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Gender equality in the workplace and how it impacts on the organisation's operations:

A case study of the University of the Western Cape



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**Submitted to the School of Government, University of the Western Cape, in partial
fulfillment of the requirement for the Master's Degree in Public Administration**

Supervisor: Prof. G. Davids

November 2022

Declaration

I declare that “*Gender equality in the workplace and how it impacts on the organisation’s operations: A case study of the University of the Western Cape*” is the original work of the author and it has never been submitted before by the author or anyone else at any university for a degree. All the sources that was used or quoted have been indicated and acknowledged by means of a complete reference list.

Liezel Petersen

November 2022

Signed:



Acknowledgements

This research report is dedicated to my **God**, the centre of my life. Without Him, nothing is possible.

My Son, Luke: All that I am and all that I do, is for you!

My Mother, Emily: My friend, my confidant and my goal keeper, thank you for your love and support.

My late Father, Lucien: You have always been my rock here, and in the afterlife. Thank you for always being with me and being my guardian angel.

My friends and family: Thank you for putting up with me physically and in my absence too. Thank you for always understanding.

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Prof. Davids, my supervisor: Your calm demeanour is something others can only strive towards. Thank you for all you have done on my journey.

Abstract

This study focusses on the impact of gender equality on the workplace and its operations and how it has evolved within the organisation.

South Africa, historically, was a patriarchal society and male dominance was the social accepted order. This was evident in all spheres of society and women generally were relegated to a subservient role. This was particularly evident in the place of work where artificial glass ceilings were created for women. The workplace is mostly male dominated and they hold these senior positions. Women on the other hand hold positions such as cleaners, administrators and supervisors but rarely occupy senior and executive positions. This prevailing social construct stems from the patriarchal belief and societal cultural values. The prevailing practices therefore, in places of work, reflected the prevailing societal value system.

However, in today's society women have become emancipated, educated and understand their democratic rights. A cultural shift had taken place and challenging the traditional subservient role bestowed on them. The study is qualitative in nature and used the case methodology to research the phenomenon. The major findings are that the advancement of gender equality and the employment of women holds positive results for the organisation.

Key words:

Gender, Gender and Development, Employment Equity, Equity, Inequality, Employment, Gender Roles, Gender regulation, Income gaps, dispute resolution.

Table of Contents

Declaration	ii
Acknowledgements.....	iii
Abstract	iv
Key words:	iv
CHAPTER 1	4
1.1 INTRODUCTION AND BACKGROUND.....	4
1.2 PROBLEM STATEMENT	5
1.3 RESEARCH QUESTION.....	6
1.4 RESEARCH OBJECTIVES.....	6
1.5 RATIONAL FOR STUDY.....	6
1.6 POLICY AND LEGISLATIVE ENVIRONMENT	7
1.7 LITERATURE REVIEW	12
1.8 RESEARCH METHOD	20
1.9 DELIMITATIONS.....	22
1.10 CHAPTER OUTLINE.....	22
CHAPTER 2	23
LITERATURE STUDY	23
2.1 INTRODUCTION	23
2.2 DEFINING GENDER EQUALITY	25
2.3 LEGISLATIVE FRAMEWORK AND LITERATURE REVIEW	26
2.3.1 The Constitution of South Africa 1996	26
2.3.2 Affirmative Action	27
2.3.3 The Rule of Law	28
2.3.4 Women Empowerment and Gender Equality Bill	29
2.3.5 Promotion of Equality and Prevention of Unfair Discrimination Act.....	29
2.3.6 Employment Equity Act	30
2.3.7 Education and Training Unit for Democracy & Development	31
2.3.8 Gender Mainstreaming	31
2.3.9 The National Gender Policy Framework on Women’s Empowerment and Gender	33
2.3.10 Gender Equality Trends.....	34
2.3.11 Women Employment and Economic Growth.....	41

2.3.12 Effects of Gender Equality on the Workplace	42
CHAPTER 3	44
RESEARCH METHODOLOGY	44
3.1 INTRODUCTION	44
3.2 RESEARCH QUESTION	44
3.3 RESEARCH APPROACH AND DESIGN	45
3.4 RESEARCH SETTING, POPULATION AND SAMPLING	46
3.5 DATA COLLECTION	50
3.6 DATA ANALYSIS	54
3.7 ETHICS	55
3.8 VALIDITY & RELIABILITY	58
3.9 LIMITATIONS	59
CHAPTER 4	60
DATA ANALYSIS	60
4.1 INTRODUCTION	60
4.2 SECTION A: BIOGRAPHICAL INFORMATION	60
4.3 SECTION B: DISCUSSION OF DATA COLLECTED	63
4.4 SECTION C: EMPLOYMENT OF WOMEN	64
4.5 SECTION D: EMPLOYMENT, GENDER AND FAMILY LIFE	69
4.6 SECTION E: CHANGE IN OPERATIONS	77
4.7 SECTION F: POLICY AND POLICY IMPLEMENTATION	82
4.8 SECTION G: ADDRESSING GENDER INEQUALITY	87
4.9 SECTION H: INCOME AND INCOME GAPS	88
4.10 SECTION I: SOLVING DISPUTES	91
4.11 SECTION J: OTHER FEEDBACK	93
4.12 CONCLUSION	94
CHAPTER 5	95
CHAPTER SUMMARY, CONCLUSION AND RECOMMENDATIONS	95
5.1 INTRODUCTION	95
5.2 CHAPTER SUMMARY	96
5.3 SUMMARY OF FINDINGS	97
5.3.1 Employment of Women	97

5.3.2 Employment, Gender and Family Life	98
5.3.3 Changes in Operations	99
5.3.5 Policy and policy implementation	100
5.3.6 Addressing Gender Inequality	102
5.3.7 Income and income gaps	102
5.3.8 Solving disputes.....	104
5.3.9 Other feedback.....	104
5.4 CONCLUSION	105
5.5 RECOMMENDATIONS.....	105
Bibliography.....	107



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CHAPTER 1

1.1 INTRODUCTION AND BACKGROUND

South Africa post 1994, the year of its first democratic election had seen a policy shift from the apartheid draconian laws of racial segregation towards a progressive democratic dispensation. The democratic elected government adopted the Constitution in 1996 (Republic of South Africa Constitution of 1996, Act 108) and the ideals of an equalitarian society forms a central tenet. The Constitution envisages that each and every person in South Africa will be treated equally and adhere to the values of no-racism, no-sexism and no discrimination. The first democratic elected government inherited a society that was racially, socially and economically divided. Many policies and laws had been repealed and new ones promulgated to facilitate the creation of a new social order. Gender inequality and social exclusion was one of the societal challenges that the South African government placed as priority to address.

South Africa, historically, was a patriarchal society and male dominance was the social accepted order. This was evident in all spheres of society and women generally were placed in a subservient role. This was particularly evident in the place of work where artificial glass ceilings were created for women (Bertrand, 2017). The workplace were mostly male dominated and they held senior positions. Women on the other hand, occupied positions such as cleaners, administrators and supervisors but rarely senior and executive positions. The social construct stems from the patriarchal belief and societal cultural values. The prevailing practices therefore, in places of work, reflected the societal value system. However,

in the contemporary world, women have become emancipated, educated and understand their democratic rights. A cultural shift had taken place, challenging the traditional subservient role bestowed on them. In this regard, women started educating themselves, enhancing their capacity and planting their feet firmly in the job market and slowly but surely being employed in better positions such as management, top management and executive offices.

This, however, is not an easy transition coming from an apartheid, stereotypical era where women's positions in society had seen their place in the kitchen and raising children. Mostly, in some organisations, change is difficult, though, in other organisations change came easily. The South African government promulgated various policies to advance gender equality. Twenty-seven years after democracy, the place of work has not changed much regarding gender equality. The workplace is characterised by male dominance in senior, managerial and executive occupations.

1.2 PROBLEM STATEMENT

Although the South African Constitution of 1996 and Government policies had been put in place to advance gender equality, it seems not to meaningfully change the inherent status quo of a senior management male dominated workplace. It appears that organisations are either deliberately ignoring the changing policy environment or do not have the strategies and plans to meaningfully change the prevailing status quo. The place of work, irrespective of the changing policy requirements, still reflects a gender imbalance and women's absence in senior management positions a norm.

1.3 RESEARCH QUESTION

Given the above problem statement, the following primary and secondary research questions are set to guide to research.

The *primary research question* is:

What are the Challenges and obstacles that prevent gender equity within the place of work?

A number of *secondary research questions* had been set:

- Is gender equality and transformation a key drive within organisation?
- What are the current debates and literature on gender equality in the work place?
- Has the organisations made a cultural shift towards gender equality?

1.4 RESEARCH OBJECTIVES

- To understand and conceptualise gender equality
- To ascertain whether there are specific policies and the effectiveness of implementation in the workplace for the advancement of gender equality
- To analyse the policy and regulatory framework regarding gender equality

1.5 RATIONAL FOR STUDY

The study is important and will contribute to the academic discourse on gender equality within the workplace. The findings will contribute to strengthening human resource policy formulation, specifically transforming and advancing gender equality. It similarly provides

policy makers with findings that could inform the policy implementation and analysis in as far as it pertains to gender equality.

1.6 POLICY AND LEGISLATIVE ENVIRONMENT

Historically, it was noted that the changing female employment and the pace of urbanisation patterns were closely linked (sahistory, 2011). In the article written for the South African History, it is explained that gender inequalities, already in the 1920's, were very marked. During the pre-apartheid era women, whether African, Coloured or White, were paid the lowest wages and were given the least skilled jobs. It further states that more than 50% of women who were employed in this time were domestic workers but, other avenues of employment have opened up.

In the early 1930's, it was not yet compulsory for women to carry a pass and therefore, migration to the towns were easy for women (sahistory.org.za). It is in these towns where women were able to supplement the family income with domestic work as they struggled to feed their families during the era of the worldwide depression because unemployment soared (sahistory.org.za). *"Bread and butter issues motivated women to resist in the difficult 1930's. They were primarily concerned with pressing social concerns that affected the entire community: rent, the cost of living, discrimination in the workplace, passes and controls..."* (sahistory, 2011).

In 1985, talks began between Nelson Mandela and P. W. Botha's government. These talks were about the racial and discriminatory policies within South Africa and the realisation that there had to be constitutional changes to include representation of the black majority. In

February of 1992, The National Party accepted the African National Congress' demand for an interim government where the new South Africa must be non-racial, non-sexist and democratic and therefore general constitutional principles were produced (Ellmann, 1994).

In April 1993, the Interim Constitution was enacted as the Constitution of the Republic of South Africa Act 200 of 1993. In April 1994, the first democratic elections took place within South Africa and in May of the same year, the Constitutional Assembly was formed and made up of 490 elected members.

The Interim Constitution of 1993 was introduced to govern the period of transition to democracy (O'Malley, 1996). It introduced adult suffrage at a universal level, constitutional supremacy as well as the Bill of Rights. The Bill of Rights is the cornerstone of the democracy of South Africa and it enshrines the rights of all people of the country, affirms the democratic values of human dignity, equality and freedom.

The Employment Equity Act of 1998 was one such policy to transfer an unjust society and in particular, the place of work. The purpose was to eradicate unfair discrimination and also to promote equality in the workplace for those who had been historically discriminated against, in particular, women (Lues, 2005). It will also aid in removing discriminatory barriers of apartheid and, it should give access to training, new opportunities and promotion.

The development of the 2020 Employment Equity Plan is to give effect to the Employment Equity Act by every employer taking into consideration its own unique circumstances. Once the Employment Equity Plan of the workplace is complete, it must be made available to the employees once agreed on. Every employer must take specific steps to promote equal opportunities in the workplace and by so doing, eliminate unfair discrimination in any employment policy or practice.

“In the mid-1980’s, when the country was still embroiled in the liberation struggle, women and gender issues were of lesser concern than the bigger issue of human rights. A small group of feminists at the university of the Western Cape were deeply concerned about the structural inequalities that existed between women and men on campus and set about advocating change” (UWC, n.a). This debate was the impetus that resulted in the establishment of the Gender Equity Unit at the University of the Western Cape, with specific purpose to transform and ensure gender equality.

The inequalities which were begging to be advocated for during that time were disparities in salaries between women and men; males generally earning more than women; no promotion opportunities for women; women not allowed to go on sabbatical and all professors were male with white men in the most senior professorships (UWC, n.a).

In an article written in 2015, on the history of the Gender Equity Unit at the University of the Western Cape, it was said that one of the lecturers practically gave birth in the classroom as this was due to women at the university suffering a lack in substantive equity. It was then that the late Professor Jakes Gerwel, former Rector of UWC, was approached by female staff members, so that their equity concerns may be addressed. Thus, in the late 1980’s, a Women’s Commission was formed and they then drew up the list of discriminatory practices with proposals to address them and submitted it to the Rector, Senate and Council.

Later on, in 1993, the Gender Equity Unit at the University of the Western Cape was established with funding from the Ford Foundation and the unit started to hold countless awareness raising workshops; they educated and trained student leadership and hosted extensive awareness programmes in the residences to transform the gender hostile climate on campus. It is due to this that in the mid-1990’s the university had the best maternity

benefits, as well as paternity benefits; housing subsidies for married women; chief invigilating duties for women and an Edu-care centre for the children of staff. The article further explains that the unit did exceptional and extensive work on developing specific policies such as a Gender Policy. It is due to the work of the Gender Equity unit that promotions were granted to women academics and for the first time, had adequate access to study leave and research funding.

In a statement given by Dr. Nkosazan Dlamini-Zuma (1995) she says: *“Women in South Africa are definitely not free. The majority live in poverty and many cannot read or write. Millions do not have proper housing and access to water, sanitation, education or health services”*. Apartheid left a legacy where inequalities were structured and entrenched and were manifested in government policies, programs and processes, consequently impacting on the lives of African women, specifically (National Gender Policy Framework, 2003). It is due to this, that many laws were developed with the aim of reversing the history of discrimination against women and marginalised and government, since 1994, adopted these laws (National Policy Framework, 2003). A core value for the struggle of a democratic South Africa has always been gender equality and this was adopted into governance processes of the new dispensation of 1994. It was ultimately enshrined in the Constitution of the Republic of South Africa in 1996 (National Gender Policy Framework, 2003).

According to South Africa’s National Policy Framework for Women’s Empowerment and Gender Equality (2003: i) *“South Africa’s definition of, and goals towards achieving gender equality, are guided by a vision of human rights which incorporates acceptance of equal and alienable rights of all women and men”*.

The Women Empowerment and Gender Equality Bill (2013) was introduced in the National Assembly and was originally published in the Government Gazette of 6 November 2013. This bill was established to give effect to section 9 of the Constitution of the Republic of South Africa i.e.: the right to equality. Section (9) states:” Everyone is equal before the law and has the right to equal protection and benefit of the law” (Constitution of 1996).

The Women Empowerment and Gender Equality Bill (2013) established a specific framework to empower women in general, and the appointment and representation of women in decision-making positions and structures. Specific attention will be given to chapter 2, section 4 of the Bill where it deals with social development in terms of education and training, as well as chapter 3, which deals with equal representation, empowerment and participation.

In addressing prevalent discriminatory attitudes and the aftermath of the apartheid, Chapter 2 of the Bill outlines how it affected women in the education system. It also addresses the decline in school attendance due to women bearing children and the responsibilities that came with it. It also guides the education and training for women so that they are able to develop and address gender inequality. It guides women to obtain skills for purposes of values and that they can achieve a state of progress. In this way it improves the ability to access education and eliminate prejudices that hinder the achievement and enjoyment of gender and social cohesion.

Public and private employers are addressed in chapter 3 of the Bill where they are mandated to develop and implement measures so that there are 50 per cent representation as well as participation for women in structures of decision-making.

1.7 LITERATURE REVIEW

“The enormous social, economic and political transformation South Africa has experienced over the 12 years, since the systematic dismantling of apartheid, in the area of social and economic reconstruction, has brought about numerous societal and social identity changes”

Booyesen, L (2007). According to Booyesen, L (2007) changes in social identity, power shifts and societal norms, are huge changes in the workplace. These aspects are unpacked by applying theories and how these result in certain implications in the workplace.

Social identity groups can be used to define the overall purpose of the study with objectives to provide an overview of social identity; providing an overview of power shifts that has taken place in the country’s political, economic, social and management levels over a time-period of twelve years highlighting the possibility of workplace implications, because of these changes in the societal identities as a result of power shifts (Booyesen, 2007: 3).

Changes in legislation and policy was introduced to guide society to achieve the new social order. Booyesen (2007: 8) states that *“On the journey towards transformation, a number of law reforms and Affirmative Action measures have been initiated in South Africa, aiming to achieve greater social justice and equality and to redress past unfair discrimination and unearned privilege”*. Booyesen (2007) goes on to explain the various laws and legislation implemented to address the issues of discrimination. The laws she makes mention of are, amongst others, the Employment Equity Act and its anti-discrimination provisions. Booyesen (2007) draws on the work of other scholars in this section as well to support her claim that only limited progress has been made in achieving employment equity. She states that their

slow progress to implement the Employment Equity Act particular at management level is evident.

Acker, J. (2006) discuss social and economic inequality and how this is created within the workplace, how it is created in the daily activities of working and in the organisation of work.

Acker (2006: 441) developed a *“conceptual strategy for analysing the mutual production of gender, race and class inequalities in the work organisations”* and *“to better understand why so many organisational equality projects have had only modest success or have failed altogether.”*

According to Acker (2006) all organisations have inequality regimes and it is connected practice, working actions and meanings that result in, and maintain class, gender and racial inequalities within certain organisations. She goes further to define inequality as she understands it, in this context, as a systematic disparity between certain participants that are in power positions and have control over organisational goals, resources and outcomes; decision making within the organisations; specific opportunities for better placements within the organisation; certain benefits such as security within the organisation and remuneration. All this, together with social aspects such as respect, working pleasures and work relationships.

