more difficulty developing self-confidence and leadership tone, focusing on the big picture instead of the details, and getting ready for ongoing planning and negotiation.

Women lack the confidence or courage to apply for various positions with a fear that they will fail. They must be urged to work hard and acquire academic credentials so as to be able to compete on par with men. A few scholars have argued that women's low confidence and self-esteem with respect to their career capabilities are likely to stunt women's career advancement. Many women are uncomfortable working in organisations because they feel the pressure to adopt behaviours that run coun to their values (van Vianen & Fischer, 2002).

The study further shows that women were disillusioned by behaviours they described as aggressive, territorial, political, and status-conscious. These behaviours are diametrically opposed to the relational values that most women hold which favour openness, consensus, collaboration and equality.

2.8.1.2 Family related barriers

It is likely that one of the major factors affecting the differences between male and female's career experiences is family responsibilities (Coleman, 2002). For some scholars, the major barrier to women's advancement refers to the family responsibilities that the majority of women hold (Celikten, 2005).

Although women today can pursue their own careers, they are still expected to put their families first because no matter how good they are in the workplace, home is still "their" primary job (Kimmel, 2004). In fact, intelligent and successful wives today are often perceived more as a threat than a blessing. Moreover, as part of the socialisation process, women generally feel obligated to assume more family responsibilities than men. For women who want both a career and a family, balancing these two priorities becomes their biggest personal challenge (Harris, Lowery, & Arnold, 2002; Rosynsky, 2002; Wilking, 2001).

Some academic women reported that increasing demands of family roles often tend to reduce work performance. Moreover, women made decisions not to compete for senior management positions because of family responsibilities. For increasing women's belief and confidence in their abilities, women were found to need moral support and a sense of trust from their families, as well as extensive mass educational programmes coupled with conscious efforts to change traditional values (Handelman, 2000). These findings are consistent with reports on African-American women administrators indicating that family, culture and spiritual experiences in their childhood positively influenced their advancement (Bloom & Erlandson, 2003). Mother support was found to help successful women overcome these kinds of barriers in England (Coleman, 2002).

Despite the growing call by scholars to consider the embeddedness of social behaviour, the network influence of female workforce participation has rarely been examined (Charles, 2001). Incorporating a social network perspective is especially

important for understanding women's career development since women make career decisions with an awareness of the larger networks of relationships surrounding them (Mainiero & Sullivan, 2006). Through social interaction and internalisation of collective values, meanings, and standards, one comes to see oneself through the eyes of others and constructs a more or less stable sense of self (Ashforth, 2001). The mechanism used by social network theorists to explain the influence of close relationships is cohesion. Cohesion focuses on the direct connection between an individual and others, viewing ties among these individuals as pipes transferring flows of information and resources (Borgatti & Foster, 2003). In the context of this research, the people to whom a woman is directly connected (e.g. social network ties such as family, friends, organisational and occupational colleagues) influence her identity by providing important feedback regarding acceptable or normative career behaviours. Other strategies such as making female career interests known to well-established male and female colleagues, developing new contacts and seeking public-speaking opportunities can help them to overcome career entry barriers. Carrington & Pratt (2003) argue that nurturing children can be an additional barrier for women and each undermines their competitiveness in promotion and slows down their careers.

Consequently, Tsoka's study should be seen as one of the trail-blazers in South Africa, because even now it is still alleged that "society has different rules for women and men" (Ramagoshi, 2001:18). Unfairness still takes place despite the view that, "social equality is one feasible organising principle for shaping the quality of life and circumstances of living of individuals and groups in society, as well as for structuring all human relations".

2.8.2 Professional barriers

Women in workplaces often experience negative experiences at all levels, that is, structural, political, and cultural levels. In this study, all such barriers will be described as "professional barriers."

2.8.2.1. Structural barriers

Structural barriers that negatively impact on women include: male resistance to women in leadership positions, lack of work-related assistance, role models and mentors,

unequal job assignment and marginalization, positions, earnings, absence of policies and legislation to ensure equal participation of women and limited opportunities for gender mainstreaming (Smulders, 1998).

According to Henry and Glenn (2009) women continue to suffer ostracism from their colleagues and supervisors. (Patitu & Hinton 2003) also revealed similar patterns of isolation among the black women faculty and administrators. In their study, they reported that women experienced marginalisation and lack of support from both their peers and managers. This is in addition to the phenomenon observed by Ismail (2011) who presents data to show how many black and female staff are employed at the lower ranks in both academic and administrative posts.

Career-entry maybe be attributed also to women's own decision not to apply for promotion in education for a variety of reasons, such as lack of necessary aspirations, lack of awareness of the promotion system and a lack of confidence that they will succeed, gender-based socialisation, fear of failure, and lack of competitiveness (Coffey & Delamont, 2000). Active involvement in professional development programme can be used by female professors to overcome career-entry barriers. As scholars (Chamberlain, 2001; Weisman, 2002) reflected on the progression of academic and administrative leaders in higher education, they recognised the important contributions made by professional associations and women's organisations as well.

Networking has proved to be another popular strategy used by female leaders to connect to those in power. Rosynsky's (2002) study of four women college presidents documented the importance of using networking as an effective strategy for advancement in academia.

In the workplace, mentors are key multiplex relationships offering both instrumental and psycho-social support. Owing to structural constraints at the university, women are less likely than men to have multiplex relationships at work (Ibarra, 1995). In addition, since there are fewer women in positions of power, women need strong information ties with men (Ibarra, 1997) and integration into dominant coalitions of men (Brass, 1985) to get promoted. Women in Cross and Linehan's (2006) study reported the lack of access to informal male networks to be a significant barrier for women in reaching senior

management positions.

Mentors can be men, women, colleagues, partners, parents, or supervisors. In Warner and DeFleur's (1993) essay, working with male mentors or sponsors was suggested as one way for women to make themselves known in the "old boy's network" so they can advance. Clearly, mentors provide priceless advice on how to fit in the system, how to develop linkages with others, and how to acquire needed resources (Rosynsky, 2002). Role models are important because they inspire women to persevere by demonstrating that attaining certain levels of success is possible. Unfortunately, there are so few women at the top of organisations that female role models are hard to find (Singh , 2006)

Women who hold policy-making positions in an institution of higher education generally are required by society to be model mothers and spouses, concerned citizens involved in civic activities, good teachers, authors of renown, and exceptional managers" (Villadsen & Tack, 1986).

Decisions about various positions tend to be less structured and systematic and are often based on subjective criteria which can lead to more biased decisions (Burke & Vinnicombe, 2006). The use of such criteria can lead to male candidates being favoured over female candidates (Cross & Linehan, 2006), because, although gender stereotyping for managers does appear to be declining, there is still a preference for managers with masculine characteristics (Powell, 2002; Vinnicombe & Singh, 2002).

Another study found that social capital was more important to women's advancement to upper levels of careers than was human capital (Terjesen, 2005). It is in the best interest of organisations to try to prevent women from feeling the need to leave by offering more flexible schedules, reduced load options, job sharing, and part-time positions. Attitudes must also change so that there is no stigmatisation attached to using alternative work arrangements, or are there career penalties. Life-track thinking must become a part of organisational values and norms (Mainiero & Sullivan, 2006).

2.8.2.2 Cultural barriers

In addition to visible structural barriers, female professors experienced more intangible

cultural bias in the workplace. Socio-cultural barriers such as gender stereotypes, negative attitudes about women in leadership positions, or an inhospitable organisational climate are often products of the widely accepted traditional ideas about men, women and leadership.

A major obstacle to women's access to various positions refers to the cultural and social structure that bifurcates the society into male and female arenas. Entrenched norms inscribed in the culture of many developing countries (such as, Turkey, China and Islamic countries) attribute certain tasks and spheres of responsibility to each gender, assuming that one must behave in accordance with the social expectations of one's gender (Celikten & Sidani, 2005). Otherwise they are susceptible to various social sanctions, such as reduced chances to marry (Cubillo & Brown, 2003).

2.8.2.3. Political barriers

The last category of barriers emerged from the struggle over power and status between men and women. Political conflicts over positions, ranks, resources, influence, information, and alliances between men and women are often hidden, yet real. Commenting on this, Achola and Aseka (2001) argue that political appointment violates the merit principle that is a cherished ideology that a university is an institution of higher learning.

The fact that higher education is a very political environment with competing interests leaves career-entry women with no choice but to learn to be political (Bolman & Deal, 1997; Clemons, 1998; Gatteau, 2000). Nevertheless, some scholars argued about the unfairness of female professors being forced to "react" to the male-dominated cultural and political environment (Carli & Eagly, 2001; Yoder, 2001).

2.9 Barriers to career- entry for female professors in academia

Apart from the fact that female professors bring demographic diversity to the workplace, they bring diverse perspectives creating an environment that reflects society as a whole (Oldfield, Candler, & Johnson III, 2006). Cultural scripts identify feminine attributes as contributing to ineffective leadership (Curry, 2000).

Female professors may also feel uncomfortable in corporate cultures because of a

clash between their ethical standards and those used in the business world. Decisions in business are often outcome-focused or utilitarian. This "justice view" of morality emphasises universal standards, moral rules, and impartiality. Men tend to operate from a utilitarian or justice framework. Women, on the other hand, have traditionally been taught a "care view" of morality that emphasises solidarity, community, and caring about one's special relationships (Gilligan, 1982). This "different voice" may cause women to experience conflict at work when they do not agree with decisions that will be taken.

Given the myriad of barriers to career progression, senior academic women in Australia have little opportunity to explore leadership styles for effective implementation of strategies for women's career advancement.They are constrained by a management culture that values only transactional leadership (White & Bagilhole, 2006) with its paradigm of heroic masculinism (Olssen, 2000). White and Bagilhole's (2006) study of leadership skills for university managers demonstrated that women preferred a transformational leadership style. Alimo-Metcalfe (2005) sees a transformational leadership model as characterised by: showing genuine concern; enabling; being accessible; encouraging questioning and curiosity; integrity; networking; building shared vision; self-development; and cultures of learning and developing others' sense of leadership. Barker and Monks (2003) observed in a university context that "it may be that only those female managers who are transactional in approach [rather than transformational] are admitted by the mainly male "gatekeepers" to top management positions".

2.10. Possible strategies and mechanisms to enhance career-entry prospects for women.

Without doubt, collecting strategies for female professors to use in overcoming different barriers experienced at university is necessary and important.

2.10.1 Strategies to deal with personal barriers

Mainiero and Sullivan (2006) offer many suggestions regarding steps that organizations can take to retain women, such as re-designing work to make it more flexible, creating alternative career paths, making top management responsible for advancement rates

of female professors, rewarding performance rather than face time, and fostering cultures that are truly family-friendly. Unfortunately, while some enlightened organizations have made moves in this direction, there are exceptions. As Baruch (2006) has pointed out, the traditional career focus in most organisations is far from dead.

2.10.2 Dealing with psychological barriers

To deal with psychological barriers, female professors advised aspiring women to focus on improving their individual strengths and confidence. For instance, women leaders that participated in Gatteau (2000), and Flanagan's (2002) dissertation studies as well as those in Gerdes' (2003) survey emphasised that a future woman leader needs to know herself, be herself, do her best, recognise her limitations, view things positively, establish quality support systems, have confidence, use her strengths and advantages, and take assertive actions.

Individual scholars and practitioners also offered general recommendations such as obtaining social support from mentors and networks (O'Laughlin & Bischoff, 2001); being assertive and speaking up (Dickson, 2000). On the issue regarding leader image, value-driven women leaders in Flanagan's (2002) study reported that their core values and their confidence in what they were doing enabled them to face the fear of resistance from different constituents and move on.

All in all, findings available from both empirical studies and women's experiences verified the existence of personal obstacles that can impede women's progress in career-entry.

2.10.3 Dealing with family-related barriers

These barriers are consistent with reports on African-American women administrators indicating that family, culture and spiritual experiences in their childhood positively influenced their advancement (Bloom & Erlandson, 2003). Scholars and practitioner has offered recommendations such as choosing family-friendly environments (Marshall, 2002) and securing quality caregivers (Hensel, 1991) to deal with family-related barriers.

2.11 Strategies to deal with professional barriers

2.11.1 Dealing with structural barriers

Scholars have offered tips that can help women deal with structural barriers such as hiring, the salary gap, and marginalisation. According to Johnsrud and Heck (1994), to avoid structural barriers,such as stratification or marginalisation, women should actively seek different opportunities to demonstrate a variety of skills.

2.11.2 Dealing with cultural barriers

Rosynsky's (2002), studies stressed the importance of knowing the culture of one's institution and some strategies they employed to deal with this critical issue. Except for using all possible and creative mentoring strategies to adapt to the existing culture, they especially emphasised the strategy of taking the initiative to help their male counterparts feel comfortable working with them. Women were advised to learn to relate to men on subjects with which they felt comfortable.

For women to blend culturally into the predominantly male environment as well as to avoid the "double-bind" barrier, the most common solution was the strategy of androgyny or balancing between role-related and gender-related expectations (Gerdes, 2003; Yoder, 2001). The 84 senior women leaders and faculty members in Gerdes' (2003) survey, for instance, noted the significance of not being too feminine or too masculine.

According to Yoder (2001), the traditional male leadership style will bring women more problems than benefits. She believed that women should instead use both status-enhancing and status-levelling strategies to be effective. Her specific recommendations for women included active listening, being humorous and being respectful of others. This fasten adopting team work, conforming to group procedures first to accumulate credits before trying to influence and change the group, becoming exceptionally competent, and avoiding dominant speech.

2.11.3 Dealing with Political Barriers

Since women have been socialised to be powerless and submissive, most of them not only view words such as "politics" and "strategies" as dirty but also feel uncomfortable

talking about them openly and do not know how to play the political game (Thompson-Stacy, 1995). However, the fact that higher education is a very political environment with competing interests leaves female professors with no choice but to learn to be political (Gatteau, 2000).

Ropers-Huilman (1998) reminded women leaders that power and leadership have multiple forms and strategies. For women to become politically savvy, they must first know what kinds of powers they possess and how they can use their influence skilfully and effectively. To be politically savvy, women leaders must be willing to spend time identifying and analysing the political situation and plan a strategy to confront their opponents, when necessary.

After Bashaw and Nidiffer (2002) examined women administrators' careers in higher education, they found three political strategies women leaders often use to pursue their goals. Firstly, these senior women leaders were observant and formed strong male alliances to remain in power as well as to accomplish their goals. Secondly, they were highly skilled at fundraising. Lastly, they were flexible with a repertoire of different strategies that allowed them to manoeuvre around different roadblocks to, at least, partially fulfil their goals.

English (2000:242) studied five women administrators and found that they dealt with the roadblocks by "assuming different roles, playing the game, and picking battles wisely".

When devalued by the good old boys' networks as a woman with power, the solution to the issue as proposed by scholar (Cook, 2001) included documenting their achievements from the first day, taking credit for their ideas and successes, participating in and obtaining support from both female and mixed-gender networks, and working on interdepartmental projects to demonstrate ability as well as to increase visibility.