Acker’s work is relevant to the study because it explains and provide an approach to understanding the creation of inequalities in organisations. It discusses how the concept of “inequality regimes” is the linked practice and process that may result in continuing inequalities in organisations.

“There is a saying in the labour movement: The leadership should look like the membership.”

Kaminski and Yakura (2008: 461). The article entitled: *“Women’s Union Leadership: Closing the Gender Gap”* look at trends of leadership within a union. It highlights that, within the organisation itself, it is still generally believed men still hold, predominantly, leadership positions. Kaminski and Yakura (2008) indicate that there are evidence unions improve women’s economic circumstances as a place of employment and not necessarily as a place that is bargaining and negotiating to better gender equality in the place of work. They explain that the gender gap is significant with regard to women earning, still noticeably, less than men. They argue that the gender of leadership in the union matters for reasons such as: women’s earnings are still significantly less than men’s even though the union have done a great deal to equalize the remuneration for specific job specifications; women might choose to advocate for different issues than men do. Issues such as family care, health care, elder care might also take its place on the agenda and, women’s leadership is important as it could bring a different approach to solving a crisis that the union might face (Kaminski and Yakura, 2008).

Even though many agree with them with regard to gender in leadership matters, progress in this direction is slow and, without specific strategies in place, there is a great unlikelihood that it will speed up. These strategies would include things like more women improving their skills, women must be able to work with other women and men. However, changes between men and women within the organisation is not enough, therefore, organisational structures and cultures are to implement change as well. Kaminski and Yakura (2008) discusses that research on gender differences in leadership style and the effectiveness of it is conducted with corporate managers instead of union leaders. They also state that there is a noticeable trend

in the recent rising of women to the presidencies of quite a number of top universities and that, to date, there are research papers that suggests that women are less competitive and hierarchical than men but are instead more cooperative, interdependent and concerned about the welfare of the group (Kaminski and Yakura, 2008: 462). They further discuss that women are less tolerant of unethical business practices, are more likely to be transformational leaders by being role models, they inspire others, are strategic thinkers, are innovative and are keener on mentoring and developing others within the organisation.

In conclusion, Kaminski and Yakura (2008) argue that they believe women union members need to see themselves reflected in the leadership of the movement and that the labour movement needs the type of leadership that women offer. They also state that in order to see more progressing progress, there are several factors that have to come together. Women must develop their skills and demonstrate their commitment to the movement, they must work with other women as well as male allies.

Williamson and Baird (2014) contents that there is research on collective bargaining which was gender blind but, since the late 1980's, researchers began examining how collective bargaining can progress gender equality in the workplace. This article also gives an indication of the debates which has developed gender equality bargaining over the last 25 years. Williamson and Baird (2014: 155) explains that "*industrial relations and unionism, developed as a discipline around notions of the male breadwinner, based on the historical reality that men needed to earn enough to support a family.*" They also stated that for gender equality to progress within the workplace there need to be an understanding of the relationship between collective bargaining and gender and how the context of collective bargaining impact on the

working lives of women. It also highlights that, even though the progress is possible, it is uneven and very dependent on a range of factors which is inclusive of union structures and commitment to the aspect of gender inequality.

Bobbitt-Zeher (2007) discuss the income gap between men and women and how the role of education feeds this gap. Disadvantaged groups are said to have a pathway to success which is led by education and young women now match and / or surpasses the educational achievements of men (Bobbitt-Zeher, 2007). However, there are certain questions pertaining to this bigger question: to which extent and in what way do women surpass the achievements of men? These questions are:

- How do women fare in terms of equal earnings compared to men?
 - Would further educational changes matter for closing any existing income gaps?
- (Bobbitt-Zeher, 2007: 1).

Bobbitt-Zeher (2007) draw on many authors and various institutions to support her notion where the focus of men, excelling in the academic world, is now being surpassed by women in many indicators of educational achievement. These scholars indicate that women are not only enrolling in institutions of higher education in greater numbers but, they are outpacing men in graduating from high school and attend institutions of higher education, obtaining degrees (Bobbitt-Zeher, 2007: 2). Bobbitt-Zeher (2007) states that there have been excessive public debate regarding “war against boys”, however, she identifies an aspect which was overlooked namely: the degree to which the educational success of young women today lead to gender equality later in life. She says that there has been little research on the implications of changing patterns in higher education for gender equality in labour market outcomes

(Bobbitt-Zeher, 2007: 2). Furthermore, she argues that, *“women’s educational success had a direct effect on the narrowing gender gap in earnings in the early to mid-1980”* (Bobbitt-Zeher, 2007: 2).

Many scholars have different views on the gender income gap and whether it actually does exist. This in short points towards determining the magnitude of income differences (Bobbitt-Zeher, 2007: 3). One such argument is a pattern in women’s increasing participation in higher education, given the importance of a college education so that they may feed in to the labour market, suggests that young women that are entering certain careers may well be positioned for gender equity pay (Bobbitt-Zeher, 2007: 2). However, on the other hand, a question is raised: to what extent do young college-educated women reap equal returns in the labour market? There is empirical evidence that suggests lingering inequality: *“... women earning about 15 percent less than men early in their careers”* (Bobbitt-Zeher, 2007: 2).

Another aspect in the research paper is the educational explanations for the gender income gap. Bobbitt-Zeher (2007: 3) says: *“Given the changing gendered patterns of educational success, to what extent do educational factors contribute to any gender discrimination parities in earnings for young workers today?”*

Four aspects in the article, which gives rise to the educational explanations, are briefly highlighted. These four aspects elude to the choice of a major college: persons that major in fields such as engineering and computer science usually earn more than those who major in education and humanities; skills as measured by standardised tests: measured using standardised test scores, cognitive skills are thought to affect the gender income gap directly as well as indirectly through the choice in college majors and access to jobs. Research showed that majors such as maths and science have become more predictive of salaries and math

skills translate in to higher earnings for all types of workers; amount of education: or the level of degree attained. As discussed, women may be surpassing men in undergraduate degrees, gender parity in the highest degrees are yet to be realised. Women receive about 45 per cent of professional and doctoral degrees. This might seem like an insignificant difference but, in reality the greater educational attainment lead to higher wages for both men and women. However, men's advantage in receiving the highest degrees might contribute to women's lower earnings; selectivity of the college attended: women's attendance to less prestigious schools contributes to their disadvantage in the labour market. Their lack of attendance to these schools could be as a result of it favouring men as it tends to not offer female-dominated programs and therefore parents choose to invest more financially in their sons. A prestigious college has a positive relationship with earnings at a later stage in life. Men are significantly more likely to attend such prestigious schools than women (Bobbitt-Zeher, 2007: 3-4).

The data collected for this study was qualitative from a database called "NELS". *"NELS offer a rich database for exploring the relationship between educational factors and the earnings gap between young working men and women"* (Bobbitt-Zeher, 2007: 7). This database has data on students which has been tracked from their eighth grade in 1988 through to their adult lives, having completed their high school careers as well. It is a national database which represents a sample of 25 000 students from 1052 public and private schools and the data set was chosen because there is information included about students such as their transcripts for secondary and postsecondary schools, family formation history and labour market participation and earnings. For a comparison with national data, the study was limited to college graduates who were full-time, year-round workers and had annual income data available for 1999.

Based on regression strategies using the estimated generalised least squares regression, (Bobbitt-Zeher, 2007: 7) it explains the effects of the independent variables of interest on income. The outcome, in short are as follows: The patterns suggests some gender differences in educational outcomes with women generally garnering better grades and men scoring better on standardised tests in maths and science; in high school the gender gaps are small in magnitude; at collegiate levels there are significant differences in majors that men and women choose. Men are more inclined to major in business, math, natural science and engineering whereas women are significantly more likely major in social sciences, humanities and education. The average college major for women is 63 percent female while the average college major for men is 48 percent. By the time that these college graduates were working full time in 1999, there were sizable gender differences in average income. In fact, women earned \$6 938 less than similarly aged, college-educated male workers. Full time working women with a bachelor's degree earn 83% of what their male counterparts earn. This pattern is in line with national data on the earnings ratios of young adults and suggests a substantial gender gap in income.

In essence, the outcome of this study suggest that education continues to contribute to gender stratification in a meaningful way despite women's overall success in educational realms. People tend to work in jobs that are related to their field of study and some occupants are better rewarded than others.

Maluleke (2012), is of the view that cultural belief systems are a contributing factor depriving women from receiving one of the most basic rights: the right to education. It also mentions how women (girls) are not awarded the same opportunity as men (boys) because of their cultural beliefs. As with culture, one could possibly apply the same outcome to the

organisation. It is mostly women that hold lower position employment and men that are on much higher levels of employment such as managers, lecturers as well as Directors.

Maluleke (2012) in her article, makes mention of the practice of Ubuntu. This practice aims to value people as a community and not as individuals. This basically means “a person is a person through other persons”.

In customary practices, rituals such as virginity testing are seen to be above the right of equality. They take precedence over equality in villages where they are carried out (Maluleke: 2012). It is said that the compromises that these rituals have on the women’s right to equality can be interpreted to mean that women, as opposed to men, do not have inherent rights. While these practises are customary, it is engraved into the psyche of those that participate in these practices. Women, specifically within the cultural practices, grow up and believe that they are not equal to men. Men should hold authority over them.

Such as the cultural practices affect the psyche of women in the traditional communities, these same mind-sets are brought into the workplace. Even though a working environment may have all the necessary resources, documents, legislation, policies and procedures, women are still reluctant to make use of the opportunities, for themselves, to build their capacity and develop themselves so that they may be better employed and even later hold positions of power. Their mind-set is that they are “ok” in their current positions and they are “ok” with not having any position of decision-making or power.

1.8 RESEARCH METHOD

The study is qualitative in nature and the case method was used to research gender inequality. The case method is appropriate because it explores a phenomenon inside a particular context by collecting data (Baxter and Jack, 2008). Real-time phenomena are explored in its natural context with the consideration that this context is to make a difference (Kaarbo and Beasley, 1999).

Purposive sampling method was used to collect the data as this method is a way of achieving manageable amounts of data (Ames, Glenton & Lewis, 2019). In this regard, six participants from each faculty formed part of the sample. The choice of participants was gender equality and both male and female was included so as to not have a biased view of the study and the question.

The Gender Equity Unit is a small unit on campus and three people in the unit will form part of the study. The Gender Equity Unit can complete the questionnaire from the view point of helping those who were historically marginalised. In the Human Resources department, there will be a request to interact with the Director of the department as well as one of the consultants that reports directly to the Human Resources Director. 5 staff members within the University's Executive office will be requested to complete the questionnaire. This office, particularly, has seen an increase in the employment of women and specifically in the more high and senior positions in the office.

This would be 22 questionnaires. This will be manageable and the research can be conducted within a personal capacity. All staff members in the faculty are able to speak and write comprehensible English and the research paper will be written in English. It will be very cost

effective as no traveling will be needed. It will be conducted on campus, but, electronically via email, as the university still observes Covid-19 protocol. Staff members email addresses were easily accessible within the university directory. Contact was made with the various staff members with the necessary ethical permissions and permission of the participants. Regular follow ups were conducted in order to motivate participants to complete the questionnaire.

Secondary data from various scholarly work was used to provide the theoretical basis for the study. According to Johnston (2014) secondary data analysis is a viable method in the inquiry when a systematic procedure is followed.

1.9 DELIMITATIONS

The study was limited to the University of the Western Cape. Due to the university adhering to Covid-19 protocols, it was difficult to interact with colleagues on a face-to-face basis. This would have been beneficial to answer any upcoming questions they might have in terms of the questionnaire as well as the actual study.

1.10 CHAPTER OUTLINE

- Chapter one: Introduction and background to the study. The research question and objectives are explained in this chapter
- Chapter two: Literature study
- Chapter Three: Research method will be explained in this chapter
- Chapter Four: Data collection process

- Chapter Five: The findings, conclusion and recommendation will be presented in this chapter

CHAPTER 2

LITERATURE STUDY

2.1 INTRODUCTION

It is the 21st century and gender roles in society has evolved quite a bit. When one looks at the historical background of women in general, they are taught from a young age that they take on the roles of daughter, then a wife, then a mother, but now, becoming a successful woman is part of their expected roles. Historically the role of becoming an independent and successful woman was not a role that was on the cards for them. Apart from these roles that women are to fill in society, one has to just look at society and it will see that gender-based violence has increased. Women are increasingly subjected to physical, emotional and sexual abuse both in the home environment and the workplace.

Koch (2018) state that women faces the ongoing onslaughts of inequality as professionals and husbands, brothers, friends and even fathers would joke about 'happier' times when women knew their place in the kitchen and baring children. It may be humorous to men but for the woman, in the 21st century,ilt would be highly offensive.

Women suffrage movements have been initiated and fought for by women since as early as 1888 according to Koch (2018) but in South Africa, recognition for women's roles within

political organisations, freedom from oppressions and community rights has only taken place over the past (possibly) four decades.

High priority issues such as gender equality was deliberately ignored. According to Koch (2018), books in history swayed towards and focused on aspects of white political development but, mainly on the development of men. This would then leave the women in South Africa completely out of the history books until that very infamous day of 9 August 1956, where women marched to the Union Buildings in protests, illustrating their anger and frustration towards the restriction of their movement. That was a historic moment and the start of a change for women where they no longer wanted to be 'assigned' the roles of staying home and being domesticated but, to lead a life that no longer discriminates against them on the basis of their gender (Koch, 2018).

Former President Mandela, in his State of the Nation address (1995), at the opening of the first democratically elected parliament, expressly stated the following: *"... it is vitally important that all structures of government, including the President himself, should understand fully that freedom cannot be achieved unless women have been emancipated from all forms of oppression."* Mandela further stated, speaking about the Reconstruction and Development Program that *"... unless we see in visible and practical terms that the condition of women of our country has radically changed for the better, and that they have been empowered to intervene in all aspects of life as equals with any other member of society"*.

This study will look at how the woman has "evolved" from the olden regime where they should have found their place in the domesticated environment only but, have gradually moved in to the 21st century, finding their place in positions of decision-making and influence in the workplace and how their employment have impacted on the organisation. More

specifically, how the employment of women in senior level positions within the University of the Western Cape have impacted on it as an organisation. It will also look at how the evolving of various policies, laws, regulations and structures have contributed to gender equality in the workplace.

2.2 DEFINING GENDER EQUALITY

According to the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women, 2021), gender equality is the equal rights, responsibilities and opportunities of women and men, girls and boys. It does not mean that women and men will become the same but, that their gender is not dependant on having equal rights, responsibilities and opportunities. UN Women also states that the term 'Gender' is a social attribute and creates opportunities associated with being male and female. Attributes, opportunities and relationships are socially constructed and also a learned socialisation process.

Equality can take on various forms and meanings when being interpreted, however, according to Smith (2014) "formal equality" is a requirement for all people who are in the same situation to be afforded the same treatment and that no one should be differentiated based on aspects of religion, race and gender – amongst others. Aristotle once said that "like cases should be treated alike" and this forms the basis of the legal concept "direct discrimination. This ultimately means that under the umbrella of direct discrimination, as long as the treatment is consistent, the direct discrimination will not be deemed as discrimination (Smith, 2014). What this sets out to explain is that as long as there is an equal application within a formal approach to equality, no further examination is required into the extent of the circumstances or even the context of the law or policy under review. With all that said, Smith (2014) also

states that this kind of interpretation is not the way forward for a country like South Africa due to the growth and expansion of cultures, religions and tradition within society.

“Substantive equality”, says Fredman (2016) is not an aspect that can be collapsed in to one single formula. It has to draw on concepts of redressing the disadvantaged, stigma, stereotyping, prejudice and violence and that it has to accommodate, but also achieve structural change. According to Fredman (2016) these principles of substantive equality are reflective of the fact that the right to equality should be responsive to those categories such as the disadvantaged, demeaned, excluded and / or ignored.

Under the apartheid regime, direct discrimination using the laws to enforce discrimination (and to a certain extent still is) rife in a society where those who were discriminated against would not have equal access to education, employment, housing and medical care and it is therefore that the right to equality be included in the adjudication of equality as we need to realise that certain people are not ‘on the same page’. Smith (2014) draws on an excerpt in a legal matter heard by a former justice of the Constitutional Court, Justice O’Regan, where it indicated that the long-term goal of the constitutional order is equal treatment, insisting on equal treatment in establishing inequality may well result in the entrenchment of that inequality.

2.3 LEGISLATIVE FRAMEWORK AND LITERATURE REVIEW

2.3.1 The Constitution of South Africa 1996

The Interim Constitution (1993) was introduced at the end of the apartheid era so as to govern the period of transition (O'Malley, 1996). It introduced adult suffrage at a universal level, constitutional supremacy as well as the Bill of Rights. O'Malley (1996) writes that the Bill of Rights is the cornerstone of the democracy of South Africa and it enshrines the rights of all the people of the country, affirms the democratic values of human dignity, equality and freedom.

For many years, after the Bill of Rights was introduced within the Constitution, there were ongoing factions that believed in male dominance, not only within the household, but more so within the workplace. Section 9 (1) of the Constitution states that *"everyone is equal before the law and has the right to equal protection and benefit of the law"*. This question is addressed by an article written by Smith, A. (2014), *"Equality constitutional adjudication in South Africa"*. The Constitution, bill of rights therefor is important to inform the policies, strategies and practices of employers to transform their organisation existing gender equality.

2.3.2 Affirmative Action

The interpretation of the right to equality, its adjudication and implementation is one to be examined, very critically, within the South African Constitutional Court. The right to equality is one of the central pillars in pursuit of a non-racial and non-sexist country. Smith, A. (2014) explains that during the apartheid era, South Africa was deemed as one of the most unequal society in the world with a *"wicked system of law"*. She also states that inequality and systematic discrimination where affirmative action is the provision of preferential treatment to people of certain groups which are considered to be previously disadvantaged. Affirmative action also requires that government take positive measures in order for these groups to too,

reap benefits and equal advantage of particular opportunities. Affirmative action therefore means that issues that may have been directly discriminatory towards those who are viewed as well off, will not constitute discrimination as the consequences of these measures are for a more equal society.

In February of 1992 The National Party accepted the African National Congress' demand for an interim government and that the new South Africa must be non-racial, non-sexist and democratic and therefore general constitutional principles were produced (Ellmann, 1994).

2.3.3 The Rule of Law

So, equality, as a rule of law, known as the "equality clause" are to be upheld by South Africa's judicial system and Smith (2014) looks at how the courts do this.

The Equality clause of section 9 of the Constitution states that everyone is equal before the law and has the right to protection; the full and equal enjoyment of all rights and freedoms; the state may not discriminate unfairly, directly or indirectly against anyone on the basis of any of the listed grounds including that of sex, gender, race, and so forth and; discrimination on one or more of the grounds is unfair unless it is established otherwise.

If an application is brought before the court for alleged discrimination based on any of the listed grounds set out in section 9, the onus rests on the respondent to prove that the alleged discrimination was fair. However, if the alleged discrimination is not based on the listed grounds set out by section 9, the claimant would not be assisted by the grounds of section 9 and would be required to prove that they were unfavourably affected by the distinction and that it was unfair because it adversely affected their right to human dignity.

2.3.4 Women Empowerment and Gender Equality Bill

In addition to section 9 of the Constitution, and in the spirit of women empowerment and gender equality, the Women Empowerment and Gender Equality Bill (2013) was enacted. The main objectives of this Bill are to give effect to the spirit of the Constitution in terms of equal enjoyment of all rights and freedoms by every person; the promotion of gender equality – specifically – and also the values of non-racialism and non-sexism contained in section 1 of the constitution. This piece of legislature was not only enacted so that all aspects of laws are aligned and implemented towards the representation of women empowerment and decision-making positions in the workplace but it was also enacted as a measure to address discrimination against women for the transformation of gender relations in the Republic.

2.3.5 Promotion of Equality and Prevention of Unfair Discrimination Act (PEPUDA)

The Promotion of Equality and Prevention of Unfair Discrimination Act (2000) is an anti-discriminatory law which prohibits unfair discrimination not only by government, but also by private organisations and people. This Act is very specific on its listed grounds which constitutes discrimination and among many others, its listings are discrimination against gender, family responsibility and marital status. Not only does this Act contain grounds for discrimination, but it is also a requirement for the courts to implement in their cases and rulings for or on discrimination.

Section 9(4) of the Constitution of South Africa states that *“no person may unfairly discriminate directly or indirectly against anyone on one or more grounds in terms of*

subsection (3). National legislation must be enacted to prevent or prohibit unfair discrimination.” This section gives PEPUA ‘authority’ and therefore receives special attention in constitutional status is PEPUA is mandated by this section.

The Department of Women, Youth and Persons with Disabilities (DOW) (2019), aims to fast forward the socio-economic change and implementation of the empowerment and participation of, amongst others, women. The DOW aims to do this through mechanisms of oversight, monitoring and the influence of policies (National Government of SA, 2021). In its strategic plan for 2015 – 2020, the DOW draws on various legislation which outlines mandates for the empowerment and participation of women. Specifically, it draws on PEPUA where it states that PEPUA provides a framework for the elimination of unfair discrimination and the promotion of equality which stretches beyond matters of employment. PEPUA, says DOW, also provides specific measures for the education of the public by raising awareness based on the importance of equality and unfair discrimination.

2.3.6 Employment Equity Act

The Employment Equity Act (EEA) (1998) is a piece of legislation which deals with the promotion of equal opportunities as well as the fair treatment of all employees through the process of eliminating unfair discrimination and also implementing affirmative action measures. Unfair discrimination states that no one will discriminate against an employee on any grounds listed.

Affirmative Action in the EEA is specifically inclusive of women as a designated group when there is reference made towards who positive steps should be taken in order for equitable

representation in the workplace and in so doing, eliminate any and all barriers which prohibit the advancement of women.

2.3.7 Education and Training Unit for Democracy & Development

In the government's programmes and policies guide written for the Education and Training Unit for Democracy & Development (2021), it states that as a fundamental part of the human rights approach, the Constitution provides for the equality of men and women which governs the relations between men and women. However, society prescribes roles for men and women which is based on its values and norms that are highly influenced by social, political and economic systems.

2.3.8 Gender Mainstreaming

The international strategy of gender mainstreaming is for the promotion of gender equality and this strategy, says Caglar (2013), has been receiving attention worldwide. The DOW, in its strategic plan for 2015 – 2020, states that gender mainstreaming is a process of assessment of all implications of planned action which involves women, men, boys and girls. The basic principles of gender mainstreaming a system mainstreaming process existing at all levels of government, in the private sector, the labour movement as well as civil society organisations (DOW, 2021). The principles also include the adequate and appropriate mechanisms for accountability to monitor the progress.

As a strategy, gender mainstreaming combines the need for targeted women specific policies, programmes as well as legislation. It is also a strategy for specialised units to have gender sensitive planning and gender responsive budgets.

The aspect of gender mainstreaming has triggered many organisations to change, procedurally, within the bureaucracies, non-governmental organisations as well as international organisations. It has nudged the implementation of gender equality units, different policy tools were acknowledged and many different procedures were introduced to reach the goal of gender inequality (Caglar, 2013).

According to the European Institute for Gender Equality (EIGE)(2016): *“Gender mainstreaming has been embraced internationally as a strategy towards realising gender equality. It involves the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending programmes, with a view to promoting equality between women and men, and combating discrimination.”*

In order for gender mainstreaming strategies to be successful, says EIGE (2016), there needs to be a political commitment for gender equality and a compatible legal framework as a base for its development and success.

South Africa has showed that many practitioners have been rejecting the term “gender mainstreaming”, but, the very same practitioners has eluded to how tailored approaches to gender inequalities have brought about transformative change in organisations (Mannell, 2012). Socially, gender mainstreaming has failed due to masculine cultural environments where resistance flared up against attempts for transformative change within organisations (Tiessen, 2007). South African practitioners show that the thinking towards gender

mainstreaming and the resistance thereof have limitations as it directs it to patriarchal social norms and a desire to maintain men's power (Mannell, 2017).

As a result of gender mainstreaming, socio-economic impacts of narrowing gender gaps were viewed as an investment. There were studies conducted on the macroeconomic performance of the European Union and these studies focused on specific areas for future gender equality improvements (Maceria, 2017). The study indicated that the focus areas should be on more women graduating with degrees in science, technology, engineering and mathematics; more women actively participating in the labour market; and reducing the gender pay gaps.

2.3.9 The National Gender Policy Framework on Women's Empowerment and Gender

The National Gender Policy Framework on Women's Empowerment and Gender (2000) expressly requires that gender mainstreaming must be implemented in departments as also institutions and the outlined recommendations in the progress reports should be used for the enhancement of the socio-economic status and empowerment of women. Gender focal points, placed strategically, within the departments and institutions, with direct access to decision-making processes, should enable support for the process of gender mainstreaming within the programmes of the department and institutions and ensure strategic planning includes gender indicators.

2.3.10 Gender Equality Trends

The guide written for the Gender Equality and Women's Empowerment for ETU (2021) states:

“So a man's sex determines that he cannot have babies, but it is his gender role in most societies that determines that he should not feed babies and change nappies. Gender roles are cultural and culture is something that changes over time.” This is an indication of a patriarchal system that is the basis of the relationship between men and women and ultimately means that men are the dominant roles in society and women are subordinates. Within society it is comfortable to witness that men are breadwinners and it is due to this reason that men are paid more. While men are the breadwinners, women labour for free as their “employment” is rearing children and seeing to the household. In our society today, cultural beliefs and practices tend to govern the mind-set of the society. It is also comfortable for people to witness that men play a role which exerts power and control.

Some of the guidelines that the government initiated are within many programs to enhance women's progression and empowerment in the bid to eradicate gender inequality. Among others:

1. Many laws were repealed and new laws were given rise to towards women. As a democratic government many laws as well as policies were deemed unconstitutional and were in violation of women's rights. The new laws give women rights which they previously were denied. These laws are the Employment Equity Act, Labour Relations Act and the Affirmative Action policy. Gender mainstreaming is also on the top priority list.
2. In the bid for women empowerment, gender mainstreaming is to make sure that direct attention is given to improving the status of women. Policies and projects that

addresses poverty alleviation are all centred towards women as women are said to make up a large percentage of the poor population and the unemployed.

3. The longstanding bid to end the abuse against women have opened stronger protection 'fights' and police as well as the court of law now have to institute stronger mandates in order to deal with all issues of women abuse.
4. The transformation of gender relations is not something that the government can regulate but, it can enforce law whereby, for example, men are obligated to pay child maintenance but, it cannot force men with rearing their children.

In an attempt to address societal inequalities, government ought to implement policies that are gender sensitive. Vyas-Doorgapersad (2014) writes that in reviewing current literature, governmental documents and policies gives an indication of how participation by women in decision-making, is lacking. Also, women form the largest part of those who are poor and unemployed and that all poverty alleviation programmes established should target and be aimed at women.

Cultural beliefs and societal pressures are contributors to the lack of women participation and decision-making and these prohibitions can be addressed by building women's capacity so that they can improve political involvement in, specifically, local governance (Vyas-Doorgapersad & Zwane, 2014: 102). A review of existing political, legislative and regulatory frameworks is to be in place in so doing it would remove the provisions which stands in the way of a woman's participation in the decision-making processes. As part of the enhancement of decision-making processes, government is to ensure that monitoring and evaluation of these participations are representative of women and in so doing a quota on gender should be considered as one of the important policy measures.

Socially, says Vyas-Doorgapersad & Zwane (2014: 102), a change in the attitude towards women and treating them fairly and within local government should be a need for review; local government should implement gender awareness programmes within communities and; on a grass-roots level, women are to be educated what are their basic rights within their communities and the eradication of discrimination should be a top priority within the local government.

According to Philosophers such as Plato and Aristotle, women are only fit to play a role of domestication because they are only suitable for roles of a caring nature and as mothers and that there was no place in politics for women. However, Madeleine K. Albright stated that *“South Africa is a country that is ‘of the people, by the people and for the people,’ and not ‘of men, by men and for men’”*.

There are many factors that hinders a woman’s role in decision-making within a political context. Vyas-Doorgapersad & Zwane (2014: 102) talks about factors such as fundamental inequality; political and economic instability and discrimination. Women may have the same rights as men but they are still not seen as equals. They should not be seen as the same (as there are many differences between men and women in terms of sex and appearance) but to be seen as equal.

A study conducted by the Commission for Gender Equality (2013) sought to assess whether selected organs of state – national, provincial and local government – has made progress with the promotion of gender equality and transformation within the public service. More and more policies within the state are enhanced in order to address the ever-increasing demands of citizens for basic human rights such as water, housing, sanitation and education. However, among these policies are those which are to address gender mainstreaming issues specifically

in government departments and institutions but, none of the gender equality policies are deemed as urgent policy goals (Mohlakoana-Motopi, Hanisi & Manzini: 2013). This study was part of a constitutional mandate for the promotion of protection, respect, development and to attain gender equality.

What the study found was that, in the Department of Human Settlements, the involvement of women is limited within the structures of decision-making and that men dominate these structures across all provinces (Mohlakoana-Motopi, Hanisi & Manzini: 2013). This ultimately meant that representation of women within higher levels of decision-making is distorted and it also fails in adhering to governments Medium Term Strategic Framework that called for a full structure of participation of women within these levels (Mohlakoana-Motopi *et al*: 2013).

According to Mohlakoana-Motopi, Hanisi & Manzini (2013), even though the Department of Public Works has a directorate to serve gender related activities, it was found that its responsibilities moves beyond issues of gender and that it does not focus on gender mainstreaming causing a lack of focus.

Indications may suggest that women are not placed in high decision-making positions however, there are departments which holds women in positions such as senior management. An example of this is higher education in South Africa. A study conducted by Ramohai (2019) shows that women in positions such as Senior Management does not occupy the office for long periods of time. There is said to be a miniscule representation of women within senior positions specifically in South African education department where there are calls for equity and to address issues as to why women are not retained in senior management positions. Women who are in these positions opt to move out and across their designation

due to personal and institutional reasons. This study focused on women which held the position of Dean, Head of Department as well as Deputy-Vice Chancellor.

Women, as reported by the Department of Public Service and Administration (2016) are mostly occupying low levels of employment where the remuneration and the power to influence decisions are “*equally less*” (Bangani & Vyas-Doorgepersad, 2020). Consideration of women for higher management positions generally requires a long-time frame and is more often than not, delayed, and this affects the careers of women in the long run (Bangani & Vyas-Doorgepersad, 2020).

A study conducted by Nzukuma and Bussin (2011), it was found that “job-hopping” specifically among Black Africans in senior management in South Africa is cause for serious concern and exudes challenges. The Department of Higher Education and Training in South Africa was / is unable to provide reasons as to why they are unable to retain women within senior management positions and this causes a challenge because the problem of retention is not brought to light.

According to Samuel and Chipunza (2013) institutions in South Africa are not serious enough about the retention of women in senior management and that they perceive issues of women as unimportant. There is a lack of will from the side of institutions to point out reasons as to why senior managers leave their positions as academics in the country and resign in huge numbers (Samuel and Chipunza, 2013). But, according to Ramohai (2019) women move out of their positions so that they can have opportunities of a better salary (which they were of the opinion is obtainable in the private sector). They also moved out of the positions so that they can be in an environment that would offer them opportunities to grow in their personal

capacity and also, they opted to move out of the positions due to hostile institutional cultures which provided an environment that was oppressive, male dominated and patriarchal.

In a study conducted by Cooper and Subotzky (2001) it was found that within the higher education sector, women were under represented in human resources, except in the field of support staff and non-professional administrative categories. However, over a period of 10 years there has been significant increases in women becoming academics (27% to 35%) but these were in the fields of librarians and administrative staff (Cooper & Subotzky, 2001).

In terms of academic women, their rank in executive positions were inexplicably lower to that of their male counterparts. Cooper and Subotzky (2001) found that 90% were constituted out of men professors, 78% of associate professors and 67% of senior lecturers. According to Zulu (2007), in her study done 6 years later – in the 21st century – this type of inequity was still prevalent. She stated that within the universities in South Africa there has been a significant advancement but this was due to the Employment Equity Act, the gender gap – specifically in academic ranks – as well as in positions of leadership and management. Even though there have been significant improvements in equity, the employment of women within these executive ranks are still unacceptable.

In contrast to the above statistics, Saunderson (2002) found that women occupied 25% of all senior positions in universities in the United Kingdom and 53% of women hold part-time posts as academics. However, a third of the full-time staff which are employed are at a disadvantage financially as well as striving for career advancement due to them being on fixed-term contracts.

Even though there have been many initiatives taken in order to enhance and develop social needs, there are still areas that require change in terms of employment equity. According to

Kola (2012) there is failure in the reflection of demographics and its reality of South Africa where, among others, women are still under represented. This under representation are specifically in positions such as senior academic and management positions.

Statistics indicate that at the end of the financial year ending on 31 March 2016, the alleged violation of the right to equality equated to 16% (SAHRC, 2017) and this violation goes directly against the purpose of the Employment Equity Act (1998) where equity in the workplace is to be achieved by the promotion of equal opportunities as well as the fair treatment in the employment processes by eliminating unfair discrimination.

A matter as big as gender inequality has deep entrenched issues within economic development. The inferiority and submissiveness of women are tools used to justify human rights abuses because it is seen as a justice problem (Goetz, 2014). Human rights such as the deprivation of equal access to health care, education and employment are social issues that affect economic development and on the other hand, Goetz (2014) states that gender inequality is “*developmentally inefficient*”. These developmental inefficiencies refer to issues such as inaccessible material resources as well as decision-making power. The constraints of women (and girls) in terms of education, health care as well as the control of property and income all contribute to the underdevelopment of a state (Goetz, 2014).

There is growing evidence and studies which indicates that women employment, together with education for women, has had (and still has) a positive influence and impact on growth, specifically, economic growth (Kabeer, 2012). Kabeer (2012) further indicates that better paying jobs for women has positive influences on the lives of women. However, growth in this manner does not come without hindrances. There is gender-specific constraints which indicate that economic empowerment of women requires further understanding of how it

tends to pan out in the socio-economic context which differentiate between poor quality employment and between quality employment (Kabeer, 2012).

In an international study, Duflo and Topalova (2004) show how women of local government tend to deliver better services to their communities, however, their performance is ridiculed and it is due to this bias against women leaders, that they are not re-elected in their various constituencies. These mind-sets are also the main reason why women are blocked from the usual routes when it comes to entering the political field.

2.3.11 Women Employment and Economic Growth

In one's own personal observation of the immediate surroundings, one would come to realise that when a woman is employed and earns a salary, their focus is on the household but most importantly, the children. Women, who are mothers, very rarely focuses on themselves before they focus on their children and their employment desires are geared towards creating a better life for the children in terms of health, education and basic needs. This mind set directly contributes to economic growth.

Lofstrom (2009) argues that the role of women within the economy is critical to the development thereof. She states that half of the Millennium Development Goals were established to reduce poverty and this reduction has direct correlation to women. As an example, one of the goals are that there is enhanced gender equality and the right of all, including female, to education.

Women's propensity to save is greater than that of men and the consumption by women is mainly focused on children and household needs, writes Lofstrom (2009). These patterns of

savings and consumption leads to economic growth as women earning an income contributes to a sustainable economic development.

Lofstrom (2009) also argues that *“it is a well-established fact that working mothers earning their own income also help reduce poverty, particularly among children.”*

According to Lechman & Okonovicz (2013) entrepreneurship among women has unrecognised potential for economic growth and development. This occurs mostly due to women’s improvement to educational access, healthcare and also earning opportunities.

Nassar, Nastaca & Nastaseanu (2021) is of the opinion that removing hindering barriers by having equal access to employment for women, closing the pay gap and having the same chances, economically for men and women, to be promoted to higher positions, is the surest path to sustainable economic growth. Women who are allowed to succeed in employment can have a transformative effect on the socio-economy.