Other personal sharing on solutions to political obstacles included breaking through the informal information network by establishing one's own networking arenas, being political without losing one's integrity, being healthy and strong enough to bear a great amount of stress, learning to relax and be themselves, finding advocates and mentors

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(Guteck, 2001), and enhancing the status as well as legitimacy of women as leaders (Yoder, 2001).

2.12 Summary of chapter

In brief, since leadership and management are still considered male domains, women today continue to be at a disadvantage and are still facing visible and invisible barriers that hinder them from easy career-entry. Most men are unaware of such differences because the higher education system was designed and maintained based on their strengths, life style, and "ways of doing things,". While different experiences at work for men and women continue to attract the attention of scholars and practitioners, the question of what can women do to handle such problems has been raised repeatedly.

Doctoral researchers Flanagan,(2002) and Rosynsky,(2002) also agreed that many questions about what it takes for career entry female professors to become effective and successful leaders in higher education remain unanswered. They both recommended additional inquiries into how women have successfully addressed issues such as gender stereotypes, exclusion from the old boys' networks, and women's strategies for success to expand the knowledge base on successful women leaders in higher education. Therefore, all possible means should be used to stop the loss of female's talents as well as to support, inspire, and encourage more females to expanding their knowledge base.

In summary, to be successful, female professors need a wide range of personal, professional, organisational and community skills.These include personnel management, public relations, and networking skills .Common personal characteristics shared by successful women in the profession range from confidence, high aspirations, risk-taking, strong vision and commitment, to humour, enthusiasm, positive attitude, and integrity. Finally, given the demanding nature of the various positions in higher education, the success of woman professional will be impossible without delegation, personal and professional support networks, attending to the big picture, and strategic moves.

<div align="center">**CHAPTER THREE**</div>

3. RESEARCH DESIGN AND METHODOLOGIES

3.1 Introduction

This chapter outlines the research design and methodology that was followed in the research process in order to investigate the problem identified in chapter one. The chapter also identifies the population, sample and size of the population and finally the research techniques, data analysis and the ethical considerations.

3.2 Research Design

Research design is basically a set of guidelines and instructions on how to reach a goal a researcher has set for him/herself (Auriacombe, 2006). The research design that was used for this study is the case study.

3.2.1 What is a case study?

According to Simons (2009:21), a case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a real life context. It is research based, inclusive of different methods and is evidence-led. The primary purpose is to generate in-depth understanding of a specific topic (as in a thesis), programme, policy, institution or system to generate knowledge and/or inform policy development, professional practice and civil or community action.

3.2.1.1 Strengths of a case study

According to Simons (2009), it is possible to summarise the strength of a case study and note the problems or limitations people perceive or have experienced in practice. Below are his findings:

- Case study approach excels at bringing us to an understanding of a complex issue through detailed contextual analysis of a limited number of events or conditions and their relationships.

- A researcher using a case study design can apply a variety of methodologies and rely on a variety of sources to investigate a research problem.

- The design can extend experience or add strength to what is already known through previous research.

- Social scientists, in particular, make wide use of this research design to examine contemporary real-life situations and provide the basis for the application of concepts and theories and extension of methods.

- The design can provide detailed descriptions of specific and rare cases.

- A case study is good in getting a rich picture with many kinds of insights coming from different angles, and gaining analytical insights

3.2.1.2 Weaknesses of a case study

- A single or small number of cases offers little basis for establishing reliability or to generalize the findings to a wider population of people, places, or things.

- The intense exposure to the study of the case may impair the researcher's interpretation of the findings.

- Design does not facilitate assessment of cause and effect relationships.

- Vital information may be missing, making the case hard to interpret.

- If the criteria for selecting a case is because it represents a very unusual or unique phenomenon or problem for study, then the researcher's interpretation of the findings can only apply to that particular case.

3.3 Research Approach

A quantitative research methods was be used for this study. According to Brynard and Hanekom (2006), quantitative methodology,is associated with analytical research and its purpose is to arrive at a universal statement.Terre Blanche, Durrheim and Painter (2006) point out that quantitative methods begin with a series of predetermined categories, usually embodied in standardised measures and using these data to make broad and general comparisons.

3.4 Data Collection

3.4.1 Data collection is a systematic way of gathering information relevant to the research purpose, questions, specific objectives, or hypotheses of a study (Burns & Groove, 2005).

The researcher first requested for permission from the Vice Chancellor to conduct the research in the University of Limpopo. After the permission was obtained, appointments were made with the key informants for interviews. The necessary documents (university magazines, bulletins, newsletters, policy statements and prospectuses) were accessed from the relevant offices.

The data collection instruments that were used included the following:

3.4.2 Structured self-administered questionnaire

A structured self-administered questionnaire was used for the purpose of this study. The reason for using structured questionnaires as a method for data collection was for the ease with which this method lends itself to data collection. Detailed information was extracted once the respondents had completed the survey at their own pace and in their own time. Furthermore the survey could be disseminated to a number of people simultaneously.

The use of structured self-administered questionnaires in the data collection process was usefully as espoused by Babbie (2005:285) who says that surveys make large samples feasible…standardised questionnaires have an important strength in regard to measurement generally. A total number of 66 questionnaires were distributed to the target population in a face-to-face environment. The questions were semi-structured and respondents had to give one-word answers. Close and open-ended questions were used.

This method was used for triangulation purposes to ensure validity and reliability of data collected.

3.5 Population of the study

According to Babbie (2005), the population for a study is that group (usually of people) about whom we want to draw conclusions. It is not possible to study all the members of the population that interests us, and we can never make every possible observation of them. With any survey, it is necessary to clearly define the target population, which can be defined as, 'that group which constitutes the defined population from a statistical viewpoint'.

The University of Limpopo has a total population of 2446 employees (University, Integrated Tertiary Software Database, 2014).The target population for this study was 66 female professors and doctors working at the academic administrative division within the University of Limpopo, Turfloop Campus at all levels of employment.

3.6 Sampling Technique

Sampling refers to the researcher's process of selecting the sample from a population in order to obtain information regarding a phenomenon in a way that represents the population of interest (Brink, 2012:132).

Sampling methods and Sample size

When analysing data,some researchers use data filtering or mind mapping to analyse the data collected. In this study, Statistical Package for the Social Sciences (NVIVO) was used to analyse data collected through questionnaires.

3.7 Data Analysis

According to Leedy and Ormrod (2014) data analysis in a case study involves the steps below:

- Organisation of detail about the case – The specific fact about the case are arranged in a logical order

- Categorisation of data – Categories are identified to help cluster the data into meaningful group

- Interpretation of patterns – Specific documents, occurrences, and other bits of data are examined for the specific meaning that they might have in relation to the case

- Identification of patterns – The data and their interpretations are scrutinized for underlying themes and other patterns that characterize the case more broadly than a single piece of information can reveal

- Synthesis and generalization – Conclusions are drawn that may have implication beyond the specific case that has been studied.

In this study data analysis followed a quantitative research analysis approach for data obtained through the questionnaires. Statistical Package for the Social Sciences (NVIVO) was used to capture questionnaires responses that produced data distribution into tables, figures and frequencies. This made the analysis of data collected through questionnaires to be easy.

3.8 Reliability and validity of the study

Validity is the extent to which the research instrument measures the attributes of a concept accurately. Reliability is the ability of the instrument (questionnaire) to measure the attributes of a concept or construct consistently (LoBiondo-Woods & Harber, 2010: 286).

Before adopting the final version of the questionnaires to collect data, questionnaires were piloted with colleagues to enable the researcher to review and make the necessary amendments to such questionnaires. Through pilot testing, the researcher had an opportunity to assess the validity of the questions and reliability of the data that would be collected.

3.9 Ethical considerations

The researcher took steps to safeguard the rights and interests of informants. A Permission to conduct the research was sought and the study only commenced upon receipt of the written approval from the university management.

Most ethical issues in research fall into one of the four categories namely, protection from harm, informed consent, right to privacy, and honesty with professional

colleagues (Leedy & Omrod, 2013:107-108) and these are categorically discussed below:

3.9.1 Protection from harm: In cases where the nature of a study involves creating a small amount of psychological discomfort, participants, should know about it ahead of time, and any necessary debriefing or counselling should follow immediately after their participation. The researcher assured the participants that the information that they would provide would solely be used for the research and that would not be disclosed anywhere else where it could jeopardise their employment (Leedy & Ormrod 2013: 104 –109).

3.9.2 Informed consent: Participants should in advance be told about the nature of the study to be conducted, and be given the choice of either the right to withdraw from the study at any time, as participation in a study should be strictly voluntary. It is suggested that an informed consent form that describes the nature of research as well the nature of the required participation be presented to participants in a research study (Leedy & Ormrod, 2013: 104–109).

3.9.3 Right to privacy: Any research study should respect the participants' rights to privacy. In general, a researcher must keep the nature and quality of participants' performance strictly confidential. Participants were informed that they had rights to privacy in that no personal information of theirs would be disclosed throughout the study (Leedy & Ormrod, 2013: 104 – 109).

3.9.4 Honesty with professional colleagues: Researchers must report their findings in a complete and honest fashion, without misrepresenting what they have done. They must not intentionally mislead others about the nature of their findings. Under no circumstances should a researcher fabricate data to support a particular conclusion, no matter how seemingly 'noble' that conclusion may be (Leedy & Ormrod, 2013: 104 – 109).

3.9.5 Anonymity and confidentiality

The clearest concern in the protection of the subject's interests and well-being is the protection of their identity, especially in survey research. Revealing their survey

responses, was injure them in any way, so adherence to this norm is more important. (Malovha, 2012:12).

3.9.5.1 Anonymity

A respondent may be considered anonymous when the researcher cannot identify a given response with a given respondent. (Malovha, 2012:12). Throughout the entire research process, the anonymity of both the informants was closely guarded. A unique number was given to each participant who took part in this study rather than writing their names.

3.9.5.2 Confidentiality

In a confidential survey, the researcher can identify a given person's responses but essentially promises not to do so publicly. In this study respondents were assured that collected data would only be used for academic purpose and that no other person will have access to the data (Malovha, 2012:12). The researcher has kept the nature and quality of individual participants' responses strictly confidential. All names that might expose the identities of the participants were replaced.

3.10 Summary of the chapter

In this chapter the career-entry barriers survey design was addressed. Specific focus was given to aspects such as the type of research, data collection, target population and the choice of sampling techniques. In the next chapter the study focuses on the research findings, analysis and interpretations of the results attained from the study. Hence the next chapter   presents the research findings.

CHAPTER FOUR

4. PRESENTATION OF THE FINDINGS

4.1 Introduction

The purpose of research is to provide answers to questions pertaining to the research conducted. The target group of this study consisted of 66 respondents comprising 43 female doctors and 23 female professors from the Turfloop Campus. The target population was specifically chosen in order to validate the research from a statistical perspective and to ensure that opinions were solicited from respondents who were affected by the career entry barrier.

Data was collected through structured questionnaires. In the structured questionnaire carried out on the respective female Professors and Doctors at the University of Limpopo, the respondents were asked questions concerning three core objectives of the study. Firstly, to investigate the barriers which affect career-entry of female professors and doctors at the University of Limpopo. Secondly, to identify the institutional practices that govern recruitment, appointment and promotion of university personnel and how these, in turn, affect women's career-entry at the university.

The third objective was to recommend possible strategies and mechanisms to enhance career-entry prospects for female professors at the University of Limpopo. Statements were formulated to allow the respondents to respond on equal terms on the career-entry barriers.

4.2 Presentation of Results

Questionnaires for the University of Limpopo staff survey were provided to 66 female academics (professors and doctors).

4.3 Results and discussions

Data obtained from the questionnaires was analysed and interpreted. The results are illustrated, using tables, graphs and charts. This chapter reveals the responses on a question-by-question basis. Results from all sections of the questionnaire are also compared to existing empirical evidence to assess consistency.

4.2.1 Response rate

Figure 4.1 below shows the total number and percentage of questionnaires that were sent out, questionnaires that were not answered, and the questionnaires that were answered. Female (professors and doctors) at the university were available to responds to the questionnaire.

Figure 4.1: Response rate

	Surveys issued	Surveys Completed	Surveys incompleted
■ Frequency	66	18	48
■ Percent(%)	100	27	73
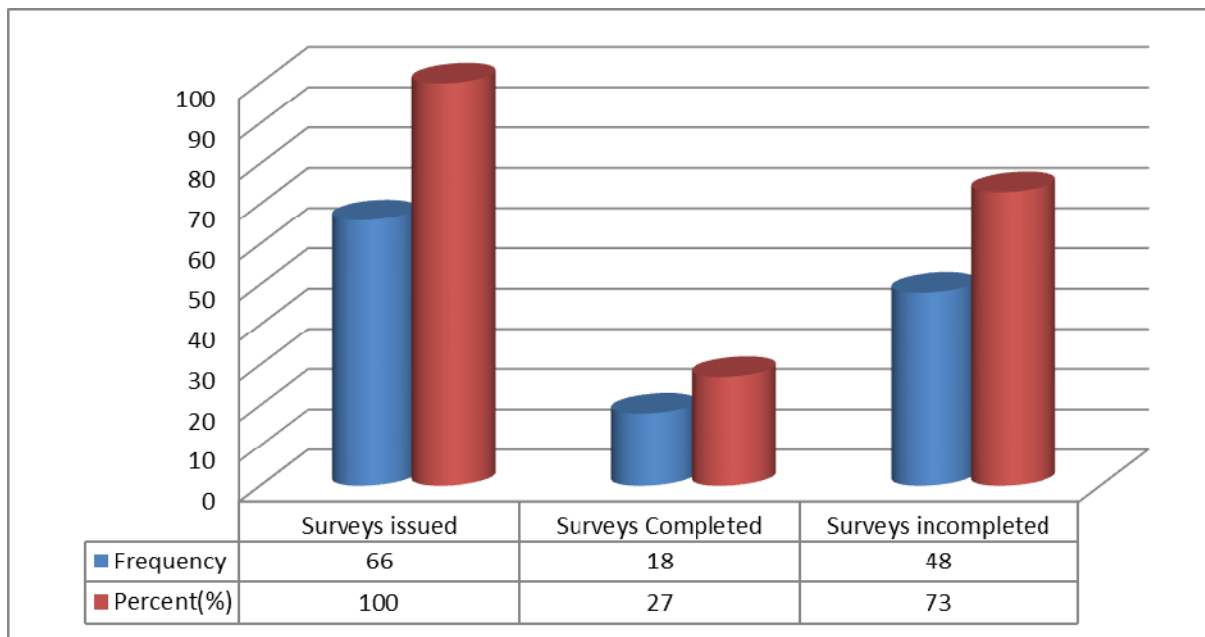
From figure 4.1 it can be seen that a total of 66 (100%) questionnaires were sent out to respondents. Eighteen 18 (27%) questionnaires were returned fully completed and 48 (73%) were uncompleted. This means that only 18 questionnaires were analysed. This gave a 27% response rate, which is high enough to guarantee accurate results.