According to Assy & Sayed (2018) as the labour market becomes more saturated with women employees the various economies are able to expand its sectors in areas such as exports. Abney & Laya (2018) states that women and their improvement in participation in economic activities yield positive results on the society at large because this is due to human capital development and thus improves children’s health and education as there is income from both parents in a family – larger income per household.

2.3.12 Effects of Gender Equality on the Workplace

The Centre for Creative Leadership (2019) conducted a study which found that a greater number of women in a workplace creates more job satisfaction, it brings about more

organisational dedication, the work being done is more meaningful and there is less burnout among the staff. However, even though women expressed interest in a raise in salary, promotions and also leadership opportunities, they tend to turn down these opportunities when it presents itself with reasons such as not being confident in their qualification, unsure of whether other staff members would support them and that they thought they were being set up for failure. That is more on the side of the well-being of the workplace. However, the same study showed that employing more women can improve a company's performance. Companies with a higher representation of women, financially outperforms companies with a lower representation; higher sales profits are recorded in a more gender-diverse team than a male-dominated team and; higher average revenue was recorded in companies with a more gender diverse business unit than a male-dominate unit.

The labour market has recently seen improved equality and opportunities as a result of legislative, cultural and societal change for women within the labour force. But, in the same breath, gender gaps persist when one compare educational achievements, labour market participation and remuneration rates (Maceira, 2017). Spill over effects such as education in to employment gives direction in to concurrent improvement in the labour market activity rates for women as well as the increase in wages for women. Therefore, says Maceira (2017), the aspect of gender inequality is to be addressed as a whole instead of separately.

Gender bias is a huge mistake that many organisations make. It is a talent management problem and this is to be addressed as these bias decisions are harmful to the organisation (Chang & Milkman, 2020). Societal stereotyping tends to be a basis on which organisations rely when going through the processes of hiring and promoting employees. According to Chang & Milkman (2020) rather than women being viewed as assertive, proactive and go-

getters when they portray values such as speaking up, being strong negotiators and mediators when facing anger in the professional context, they are being “punished” for displaying stereotypical male attributes.

CHAPTER 3

RESEARCH METHODOLOGY



3.1 INTRODUCTION

This chapter present the research methodology that was used for the study. The data collection method and sampling method is discussed. This is followed by discussion of the aspects of validity, reliability and objectivity.

3.2 RESEARCH QUESTION

The cornerstone of a research process is the research question. It is viewed as a starting point for a specific investigation and attaches relevance of the researcher’s literature review to that of the data to be collected (Bryman: 2005).

Blaikie and Priest (2019) argue that the formulation of a research question is the most important and probably the most difficult aspect of research as this guides the researcher to choosing which strategies and methods will be most effective in the research.

In order to answer the research question as unambiguously as possible, says de Vaus (2001), it is entrenched in the evidence obtained in the collection of data. Strategic choices with regards to which methods and sources are most relevant and appropriate is the starting point for answering a research question (Mason: 2002). Mason (2002) is of the view that in order for data to help you answer your question, direct engaging with the question on how and why particular methods are used, will be useful.

3.3 RESEARCH APPROACH AND DESIGN

The research is qualitative and the case method was used for this study. Orum, Feagin & Sjoberg (1991) explained that a case study is used with qualitative research methods in order to investigate a multifaceted, social phenomenon. Researchers are said to turn to case studies as a means to investigate the social world and it offers the researcher opportunities to study these social phenomena as it is inexpensive, it would require only one person to conduct the study and to interpret the data collected (Orum, Feagin & Sjoberg: 1991).

Similarly, Bromley (1990) and Zucker (2016) discusses that there are various definitions to explain case study research but plainly, case study research, says Bromley (1990) and Zucker (2016) aims to describe and explain the phenomenon of interest as a systematic inquiry into a specific event or, events that are related.

According to Schultz (2006) qualitative methods are used by researchers for the investigation into how people within specific environmental contexts make sense of everyday interactions. It is used to understand the practices of social groups, the effect it has on and the access to the allocation of resources.

Chesebro & Borisoff (2007) explains that there is a vast level in which to generate knowledge and information and this is ultimately divided into categories. Among others, there is scientific and social scientific. This specific study is a social study and this means that it deals with how people live and / or work together.

Drummond et al, 2007 justifies that all sciences aim to investigate answers to specific questions which will attempt to address the development of human experiences by means of observations. However, a social science is a specific attempt to learn of new and better ways to decipher answers about questions to social realities.

An insider's response and opinion is subjective which is what would generally be expected from any insider (Brown, 2009).

According to Marshall & Rossman (1989) a social setting is observed in a systematic observation where events, behaviours and artefacts are under observation. The information that an insider provide is based on their own observations (Kawulich, 2012). In agreement, observations, according to Kawulich (2012) is a tool used for research to collect data about people, processes and also cultures within the field of social sciences. Kawulich (2012) also states that the observation of a participant in a research study helps the researcher to understand the participants' environment where they are actively engaging in activities.

3.4 RESEARCH SETTING, POPULATION AND SAMPLING

The study was conducted at the University of the Western Cape, situated in a town called Bellville, Western Cape. The university is home to seven faculties all of which covers different spheres of higher education.

It is almost impossible to study a whole population and therefore we need to take a sample of it for study purposes. Acharya, Prakash, Saxena and Nigam (2013) explains that a 'sample' is a subset of the population which is selected from a bigger population as representative for the study.

Sharma (2017) explains that sampling is a procedure or a device used by a researcher to methodically select a small group of items and/ or individuals, from a larger group of items / or individuals to serve as a focus area for the purposes of a research study.

As provided by Sharma (2017) there is 'probability' sampling and 'non-probability' sampling and each type of sampling has sub-categories:

Probability Sampling	Non-Probability Sampling
Simple Random Sampling	Quota Sampling
Systematic Sampling	Purposive Sampling
Stratified Sampling	Self-Selection Sampling
Cluster Sampling	Snowball Sampling

Probability sampling, says Sharma (2017), *"...is any sampling in which the probability of choosing each individual is the same (or at least known, so it can be readjusted mathematically)*. Non-probability sampling has a technique that is completely based on judgement.

For purposes of this study, we focused on the non-probability sampling – Purposive. Campbell, Greenwood, Prior, Shearer, Walkem, Young, Bywaters and Walker (2020) writes

that not only is purposive sampling credible, transferable, dependable and confirmable, purposive sampling is also a better match of sampling for aims and objectives of research and it therefore improves the accuracy of the study and the data and results are trustworthy.

Etikan, Musa and Alkassim (2016) writes that purposive sampling is a technique also known as judgement sampling. It is the deliberate choice of participants because of their possession of qualities. It is also a non-random technique that is void of any underlying theories or a set number of participants. The researcher has sole decision-making on what needs to be known and therefore will set out to gather participants who are willing and able to provide the necessary information based on their knowledge and experiences (Etikan, Musa & Alkassim: 2016).

Purposive sampling is reliant on the researcher when selecting the participants (Rai and Thapa: 2015). The group of participants are small and the decisions concerning the participants who are to be included, are decided on by the researcher. This study is a non-probability – purposive study and this means that a sample is not based on probability but, it is based on considerations such as common sense, experience, intention and expertise (Rai and Thapa: 2015).

The main goal of purposive sampling is to generate the best answer to your research question by means of focusing on specific characteristics of a sample of interest (Rai and Thapa: 2015).

The sample being studied is for the researchers pursue of qualitative research designs and not on the representations of the population.

The staff profile (population) of the university of the Western Cape as at 2020 were that there were 2276 employees (EE Plan: 2020). This ranged from unskilled employees to top management employees, including employees with disabilities. Of the 2276 there are 1724

employees occupying positions within top management, professional, skilled and semi-skilled designations (EE Plan: 2020).

Bernard (2000) has argued that the number of participants, between 10 and 20 participants, are sufficient to discover and understand categories which are fundamental in cultural domains or in studies of lived experiences. The sample chosen comprised of 22 participants and were made up of staff from the various faculties, certain units and the Human Resources and Executive Office and are outlined as below:

- At the University of the Western Cape there are seven faculties. Six participants from each faculty has formed part of the sample. It was equally done with male and female so as to not have a biased view of the study.
- Also, the six participants that have been approached occupies more senior positions within the respective faculties.
- The Gender Equity Unit is a small unit on campus so it will be requested that three people in the unit complete the questionnaire. The Gender Equity Unit completed the questionnaire from the view point of helping those who were historically marginalised.
- In the Human Resources department, the researcher requested to interact with the Director of the department as well as one of the consultants that reports directly to the Human Resources Director.
- Five staff members within the University's Executive office completed the questionnaire. This office, particularly, has seen an increase in the employment of women and specifically in higher and senior positions in the office.

3.5 DATA COLLECTION

The data collection tool that was used was a questionnaire. According to Burns & Grove (1993) by using a questionnaire, information can be obtained that is similar to obtaining responses by means of an interview, however, it is less in-depth in nature.

A questionnaire was used to collect the data. Jackson, Drummond & Camara (2007) states that as a research method, qualitative research primarily centres on the understanding of individual human experiences.

Questionnaires has its advantages where it aims to achieve reduced bias together with creating high level data, first hand responses from participants and it also enhances the ability to provide honest and to-the-point feedback (Marshall; 2005). However, with advantages comes disadvantages. Questionnaires cannot be used among respondents who are illiterate, who are visually impaired and in terms of language, unsuitable for those who non-English speakers (Marshall, 2005).

The use of a questionnaire as the tool to conduct the research is based on the restrictions imposed by the covid-19 pandemic. A questionnaire can be distributed in a way that is absent from personal and direct interaction. It can be distributed for completion, for purposes of this study, via email and google forms.

Ong (2012) described the collection of data by means of a questionnaire as cost effective as well as a very good way to reach the targeted respondents within a short period of time. The respondents for this study was made aware that they will not be remunerated for their

participation and it did not cost the researcher anything as the questionnaire was sent via email.

It is also said to be the most common used tool and the best for the collection of primary data especially when participants are scattered widely, says Parajuli (2004). The use of a questionnaire emphatically focuses on the participation of respondents instead of the field-work of the researcher (Parajuli; 2004).

Using questionnaires are for researchers who wants to count the frequency of occurrences, attitudes, experiences, processes, behaviours and predictions (Rowland, 2014). Therefore, Roland (2014) states that questionnaires are useful when looking to profile a situation/occurrence; if enough information is already known then it is possible to create meaningful questions for the questionnaire and; respondents can easily be identified. Those who would be willing and are able to participate in the study.

Using a questionnaire as a tool that aims to gather information that is useful, valid and reliable (McColl, Jacoby, Thomas L, Soutter, Bamford, Steen, Thomas N, Harvey, Garratt & Bond; 2001).

According to Colosi (2006) questionnaires capture information which are placed in certain categories:

Knowledge: the understanding from participants regarding the concept. When the researcher captures this information, it is best to do so by offering the participant various choices that are not mythical in order to comprehend.

Attitudes: this is the participant's subjective mind set in order to collect the participant's view about a topic.

Behaviour: this is what people (participant's) do or are willing to do or might have done in environments which are the same or similar to that of the specific study.

The above characteristics were pertinent to this study as it required that participants view their environment in a subjective way and also to answer the questionnaire based on their knowledge on their knowledge on the topic. Also, participants' mind set is an important factor in answering the questionnaire. An example is: was the participant within his/her full mental capacity when answering the questionnaire, or, did the questionnaire catch the participant off guard and therefore the participant was not "in the mood" to do it?

Bernard (2012) discusses the comparison of open and closed ended questions when using a questionnaire. He states that it is an age-old battle as to which line of questions are better to use. However, each line of questioning issue different kinds of data and choosing which when to use which, is the decision of the researcher.

Closed ended questions is problematic because the participants would focus on the choices that they have and will not offer more responses even if they wish to do so, but only provide feedback to what is asked (Bernard: 2012). However, due to closed ended questions being efficient, most researchers prefer them as opposed to open ended questions. This is emphasised by Ivis, Bondy and Adlaf (1997) where they write that should questions be embarrassing, closed ended questions were better suited to prompt a response. The anonymity makes participants feel that they are free to answer questions and therefore it provides more positive responses (Ivis *et al*: 1997).

Open ended questions require more intellectual effort from the participants than that of closed ended questions, says Zhou *et al* (2017). Open ended questions is a valuable part of research as it provides valuable, additional information within the research study.

However, Fan and Yan (2010) explains that in using open ended questions the non-response rate is higher than that of closed ended questions because there is a need for more cognitive resources for processing from the participant. The open-ended questions posed determines the response rate from the participants and their behaviour towards answering the questions. If it is a field of interest for the participant, the response rate would be positive. However, if it is not, the response rate towards the questions would be lacking or even, non-responsive at all.

Closed ended and open-ended questions are typically used as a combination says Zhou *et al* (2017). The use of explanation specific questions which follows closed ended questions yields additional information for the study. Bourg and Zuell (2012) provides an example of this where they found that a job satisfaction survey – where respondents have to survey about how they feel - tend to answer and give longer answers to open ended questions as opposed to respondents – with the same reason - who give lower scores to closed ended questions.

For purposes of this study, a mixture of open and closed ended questions were used when creating the questionnaire. This created an environment where participants either completed all questions or, were more forthcoming in either of the two styles of questioning. It also yields a platform to gather more information than what was required. In this case covering more grounds in the collection of data than was anticipated.

Questionnaires were distributed to participants via email. The information of these participants was retrieved from the university's website where all contact numbers and email addresses were readily available. The data was collected over a period of 4 weeks.

This study, as explained, was conducted at the University of the Western Cape. The participants are those who are employed in various faculties within the university. Therefore, the data collected are what we can call 'insider' information.

3.6 DATA ANALYSIS

When the questionnaire was designed, the researcher knew that the outcome should be of such a nature that participants should part with their experiences, their observations as well as their feeling and understanding of what the research topic was about. In this regard, specific questions were set to reach this objective when the questionnaire was designed.

Boynton (2004) states that when analysing your data, you should be able to prescribe what type of analysis is required at the onset of your study. As the researcher you should also need to think in a creative way in which to present your findings.

Boynton (2004) also provides guidelines to consider in the analysing process:

- As the study progresses, entering, checking and sifting your data be done;
- When reporting your studies, try not to include all of your data;
- Piloting is essential to ascertain whether the questionnaire works and that it gives you the intended outcomes.

When strategies of analysing data is applied to qualitative data analysis, the method must be a result of the approach of the researcher, the design of the study as well as the context of the research (Harding and Whitehead: 2013).

Analysing data for qualitative research, says Harding and Whitehead (2013) is for the formal interpretation of collected data so that there is creation of information, eliciting of meaning and to communicate findings.

Noble and Smith (2014) argues that there is no blanket approach when analysing data for qualitative research analysis. It requires the researcher to have vision, veracity and must have the expertise to do so.

Burnard, Gill, Stewart, Treasure and Chadwick (2008) explains that there are two essential approaches when it comes to analysing qualitative research: 1) the deductive approach and: 2) the inductive approach:

- 1) The deductive approach is when the researcher enforces their own theories or structure to the data so that it may be analysed. Burnard *et al* (2008) says that this approach may be beneficial when the researcher is aware, beforehand, of the possible responses from participants.
- 2) On the other hand, the inductive approach is the analysing of data where there is no predetermined theories, structures or frameworks. This approach uses the data collected to derive the assembly of analysis (Burnard *et al*: 2008).

In the attempt to answer the research question the researcher leaned towards the deductive approach. The staffing profile of the university and the effects and / or outcomes of it can already be seen just by observing, however, as with any research topic, the observations are to be founded in factual and primary collection of data for analysis to back up a preconceived notion or theory.

3.7 ETHICS

When conducting research, it not only requires due diligence but it also requires a high level of honesty, integrity and respect. These factors should be mandatory when conducting research so as to protect the right of those who are participating in the study.

This study was rendered ethical as it was found that the study was anonymous, confidential and it insisted on informed consent from the participants.

The study was conducted as the University of the Western Cape being the focus point. For this, the researcher had to get permission from the University's Registrar in order to conduct the study. This permission was granted.

The study also had to go through the Research Ethics Committee in order to discern whether the research topic as well as the questionnaire were ethically sound. This permission was also granted.

Before the completion of the questionnaire, participants were informed what the study was about and what it aimed to achieve. Together with this, the questionnaire had a covering letter which explain the study, indicated that participants would not be remunerated for their participation, indicated that their responses would be anonymous and will be treated with the utmost confidence. Participants were also given the option to decline participation in the study.

Lofman, Pelkonen & Pietila (2004) discusses ethical issues which appears in a study:

Problems with informed consent: consent to the unknown, right to withdraw, informed consent, giving consent are all issues that arises within a study. A participant's choice to participate should be based on the appropriate and accurate information that was given. Some may argue that they did not fully understand the

information that was given. However, if the necessary permissions were given to conduct the study (like the Ethics Committee and the Registrar's permission) then it would be difficult for participants to not want to participate in the study.

Confidentiality and anonymity: participants must be in a position to check the findings of the study as they have participated in the study with the assertion that their submissions will be treated with confidence and anonymously. Thus, protecting a participants' identity must be taken in to account as this is an ethical issue. Being able to check the findings would give participants peace of mind that they were indeed protected.

Protection from harm: intrusion into the lives of participants are inevitable when conducting research. When requesting participation in the study by means of completing the questionnaire, the researcher must be mindful that participants may be busy with other tasks and should not be forced to complete the questionnaire immediately. It should be within a time convenient to them. When informing participants about the study the researcher must ensure that the positive aspects of the study is brought to light so as to bring comfort to the participants that they could be contributing to something beneficial.

The power in participatory research: by managing the research agenda, the researcher is said to hold the power and this may cause the participants to feel threatened and therefore they would and could) refuse to participate.