4.2.2   Demographic information

Demographic information of the respondents is significant in research. It gives a clear picture of the type of participants the researcher is dealing with. That also helps in determining the reasons for a variety of responses which are influenced by demographic factors. In establishing the demographic information of respondents in this regard, the researcher asked the following demographic

information: age group, marital status, employment status .The responses with regard to demographic information is demonstrated as follows:

4.2.2.1 Age group

The age group of the respondents often determines the response they will provide to the interviewer. Again, the age group of the respondents is significant depending on the information required by the researcher.

The results of the investigation regarding the age group of the 18 participants in the study are provided in tabular format below. Of these 18 participants, four (22%) fell between 30 and 39 age range; while seven (39%) had an age range between 40 and 49 years and the other five (28%) fell between the age range of 50 and 59 years. The last two (11%) fell between the age range 60-69 years.

Table 4.1: Age group of respondents

AGE OF PARTICIPANTS	NUMBER OF RESPONDENTS	PERCENTAGES
18-29 years	0	0
30-39 years	4	22%
40-49 years	7	39%
50-59 years	5	28%
60-69 years	2	11%
TOTAL	18	**100%**

4.2.2.2 Employment status

The employment status consists of the number of years respondents had been employed by the university and the number of years spent in their current positions. Indication of the total respondents is provided below.

Figure 4.2: Number of years employed by university (in %)
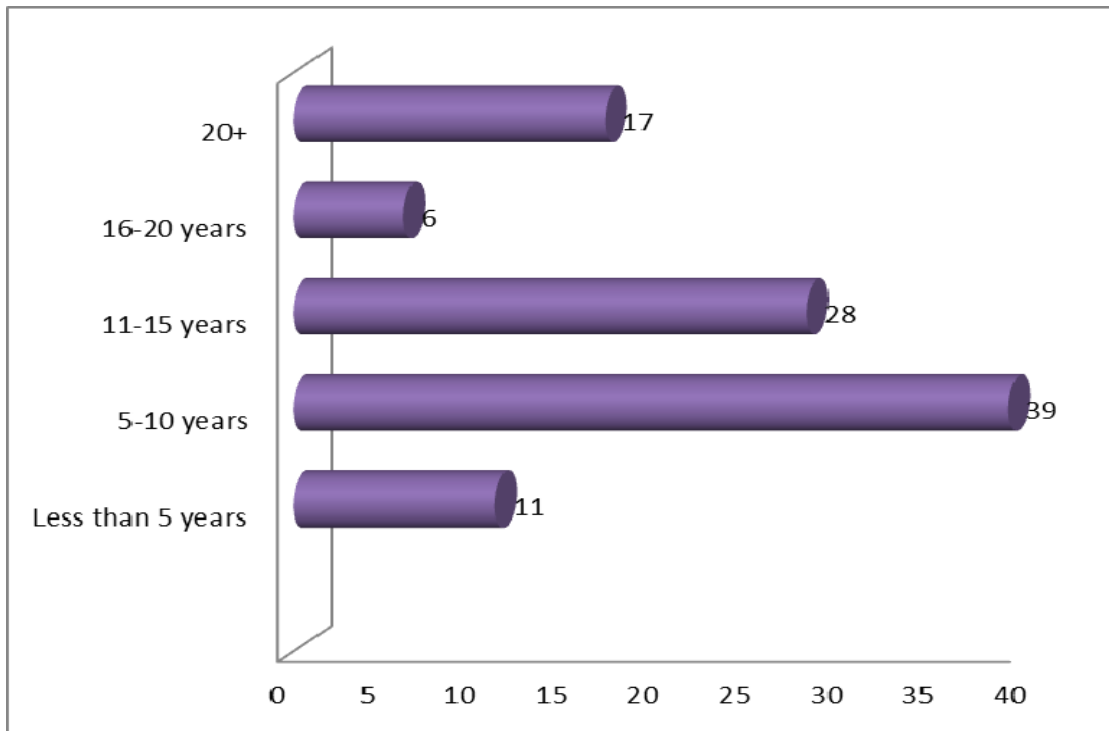
The total number of years respondents were employed by the university is indicated in Figure 4.2. above with two (11%) respondents having been employed less than five years, whilst seven (39%) respondents were employed between 5 and 10 years. The other five (28%) respondents were employed between 11 and 15 years and one (6%) employee between 16 and 20 years. Three (17%) employees were employed 20+ years.

4.2.2.3 Number of years in current position

Table 4.2: Number of years in current position

Number of years in current position	Number of respondents	Percentages
Less than 5	12	67%
5-10 years	6	33%
11-15 years	0	0
16-20 years	0	0
20+	0	0

TOTAL	18	100%

The number of years employees spent in current position is indicated in Table 4.2 above where twelve (67%) respondents said they had been in their position for less than 5 years and six (33%) had been there for 5 to 10 years.

4.2.2.4 Marital status

The responses given by people are often determined by their social status and standing. The researcher tried to establish this assertion among respondents in the study area. The marital status of the respondents is presented as follows:

**Figure 4.3: Marital Status**
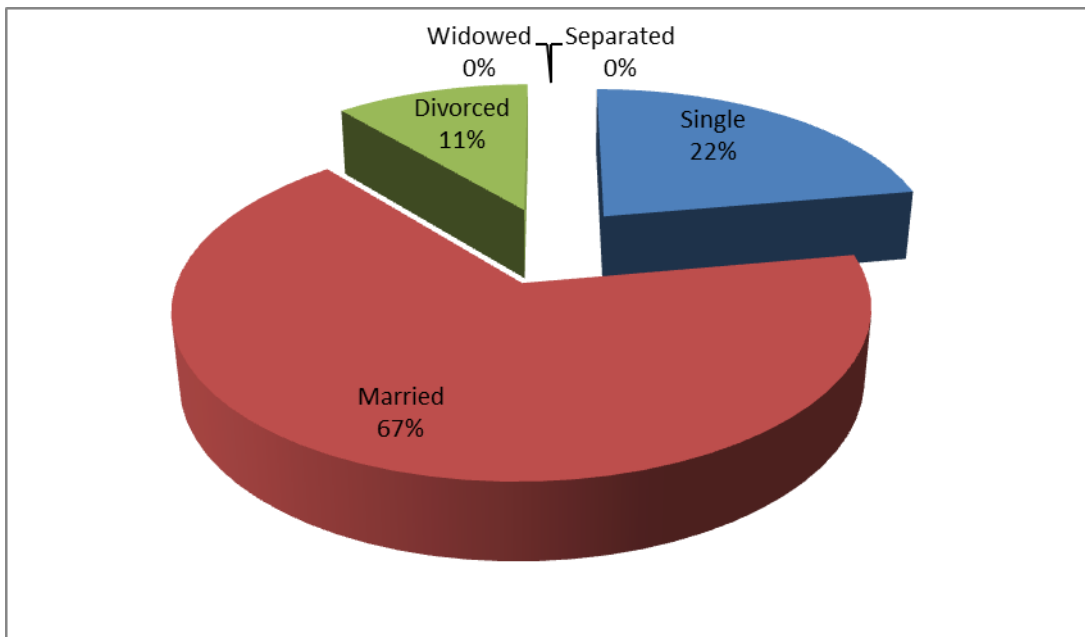
Figure 4.3 indicates that out of the 18 participants twelve (67%) respondents were married, whereas two (11%) are divorced and the remaining four (22%) were single.

4.3. The results of objective 1 of the survey, which is to investigate the barriers which affect career-entry of female professors and doctors at the University of Limpopo are presented in tabular and graphical in the following section.

Question 3.1.1 : Have you encountered any personal barriers getting to your present position?

A question was asked to determine any personal barriers that they have encountered when getting to their present position.

Figure 4.4: Responses to personal barriers (in %)
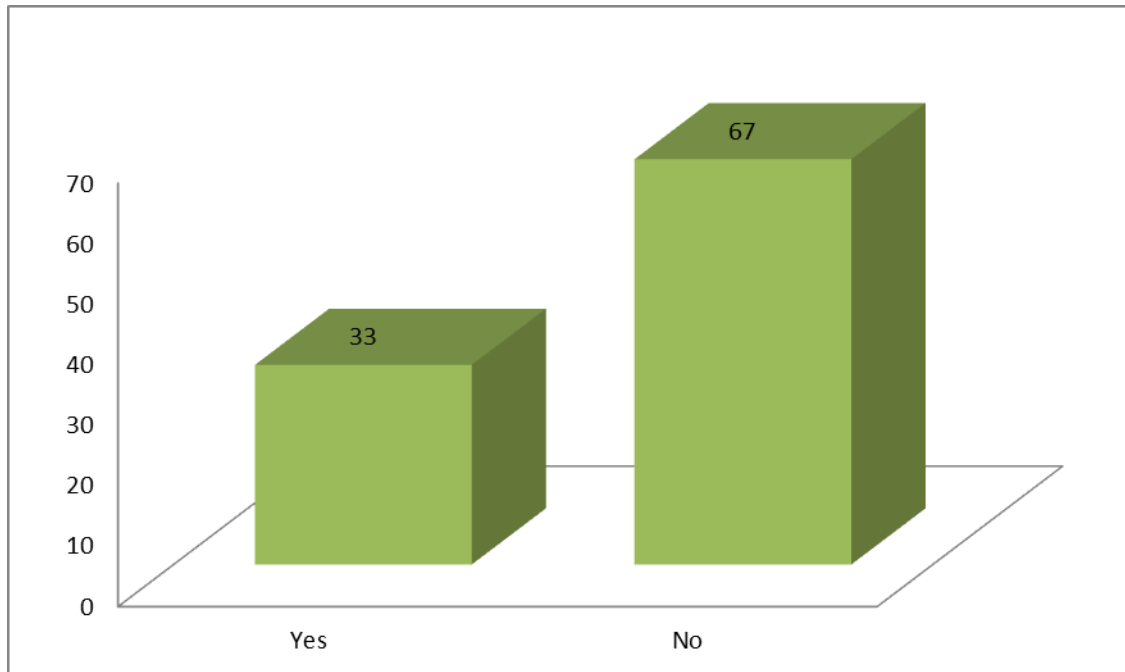
Six (33%) respondents indicated that they had encountered personal barriers to get to their present position and twelve (67%) respondents indicated that they had not encountered any personal barrier to get to their present position.

Question: 3.1.2 If so, what barriers have you experienced?

Six (33%) respondents indicated that they had encountered personal barriers to get to their present position. They said that promotion in their career path was difficult, co-operation from team members was a problem, recognition by their managers and family conflicts where the major barriers. The responses are illustrated in Table 4.3

Table 4.3: Barriers experienced by respondents

Respondent No.	Response from the Questionnaire for question 3.1.2
1.	I had only 4 years' experience teaching in the institution of higher learning. I was asking myself how I will manage colleagues with more than ten years' experience teaching in the institution of

	higher learning. During my stay in the university I did realise how they could be uncooperative and disruptive.
5.	It is very difficult to get promoted to higher levels in the career path
7.	I have been to three interviews and felt I was the best candidate, but the position was given to a male
11	As a married woman, my responsibilities transcend from being a mother, a wife and a career woman. When my children were young, that was my first priority in spite of having other aspirations for life. I could not accept employment offers way out of Polokwane local municipality. When my children were old enough, I decided to move to accomplish my dreams one step at a time. I started with enrolling for doctorate studies, the first step towards my dreams
16	I was working at Medunsa Campus and already qualified for this position, but because my HoD wasn't willing to consider me for the position, it took me longer to be in this position than it was supposed to be.
18	Family life conflict.

Question: 3.1.3 What did you do to overcome them?

Six (33%) respondents who indicated that they have encountered personal barriers to get to their present position applied some strategies to overcome those barriers. They worked harder to ensure that they were more productive, applied time management technique, self-discipline and followed the human resource policies and procedures in their operations.

Table 4.4: How to overcome barriers

Respondent No.	Response from the questionnaire for question 3.1.3
1.	I told myself that as long as I am nominated it means I can make it.

	I operated in line with the University human resources policies and procedures. I also made sure that I communicate every information appropriately. I also led by example, making sure that I excel in my daily work and support them where necessary.
5.	To be promoted to professor level, I had to work very hard to ensure that my credentials are far more than the basic minimum required and this helped me a lot.
7	I was persistent.
11.	There is time and purpose for everything under the sun. When my children were old enough I had time to focus on my studies at the university. I was more flexible to jiggle my responsibilities of studying, raising children and being a wife .Key to all of these is determination, perseverance, self-discipline and proper time-management.
16	I decided to apply for the position in Turfloop Campus, and I got the job, same institution, different outcomes.
18	Work harder and try to manage separate time for family and work.

Question 3.1.4. If not, why not?

Twelve (67%) respondents indicated that they had not encountered any personal barriers to get to their present positions. They indicated that they had good support structure, good qualifications, good track record, good planning skills and worked hard to achieve their goals.

Table 4.5: Response for no barriers

Respondent No.	Response from the questionnaire for question 3.1.4
2.	I obtained a PhD and I was immediately promoted to a senior lecturer position. I then started to write articles. I was then promoted to the Associate Professor position based on the number of articles which were required.

3.	I joined the university already grounded in many areas: qualifications; good track record as an academic; worked in various academic management and leadership functions before and at present; committed to transformation in general and I am able to lead and manage in a dynamic environment; I also understand the challenges facing the higher education sector in South Africa and beyond and I have a track record in fundraising,and human resources management.
4.	As a person, I am good at planning my life and working hard to achieve my goals. I avoid distractions and do not waste time on unfruitful pursuits.
6.	I went for interviews and was deemed the best applicant for the job, amongst female and male applicants.
8.	I always had support especially from my family.
9.	No barriers.
10.	I got support from my family.
12	No barriers.
13	I've always been supported by my family (parents, children and siblings) during the early stages of my career.
14	No barriers.
15	Since I am not in a management position, I just applied for the position and I was appointed.
17	Support structure.

Question 3.1.5 : Have you encountered any professional barriers getting to your present position?

Figure 4.5: Determining existence of professional barriers (in %)
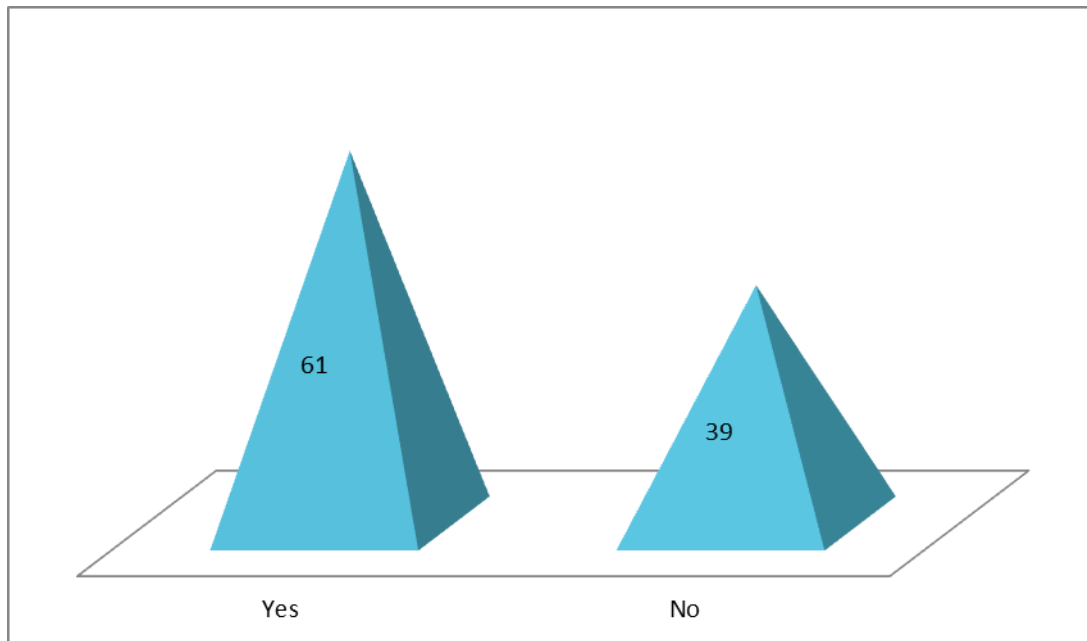
Eleven (61%) respondents indicated that they had encountered professional barriers to get to their present position. Whereas seven (39%) respondents indicated that they not encountered any personal barriers to get to their present positions.

Question 3.1.6 If **so, identify two to three barriers or obstacles**?

Eleven (61%) respondents indicated that they had encountered professional barriers to get to their present position. Most of their responses indicated that lack of support (financial and colleagues), lack of transparency in the dissemination of information and administrative bureaucracy constituted these barriers. The barriers are illustrated in table 4.6 below.

Table 4.6: Barriers\Obstacles before getting to present position.

Respondent No.	Response from the Questionnaire for question 3.1.6
1.	I was not acquainted with certain rules and procedures of the university. In some cases I find myself lost in some management activities, e.g. I was promoted during recurriculation of the programmes which means that I had to lead certain activities in the Department.

	Heavy load i.e. lecturing and managing simultaneously.
4.	Lack of transparency in the dissemination of information and administrative bureaucracy.
5.	a) Getting a salary below the professor grade when I am professor b) Due to attachment to my family, I cannot apply to go to better paying institutions which pay one as per his/her grade level. These institutions are far away from my family.
6.	In order to be promoted from lecturer to Senior Lecturer, a PhD is a minimum requirement. It takes longer to achieve if one is off on maternity leave as the research is disrupted. Additionally, one has to organise the family well to cope with the schedule and it was difficult working longer hours on research when children were young. (One does have to consider however, that the teaching load does increase on all the academics in the department, male and female, when someone goes on maternity leave as no-one took my position whilst away.) Often I brought my baby to work if I had postgraduate students to deal with (not the best situation), but the department and I had an amicable arrangement.
7.	In my previous institution, my male counterpart was promoted to a position of senior director even though I was qualified more than him. The same thing happened twice in the same institution
9	Departmental support and financial support
13	Difficulty in sourcing funding for research and Balancing family and work was another obstacle, especially at an early stage of my career.
15.	Managing the family and work, sometimes it is not easy to work until late, so time is always a challenge.
16.	Colleagues failure to recognise my worth, working with less staff increases the workload.
17	Inferiority complex and lack of departmental support.
18	No support from my manager and the team, No financial support from the human resource

Question: 3.1.7 What strategies have you employed to deal with these barriers?

Eleven respondents (61%) indicated that they applied different strategies to deal with the barriers. Working hard, positive attitude and finding collaborators in their field were their key strategies to deal with barriers. Seven (39%) respondents did not use any strategy to deal with the barriers. The barriers are indicated in the Table 4.7 below:

Table 4.7: Strategies employed to deal with barriers

Respondent No.	Response from the Questionnaire for question 3.1.7
1.	I made sure that I study all policies, rules and procedures of the university and apply them in my daily work. Indicating honestly what I don't understand and seeking clarity from others assisted me to cope in such situation. Delegating but accountable also assisted me to cope.
4.	I enquired from colleagues who had been there longer than me if I wanted to get certain kinds of information. As regards, the administrative problems, there is no solution.
5.	I have realised that if you want to be recognised at work, as woman, you have to work harder than men. That way management will run short of reasons to ignore your contribution and efforts
6.	Took some study leave to progress research once children were old enough.
7.	It is difficult to get to the top even if you try harder.
10	More focused on my job to be always on top of things.
13	1. Although funding is still a challenge, I identified collaborators in fields related to mine 2. Assistance from family members and friends played a major role. Also the children have grown and don't require as much attention as before.

15	I have decided to collaborate with colleagues on some research projects.
16	Working harder, making sacrifices along the way, and taking work home and sacrificing my weekends and sleep.
17	Hardworking and positive attitude.
18	Work hard and sacrifice own money to pay for some beneficial workshops related to my career.

Question: 3.1.8 did the strategies work?

Table 4.8: Did the strategies work?

RESPONSE FROM THE QUESTIONNAIRE FOR QUESTION 3.1.8		
NUMBER OF RESPONSES	**FEEDBACK**	**PERCENTAGE**
Yes	10	56
No	1	5
No response	7	39
TOTAL	**11**	**100%**

Of the eleven (61%) respondents that indicated that they had applied different strategies, Ten (55%) indicated that the strategies they employed to deal with the barriers worked whereas one (5%) indicated that the strategy did not work.

Question: 3.1.9 If yes how?

Eleven (61%) respondents indicated that they encountered professional barriers to get to their present position and they applied several strategies to deal with the barriers. Of the eleven (61%) responses ten indicated that the strategies that they employed to deal with the barriers have worked. They indicated that team work, being open and spending time away from day to day duties was the solution to the barriers. One (5%) indicated that the strategy did not work. She indicated that even if you try harder you will as also find a man on the upper echelon which implies that according to her men are also barriers

Table 4.9: Responses for "Yes" question

Respondent No.	Response from the questionnaire for question 3.1.9
1.	Working in line with the university's policies, rules and procedures is protective and safe in whatever one is coming across. Being open about what you don't know makes people to be free and available to take you through certain processes. Average work made me to excel in what I am doing and also gave me chance to monitor whatever is taking place in the Department.
4.	Asking colleagues usually helps as I am able to get detailed information. Then I can phone the particular office to confirm, though phoning is a challenge as secretaries are hardly available on the phone.
5.	It works to certain extent because the evidence of my work will be clear.
6.	Time away from day to day duties allowed for a big amount of progression in the research component of my PhD so that on my return, I had to complete the write-up only.
10.	I was always on top of things because was focused.
13	Collaborating with other, well established researchers helped in getting funding for research projects.
15	I did not have to do the work alone; team work helps to alleviate pressure in the work place.
16	Because, I am more content, I have learnt to work under extreme pressure, knowing that it is the sacrifice I have to make to gain both national and international recognition. No pain no gain
17	Much focus on research expertise and this resulted in 16 manuscripts in SAPSE accredited journals
18	I gained more knowledge and was even ahead of my colleagues

Question: 3.1.10 If not, why not

The respondent indicated that even if you try you will find a man at the upper echelon, who will not take your concern any further.

Question: 3.1.11 If not, why didn't you experience professional barrier?

Seven (%) respondents indicated that they have not encountered any personal barriers to get to their present positions. Their response was that a combination of having a good work ethics, commitment and dedication enabled them to grow professionally. Their responses are indicated in the table below:

Table 4.10: Why did you not experience any professional barriers

Respondent No.	Response from the Questionnaire for question 3.1.11
3	My personality which is characterized by attitudes/values such as openness, transparency, hard-work, honesty, responsibility, good work ethics, commitment and dedication in whatever I engage in enabled me to grow professionally. I never experienced any financial and family support challenges. I think that combinations of various aspects contributed towards my professional growth.
8	I don't think I had professional barriers as I managed to attain the position a few years after completing my PhD. I had support.
9	I got my PhD before being employed permanently.
11	No reason
2	No reason
14	No reason
12	No reason

Question 3.1.12. What strategies have you utilized to gain acceptance and inclusion with major male and female employees?

Eight (44%) of the respondents never had a problem to gain acceptance and inclusion with major male and female employees. Six (33)of the respondents worked

hard to gain acceptance and inclusion with major male and female employees whereas one (5%) of the respondents ignored the major male and female acceptance and inclusion question, Three (16%) did not respond to the question.

Table 4.11 Strategies utilised to gain acceptance and inclusion with major male and female employees

Respondent No.	Response from the questionnaire for question 3.1.12
1.	My hard work propels male and female colleagues who want to see the Department growing to support me. Immediately they started realising that I have a vision for the Department, their support started to be indescribable.
2.	There are no males in my Department.
3.	Hard work with passion towards work is key. I have a positive view on life and if something happens that impacts negatively on what I do, I always tell myself that it happens for a purpose. For me the measure of one's leadership ability lies in what you do, what you have to account for and what you will be measured by. My belief is that support for my ideas and goals will not happen automatically, I need to be able to explain my intentions, my strategies, and my reasons for wanting to do something in ways that make enough sense for others to 'want to follow me, or walk the road with me". For me to gain acceptance and inclusion with major male and female employees you must have strong knowledge, acceptable values and appropriate skills required for the assigned work. Team work approach works.

4.	I do everything to the best of my availability. I am always willing to assist. I work extra hard. As a result of all of this, I have gained respect among my male and female colleagues.
5.	a) Ensuring that I am knowledgeable of my work and role helped to make both male and female counterparts respect me. b) Being a tolerant and easy to work with person helped a lot for my colleagues to accept me. c) Demonstration that I add value to the institution and department also made me be acceptable.
6.	Never had this problem. Came from a department where equal opportunities were afforded to all regardless of gender. Very supportive. Worked hard and was accepted by all, participated in all departmental matters and decision making. This may have been because of the department I came from that had strong male support in leadership, which treated all females fairly. Other departments in the institution may not have the same attitude towards women.
7.	I don't think is a question of doing anything specific, the environment should be accommodative by nature
8.	Knowing that one is here to work, not to make friends always work for me, do your work and worry less about other people's business
9.	No comment.
10.	I was accepted by both genders.
11.	Always to be professional.
12	I don't think I never had problems in that regard. I have learnt from George Michael that I should never seek acceptance and acknowledgement from those who will not accept and acknowledge me. I let my voice be heard. I do my share of the work for my professional growth and not for extrinsic reasons.
13	I never had a problem working with both male and female counterparts. In my field of study, both are well represented, so it is

14	Just being myself and respecting others and doing my work as expected.
	never an issue.
14	Just being myself and respecting others and doing my work as expected.
15	None.
16	I find it easier to work with males because they tend not to personalise issues, they are not emotional like females. With females work conflicts can overshadow person life. So, I had to find tact to deal with these genders differently, I do not instruct, but make suggestions, so that people can have their input, this then eliminates autocratic leadership but encouraged democratic environment.
17	Ignorance
18	By default, I was accepted by both gender not sure as whether the reason was because I was so knowledgeable better than them.

Question 3.1.13 **Have the strategies you used differed based on the gender of the employee?**

Figure 4.6: Strategies used based on gender

As per the above graph, three (16%) respondents indicated that the strategy they used was based on the gender, whereas five (27%) respondents never used any

strategy based on the gender. Ten (55%) respondents indicated that the strategy was not based on the gender of the employees.

Question 3.1.14 **Have you had difficulty getting needed resources or support to get things done effectively?**

Figure 4.7: Difficulty in getting resources
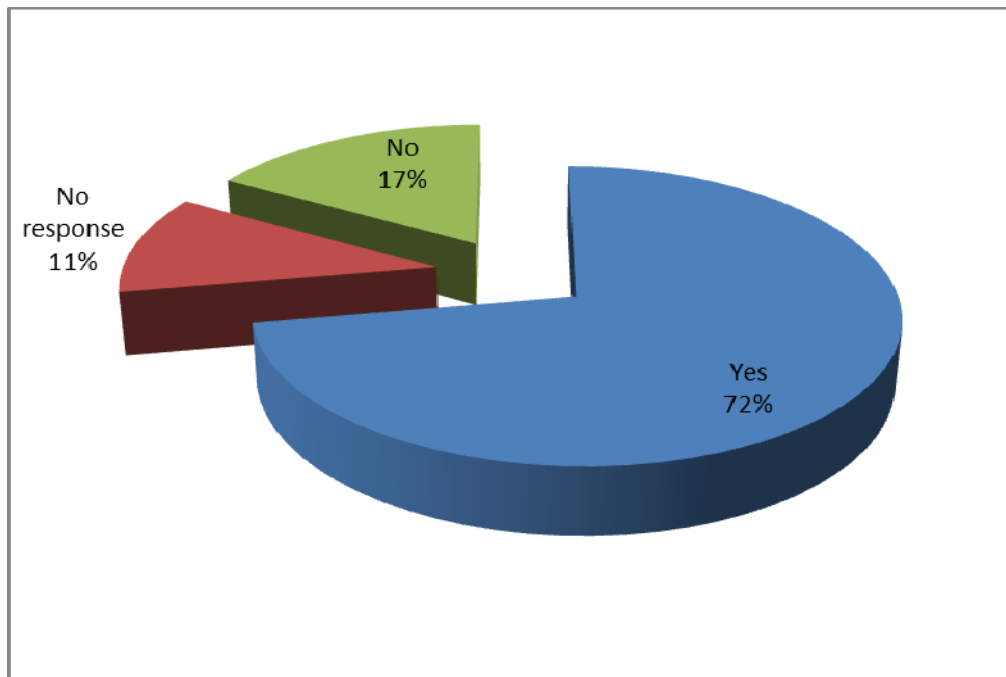
Thirteen (72%) respondents had difficulty getting needed resources or support to get things done effectively whereas three (17%) respondents did not have any difficulty getting resource. Eleven (11%) respondents did not respond to the question.

Question 3.1.15 If yes, why?

Table 4.12: Response to if "YES" question

Respondent No.	Response from the Questionnaire for question 3.1.15
1.	The greatest challenge is human resources. The rate at which our application for new staff members is attended is very slow such that it becomes difficult in certain cases to do things effectively.
2.	There were times when I didn't have a laptop and was told that I should use a desktop. At some stage I didn't have a printer and

	was told that there were no funds. Sometimes I didn't have a scanner and a colour printer despite the fact that I needed it for presenting my research results and was told there was no money. Sometimes I would be without stationery because our funds were finished for the financial year and we were expected to wait for the next budget.
3.	Sometimes I am a pusher if that is the only option left.
4.	Because there is so much bureaucracy, it takes forever to get anything done around here. For example, it can take up to 6 months just to get student's research proposal approved by the senior degrees committee in my school. It took two years for me to get a comfortable chair in my office. When things take so long to be done, people lose interest in their jobs.
5.	There is serious shortage of manpower in the unit I belong to and I am expected to meet the expected results in that situation.
6.	Resources are allocated on a departmental level. These were allocated according to the need of the department and not individuals. Collegial departmental discussions were held and resources, training and conference attendance were all allocated appropriately.
8.	Generally at the institution, it is difficult to get things done from supporting departments. One has to go an extra mile to get things done. e.g. one has to deliver a letter for it to get there on time.
10	Working tools were of poor quality and we were denied financials to pay for workshop.
11	Sometimes it happen, but it is not based on being a female employee.
12.	In any system there are do's and don'ts. There are policies, rules and regulations to be followed. I still have to find one that is gender related. An example, the decision not to have You Tube accessible on campus, though limiting in terms of the work I do, is not a gender issue.