Therefore, the way that these ethical issues were addressed, as was discussed, were that participants were guaranteed their anonymity, their feedback were treated with confidence

and their consent was required before the commencement of them completing the questionnaire.

3.8 VALIDITY & RELIABILITY

If findings are to be integrated in to care and delivery, the evaluation of the quality of the research is vital if the results are to be used in practice says Noble and Smith (2015). Historically, the use of validity and reliability were commonly used in quantitative research, but, as time has evolved, it is not also used in qualitative research (Golafshani: 2003).

Norris (1997) explains that validity refers to the reasons we have for believing truth claims. He states that these truth claims take on various forms such as statements of facts, descriptions, judgements and/or arguments, however, irrespective what form validity takes, what is important is the reasoning for our belief and the things we do to justify the claims that are made.

Singh (2017) explains that if a researcher uses a questionnaire to collect data, the questionnaire has too look like it will measure what it is intended to measure in order to portray validity. He also says that researchers must construct validity so that it will actually measure what it intends to measure.

According to Joppe (2000: p1) reliability in research is *"...the extent to which results are consistent over time and an accurate representation of the total population under study is*

referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.”

This study made use of a questionnaire for the purposes of data collection. Questionnaires, says Singh (2017) is the most commonly used method for the collection of data especially in the field of socio-demographic studies.

Therefore, as per Golafshani (2003), a questionnaire is to achieve validity and reliability in research in qualitative methods from the researcher’s perspectives and this is to eliminate bias and also to increase truthfulness of the researcher of a proposition about a social phenomenon.

3.9 LIMITATIONS

Due to the restrictions placed on us because of the covid-19 pandemic, a questionnaire was a suitable tool for the collection of data. It was suitable as it did not require the researcher to personally interact with people as it could be sent to participants via email and google forms.

It will be difficult to interact with colleagues on a face-to-face basis due to the restrictions.

This would have been beneficial to answer any upcoming questions they might have in terms of the questionnaire as well as the actual study.

CHAPTER 4

DATA ANALYSIS

4.1 INTRODUCTION

This chapter's objective is to interpret and discuss the data collected. Chapter three gave an in-depth discussion on the research design and methodology used and thus, chapter 4 will be the interpretation of data based on the research design and methodology.

The first part is the biographical data of the sample in terms of their age, faculty employed as well as the number of years employed at the institution.

The next section focus' on the employment between men and women and which job titles and/or offices at the institution are seeing increases or decreases of men/women, and reasons for this and how (if at all) has these affected operations within the institution.

There will be a look at policy and policy implementation, job appointments, salary gaps (if any). Also, it takes a brief look at whether the employment of men and women have an impact on family life and also, we will look at who could possibly be better suited to resolve office disputes.

4.2 SECTION A: BIOGRAPHICAL INFORMATION

4.2.1 Participant age analysis

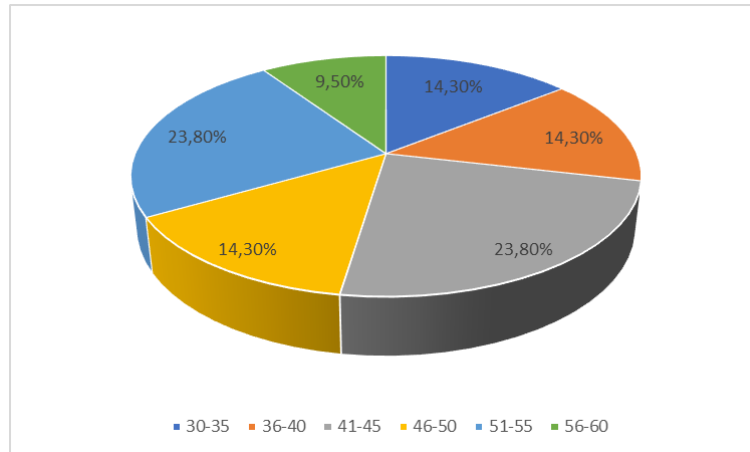


Figure 1: Age Categories

The sample is representative of a generational age spread, 21 participants (14.3%) are between the ages of 30-35 years; 14.3% are between the ages of 34-40 years; 23.8% are between the ages of 41-45 years; 14.3% are between the ages of 46-50 years; 23.8% are between the ages of 51-55 years and 9.5% are between the ages of 56-60 years.

The data indicates that majority of the participants' age range between 36 years and 60 years.

4.2.2 Gender

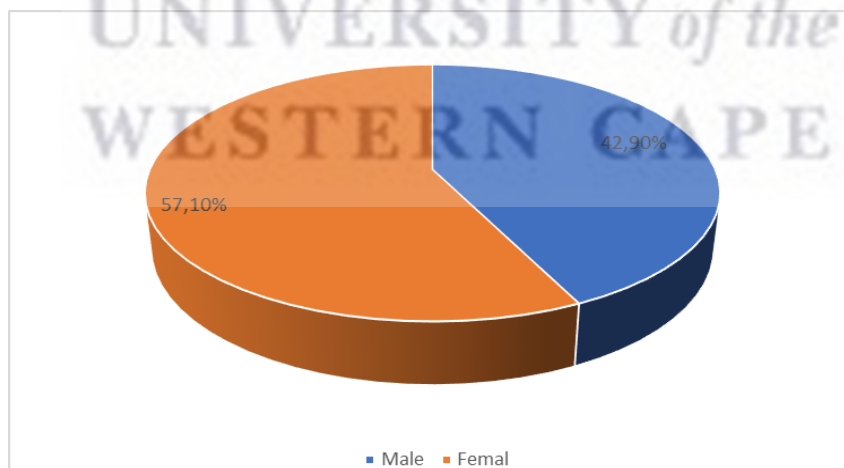


Figure 2: Gender Count

The sample has a fairly balanced spread between male and female. In this regard 57% of the participants are female and 42.9% of the participants are male. The gender mix is important

to ensure that a balance view is expressed on the topic being researched. The researcher was mindful that if the sample only comprises of female participants the possibility exist that the views expressed could be subjective and partisan.

4.2.3 Faculty Sample

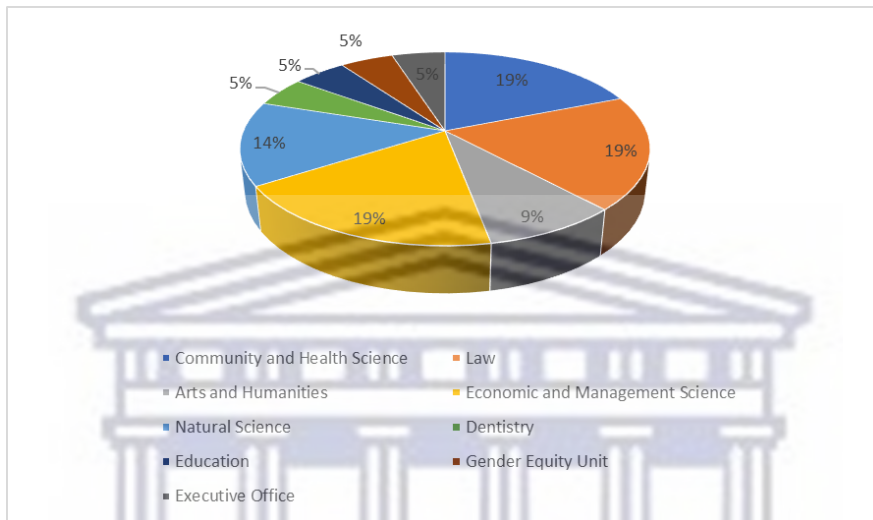


Figure 3: Faculty Sample

Participants from across the university were requested to complete the questionnaire for this study. All 7 faculties of UWC has participated as well as the Executive office and the Gender Equity Unit. The participation rates are as follows:

Community and Health Science	19%
Law	19%
Arts and Humanities	9%
Economic and Management Science	19%
Natural Science	14%
Dentistry	5%
Education	5%
Gender Equity Unit	5%
Executive Office	5%

The participants in the study as indicated above was drawn from across the university and representative of all faculties and units. This is important because the data collected is not only reflecting a small groups' view but that of the entire campus.

4.3 SECTION B: DISCUSSION OF DATA COLLECTED

4.3.1 Length of Employment

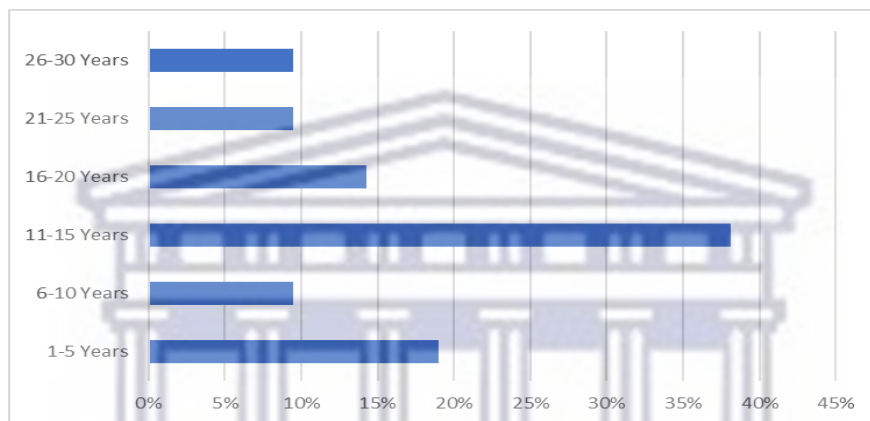


Figure 4: Length of Employment

Participants were requested to indicate how long they have been employed at the university. One participant had a break in between employment years at UWC but is still currently employed at the institution with a total number of 15 years. 19% are employed for a period of 1 to 5 years; 9.5% are employed between 6 to 10 years, 38.2% are employed between 11 and 15 years; 14.3% are employed between 16 and 20 years; 9.5% are employed between 21 and 25 years and 9.5% are employed 26 to 30 years at the institution.

The majority of the sample falls in the 11-15 years and above category. This implies that the participants had years of experience and is knowledgeable about the topic being researched.

4.4 SECTION C: EMPLOYMENT OF WOMEN

4.4.1 Do you think it is important for a woman to be employed? Please elaborate.

The data indicated that 100% of the participants have answered yes to the question – they think that it is important for women to be employed. Various reasons had been advanced in response to the question.

Participants indicated that it is important for women to be employed so that they can have independence and because they (participants) believe in gender equity.

Some also indicated that not only is it important for women to be employed but also to be empowered so that everyone else around her can also be empowered. Participants said that not only would women be empowered and have their independence by earning a living, they will be able to apply their minds and also have the power of choice. To sustain herself and her family, to positively contribute to society and have career aspirations equal to other gender groups.

Participants indicated that women must be employed but, believe men and women must have the same opportunities within the labour market and that women are equal to men, except in the physical aspect, and therefore both men and women are to contribute to the household.

Participants agreed that employment of women is non-negotiable and in post-apartheid South Africa gender equality exist. The participants stated that the patriarchal system of gender inequality is outdated and that all people are entitled to financial freedom, to have financial sustainability, ensure a higher quality of life and have the means to provide for

children and extended family as more and more women are now the breadwinners of the family.

The employment of women according to the participants contributes to the economic development of a country, empowers women to contribute to the household income, reduced dependency on others and makes them (women) feel accomplished, worthy and dignified.

4.4.2 Why do you think more women are currently interested in being employed as compared to previous years (decades)?

Participants indicate that economic factors are another reason why women are seeking employment. The cost of living had increased exponentially and families cannot survive on one partner's income. The points out that one income per household (men being the provider) will decrease the standard of living and can place a lot of financial pressure on a marriage. In many instances the male occupies a menial position and income earn unable to financially sustain the family. The current unstable economy necessitates the need for dual income in a household in order to survive because of the rising cost of living in South Africa. Technology is improving and many women no longer need to spend all their time on household maintenance and activities and should at least be able to work part-time.

Participants indicated that the world has changed and society has changed

According to one of the participants, since the advent of World War I, women have made significant contributions to the labour force where they perceive themselves as equal to men and the notion that women are purely caregivers and homemakers is outdated. There is less stigma attached to working women. Historically across the globe civil society has campaigned and lobbied for equality amongst gender. Role players in various spheres of society such as

Margaret Thatcher, as the first women prime minister of England, and others, challenged the traditional notion of gender inequality. Women are challenging the glass ceiling and this inspired others to follow suit

Participants are of the view that women are more fiercely independent and are educating themselves. With education women's eyes have been opened to greater possibilities than just a stay at home wife and mother and creates a higher level of confidence in a woman. More women are interested in employment because they understand and know their worth and would also like to make a positive contribution in their communities.

Some of the feedback from participants is very clear where they state that people, in general, have evolved socially due to economic and educational influences and this can be attributed to global influences. The interaction of people among different races and cultures are to such an extent that social and cultural norms are redefined. No more are there the social dynamics of that men are providers as more and more women are being educated and able to provide for themselves.

Some participants are of the view that we are in an era where roles seem to be reversed. The more there are opportunities available to women, the less opportunities there are to other gender groups. This is an outdated view which reflects a notion that women must not be afforded the same opportunities and compete on an equal base for employment opportunities.

It is also indicated in the study that women are generally single parents and therefore sole providers for their children and family, as compared to in the past, and women had to marry in order for these units to be provided for.

The data showed that although gender stereotyping and cultural practices have prevented women from participating in the economy in the past, there has been a mindset shift through external forces such as the economic and political climate in the country.

4.4.3 has there been a change/increase/decrease in the number of women being employed at UWC?

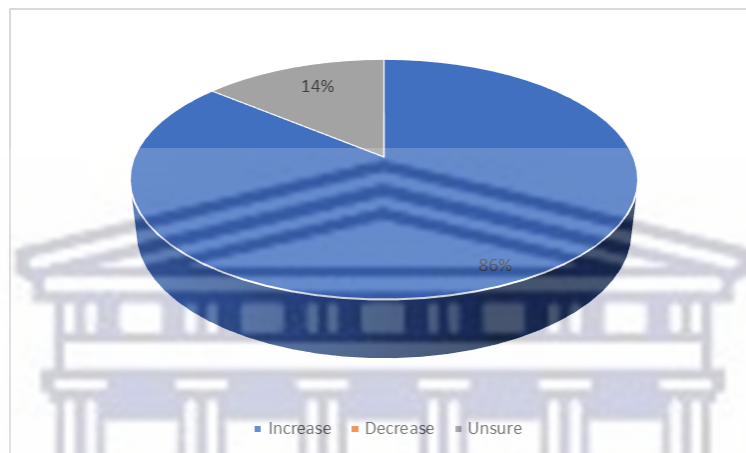


Figure 5: Change in women employment

None of the participants have indicated that there has not been a change or a decrease in the number of women employed at the university. However, 14% of them said that they are unsure. Of the remaining 86% who said yes, there has been a change, provided some reasoning for their answer.

Some indicated that the increase in women employed at UWC is noticeable in all faculties, units and centres. One participant specifically mentioned that she knows there have been an increase in women employed at the institutions as she is a member of the Employment Equity Committee of the university and they deal with these types of statistics.

Another participant indicated that even though there has been an increase in women employed at UWC, the employment is within administrative positions and would like to see

more women employed in strategic positions. Women then according to the response is still employed mostly at the lower level within the organisation.

One referred to the Employment Equity Act where women are a designated group and is of the opinion that this is the reason why more women are employed at the university as it is complying with the Act.

Other mentions that 85-90% of the employees in the faculty are women due to the nature of their programs. The participants agreed that UWC has made huge progress in employing women and addressing the gender inequality.

From the data, participants are still of the view that not enough women are employed at UWC and certainly not enough within higher ranking positions although, it seems that the university is making efforts to address this.

4.4.4 Why do you think there has been this change in the number of women employed at UWC?

It starts at high school level, says a participant, where more girls are now completing their matric and pursuing higher education where, most boys now, do not complete their secondary schooling due to social ills such as drugs and gangsterism. More women are completing tertiary education and can now compete as equals in the labour market.

Participants eluded to the fact that women are more career driven and independent and are moving into jobs that used to be done by men. Women are occupying positions within parliament, they are becoming Professors, are in Executive positions and decades ago, says participants, this was never heard of.

Women that are working in organisations such as factories have more choices at their disposal and are more independent outside of staying at home.

One of the more frequent responses to this question was that UWC had an imbalance in gender and that it is now complying with the Employment Equity Act, Basic Conditions of Employment Act, Labour Relations Act and have to have an Employment Equity 5-year plan with targets to be met. Participants noted that equity laws force organisations to transform and be representative of all categories of employees, including females. This is to address the unfair discriminative practices of the past.

From the data, one can gauge that more women are being employed to right previous social ills but also, to achieve independence, have a career. Even though UWC had an imbalance in gender in terms of employment, it is complying with various employment Acts and the numbers are starting to even out.

4.5 SECTION D: EMPLOYMENT, GENDER AND FAMILY LIFE

4.5.1 In your view, which positions had seen an increase in the employment of women?

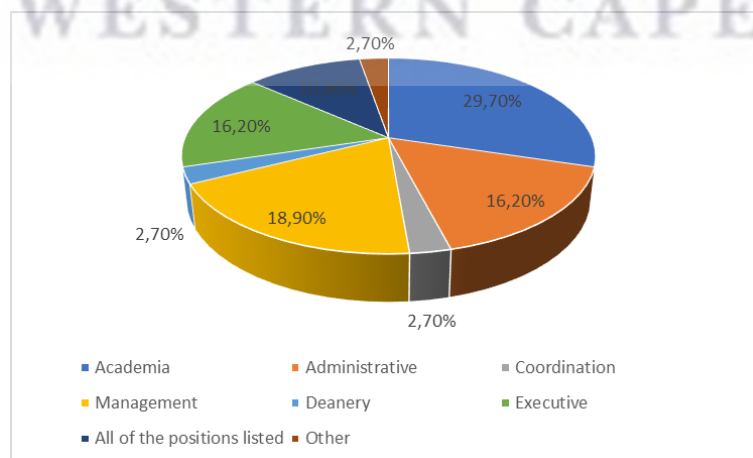


Figure 6: Positions with increased women employment

The data indicated that academia was the sector where most women are employed. Participants are of the opinion that academia has seen the highest increase in women being employed as there was a 29.7% selection. They noted that academia is improving as the university is seeing an increase in the number of female Professors. This is also a reflection that women are increasingly aware that academic qualifications hold the key to breaking the glass ceiling.

The Administrative section employed approximately 16% of women staff. For Coordination there was a 2.7% selection. It was noted that Administrative and Coordination positions were always female dominated.

The participants indicated that women occupy the following percentages in Management 18.9% and Executive 16.2%. According to the participants Executive positions are slowly 'improving' in terms of female occupancy, however, more than 50% of these positions are still male dominated.

Deanery showed a 2.7% selection as it is "slowly improving".

11% selected all the positions are seeing an increase of women being employed in these positions.

2.7% indicated as "other" as they are of the opinion that they are not qualified to express a view towards this question.

Women generally had been employed across the university and the majority within the academia. This is an interesting phenomenon because academia is the sector that generate new knowledge and learning and teaching. The sector also allows more flexibility and this could be a reason why most women prefer working in this sector.

4.5.2 To the best of your knowledge, when a post is advertised at UWC, does gender play a role in the appointment process? Why?

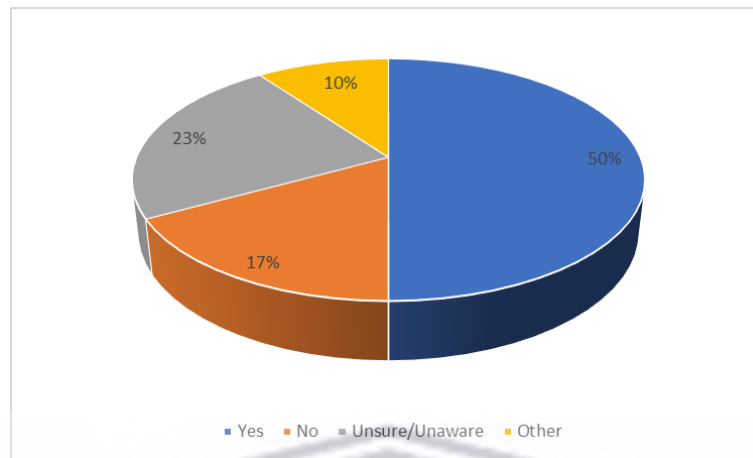


Figure 7: Gender affecting the role in appointment process

50% of the participants believe that gender plays a role in the appointment process at UWC. Part of this response was due to targets that are to be met for each category of positions and also the category of male and female.

17% said that it does not affect the appointment process because the appropriate person with the correct credentials are to be employed. Whether the person is male or female.

23% is unsure or unaware about the process and 10% responded that there are other factors that play a role in the appointment process outside of gender.

It can be deduced that UWC employs staff based on merit. The percentage of women employed has increased over the years and are occupying senior levels across campus. This is indicative that women are competing on equal footing with male counterparts for positions advertised.

4.5.3 In your opinion, does the employment of a woman have an impact on the family? Elaborate.

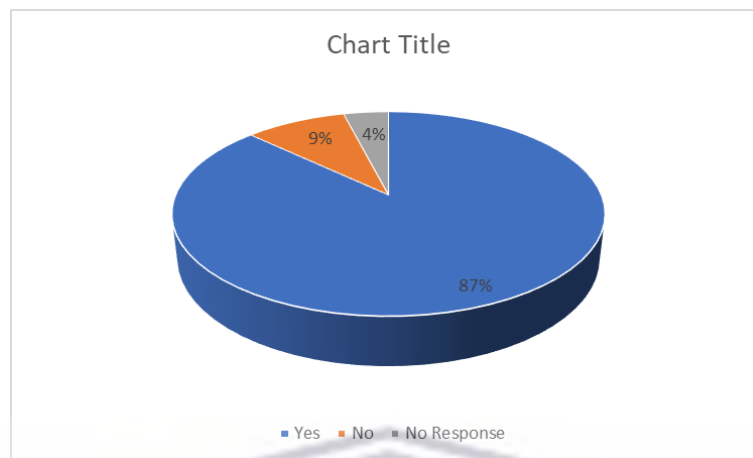


Figure 8: Employment of women on family

87% of the responses indicates that the employment of women has a positive impact on the family for many reasons: easing financial burdens on the household, the quality of life of the family improves, poverty alleviation, equal impact and influence on the workplace. One participant stated that women singlehandedly carrying society at the moment and this is an indication of the changing times – that women also now have the capability to ‘head the family’.

9% said no. The employment of women does not have an impact on the family, and 4% gave no response to the question.

Even though the majority of participants state there is an impact on the family due to the employment of women, some participants are still of the view that there is no impact on family life.

4.5.4 In your opinion, does the employment of a man have an impact on the family? Elaborate.

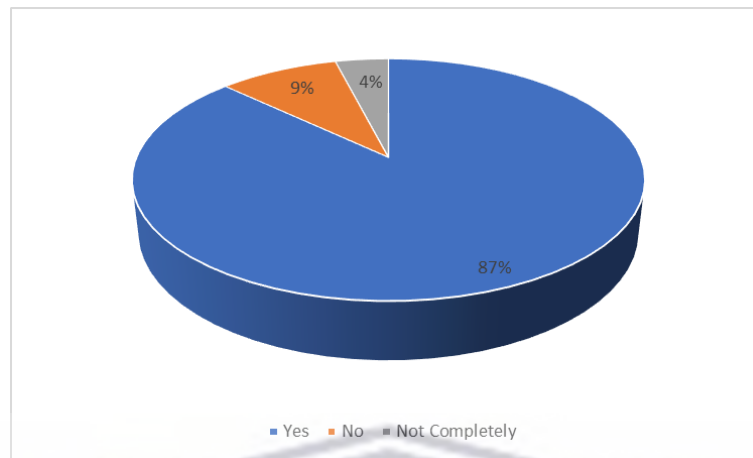


Figure 9: Employment of men on family

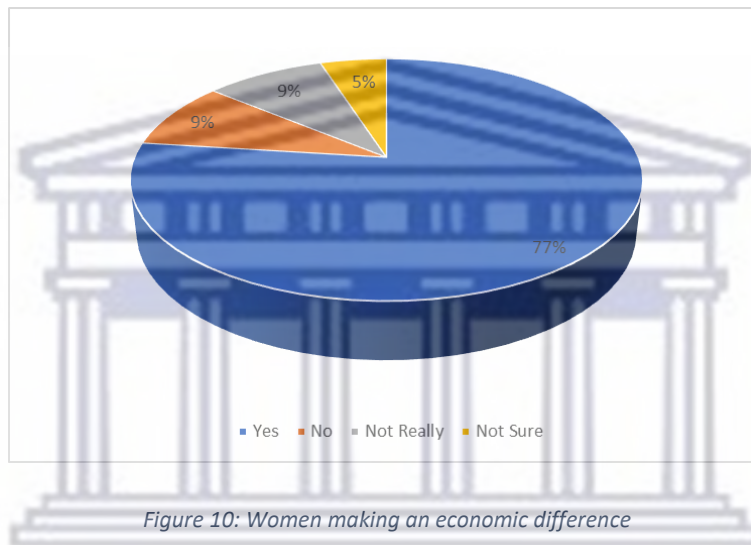
This question yielded the same totals in response as per the previous question. 87% said yes, the employment of a man does have an impact on the family. However, the reasoning was slightly different to the question. The responses indicating that his income will contribute to the family's well-being, health, quality of life, it also indicated that the employment of a man is important because he is viewed as the head of the family and that it is expected of him to take care of the family if he is a responsible man, to encourage other members of the family to work, providing security. It also indicated that a two-income household (man and woman) is ideal so that the man can focus on his career and not be too involved in the household responsibilities such as cleaning and taking care of the children.

9% indicated that the employment of the man should not affect the family. 4% said that the employment of a man does not completely impact the family. The majority indicates that employment of the male has an impact on the family but the reasoning for their view is a concern. It seems as if they view the man as more important in a family and not as equals.

This type of reasoning was the major motivation why women was excluded from senior positions in the work place.

Participants are of the view that men do not necessarily have a choice when it comes to be employed as he is the head of the household and is expected to take care of the family.

4.5.5 Do you think that employing more women (in general) would make an economic difference / impact? Elaborate.



The data showed that the majority (77%) of the participants agreed that employing more women would make an economic difference or have an impact on the economy. They agreed because employing more women would mean they earn and income and they would be taking care of the household, this in turn contributes towards the economy. Women are a huge workforce in the country and by giving them more power will assist in nurturing this broken nation, says one participant, and because women spend their money differently, sharing everything that they have with others. It would also positively impact the economy to educate and place women in skilled jobs so that they can advocate for the struggles of other women. Employing more women, as responded, the economy will grow, women's economic

empowerment boosts productivity, increases economic diversity and addresses income inequality.

9% responded by saying 'not really' as they are of the opinion that expenses do not change much when it comes to basic needs. 9% said no, because both men and women contribute to the economy. More employment, irrespective of gender, contributes to the economy. Also, no, because jobs are limited in the country and therefore making more jobs available to one group only would be at the cost of the other.

5% responded that they don't know whether there would be an impact on the economy.

4.5.6 In your opinion, are there gender gaps in terms of employment at UWC, and why?

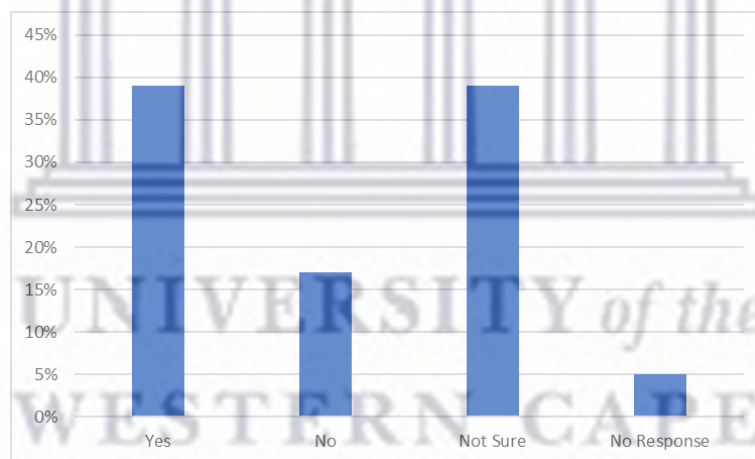


Figure 11: Gender gaps

Participants responded with 39% saying yes, there are gender gaps at UWC due to various reasons. Another 39% indicated that they are not sure whether there are gender gaps, 4% indicated no, there are none and 9% said they are not sure.

Certain participants are of the view that the Executive Management office still display gender gaps. Some are unaware if there are gaps. Other responses indicate that there should be more

women positioned in senior posts. Women are still employed in administrative positions and men are viewed to be employed within Management. Specific departments were outline, such as the Technical Workshop, which participants say are still male dominated.

Others stated that UWC does not have gender gaps because it strives towards quality amongst men and women.

Although some participants are not sure or unaware if there are gender gaps at UWC, the vast majority are of the opinion that there are gaps and these gaps are witnessed in positions such as Executive offices – high-ranking decision-making portfolios and that other positions, such as Administrative, are still female dominated as this is viewed as a typical position for a woman.

4.5.7 If you are of the opinion that there are gender gaps in employment at UWC, which positions / office do you think is more evident of this and why?

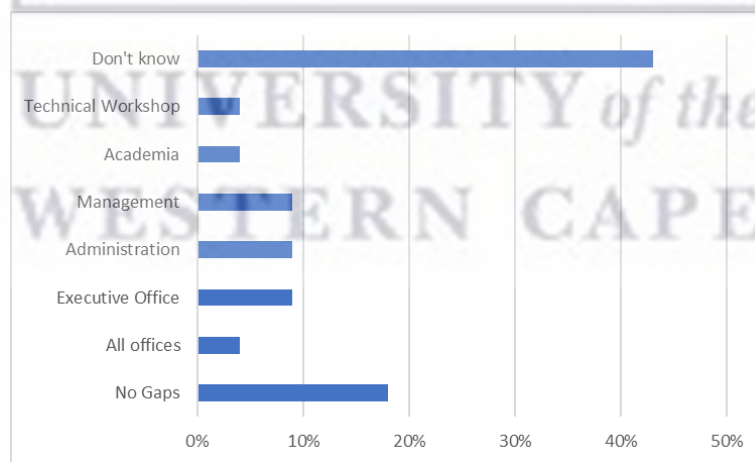


Figure 12: Positions holding gender gaps

Although 43% of the participants are unaware of gender gaps in the various offices at UWC (if any), there are 18% that says there are none, 4% that is of the opinion that there are gender gaps in all offices across all faculties, and that the Administration positions, Executive Office

and Management positions sees the more common gender gaps. Another 4% is also of the opinion that Academic posts still sees gender gaps as well as the Technical Workshops that historically, only held job specifications for men.

Majority of the responses lean towards being unaware or participants just plainly do not know if there are gender gaps. However, higher ranking offices and decision-making positions such as Management are indicative of gender gaps.

The data indicates that the majority view is that no difference exist. This could be because the participants view is that gender equality had been implemented and is a key priority for UWC.

4.6 SECTION E: CHANGE IN OPERATIONS

4.6.1 In recent years, has there been a change in the operations at UWC and what would you say could be the reason for these changes?

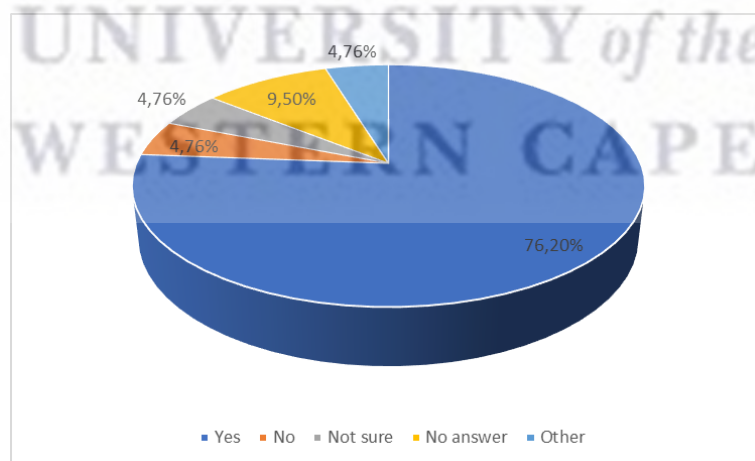


Figure 13: Change in Operations

76.2% of the participants indicated that there has been a change in the operations at UWC. Some participants have eluded to policies being formed that provide support and assistance to communities.

Some indicates that the change in operations at the institution is indicative of the change in technology and system changes as well as social changes and these changes brought about development in the institution. Some indicated that the change is due to more women being employed at the university in general.

Participants indicated that females are heading up a number of Executive positions and they tend to be more consultative in their approach which results in decisions that are taken are more representative of the general consensus across the campus.

Others have said that UWC has become more liberated and that it is no longer a 'mans world' due to women becoming more skilled to perform duties which were previously performed by men. Also, that more women are now in leadership positions at UWC to shape policy direction.

The Gender Equity Unit is also said to have a hand in the change of operations at UWC as this Unit is presented at appointments committees. One participant said that the change is due to women being used to balance out equity targets at the university.

9.5% did not give any indication and 4.76% indicated either there have been no changes, or, they are unsure of any changes, or, has given an unclear selection, respectively. A participant indicated that they are of the opinion that the lowest paid staff will never see any form of change towards them as employees. Some were unclear.

There is a clear indication, across board, that change is prevalent at the institution and the reasoning behind it varies.

4.6.2 If there has been a change in the operations at UWC, would you say that it has something to do with the fact that more women are employed at the institution?

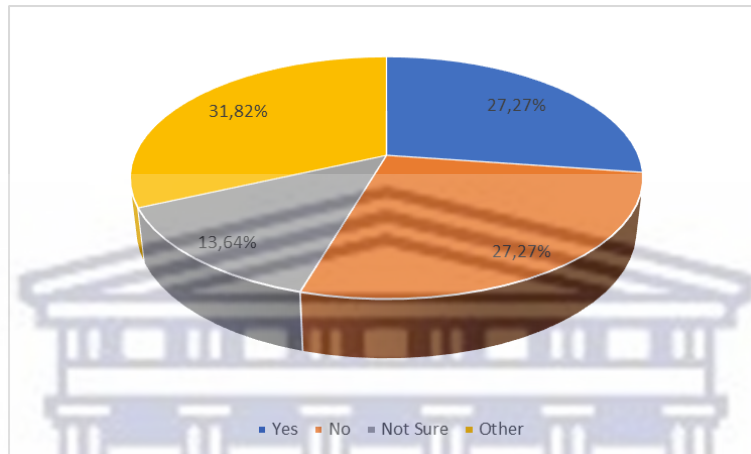


Figure 14: Women the reason for change

Interestingly enough, 31.82% could not give a clear answer to the question where they indicate 'not necessarily' but provided no reasoning for their answer.

There were split thoughts between yes (27.27%) and no (27.27%) and 13.64% just were not sure. The 27.27% that said no were of the opinion that it was difficult to 'make such a claim' without any evidence. Others said no because they are of the opinion UWC had change with demands and times and that the institution had to adhere to external pressure. Some were not sure because they are unaware of the male: female ratios at the university.

Participants indicated yes because they are placed in leadership positions where their opinions can be voiced and heard. Women are playing an important role in adaptation to changes. Comparison was made where everyone was required to adapt to the changes

brought about by the pandemic and had to juggle everything and women, says a participant, are no strangers at juggling. Another indicated that the management styles of women in leading positions has an impact on their departments.