13	Working in a field that requires specific infrastructure, equipment and working space is very challenging due to lack of understanding from immediate supervisors and management. This has been the major challenge to me and it has seriously affected my research activities.
14	The usual challenges related to lack of resources for research which are faced by other staff members.
17	Rejection of symposium/conference attendance applications and poor maintenance of resources.
18	Financial support and effective working tools.

Of the thirteen responses, 72% indicated that generally at the institution, it is difficult to get things done from supporting departments. One has to go an extra mile to get things done.

Question 3.1.16. If not, why not?

Table 4.13: Response to if not, why not question

Respondent No.	Response from the questionnaire for question 3.1.16
3.	Proper planning in advance assisted me ever since
16	Because I have a very supportive—director, both for school and also for Research. Both these managers know how to make an employee feel welcome; they encourage and support all my academic efforts.
7	I can say I have been treated unfairly and with ignorance

Three (17) respondents indicated that the support from managers enabled them to get the necessary resources to get thing done.

Question 3.1.17. **From your perspective, had you been a man, would the professional and personal barriers you just described have been different?**

Figure 4.8: Perspective between men and women (in%)
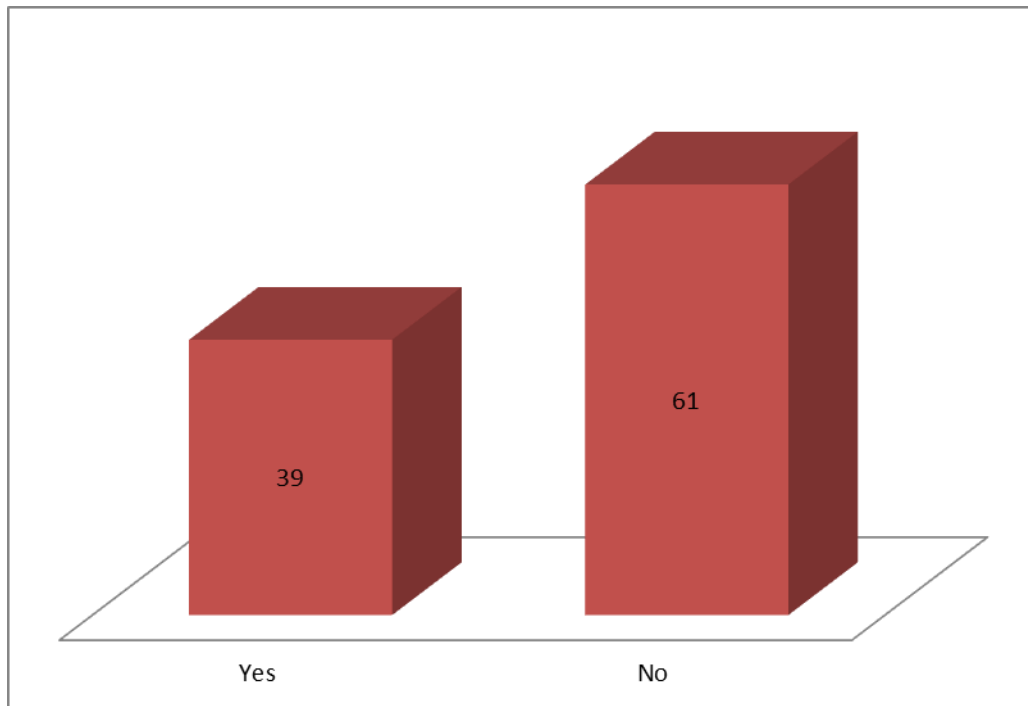
Seven (39%) respondents indicated that had they been a man, the professional and personal barriers wouldn't have been different whereas eleven (61%) respondents indicated that it would have been different.

Question 1.3.18. If so, how?

Table 4.14: response to "if so, how question?

Respondent No.	Response from the questionnaire for question 3.1.18
5.	If I were a man, I would have moved to a better environment which ensures that my position and the salary match. Now as a woman, I cannot go too far away from my family
6.	If I was a male I would not have had to take maternity leave to bear children – a fact of life. Institutionally, no barriers, very supportive.
7.	I would have more opportunities to climb the ladder quicker. I managed to reach the stage where I am at an earlier age
10	Males are always considered first

11	If I were a male, child-raising responsibilities and other related chores would not be heavily on my shoulders.
15	Males have an advantage of time on their side.
17	Acceptance.

All seven (39%) respondents indicated that had they been males, family-life would have affected them.

Question 3.1.**19. What advice would you give to females who want to have both a career in higher education and a (family) life?**

Table 4.15: Advice to females who would like to have a career and family-life.

Respondent No.	Response from the Questionnaire for question 3.1.19
1.	To balance her roles and responsibilities at home and at work, making sure that she has time with the family because if one is not careful a career in higher education can make one's life to get lost which is difficult to get back.
2.	Get an adult female helper who can assist you with caring for children. Keep her for long so that your children get used to her. Learn to use time efficiently. When at home give your children more attention. Make it a point that they sleep early so that you can dedicate time to your work when they are sleeping.
3.	To be a socialite if you have chosen to be a professional and have a family does not work. Both fields require commitment, dedication and passion from you. To maintain a balance is harder if you are a socialite. Get your priorities right. Cut down on visits to friends and extended families' gatherings. Let them know that you will only be

	with them for very important gatherings no not all of them.
4.	Get your career on the go first before you settle down to family life. Children will slow down your progress. Spouses will challenge, if not hinder, your personal growth if they feel threatened by it. But if you are already on top of your game, no partner or child will bring you down. First fulfil your dreams in life and every other person's dream can follow.
5.	The advice I would give to females is that they should work very hard even if they find themselves in unfavourable conditions. There shall come a point when it will be difficult to ignore their contribution career wise. But at the same time, there is need to balance work and career because while you work, the family must not suffer
6.	Ensure that support structures are in place at home, as you will have to work as hard as anyone else to achieve your goals. One needs to be organised, prepared to work at home (as with males) and be determined to reach your goals.
7.	I think these days the labour law says more about women. You cannot avoid to have a family. It also depends on one's circumstances.
8.	Knowing how to balance the two is critical. Know what you want but not what society expects from you. Hard work pays and is the only way.
9.	No response.
10.	Always be positive and follow your dreams.
11.	Be patient, persevere, juggle your responsibilities and make good use of your time. Improve your qualifications, work diligently and be determined at some point you will get the breakthrough. But all in all trust God. He is the giver of each and everything for our good

	and for his glory.
12	They can have them both if they want to. They can have them both if they are clear about their roles in their work area and their family life.
13	Others have done it before so they can also do it! Also I believe that a female is a human being, so they should first look at themselves as human beings and just approach work and family as such!! Seek assistance and guidance when necessary.
14	Work hard; reach your own balance which depends on your family situation and your own priorities. Don't expect any favours simply because you are a lady and be professional in your relationships at work.
15	Collaborate with other colleagues.
16	Nothing is stopping them from being on top of their game. Resilience means making it work, irrespective of your circumstances. I would advise women to be resilient, embrace every opportunity. We need to realise our potential whilst embracing family life.
17	Focus, strategies, time and people management.
18	They must stand tall and follow their dreams.

Majority (100%) of the respondents indicated that balancing family-life for a female who wants to have both a career in higher education and a (family) life is very critical.

4.3.4 The results of objective 2 of the survey which is to identify the institutional practices that govern recruitment, appointment and promotion of university personnel and how these, in turn, affect women's career entry   at the University of Limpopo

Question 3.2.1: **Do you think gender has played any positive or negative role for you in your pursuit of career-entry in the university?**

Table 4.16: The role of genders

NUMBER OF RESPONSES	FEEDBACK	PERCENTAGE
Yes	5	28%
No	13	72%
TOTAL	**18**	**100%**

Five (28%) respondents thought that gender played a role in their pursuit of career-entry in the university whereas thirteen (72%) respondents did not think so.

If yes, state how?

Table 4.17: Response to "if yes, state how" question

Respondent No.	Response from the Questionnaire for question 3.2.1
1.	When I was nominated to act as HoD in the Department I was the only lady in the Department with a PhD and in the School there was only one female in the management.
2.	When I fell pregnant I couldn't continue with my studies even after delivery the baby will keep you busy and it was not possible to study
5.	My husband encouraged me to reach where I am now
6.	Gender did not play any role on my acceptance into the University system. A position required filling and I was able to fill it. I was

	initially employed temporarily to fill in for a Professor who was away on sabbatical. However, as a newly married woman at the time I was not expected to be the breadwinner and could start on a small salary, on my husband's medical aid, as well as housing subsidy. As a male breadwinner at the time this may not have been acceptable, thus my family status may have added an advantage for me to accept the conditions. Since then, I have managed to work hard, obtain a PhD and move up in the system. As a note: from the time I joined the University I have seen a progressive increase in the number of female employees appointed, usually at lower levels though. There does seem to be a barrier in the progression of female staff to top management positions.
9.	Appointment of senior academic staff to balance of gender and equity i.e. there are few female staff who have PhDs in the university.

Five (28%) of the respondents indicated that they received the necessary support from their family and their managers in their pursuit to career-entry in the university.

If no, why not?

Table 4.18: if no, why not?

Respondent No.	Response from the Questionnaire for question 3.2.1
3.	My entry in the University was as follows: I went with the males for an interview and a male was appointed. I was found appointable on the basis of competence but put as position 2 and the male person who was chosen as position 1 occupied the position. The male person appointed couldn't cope with the work and decided to leave the University. Because I was chosen as position 2, I was

	the person found relevant to be considered in the position as it usually happens with appointment procedures - when the appointed person declines they consider the number 2 candidate.
4.	Gender only matters to a limited extent and only in certain contexts – affirmative action. Nobody ever handed me a job simply because I was a woman. I believe that I got to my present position on merit. I have accomplished a great deal as a researcher and my CV speaks for itself. My gender does not give me any added advantage.
7	I think I was chosen because I was the relevant candidate.
8	I don't think I got where I am because of my gender, but because of my capabilities. It is wrong to be given favours because one is a female
10.	The university is an equal opportunity employer.
11	No response.
12	I earned it all through merit. I know where my priorities are, I follow the right channels, I negotiate honestly and I don't believe in affirmative action appointments, promotions and favours. I earned it all.
13.	I don't think gender has played much role in my decision to join the university. I have always felt that I'm judged against my performance and abilities with relation to how I carry out my tasks. I have also had both male and female mentors in my field of study and they all played different roles in assisting me to achieve my goals as a scientist.
14.	I have worked as hard as male colleagues and have not in any way allowed anyone to discriminate me on the basis of gender
15	The university gives all people equal opportunities.

16	Because in academia gender is not considered for employment, only credentials, I know that I will get a job based on my resume, not because of gender.
17	Gender is insignificant in my career path.
18	I was hired because I was the suitable candidate.

Thirteen (72%) respondents indicated that they didn't think gender played any positive or negative role in their pursuit to career-entry. They said that they got where they were because of merit and qualifications. Their responses are tabulated above.

Question 3.2.2: **Do you think the University have adequate skilled female professors to perform their work?**

Figure 4.9: Adequate skilled professors (in %)
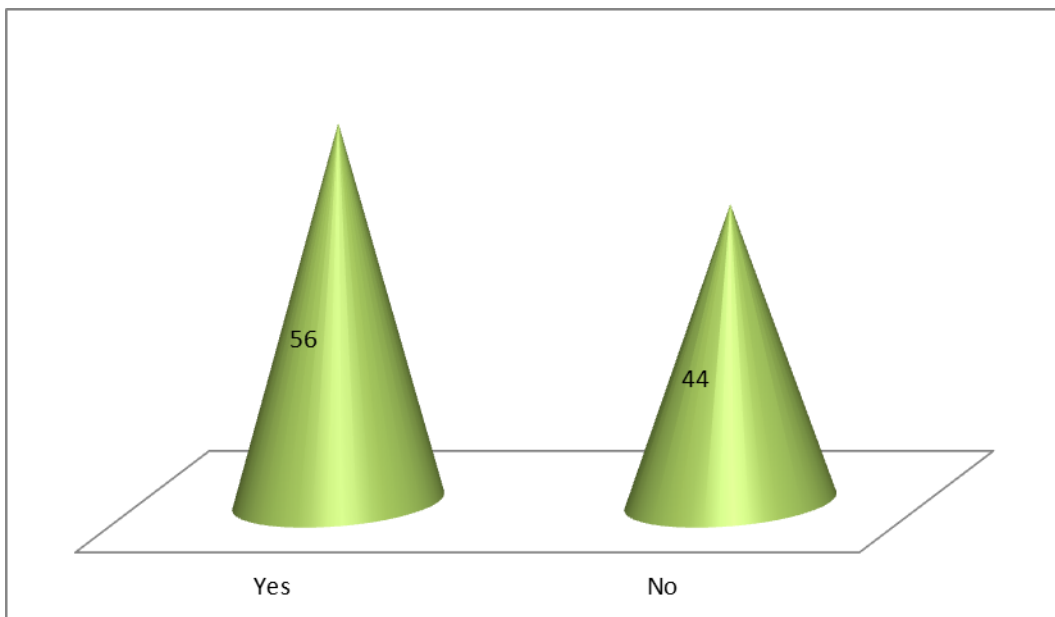
Ten (56%) respondents thought that the University have adequate skilled female professors to perform their work whereas eight (44%) thought that the university does not have adequate skilled female professors.

If yes, state reasons.

Table 4.19: if "yes" response.

Respondent No.	Response from the Questionnaire for question 3.1.2
1.	They may not be enough but those who are available are doing exploits.
2.	Yes, for the mere fact that they are professors it means they have the research skills.
5.	All who have reached the professorial level have proved themselves and hence I believe. They are adequately skilled. However, the number of female professors in the institution is too small.
6.	The question is a bit ambiguous. If the question is regarding whether female professors are adequately skilled then yes, definitely. Regardless of gender, there are promotion criteria that need to be filled before anyone can be promoted to a professor. There are many training opportunities afforded for supervision, teaching and learning, and research training that allow all professors to improve their skills. If the question is asking whether we have enough female professors, some facts should be given regarding the ratio of male: female professors at UL. From an observation, I would say that the ratio is skewed towards male, possibly as mentioned previously, due to the longer time it takes females to do research, due to family commitments. The institution has in the more recent past started a pre-school for young children that will support young women, but, as far as I could see from

	colleagues, this did not alleviate the pressure of not being able to put in extra hours of work as it closes at 17:00.
8	Professorship has got nothing to do with gender but the capabilities and achievement of individuals. Hence ,yes the women professors have adequate skills required for their field
10	We have skilled professors, the problem is that they are not given a chance to show their capabilities.
12	I find this item of the questionnaire insensitive and offensive. From where I am, I see competency on the work that females do. I hope that it is not only happening in my neighbourhood.
16	Women are multi-skilled, the female professors we have are all hard workers, in a male dominated environment and have to work double hard to be on top of their game.
17.	There are leading female academic researchers. University research unit is led by a female professor.
18	According to the statistics from the research office, women publish more articles and supervise many student, they can multitask.

Ten (56%) respondents thought that for the mere fact that professors have acquired a PhD qualification, it means they have adequate skill to perform their work.

If no, why do you think they don't have?

Table 4.20: Why do you think they don't have?

Respondent No.	Response from the Questionnaire for question 3.1.2
3.	There are few female professors at present
4.	I think it is just a culture in Limpopo that women get into child-bearing at a very young age – the evidence is in the number of teenage pregnancies on this campus – that by the time they turn

	40 they are still trying to finish a master's degree. Before they become professors, they will nearing retirement age. I think if the women here can change their mentality and begin to put career development ahead of baby-making and help the younger generation to do the same, the university will be getting many female doctors and professors who are young and adequately skilled and energetic to do the work that needs to be done – increased research output.
7	It is difficult to say yes because we don't have a ratio of how many professors are there in the university.
9	There are generally fewer female doctors and professors in the country.
11	There are generally fewer female doctors and professor in the country.
13	I believe it is more of a cultural phenomenon as women are culturally expected to play more visible roles in their families than at work. This leads to less time spent on research projects, in turn resulting in less scientific output. Lack of female mentors and role players in science can also be another factor.
14	It seems there are fewer women that apply for higher level positions than males.
15	Women professors are in the minority across all the universities, nationally and internationally. So, the University of Limpopo is also affected. There are a number of reasons amongst which family and work life challenges can be cited.

Eight (44%) respondents thought that the University does not have adequate skilled female professors to perform their work. They thought that it is more of a cultural

phenomenon as women are culturally expected to play more visible roles in their families than at work.

Question 3.2.3: **Do you think the university complies with the employment equity act 55 (1998), in terms of hiring?**

Figure 4.10: Compliance with employment equity act
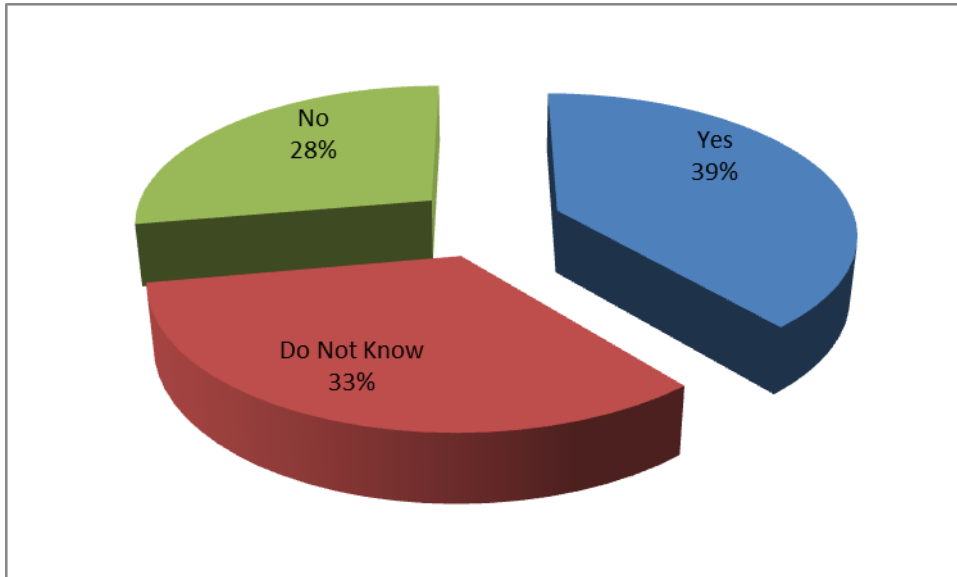
Seven (39%) respondents thought that the university complied with the employment equity act 55(1988) in terms of hiring. Six (33%) respondents do not know whether the university complied or not whereas twenty-eight (28%) respondents did not think that the university was complying with the Act.

If "yes"

Table 4.21: Response to if "yes" question

Respondent No.	response from the Questionnaire for question 3.2.3
1.	If a female is appoint-able the university appoints .Equity does not mean appointing unappoint-able candidates on the basis of gender.
3.	The University tries its best. Important for me is that appointment must not just be because you are a women. It is very important

	that you are competent and have the ability to provide quality service. If you still have gaps and require some mentoring and coaching, you must be the kind of a woman who learns fast. It does not help to occupy the position and another person does the work for you. Being just a cheque collector is not fair.
6.	I cannot really comment. However, when I left my position in the academic department, they actively looked for a female to replace me. I was not sure whether to take this as a positive or negative action.
9.	Yes, gender is considered when filling in a vacant post. The demographics and gender in the hiring department are taken into account.
10	We have policy that governs that at the university.
12	My observations are that efforts are made. My observations are also that some females sacrifice their interest for extrinsic reasons to the degree of being labelled inadequate. As a result they are under-represented in positions that require one to exert themselves beyond office hours.
16	I see more female employees, almost as many as males.

If not, explain

Response to "if not"

The respondents indicated that because of scarce skills in academia there are still very few women in the echelons of the university. Top management is full of men,foe example in senate, deans and teaching and learning committees.

Response to "no" idea

Three respondents indicated that they had no idea about the Act as they never formed part of the recruitment team. However, they believe that the hiring practice was based on credentials rather than gender.

Question 3.2.4: **Do you think that appointments and promotions of female professors to career-entry positions is well managed at the university**

Table 4.22: Appointments and promotion of female professors

NUMBER OF RESPONSES	FEEDBACK	PERCENTAGE
Yes	8	39%
Do Not Know	5	28%
No	5	28%
TOTAL		100%

Eight (39%) respondents indicated that appointments and promotions are well managed. Five (28%) respondents indicated that they did not know if appointments and promotions were managed well. Five (28%) respondents indicated that the positions and appointments to career-entry were not managed well.

If yes, state

Table 4.23: Response to "if yes"

Respondent No.	Response from the Questionnaire for question 3.2.4
1.	If a female is appoint-able the university is appointing. Equity does not mean appointing unappoint able candidate on the basis of gender.
3	There is a fertile ground set for us. We have all the support we require, for example, ULWASA is there, Teaching and Learning and Research Grants are there. What remains is for an individual to decide whether she is in or not.
6	Difficult to state "yes" or "no". I do not think career-entry differs

	between males and females. As mentioned previously though, more females seem to be entering at lower levels of academia and then do not reach higher levels. Entry of female professors seems quite rare though and this may be due to stable family situations in positions that they occupy elsewhere, and not being willing to uproot an entire family. It would be interesting to establish the movement of female professors amongst universities in a more densely populated area such as in Gauteng where there are more universities in an area that would not require family movement if different career enhancing positions are taken up at different establishments.
10	No response.
13	I believe appointments and promotions are based on merits rather than whether one is a female or male.
16	Because it is based on individual credentials, which are applied to all academic employees, no special favours, if you don't meet the criteria, you don't qualify.
17	Gender is insignificant in the promotions of professors.

If no, why do you think they are not?

Table 4.24: Why do you think they are not?

Respondent No.	Response from the Questionnaire for question 3.1.2
2.	Women are not hand hunted –or encouraged to apply because in many instances they are afraid to apply fearing failure to get the position.
4.	No idea.

5.	There are no deliberate efforts to encourage women to enter into professorial positions.
7.	We are still having few professors at senior management level.
8.	Not sure because I don't work closely with recruitment/human resource office.
9.	I don't have a basis to answer this question. I don't know if there are special provisions for promotions of female staff.
12.	By the time one becomes a professor, they are no longer at career-entry for their profession. They have the required knowledge and skills for their profession. What will career-entry position mean for those?

Question 3.2.4. What skills, strategies, or support are most critical if female professors are to succeed as top- level decision makers in academia?

Table 4.25: Skills, strategies or support for female professors

Respondent No.	Response from the Questionnaire for question 3.2.4
1.	Only if they can be given the opportunity to be in power because they have all skills and strategies theoretically. The greatest support is to give them a platform to put their theory in practice without intimidation.
2.	Affirmative action in favour of women. Approaching them to apply for the positions because many a time they are afraid to apply based on the fact that they may not get the position.
3.	Conceptual skills needed to use data, reports, and improvement frameworks for management purposes such as consultation skills, Interpersonal, mentoring and coaching skills.

	Ability to identify and provide basic minimum resources
4.	They need to be assertive and never be apologetic for being women. They need to work hard and prove to their male counterparts that they are equally capable of running management positions. They must guard their reputations and honour at all times and not gets involved in scandalous affairs that will rob them of respect from other women and men especially. There is nothing worse for a woman's career than a reckless illicit affair with a colleague
5.	One strategy for supporting female professors which can help them to eventually successfully occupy decision making positions is for institution to make deliberate efforts of including these professors in positions of decision making early in their careers e.g. being HoDs, School Directors, Deans, etc. until they become VCs. This will help them to get the relevant experience needed in decision making positions. Institution should ensure that every woman professor belongs to a certain decision making committee and it helps to empower them so that when an opportunity arises for any decision making position, they are found to have some experience of such roles.
6.	This question is very different from 3.2.2. In this case I can say a definite no– that there are not enough female professors in top-decision making levels of academia. Female professors employed into management positions are not given the appropriate support, or training in these positions. They are expected to fill in, work extreme hours under extreme pressure with no or very little support from higher management and often get ill, burn-out or leave, or are deemed ineffective and rail-roaded in decisions, instead of being given the necessary support, guidance and training to improve in the positions. Critical skills, strategies and support are: training as managers (They are all academics); emotional intelligence training

	(something given high priority in many businesses for males and females); support in decisions made from higher management; organisational skills; skills in strategic planning and management; supportive working hours, which will also allow for flexibility to deal with crises moments both at work and at home.
7.	The institution must comply with employment equity and put mechanisms in place, succession plan.
8.	Continuous learning and hardworking. The support could be provided in terms of training and workshop by the institution.
9.	Being assertive and professionalism are key. Support in terms of family matters such as when raising a young family is important
10.	Mentorship, focused and people management.
11.	No response.
12	There are no skills in academia that are gender specific. Females need to be committed; accountable; resilient; assertive; and accept responsibilities that come with their profession.
13	Firstly, I believe they should believe in themselves and stand by any decision they make. An employer can also provide conducive working environment for female academics, such as flexible working hours for new mothers, family friendly working environment and other support structures.
14	Professionalism, hard work and being assertive.
15	No response
16	They must have the ability to work under pressure, separate personal from work issues and never be afraid of saying what they think.
17	Financial support and leadership skill.
18	Commitment and mentorship.

Eighteen (100%) of the respondents indicated that hard work, being assertive, training, emotional intelligence are the key skills if female professors are to succeed as top- level decision makers in academia.

Question 3.2.5. How can aspiring female professors better prepare themselves to obtain such skills, strategies, or support?

Table 4.26: Aspirations of female professors to obtain skills, strategies or support

Respondent No.	Response from the Questionnaire for question 3.2.5
1.	By never stopping to learn. Attending without undermining workshops that offer various skills and strategies and be eager to implement that. Overcome the obstacle of undermining those who are not yet professors because no one can grow alone, you grow in the midst of others.
2.	It is the role and function of the university management to employ females to improve on gender equity.
3.	Identify role models and work closely with them. Be always available for collaborative projects – be in teaching and learning, research and community engagement – always think positively. Use criticism to climb extra hills-. Get prepared to move forward in life, never backwards and always move forgiving because the road is never smooth.
4.	They must attend conferences and present papers. That will help them to be good and assertive speakers. They must take up leadership positions in small forums such as their departmental committees. They must join ULWASA where they can acquire skills in research, writing, mentoring and publishing. And they must

	travel widely. Travel in itself is education.
5.	By attaining professorship, it shows that someone has achieved a lot in his/her career and the same applies to women professors. So to prepare themselves for decision making roles, women professors should ensure that they continue to equip themselves with managerial and leadership skills through reading management literature, do voluntary work in organizations, join some associations and participate actively, both nationally and internationally, present papers nationally and internationally. In short, they should keep themselves actively involved in different activities.
6.	Professors will need training and mentorship in management positions. They will need to have an effective support staff around them to ensure a well organised, efficient structure. Those with families (children at home) will need very strong support from the home front.
7.	It is difficult, even if they had the skill they don't get support.
8.	They must work hard, search for opportunities and learn continuously.
9.	By doing your best in what one undertakes and by aligning with inspirational people and requesting support from managers within the policy framework of employment.
10.	Improving their learning skills and register for leadership courses
11.	No response.
12.	It is important to know what ones profession is about and decide whether that is what they want in their life.
13.	They should work with other well established female (and male) professors and learn from them.
14.	Taking opportunities for training in short courses, supporting each other as female academics.
15.	No response.
16.	They must be assertive and know that they are the change agents,

	therefore their word carries more weight. They must work harder and smarter in order to maximise their abilities. They must create the culture of publishing, and conference presentations
17.	Register management causes.
18.	Continue learning and researching.

All respondents highlighted that continuous learning, good networking and support can better prepare female academics to obtain the necessary skills, strategies, or support.

Question 3.2.6 Do you think that appointment and promotions of female professors to career entry position is well managed at the university?

Figure 4.11: Management of appointments and promotions of female professors (in %).
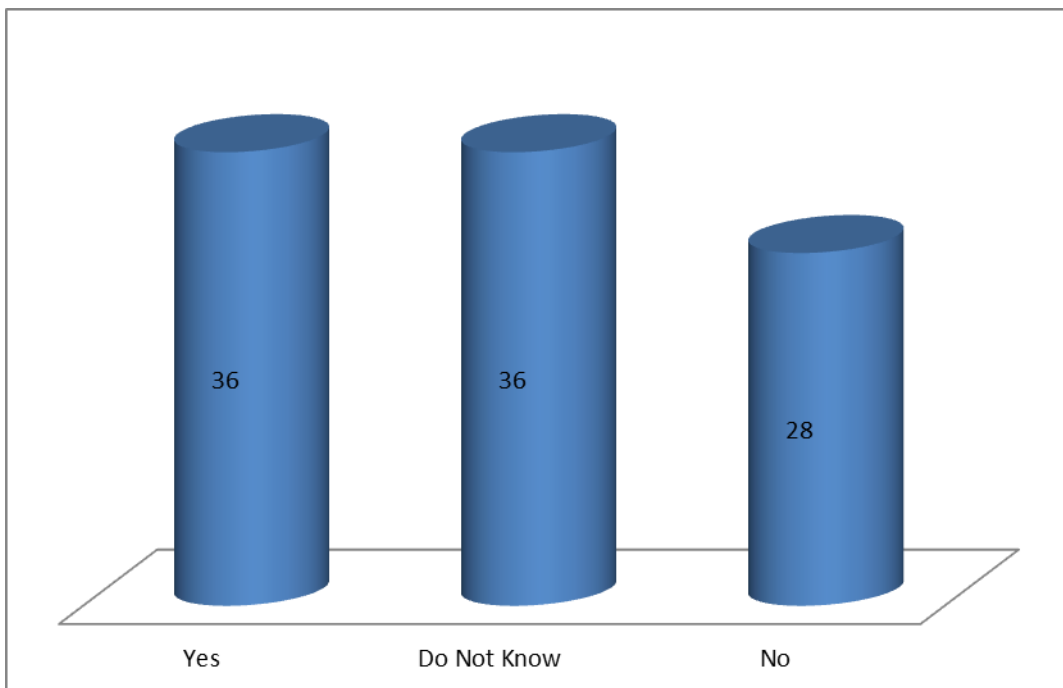
If yes, state why?