4.6.3 At UWC, are the top ranked and decision-making offices more female or male dominated?

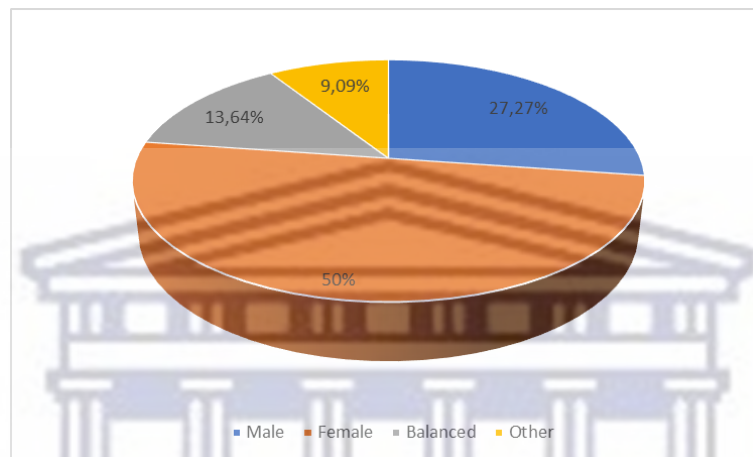


Figure 15: Gender within top ranked offices

Half of the participants (50%) indicated that the top ranked decision-making offices are more female dominated, currently. 27.27% said it is male dominated, 13.64 % is of the opinion that it is a balanced environment and 9.09% were undecided.

Participants indicated that these offices are more female dominated because it is the current equity targets and more women are becoming qualified in the social science related field, whereas in the past, these positions were male dominated.

Mention was made that when the participant started employment at UWC (4 years ago) there were already signs that women were occupying higher positions of power and this was never seen in other organisations of employment.

Some participants said that positions are currently still more male dominated as a result of patriarchy and apartheid. According to the participants, most strategic positions are held by males however, although there are indications of growing numbers of females occupying top positions. Some indicated that they are not sure because they are of the opinion that the university's decision-making process still has the bottom up approach where the majority of the 'bottom' are still making recommendations to the top. A participant, from the Gender Equity Unit, gave some statistics as a response to the question: 50% female representation in top level positions; 34% female representation at Senior Management level and 49% female representation at mid-Management level. This is an indication that gender transformation has taken place at UWC and employment of women had been institutionalised.

4.6.4 In which Positions are women predominantly employed at UWC?

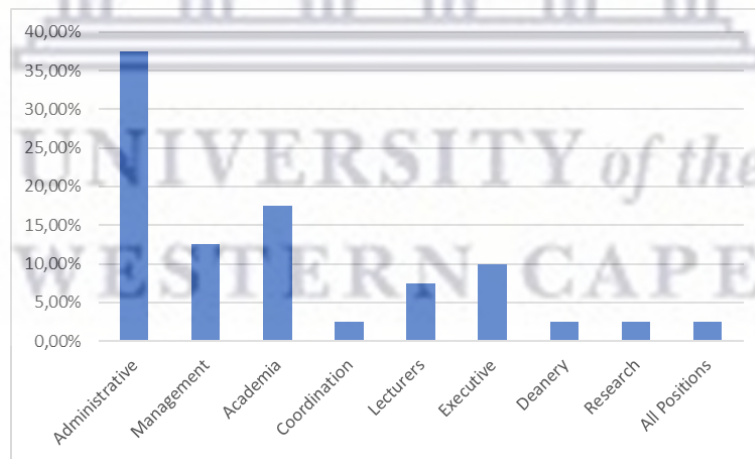


Figure 16: Positions that are predominantly women

Participants were allowed to indicate more than one position which they are of the opinion, has more female representation. The totals are calculated accordingly:

Positions	Totals
Administrative	37,50%
Management	12,50%
Academia	17,50%
Coordination	2,50%
Lecturers	7,50%
Executive	10%
Deanery	2,50%
Research	2,50%
All Positions	2,50%

Most of the responses are that Administrative positions are predominantly occupied by women. This position is not one of decision-making as those who are employed as Administrators carry out decisions made by others in higher ranking positions.

4.7 SECTION F: POLICY AND POLICY IMPLEMENTATION

4.7.1 To the best of your knowledge, what are the policies (if any) that are available for the purposes of gender equity at UWC?

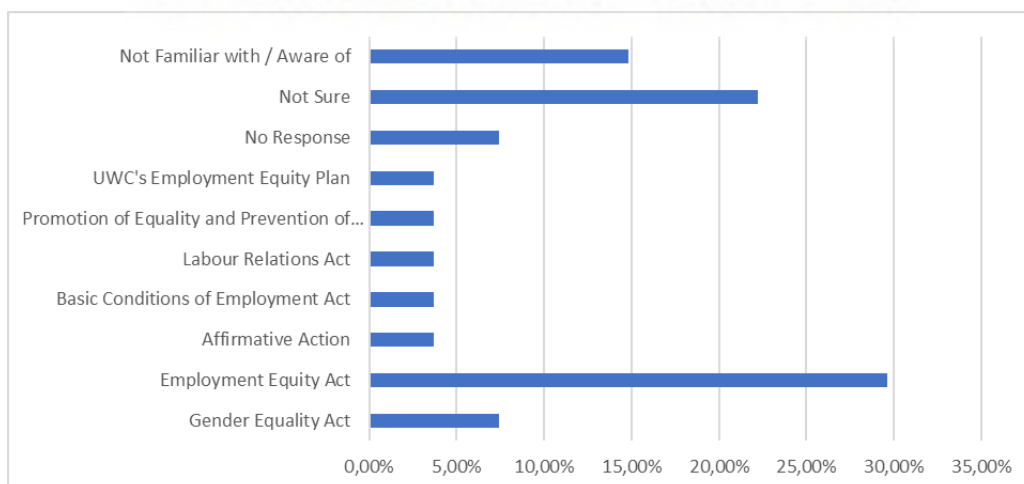


Figure 17: Policies at UWC

Participants were allowed to provide more than one answer to this question.

14.81% of the feedback indicated that participants are unaware of or, not familiar with any policies available at UWC for the purposes of gender equity. 22.22% of the answers indicated that they were not sure and 7.41% of the feedback indicated no response.

7.41% were aware of the Gender Equity Act; 29.63% UWC follows and implements the Employment Equity Act; 3.7% made mention of Affirmative Action;

The same number of responses (3.7%) alluded to the Basic Conditions of Employment Act, Labour Relations Act, Promotion of Equality and Prevention of Unfair Discrimination Act and UWC's 5-year Employment Equity Plan.

As a response to the question, some participants referred to the Gender Equity Unit at UWC which has the best interest of women at heart and all the policies relating to gender equality at UWC and to strengthen / enhance these policies. Some of the feedback were unclear as to whether the participants were aware of any policies. However, indications are that they are aware of the Gender Equity Unit as a unit who implements gender equity policies and who in the past had struggled for women to be treated fairly and also that women are to be represented at all levels at the institution.

In one of the responses, a participant indicated that UWC does not have a Gender or Gender Equality Policy.

4.7.2 Do you think staff, specifically women, are aware of these policies? Please elaborate.

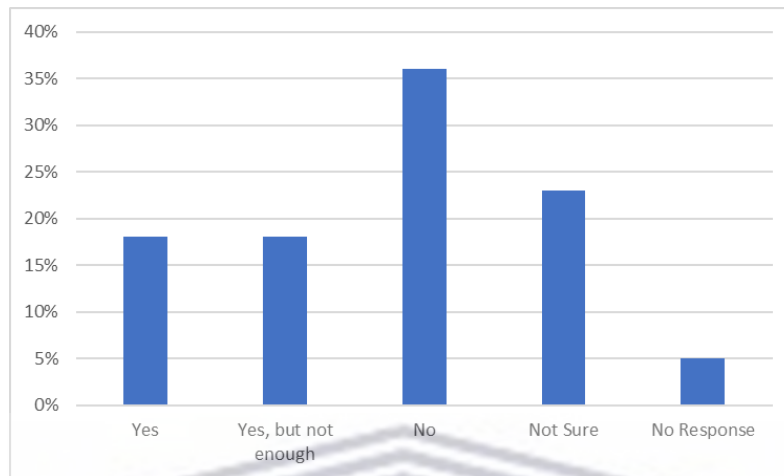


Figure 18: Policy awareness

36% of the participants indicated that staff are unaware of gender equality policies at UWC. Only 18% responded yes – staff are aware of these policies. 23% indicated that they are not sure whether staff is aware and 18% responded by saying yes, staff is aware of these policies but their knowledge on how to use or implement these policies is not enough. This is a concern that staff is not aware of or familiar with the policies guiding gender equality.

4.7.3 Are there any strategies in place at UWC to educate staff around these policies? Please elaborate.

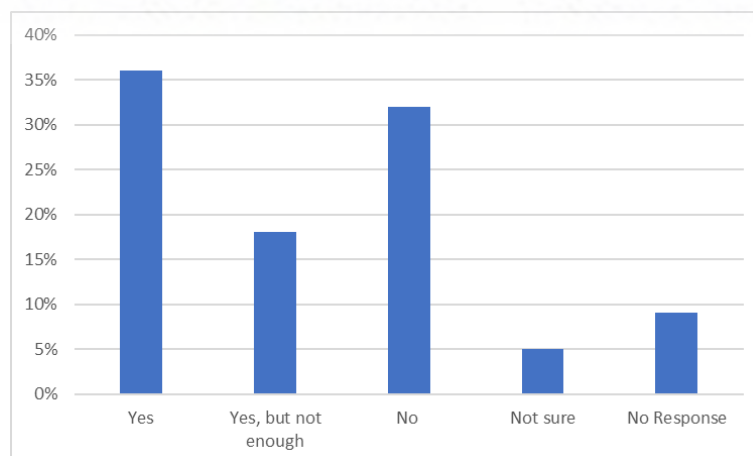


Figure 19: Strategies in place for policy awareness

Responses indicate that that yes, there are strategies in place (36%), some said Yes, but there are not enough strategies in place (18%). 23% indicated that there are no strategies in place at UWC to educate staff around the gender equality policies. Some participants were not sure (5%) and others left the response block open or said that they are unaware of any strategies (9%).

Part of the responses alluded to the fact that UWC has a Gender Equity Unit that is very active and is carrying the duty of informing staff of gender equality policies. On the other hand, participants stated that the unit is not very 'visible'.

Some are of the opinion that each faculty at UWC has an Employment Equity Representative and together with the Employment Equity Forum, chaired by the Deputy Vice Chancellor-Academic, there are strategies in place to educate staff around gender equality policies.

Furthermore, participants indicated that the responsibility lies with both staff and the institution to familiarise themselves around gender equality policies as these policies are readily available on the UWC intranet.

The responses give the perception that gender equity is the responsibility of a unit and not of a general responsibility. This is a concern because gender equity must be everybody's responsibility to transform the current organisational culture.

4.7.4 To the best of your knowledge, is the university implementing the Gender Equity Act and to what extent?

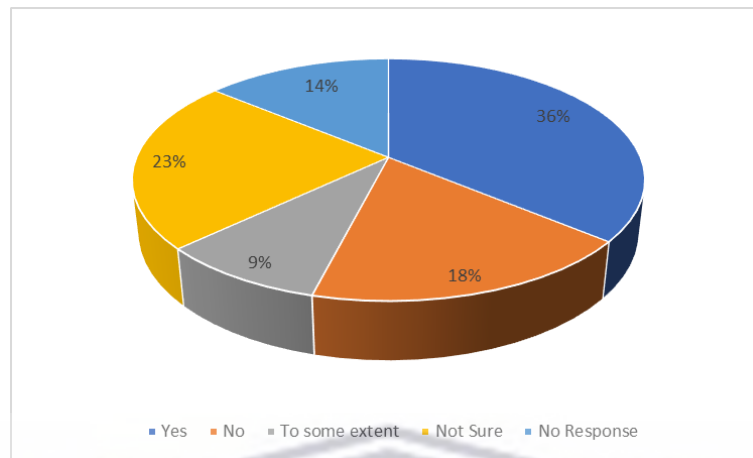


Figure 20: Gender Equity Act Implemented?

36% of the participants believe that the university is implementing the Gender Equity Act. 18% does not agree. 9% said yes but only to a certain extent. 23% is not aware that the university is implementing it and 14% provided feedback for the question.

It is a concern that there is such a large part of the participants who believe the Gender Equity Act is not being implemented at the institution.

4.7.5 In your opinion, which gender would be more inclined to comply with policies of an organisation and why?

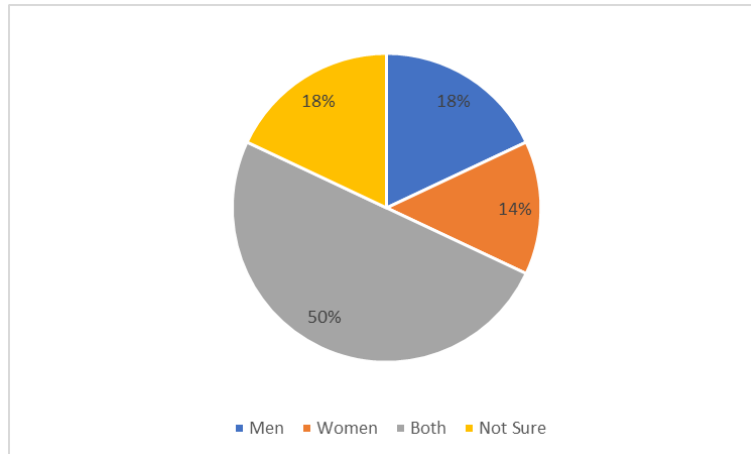


Figure 21: Compliance among men and women

Participants indicated that in the past men were favoured in the workplace so in order to survive, women were more likely to implement policy. This means that in the past, organisations favoured men in the place of work and women had to excel in their performance in order to progress in their organisation. However, at UWC, participants are of the opinion that both men and women are compliant with the requirements of policies.

50% of participants indicated that policy compliance should not be gender specific as it would be the duty of an employee to comply to company policy. However, 18% indicated that they are not sure who would be more compliant.

18% indicated that men would be more compliant to policy as they tend to be unmoved and resolute in applying rules, or, they would disregard policy and procedures. 14% said that women would be more compliant to company rules only if their rights are not undermined by discriminatory practices.

4.8 SECTION G: ADDRESSING GENDER INEQUALITY

4.8.1 If, in your opinion, gender inequality is a reality at UWC, what are the platforms available to address this and is it being used?

Participants felt that the gender equality topic is a subjective one and that one would need to engage with facts. Information is available to those interested in engaging.

Some feel that gender inequality is not an issue at UWC and that women are well represented at every level. However, more can be done.

Others state that there should be processes available to address targeted appointments as in some positions, such as Managerial posts, are still subject to male domination.

Participants indicated that HoD's, together with the Employment Equity representative or via the Human Resource consultant and the university's union office, topics like gender equality should be addressed.

Certain responses points towards equality being observed at UWC but, if there were issues of inequality, participants feel that the Gender Equity Unit should address these issues. The respondents indicated that there are no platforms available to address is gender inequality and others are unsure.

4.9 SECTION H: INCOME AND INCOME GAPS

4.9.1 To the best of your knowledge, do you think there are income gaps between men and women employed in the same positions at the university?

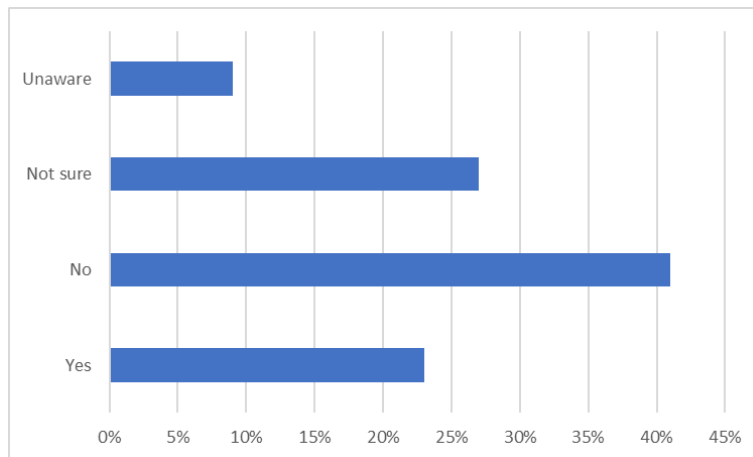


Figure 22: Income gaps between men and women?

41% of the participants said there are no income gaps at the university because the institution uses a grade system where gender is not a variable. 23% are of the opinion that there are income gaps. 9% are unaware and 27% may believe that there are income gaps but still unsure.

Even though most of the responses indicates no income gaps, there are still too many staff that is under the impression that income gaps exist at UWC and this is an area to be addressed.

4.9.2 When a woman receives her salary at the end of the month, what would you say she spends her earnings on first and why?

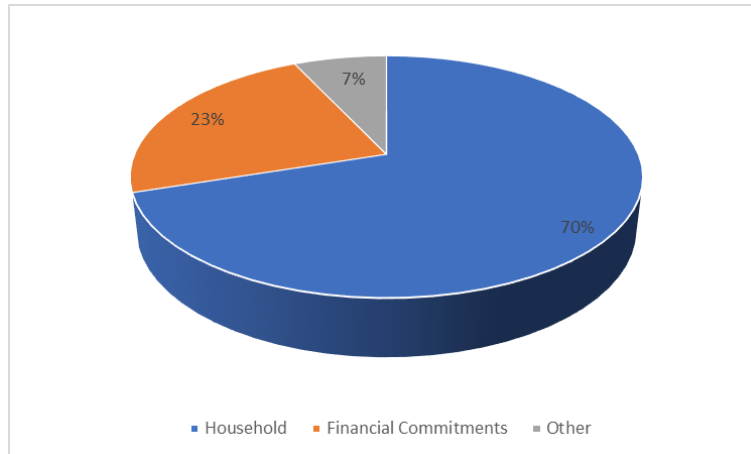


Figure 23: What women spend salaries on

Participants were allowed to indicate more than one category. The majority of respondents (70%) indicated that household expenses such as accommodation, food, health care, education, extended family is the most important expenditure. 23% responded that women would take care of financial commitments first such as rent/bond, utility bills, insurances and bills in general. 7% responded to say that women take care of their personal need's first by purchasing wants instead of needs such as make-up, shoes and other cosmetics.