Table 4.27: Response for "if yes"

Respondent No.	Response from the Questionnaire for question 3.2.6
1.	Whenever one qualifies and applies one is promoted. It is up to the individual to make a mark.
3.	There is fertile ground set for us. We have all the support we require, for example ULWASA is there, Teaching and Learning and Research Grants are there. What remains is for an individual to decide whether she is in or not.
6.	Difficult to state yes or no. I do not think career-entry differs between male and female. As mentioned previously though, more females seem to be entering at lower levels of academia and then do not reach higher levels. Entry of female professors seems quite rare though and this may be to stable family situations in positions that they occupy elsewhere, and not being willing to transfer an entire family. It would be interesting to establish the movement of female professors amongst universities in a more densely populated area such as in Gauteng where there are more universities in an area that would not require family movement if different career enhancing positions are taken up at different establishments.

If no, why do you think they are not managed?

Table 4.28: Response for if no, why do you think they are not managed?

Respondent No.	Response from the Questionnaire for question 3.1.2
2.	Women are not hand hunted or encouraged to apply because in many instances they are afraid to apply fearing failure when they get the position.

5.	There are no deliberate efforts to encourage women to enter into professorial positions.

4.3.4 Objective 3 of the survey addressed the type of strategies and mechanisms to enhance career-entry prospects for female professors at the University of Limpopo.

Question3.3.1 **What strategies have helped you overcome career-entry barriers to achieve the desired goals?**

Table 4.29: Strategies to overcome career-entry barriers

Respondent No.	Response from the Questionnaire for question 3.3.1
1.	Hard working and being honest.
2.	Work hard and persevering.
3.	No barriers for me.
4.	Research and publishing are the key strategies.
5.	I resorted to working very hard to such an extent that it is difficult to overlook my achievements.
6.	Hard work, career focus, respect for all colleagues, respect for the institution and its goals, attitude to assist wherever possible for the betterment of the students and institution. In other words, not

	taking my position as a right or for granted, but as an opportunity to add value.
7.	Further studies.
8.	Support from the institution will make a difference in encouraging female professors at University of Limpopo.
9.	Knowing relevant people in the field who can serve as mentor.
10.	Handwork, always being positive.
11.	No response
12.	• Know what your profession is about. • Excel in your profession. • Work by the rules.
13.	Sometimes is being a bit naïve can help. Though my field of study is more popular in male and white people, I never looked at it as gender based or black/white discipline. I also love my profession and because of that I'm always learning new things.
14.	Working hard, being professional, respecting those around me.
15.	No response.
16.	I worked harder, smarter and bench-marked myself with the best researchers in the country. I made sure I am known nationally and internationally through publications and conferences. I am now an expert in my field, because I positioned myself well through regular presentations in conferences nationally and internationally, I am a member of both national and international research bodies.
17.	Focused and hardworking.
18.	Time management, continued learning and mentorship.

Eighteen (100%) of the respondents indicate that hard work is the key strategy that could help female professors and doctors to improve career-entry barriers to achieve their desired goals.

Question 3.3.2. **Please indicate five factors that will improve career-entry barriers for female professors at the University of Limpopo**

Table 4.30: Factors that will improve career entry barriers

Respondent No.	Response from the Questionnaire for question 3.3.2
1.	1. Hard work. 2. Honesty. 3. Relevant qualification. 4. Policies, rules and procedures implementer.
2.	Accommodate the working conditions to favour women with small children like providing creches. Allow flexi hours where it is possible or allow them to work from home where possible. Avoid subjecting women to stay at work until late because they need to care for their children.
3.	Women have all the support. Ours is to avail ourselves.
4.	The women must work hard to complete their degrees. They must publish. They must attend international conferences. They must collaborate in research projects. The key to their promotion lies in their own hands.
5.	a) Having sessions with women professionals and explaining advantages of being a woman professor (that is if there are any). b) Giving some incentives to women who would have reached professorial level through remuneration or giving them some positions of responsibility. c) Mentoring of women academics about how to achieve the status of professor.
6.	Do not differentiate between genders. Take all opportunities that come your way and use them to the fullest.

	Communicate with all colleagues, ask for direction, question when it appears as though you are being taken for granted or looked over. Be organised both within the work place and family. Balance work and family and have a very strong family support structure.
7.	Commitment from the institution, compliance with EE, succession planning, further education, personal improvement.
8.	Financial support, mentorship, career development, training and courses, policies that consider women special needs and appreciation.
9.	Being assertive, professional and good networking.
10.	Management support, mentorship programmes, academic excellence.
11.	No response.
12.	I think a conclusion has been reached that there are career-entry barriers for female professors at the university. Unfortunately I don't hold such perceptions.
13.	No response.
14.	Flexi hours, training in short courses, support for research, mentoring and being assertive.
15.	Support from the management and schools will enable women to succeed.
16.	They say, publish or perish. Position yourself well through regular presentations in conferences nationally and internationally. Be a member of both national and international research bodies. Sacrifice time and walk an extra mile, Realise your own potential.

Respondent No.	Response from the Questionnaire for question 3.3.3
	Forget about what you cannot do, rather put more effort on what you are able to do and be the best at what you know
17.	Support structure, mentorship programme, global player, academic excellence and innovative.
18.	Mentorship, support structure and commitment.

Eighteen (100%) of the respondents indicated that good support structure, mentorship programme, good qualification and hard work are the key factors that will improve career-entry barriers for female professors at the University of Limpopo.

Question 3.3.3.**What do you think are the general advantages and/or**

Advantages

Table 4.31: Advantages of being a woman in the profession

Respondent No.	Response from the Questionnaire for question 3.3.3
1.	The advantage is that you are developing as an individual. There are no disadvantages in being a woman in the profession because work ethics and relations are the most important and not gender.
2.	Let us guard against just lamenting without providing evidence that as women we can do it. If we want to be acceptable to professionals let us prove that we can make it – not only making it but making it with acceptable quality. Our big advantage is that we are presently receiving support from all angles – at national level, institutional level et cetera. If you are dedicated and committed to your work there is no way you cannot get support especially when at the work place you approach whatever you do positively, professionally and ethically.
5.	The advantage is that you get professional satisfaction as an individual. You also get respect and recognition from the society in

	general and other professionals in particular.
6.	No advantage/disadvantage due to gender alone. Being a single mother without family support is an extreme disadvantage as it will be difficult to put in the work hours required to progress in academia.
9.	Females are natural care givers but can be misconstrued as being soft.
10.	Woman are unique and can multi-task.
11.	No response.
12	I have hardly thought of my profession from a gender perspective. I have probably never allowed it to be an issue. I assert myself in the quality of work that I do. It is a civil responsibility that I respect and honour. Gender has no significant role in it.
13	I believe one main advantage is the amount of attention and support women academics are receiving from management and government. There are more funding opportunities specifically meant for female academics.
14	You have to work harder than men because of family responsibilities, but the ability to have flexible hours at work can ease the burden.
15	The advantage of being a woman is that women are multi-tasked.
16	Women are generally change agents, they are not money driven, therefore any institution that put women first, will be sustainable.
17	Uniqueness and respect.
18	Uniqueness

Disadvantages of being a woman in the profession

Table 4.32: Disadvantages of being a woman in the profession

Respondent No.	Response from the Questionnaire for question 3.1.2
2	Having to stay at home to deliver or care for a sick child or being on maternity leave.
3.	The disadvantage for some women is that they like talking more than doing. Also, some of the women like receiving favours than gaining favours through hard work.
4.	I do not think I enjoy any particular advantages because I am a woman and I certainly do not see myself as disadvantaged because of my gender. Gender does not give you promotion; hard work does.
5.	The disadvantage is that at times you get frustrated when the institution does not recognise your achievement e.g. through awarding a salary which is commensurate with your status, but men below that status get a better salary than you.
7.	Woman are often overlooked.
8.	The main disadvantage is when one has to achieve to the same level as men while taking care of family responsibilities of which some men are not obliged to do.
11.	No response.

Most of the respondents did not respond straight to the point about the advantages as per the above responses. Fifteen (83%) of the respondents indicated that hard-work and support-groups are the major advantage of being a woman in the profession. Three (16%) of the respondents said that uniqueness and respect are the advantages. When coming to the disadvantage sixteen (88%) of the respondents

could not identify them but two (11%) of the respondents indicated that family-life conflict was a major disadvantage.

4.3. Summary

The results of the University of Limpopo female professors and doctor's survey have been presented in tabular and graphical format thereby providing a clear picture of the level of awareness of career-entry barriers in the institution.

4.4   CONCLUSION

The results from the female professors have indicated that the university needs legislation and infrastructure to help women address the tension between personal and professional roles. Female should be encouraged to attend conferences, workshops and other short courses to broaden their knowledge, skills and attitudes,

CHAPTER FIVE

5. SUMMARY OF RESULTS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter outlines the summary of results that were collected within the University of Limpopo. The chapter further summarises the conclusions and the recommendations that were made base on the data collected from professors and doctors.

5.2 Summary of results

5.2.1 Demographic information

5.2.1.1 Age group

The highest number of respondents seven (39%) of the respondents in the study were between the age range 40 and 49 years. Two (11%) of the respondents are between the ages 60 and 69 years. Age was regarded as an important element because it would give an indication of the age at which female professors usually ascend to the career-entry positions as compared to men and other female counter parts.

5.2.1.2 Number of years employed by the university

The highest number of respondents (39%) regarding the number of years employed by the university was between 5 and 10 years. Two (11%) of the respondents had been employed for less than five years. This indicates that most of the female professors had been employed long enough to be able to identify the career-entry barriers at the university.

5.2.1.3 Number of years in current position

The highest number of respondents (67%) were employed for less than 5 years at the university. The lowest proportion (33%) of the respondents had been employed for 5 to 10 years. This is an indication that career-entry barriers has affected most of the female professors and doctors as they belonged to the five year range.

5.2.1.4 Marital Status

The highest number of respondents (67%) were married whereas the lowest proportion (11%) of the respondents were divorced.

5.2.2 Objectives 1: To investigate the barriers which affect career-entry of female professors at the University of Limpopo.

Under this objective questions regarding the personal and professional barriers the respondents had come across within the University of Limpopo were raised.

Factors such as administrative experience, management skills, confidence, women's less assertiveness or aggressiveness, poor networking, lack of support to other women, lack of personal conviction, lack of adequate knowledge, skills, high visibility, hard work and diligence were found to enhance female professors career-entry in University of Limpopo. Singh (2000) reports that in a workshop conducted for women in higher education management in Malaysia, the participants in the workshop identified the same factors as barriers for woman to career-entry.
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Of the eighteen respondents in the study, six (33%) respondents indicated that they had encountered personal barriers to get to their present positions. They identified that promotions in the career path was difficult, co-operations from team member was a problem, recognition by their managers and family life conflicts were the major barriers. As Gachukia (2002) argues, women with family responsibilities have to divide their time between research, postgraduate studies and undertaking management training, all of which are mandatory for appointment and promotion to higher levels.

The finding shows that female professors also lack the confidence or courage to apply for various positions with a fear that they will fail. This is an indication that they must be urged to work hard and acquire academic credentials so as to be able to compete on par with men. A few writers argued that women's low confidence and self-esteem with respect to their career capabilities are likely to stunt women's career advancement. Many women are uncomfortable working in organisations because

they feel pressured to adopt behaviours that run contrary to their values (van Vianen & Fischer, 2002).

Professional female professors everywhere suffer great tension in their attempt to reconcile their professional roles. Moreover, their careers are dependent on the grace and favour of their spouses (Dines 1993). Lack of support from their husband is also the main factor at the family level that could limit their career/professional development. The issues of support from husbands have been found to affect women's academic advancement. For example, writing about the role husbands play, Leonard (2001: 120) observes that:

Husbands also may be crazy about the idea of their partners doing higher degrees and they can actually prove a bigger obstacle than children---the issue is long periods away from home… wives are more likely to support their husbands through the uphill struggle to complete a doctorate more than husbands who may threaten, or instigate a divorce. Mother support was found to help successful women overcome these kinds of barriers in England (Coleman, 2002).

The findings from this objective is a clear indication that a good support structure, good qualifications and good track record, planning and working hard to achieve their goals can help the female professors to overcome these barriers.

5.2.3 Objectives 2: To identify the institutional practices that govern recruitment, appointment and promotion of university personnel and how these, in turn, affect women's career entry at the University of Limpopo

The section on factors influencing recruitment, appointment and promotion have shown that academic qualifications, experience and administrative skills are important factors that affect women's participation in the university.

Seven (39%) respondents thought that the university complies with the Employment Equity Act 55(1988) in terms of hiring. Six (33%) respondents did not know whether the university is complying and five (28%) respondents did not think that the university is complying with the Employment Equity Act 55(1988) in terms of hiring.

Most of the female professors indicated that appointments must not just be based on someone being a women. It is very important that one is competent and has the

ability to provide quality service. If there one gaps that require some mentoring and coaching, one must be the kind of a woman who learns fast. It would not help to occupy positions while another person does the work. Being just a cheque collector is not fair. They also considered administrative experience to be the main factor influencing the recruitment, appointment and promotion of women into senior management positions.

Other female professors indicated that the requirements for staff development sometimes conflicted with family roles. This is especially the case when the training is far from the place of work. Women with young families often choose to take care of their families and forget about the staff development. This affects their career progression (Kamau, 2001).

One female professor indicated that "when the policies are not clear to everybody those who do not know them feel insecure and may miss out on some opportunities to acquire more skills." This shows the importance of universities developing clear documented policies on staff development. The findings from study on staff development policies revealed the importance of training related to one's job.