Now that women are employed more than in the past, they are able to either contribute to the household or, they are able to run a household on their own.

4.9.3 When a man receives his salary at the end of the month, what would you say he spends his earnings on first?

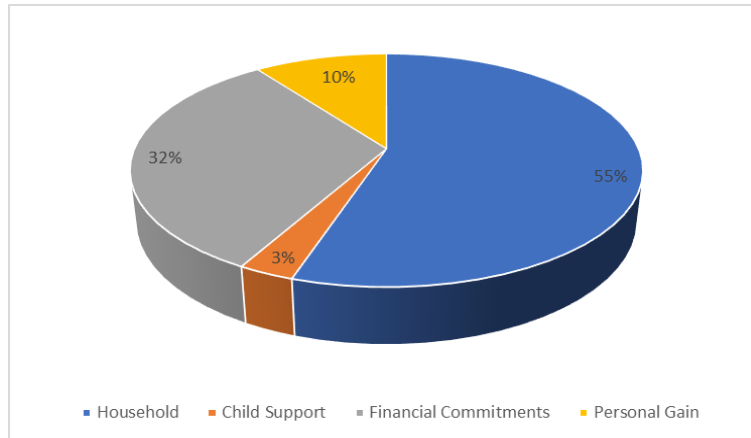


Figure 24: What men spend salaries on

Participants were allowed to indicate more than one category. 55% of respondents indicates that men spend on the household first. 32% of responses that men have to pay their child support first. 32% indicates that financial commitments are covered first and 10% believe that men spend for personal gain first (car, games, alcohol and gadgets). The data indicates that male and female spending seems to correlate because the important spending is household expenditure.

The deduction made is that both male and female major motivation for employment is firstly to provide for the family needs.

4.10 SECTION I: SOLVING DISPUTES

4.10.1 If it should come to solving differences / disputes in the workplace, who do you think (men or women) would offer the best solution, and why?

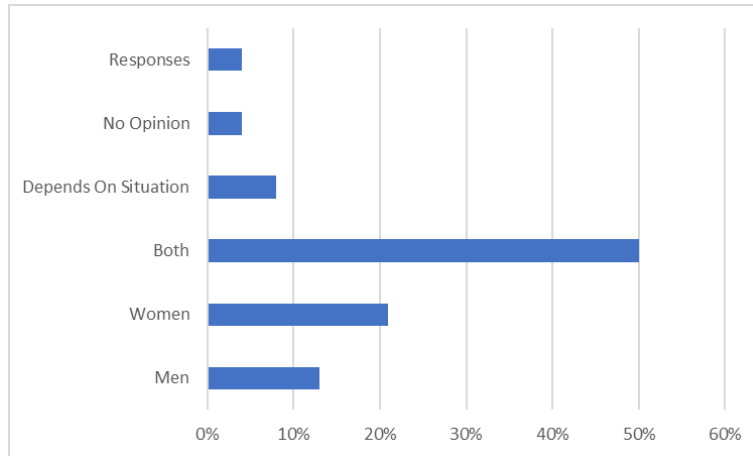


Figure 25: Men or women to solve disputes

Although 50% of the responses indicates that both men and women should have the ability to resolve disputes in the workplace, the other 50% are of different opinions. 13% indicated that men are better suited as they are more pragmatic and far less invested on an emotional/personal level which will make them more objective to a situation. However, 21% indicated that women would be better suited to resolve disputes as they generally more compassionate and caring and would be looking at all angles and possibilities before making decisions. 8% indicated that it either men or women should solve disputes depending on the situation. 4% gave no response and another 4% had no opinion on the matter.

Indications are that men and women should be able to solve disputes because, they are placed in a position due to their qualification and capability to carry out their job. But, there are still a higher number of staff that would prefer women to be involved and solve disputes.

4.10.2 Should you find yourself in a dispute with one or more of your colleagues, would you prefer a man or a woman to be your mediator, and why?

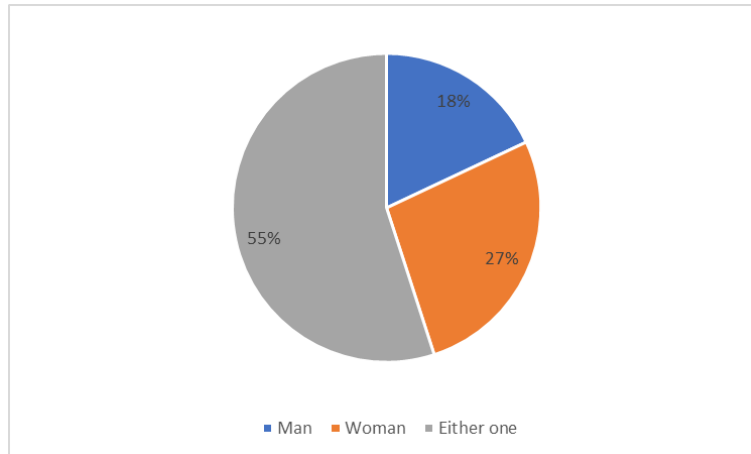


Figure 26: Preference between man or woman

Although more than half of the participants (55%) indicated that they have no preference in who would be best as mediator should they be in a dispute with colleagues. The preference in this case, as per the responses, are that women have a different approach to processes such as mediation.

There are 27% who would prefer a woman to be their mediator and 18% would prefer a man. The preference is due to women being seen as overly empathetic and run by emotions, whereas men examine the facts, are objective and more rational.

4.11 SECTION J: OTHER FEEDBACK

4.11.1 Do you have any further comments / questions / suggestions?

Majority of the participants did not answer this question however, there were a few that gave a response. Times are changing and men are to get to a point where they understand that women are capable of doing everything that men can do.

Another indicated that we need to keep in mind that those employees on the ground do most of the work but yet they are paid the least. Others indicated that some of the questions in this questionnaire were difficult to answer.

4.12 CONCLUSION

The response to the questionnaire are indicative of the fact that even though there are still some gender gaps at the university, in terms of women being employed in high ranking positions, there are definite and clear steps that the university is taking in order for equity targets to be met.

Operations within the university is not dependant on which gender occupies specific positions but, that there should be adequately placed and educational appropriate placing within specific positions at the institution. Participants are of the view that irrespective of the gender, people are placed in positions to serve a purpose and this can only be done adequately if the correct person is placed in the correct position.

Indications are that there is still a strong mindset among staff that income gaps are at play and that people within the same positions are earning different salaries. Some participants are still of the view that women are being employed in lower ranking positions and that they are still not paid enough but yet, do the most work.

CHAPTER 5

CHAPTER SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

In the previous chapter the data collected were presented, analysed, interpreted and discussed. The current chapter presents the findings emanating from the data collection process and provide conclusions and recommendations.

The following research questions were posed to research the phenomenon:

- What are the Challenges and obstacles that prevent gender equity within the place of work?
- Is gender equality and transformation a key drive within organisation?
- What are the current debates and literature on gender equality in the work place?
- Has the organisations made a cultural shift towards gender equality?

The main objectives of this study were:

- To understand and conceptualise gender equality;
- To ascertain whether there are specific policies implemented in the workplace for the advancement of gender equality;
- To analyse the policy and regulatory framework regarding gender equality.

5.2 CHAPTER SUMMARY

Chapter one provides a general discussion into the reasons for the study. It stems back to pre-apartheid time where gender and gender equality was not on the forefront of policy in the country, however, as times have changed and the country became a democratic country, those who were marginalised and excluded, were being included and given better opportunities.

Chapter two reflects on the policy and legislation which changed and was aimed at transforming the gender inequalities in order for the marginalised, especially women, to be inclusive. It deliberated on how the identity and positioning of women in society has evolved from being ignored as potential in the workplace and a narrative formed but that their 'job' was at home, raising children and seeing to the family.

The chapter discuss relevant literature on the subject matter to provide the theoretical basis for the study.

Chapter three was a presentation of the research design and methodology. The research took a qualitative approach using the purposive method. A questionnaire was the tool used in order to collect data from identified participants where they had to answer questions based on their experiences and observations.

Chapter four was an analysis and interpretation of the data collected in the field by means of a questionnaire distributed via online methods, ie: Google Forms and e-mail.

Chapter five is a summary of the mini-thesis, the research findings as well as a conclusion and possible recommendations for identified problematic areas in the study.

5.3 SUMMARY OF FINDINGS

5.3.1 Employment of Women

A major finding was that women employment contributes to the economic development of the country and it empowers women in that they can contribute to the household income and by so doing, reduce their dependency on others to make them feel worthy, dignified and accomplished. The findings indicate that more women are being employed and earn an income, and this positively affects the household by uplifting the standard of living.

Gender stereotyping and cultural practices have prevented women from participating in the economy, however, there has been a shift in the mindset due to external forces such as economic and political climates in the country.

Employment of women and the observation and implementation of policies and legislature, are to right certain previous social ills but also for women to have a career and independence.

The finding support Koch (2018) view that the recognition of women's roles within political organisations, freedom from oppression and community rights have only taken place over last four decades in South Africa and issues of gender equality were deliberately ignored till the march on 9 August 1956 where women illustrated their frustration towards the restriction of their movement. From this day on women were no longer assigned roles of staying home and being domesticated but, lead a life that no longer discriminates against them on the basis of their gender.

The findings were that women employment leads to empowerment is a shift away from the gender patriarchal system which indicates the relationship between men and women and

ultimately means that men are the dominant role in society and women are subsequently seen as the subordinates. This is an indication that society is more comfortable with witnessing men as breadwinners and women labour for free as their line of 'employment' should be rearing children and seeing to the household.

5.3.2 Employment, Gender and Family Life

The findings indicate that women prefer being employed within the academia instead of the administration because the sector generates new knowledge and teaching and learning and allows flexibility which could be the reason why women prefer this sector.

Gender gaps at the university were also observed relating to specific positions. What was evident is that women are still being employed in positions that do not hold much decision-making aspects, if at all, and that the positions in higher ranking offices, even though there is female representation, is not seeing enough women being employed in these positions.

The findings indicate that the change in operations were due to the change and improvements of technology, social and system changes but, it is also due to more women being employed in general. Women are seen heading up the Executive office and their approach towards the running of it is more consultative and representative and this in itself is contributing to shape policy direction at the university.

Even with the introduction of the Bill of Rights, there were on going factions that still believed in male dominance, not only in the household, but in the workplace as well.

5.3.3 Changes in Operations

The findings indicate that women are influencing change due to their employment in strategic positions where their voices are heard, where they play important roles and are part of the university adapting to change.

Top-ranking and decision-making positions at the university is said to be female dominated in recent years, and according to the findings, this is due to the university implementing and complying with equity targets.

The position of administrators mostly occupied by women, followed by positions in Academia and Management.

The findings indicate that Gender Equity Unit is an important organisational tool at the university contributing extensively in institutionalising the change in gender equity and operations.

The findings are that most of the recent changes in operations at UWC is due to the Covid-19 pandemic and that the usual order of business had to be adapted so that operations could continue despite rules and regulations imposed by the government.

The reasoning behind change at UWC varies however, across the board there is clear indication that change (for the better) is prevalent.

The Employment Equity Act of 1998 was enacted to address issues of promotion of equal opportunities as well as fair treatment of all employees. This Act is specifically inclusive of women with reference towards positive steps to be taken for equitable representation in the workplace. This links to the findings that the university is implementing and complying with

equity targets and the presence of women in positions previously male dominated, are increasing.

5.3.4 Policy and policy implementation

The findings indicate that most of the emphasis is placed on the Employment Equity Act which seems to be the policy that is expected to be the priority at the university.

Findings indicate that quite a high percentage is indicative of or, are unaware of any policies on gender equality at the university or, that they are unsure if these policies are implemented.

It is noted in the findings that other policies are available at UWC for the purposes of gender equity. These policies are Basic Conditions of Employment Act, Labour Relations Act, Promotion of Equality and Prevention of Unfair Discrimination Act and also the university's 5-year Equity Plan. However, a very small percentage of the participants have made mention of these.

Mention is made within the findings that the Gender Equity Unit is a unit that implements gender equity policies across campus and who fought diligently for women to be treated fairly at all levels at the institution. There is a big concern that there are quite a few staff members that are not aware or are unfamiliar with policies that guide gender equality. Either on campus or, in general.

Strategies are in place, as per the findings, to make staff aware and be informed of strategies available for the purposes of gender equality. However, even though these are in place, indications are that some feel there aren't enough being done on the side of the university for these strategies to be made known.

Findings also indicate that there is an opinion that faculties should take the responsibility to inform their staff, together with the faculty Human Resource Representative, regarding strategies to educate staff on issues of gender equality and its policies.

Mention was made within the findings that the Gender Equity Unit at the university is carrying the responsibility of informing staff on gender equality policies.

The concern is that there is a perception that gender equity must be the responsibility of a specific unit and not as a general obligation. It is a concern because everyone employed at UWC should take responsibility in the transformation of the current organisational culture.

Gender mainstreaming, as per Caglar (2013) is for the promotion of gender equality. It is a process that exists in various areas in the workforce and holds many principles for adequate and appropriate mechanisms for accountability in order to monitor progress within the workplace. Caglar (2013) indicated that as a strategy, gender mainstreaming combines a need for targeted women specific policies, programmes and legislature. He also stated that the process of gender mainstreaming triggered many organisations to change procedurally and have nudged organisation to implement units such as gender equality units.

This coincides with the findings that there are units, faculties and various legislation available to staff to be informed around their rights for equality and that the university itself is making assertive efforts to adhere to gender mainstreaming in respect of accountability to monitor progress and to procedurally implement a unit.

5.3.5 Addressing Gender Inequality

Findings indicate that gender inequality is not an issue at UWC and that women are well represented at all levels. On the other hand, findings also show that some positions are still male dominated and that gender inequality is a subjective topic to be engaged in with proper facts.

It is found that the Head of Departments together with the Employment Equity Representative should take the lead in addressing topics such as gender inequality. There are no platforms at UWC to address gender inequality issues however, findings show that the Gender Equity Unit has taken on this role to address issues arising.

This again is a concern as there is no responsibility taken by staff to navigate and suggest platforms to be used to address gender inequality but that fingers are pointed to a unit to take up this responsibility.

As Vyas-Doorgepersad & Zwane (2014: 102) indicated that fundamental factors such as inequality, political and economic stability and discrimination where women may have the same rights as men but they are still not seen as equals. Men and women should not be seen as the same but they are to be seen as equals.

5.3.6 Income and income gaps

Majority of the findings indicate that there are no income gaps as the university uses a grading system for the allocation of salaries. However, a considerably high percentage of the findings is indicative that there are income gaps and this is cause for concern as this creates friction between employees.

In terms of spending salaries received, it was found that both men and women spend their salaries mostly on household operations, education, food, and health care.

However, there were differences in opinions when having to differentiate between men and women and what they spend their salaries on. Indications in the findings are that there is a higher number of women now employed than in the past and therefore they are able to contribute to the household or, they can run a household on their own. But, men are seen as the breadwinners, still, and are expected to provide for the family but, they are also spending their income for personal gain such as cars, games and alcohol. Whereas there were no such indications for women.

Keeping the above in mind, the process of gender mainstreaming also has a strategy as part of its process for specialised units to have gender sensitive planning and gender specific budgets.

As discussed, the National Gender Policy Framework on Women's Empowerment and Gender (2000) specifically requires that the process of gender mainstreaming is implemented in institutions and that recommendations in progress reports must be directed at the enhancement of the socio-economic status and empowerment of women. Findings indicate that there is still a gap in addressing the enhancement of socio-economic status and empowerment of women in terms of income and closing the income gaps or the perception thereof.

5.3.7 Solving disputes

When it came to having to choose between men and women to solve disputes, findings showed that it should not matter if it is a man or a woman that resolves disputes as long as they are capable and experienced enough in order to do so.

Findings also indicated that men would be preferred to resolve disputes as men are seen as more pragmatic and less emotional than women making men more objective to a situation. Another part of the findings indicated that women would be better suited to dissolve disputes because they are more compassionate and would be looking at all possibilities and angles before making decisions.

As per the Gender Equality Trends, our society today still illustrates that the cultural beliefs and practices tend to govern the mind-set of people and it is more comfortable for people to witness that men play a role which exerts power and control. This is still prevalent today where, as per the findings, men are still preferred to be the representative because of the character traits they are perceived to hold.

5.3.8 Other feedback

Generally, participants had no further feedback, questions or suggestions. However, there were a few responses that pointed to the fact that men are to reach a point that women are fully capable of doing what previously was known as a 'man's job'.

Another participant took the opportunity to voice an opinion that employees on the ground are the ones that are doing most of the work to keep the university operational but, they are being paid the least.

5.4 CONCLUSION

This study looked at creating and understanding issues of gender inequality and also the differences between equity and inequality. The enhancement of previously disadvantaged groups (in this case, women) require specific policies and the implementation thereof in order so that capacity for these groups can be built and that women occupy higher, decision-making positions.

Recruitment procedures seems to be air tight and well represented with important units and committees being present during the process however there are still uncertainties in who gets the job and how the employee is selected.

Operations at the institution seems to have changed in a favourable manner but not necessarily as a result of women being employed in positions to steer these changes (or men for that matter) but that the institution was coerced into change, especially during the past years due to the Covid-19 pandemic.

5.5 RECOMMENDATIONS

The following recommendations are made:

- The institution invites more women to apply for positions in higher-ranking offices;
- More women to be employed in the position of Academia;
- The institution be more transparent about how income is paid;
- Better initiatives created to make staff aware of platforms available to address gender inequality issues;

- Relevant policy and the implementation thereof should manifest itself in a specific committee;
- Better opportunities and possibility of creativity in from those in lower ranking positions to be highlighted;
- Better incentives given to staff especially those who does the ground work at the university.



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