In the workplace, mentors are key multiplex relationships offering both instrumental and psychosocial support. At the University of Limpopo women in leadership and decision-making positions only constitute 2% of the total population, which is nowhere near parity (University of Limpopo Integrated Tertiary Software, 2014). Owing to structural constraints at the university, women are less likely than men to have multiplex relationships at work (Ibarra, 1995). In addition, since there are fewer women in positions of power, women need strong information ties with men (Ibarra, 1997) and integration into dominant coalitions of men (Brass, 1985) to get promoted. Women in Cross and Lineman's (2006) study reported the lack of access to informal male networks to be a significant barrier for women in reaching senior management positions.

5.2.4 Objectives 3: Recommend possible strategies and mechanisms to enhance career-entry prospects for female professors at the University of Limpopo.

The respondents suggested various strategies at the personal and professional levels.

At the personal level female professors were urged to work hard and acquire academic credentials so as to be able to compete on par with men. They were also asked to acquire the necessary administrative training and experience. Networking among women was also suggested. It is clear that the women's administrative skills ,hard work, diligence and perseverance were some of the personal attributes that made the female professors attain their management positions. Gachukia (2001) quoting Grace Alele Williams, outlines these attributes: professional qualification, qualities of firmness, uprightness, competence, responsibility, hard work, good interpersonal skills, assertiveness, confidence, morally stableness, objectivity, discipline and dedication. The attributes female professors need to compete on equal footing with men were alluded to by one male professor in Kanake (1997) who said that:

Women should be more assertive and press for their rights. No one will give them what they want unless they fight for it… Women should pursue higher education (PhD), conduct research and publish in order to compete honorably with men. This will see more of them in senior professional ranks and in administration (Kanake 1997, 39).

At the institutional level gender awareness campaign among staff in universities was seen as one way of opening opportunities for female professors. Seminars and workshops for staff, promotions on merit, offering scholarship for women staff, affirmative action and developing equal opportunity policies were some of the suggestions given.

At the societal level fighting customs that hinder progress of women, change of attitude, stressing girl child education, gender sensitisation, affirmative action policies and having the political will to promote women's issues were considered important in enhancing women's participation in general and in university management in particular

Eighteen (100%) of the respondents indicated that a good support structure, mentorship programme, good qualifications and hard work were the key factors that

would improve career-entry barriers for female professors at the university of Limpopo. Mentors can be men, women, colleagues, partners, parents, or supervisors. In Warner and DeFleur's (1993) essay, working with male mentors or sponsors was suggested as one way for women to make themselves known in the "old boy's network" in order for them to advance.

Networking has proved to be another popular strategy used by women leaders to connect to those in power. Specifically, women leaders in Anglis' (1990) study identified networking with men and women as a critical element in their career advancement.

5.3 Conclusions

With an increase in the number of women in the work place, women will have a better chance to influence the management culture and norms by bringing new perspectives, values, ideas, and ways of doing things. Furthermore, since nobody stands out in a gender balanced group, the focus naturally turns away from individual differences to the tasks ahead. Some traditional gender expectations and social norms have been relaxed for women, and more leadership opportunities have been made available. However, subtle barriers continue to plague women both in the employment and the workplace. Even if the campus climate and management culture can be temporarily or gradually warmed up for women, whether the trend will be vigilantly guarded and secured by the larger social context is still a question. The need to over-achieve and out-perform constantly is a built-in strategy used by female professors to prove their competence.

 If women leaders always have to be better prepared, more qualified, and more productive than everybody else to achieve and retain success, then can the claim that gender bias has disappeared for women be made with peace of mind.
According to most informants of this study,   emphasise was put on the need to know and be themselves, do the right thing, to develop and use their own personals way of leading. Unlike men, female professors experience the extra burden of having to juggle between the need to fit in with male norms and standards to survive and the need to figure out a less threatening way of leading both male and female

constituents.

Female professors are experts at forging multiple, strategic layers of support through connections, hard work, collaboration, networking and sponsorship. In terms of overcoming barriers and challenges, depending on the situations and the players involved, the informants learned to develop and flexibly employ an array of effective skills and strategies. Among the many strategies on which they relied, to combat difficult situations in their professional and personal lives, the most essential and indispensable are hard work and multiple layers of support through connections, collaboration, networking and sponsorship.

According to societal norms, female professors still have two full-time jobs: one at the workplace and one at home. Based on the participants' lived experiences, at the professional level, being a woman has both advantages and disadvantages. With the progress society has made and the implementation of affirmative action guidelines, their gender no longer keeps them from acquiring powerful posts in higher education. Consequently, changes need to be made to create a more equitable and supportive environment for women in the academy.

Some informants, with their sense of humor and positive attitudes, saw how motherhood increased their ability to mediate between conflicting interests and individuals. Without doubt, the task of making the invisible visible is challenging yet critical. Unless more people realise and recognise the unequal share of work and burdens falling on women's shoulders, women's struggles and needs will not be fully addressed or corrected. Moreover, the challenge of advocating for women's equal rights and privileges resides not just in the technical difficulty of capturing the subtlety of gender bias but also in the lack of recognition and marginality of women's studies at male-dominated academic institutions. If institutional leaders are truly devoted to the correction of social issues such as gender inequality, they should try every means possible to encourage and support women's programs and studies instead of undermining their necessity and values.

5.4 Recommendations for action to different stakeholders

Whether from the historical, socio-cultural, structural perspectives, or from research findings drawn from previous works as well as from the current study, the battle toward deconstructing the traditional preconceived patriarchal contexts for women is not over yet. To build a better future and a more diversified, equitable system of leading, learning, and teaching for all constituents, higher education leaders need to continue to invest their efforts and energy in re-examining, re-defining, and re-structuring the traditional, taken-for-granted systems of higher learning. Consequently, the researcher recommends that the following actions be taken:

5.4.1 Recommendation to the university

• Continue to support affirmative action initiatives by hiring more women leaders because the historical social issue of gender inequality at multiple levels of higher education has neither been quickly nor easily "fixed" in the past 40 years since the establishment of the Civil Rights Act in 1964. The university should require that women are represented at all levels, especially in the key decision making committees responsible for establishing promotion criteria, selecting conference representative, allocation of funds, research awards and support facilities within universities.

• There is an urgent need for the formulation of equal opportunity policies that are distinct from those subsumed in the constitution and international documents. The absence of such policies makes it difficult to ensure equality of opportunity because there is no yardstick against which day-to-day practices can be measured. The formulators should be made aware of the gender specific barriers to educational opportunity so that they come up with policies that are gender responsive. After the policies have been formulated, there is a need to put in place machinery for monitoring and evaluation to see to it that the right procedures are followed in the selection and recruitment of staff. Information on all aspects of promotion criteria should be known to all members of staff. Carmen (1999) points out that lack of transparency and accountability in hiring and promotion procedures allows male managers freedom to reproduce the institution in their own image.

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• Provide professional development and mentoring opportunities, particularly for those with greater needs, like women and minorities, who tend to be disproportionally underrepresented in senior professorial and administrative posts.

• Create a family-friendly working environment by providing programs, facilities, and services that respond to the needs of people with children and elderly family members. Revise university policies to make the balancing act between work and life easier for both men and women. Provide more assistance, options, and support for women, such as domestic help, flexible work hours, and routine programs/activities for the spouses of women presidents, vice presidents, deans, directors, and so on, to keep them informed and involved in collegiate activities.

5.4.2 Recommendation to the female academics

Female professors should be encouraged to attended special training programs. Training is necessary to equip women with skills of management. This will go a long way in changing the way women perceive themselves and gives them confidence in their own capacity to be effective leaders. These special programs should, however be backed with government.

They should also been encouraged to attend conferences, workshops, and other short courses to widen their knowledge, skills, and attitudes. The Association of Commonwealth Universities' women's program is big steps in helping women develop management skills. The programme, through training workshops, production of training materials, training of trainers, and monitoring women's progress, among others, is geared towards empowering women in higher education management. Networking among women should also be encouraged.

5.4.3 Recommendation to the male academics

• Make sure that when leading an imbalanced work group or leadership team, the

voices of the few receive equal attention, recognition, and respect. Encourage avoidance, whenever possible, of gender stereotypes or special scrutiny toward the disadvantaged group.

• Encourage equitable treatment for women.

5.5 Suggestions for further Research

Following the outcomes of the study, it is therefore recommended that future scholars,

• Conduct a similar study with male professors to compare and contrast male and female professors' experiences in the higher education workplace. Do male also experience the pressure to prove continuously that they are competent enough for their positions? Do they face the pressure to be better than everyone else to succeed and remain in their leadership posts? Do they feel the need to fit in within the existing management culture? Is being oneself and leading in one's own way ever been an issue for them?

• Compare and contrast comparable institutions that have many versus few female professors. Analyse both internal and external contextual factors that help perpetuate opposite campus climates for females in leadership positions. Identify the elements required for some institutions to accept more females at the helm and the reasons why changing patriarchal traditions has been so hard for some institutions.

• Identify and follow up with gender-balance at the institution of higher learning. How long do they last? What are the factors that sustain or reverse the changes? Do people feel confident, comfortable, positive, or uncertain, worried, negative?

• Compare and contrast successful male and female professor's experiences in Male-dominated professions and posts. Identify factors that cause the scarcity of women in those positions as well as ways to assist more women in assuming such powerful, influential positions.

• Compare and contrast differences between women's perceptions about gender bias and their gender identities, particularly between those who come from male-

dominated fields and those from female-dominated disciplines.

• Continue to identify both blatant and subtle barriers and challenges facing female professors today and their combating strategies. If possible, use the snowball sampling strategy to focus on women who experienced a lot of obstacles in their careers. What other skills and strategies have been employed to help women succeed more easily? How do the results compare to this study?

5.6 Limitations of the study

One of the study's main limitations is its restriction to one institution. As such, the findings are not necessarily generalisable. Further studies could be conducted in colleges and universities with an emphasis on women's studies programmes to compare and contrast the responses.

The study is also limited by the time of year the selection process occurred. The recruitment for participants began in November/December 2014 close to final year examination, which limited the selection pool and the participants' openness and willingness to disclose, reflect, and analyse different aspects of both their positive and negative experiences in the profession.

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UNIVERSITY OF LIMPOPO

FACULTY OF HUMANITIES

School of Languages & Communication Studies

REF: EDITING OF MBA MINI-DISSERTATION

DATE: 13 February 2015

TO WHOM IT MAY CONCERN

This letter serves to confirm that Mrs RABODIBA MS (Student Number 200013973) submitted her MBA mini-dissertation entitled "CAREER-ENTRY BARRIERS FOR FEMALE ACADEMICS AT THE UNIVERSITY OF LIMPOPO" for language editing to the undersigned. Hence, the document has been duly proof-read and manually edited for grammatical and technical errors. It is hoped that if all the editorial aspects addressed and recommended therein are to be meticulously attended to, the target readers of this work will find the document free from error, enjoyable to read and easy to understand.

FOR ANY ENQUIRIES RELATING TO THE ABOVE, PLEASE CONTACT ME DURING OFFICE HOURS ON

015 268 3247 OR 082 069 0590

Kind regards

Dr. T. Muswede (School of Languages and Communication Studies)

15 July 2014

To whom it may concern

This letter serves to confirm that **Rabodiba MS, student number 200013973**
is a registered student of the University of Limpopo for 2014 academic year. She is
registered for Master of Business Administration at the Turfloop Graduate School of
Leadership.

She is currently doing research for her MBA degree. Her research topic is "**Career-
entry barriers for female academics at the University of Limpopo**".

Kindly assist the student.

Yours faithfully

P. Manamela
Principal Admin Officer: Turfloop graduate School of Leadership

APPENDIX III (Female Academics at the University of Limpopo):
QUESTIONNAIRE

1. Introduction

My Name is Matema Salome Rabodiba.   I am currently registered for Master's Degree in Business Administration (MBA) with the University of Limpopo for the year 2014.My research topic is **Career-entry barriers for female academics at the University of Limpopo.** The main objectives of my study involve the following:

- To investigate the barriers which affect career-entry of female professors and doctors at the University of Limpopo.
- To identify the institutional practices that govern recruitment, appointment and promotion of university personnel and how these, in turn, affect women's career entry   at the University of Limpopo
- Recommend possible strategies and mechanisms to enhance career-entry prospects for female professors at the University of Limpopo.

2. Demographic Information

2.1 What is your age?

18-29	30-39	40-49	50-59	60-69

2.2 How long have you been employed by the university?

Less than 5	5-10	11-15	16-20	20+

2.3 Number of Years in Current Position

Less than 5	5-10	11-15	16-20	20+

2.3 Marital Status

Single	
Married	
divorced	
separated	
widowed	

3. Objectives 1: To investigate the barriers which affect career-entry of female professors at the University of Limpopo

    3.1.1 Have you encountered any personal barriers getting to your present position?

Yes	No

    3.1.2 If so, what barriers have you experienced?

    3.1.3 What did you do to overcome them?

    3.1.4 If not, why not?

3.1.5   Have you encountered any professional barriers?

Yes	No

3.1.6 If so, identify two to three barriers or obstacles?

3.1.7What strategies have you employed to deal with these barriers?

3.1.8 Did they work?

Yes	No

If yes how?

If not, why not?

3.1.9   What strategies have you utilized to gain acceptance and inclusion with major male and female employees?

3.1.10 Have the strategies you used differed based on the gender of the employee?

Yes	No

3.1.11   Have you had difficulty getting needed resources or support to get things done effectively?

Yes	No

If yes, why?

If not, why not?---

3.1.12 From your perspective, had you been a man, would the professional and personal barriers you just described have been different?

Yes	No

 If so, how?

3.1.13 What advice would you give to female who want to have both a career in higher education and a (family) life?

Objectives 2: To identify the institutional practices that govern recruitment, appointment and promotion of university personnel and how these, in turn, affect women's career entry   at the University of Limpopo

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3.2.1 Do you think gender has played any positive or negative role for you in your pursuit of career entry in the university?

Yes	No

If yes, state how?---
-

If no, why not?--
-

3.2.2 Do you think the University have adequate skilled female professors to perform their work?

Yes	No

If yes, state ---
--

If no, why do you think they don't have---

3.2.3 Do you think the university comply with Employment Equity Act 55 (1998), in terms of hiring?

If yes, state ---

--

If no, why do you think they are not---

2.2.4   What skills, strategies, or support are most critical if female professors are to succeed as top- level decision makers in academia? --------------------------------
----

2.2.5   How can aspiring female professors better prepare themselves to obtain such skills, strategies, or support?---
----

2.2.6 Do you think that appointment and promotions of female professors to career entry position is well managed at the university

Yes	No

If yes, state --

--

If no, why do you think they are not managed--

Objectives 3: Recommend possible strategies and mechanisms to enhance career-entry prospects for female professors at the University of Limpopo.

3.3.1What strategies have helped you overcome career-entry barriers to achieve desired goals?--
----

3.3.2 Please indicated five factors that will improve career-entry barrier for female professors at the university of Limpopo---
----

3.3.3   What do you think are the general advantages and/or disadvantages to being a woman in the profession?

THANK YOU FOR YOUR PARTICIPATION IN THIS IS MUCH APPRECIATTED!