

UNIVERSITY OF KWAZULU-NATAL

The Glass Ceiling at Cooperative Governance and Traditional Affairs and females' response to it.

By

Nosipho Moya

212562295

**A dissertation submitted in partial fulfilment of the requirements for the degree of
Master of Commerce – Coursework in Management**

**School of Management, IT and Governance
College of Law and Management Studies**

Pietermaritzburg

Supervisor: Dr Vangeli Gamede

Co-Supervisor: Mr Alec Bozas

2021

DECLARATION

I, Nosipho Moya, declare that:

- (i) The research reported in this dissertation/thesis, except where otherwise indicated, is my original research.
- (ii) This dissertation has not been submitted for any degree or examination at any other university.
- (iii) This dissertation does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- (iv) This dissertation does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
 - a) their words have been re-written but the general information attributed to them has been referenced;
 - b) where their exact words have been used, their writing has been placed inside quotation marks, and referenced.
- (v) Where I have reproduced a publication of which I am an author, co-author or editor, I have indicated in detail which part of the publication was actually written by myself alone and have fully referenced such publications.
- (vi) This dissertation does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation and in the References sections.

Signature:

Date: 15/06/2021

ACKNOWLEDGEMENTS

I would first like to thank God, our heavenly father for allowing me the opportunity to pursue my Master's degree and guiding me all the way through. This body of work would have not been completed if it was not for the strength and courage I received through the Grace of God.

I wish to express my most humble gratitude to my supervisors Alec Bozas and Dr Gamede who have assisted me and have been patient with me throughout this whole process.

To my loving son Anatswanashe Nkalakata, thank you for being my biggest inspiration, my motivation in life, literally my heart with legs. My parents and sisters, thank you for all the love and support they have given to me, encouraging me to fight, even when it was difficult.

Lastly, I want to thank all my friends and family for the support, words of encouragement and for making this long and hard journey a bearable one.

I am finally done.

DEDICATION

This dissertation is dedicated to all the females who think they have reached their full potential in their chosen careers, this is not true. Let us push and break the barriers presented to us in this journey. We, too, will get to the top!

ABSTRACT

Today's women have a completely different mind-set to that of women of the past. Women want to work in managerial positions, but they are restricted by several challenges. Various authors have described the main challenge as the Glass Ceiling, a figurative, transparent barrier that prevents female workers from climbing the managerial ladder. The Glass Ceiling can be viewed as the pervasive and various form of gender inequities that occur at workplaces. The term was coined by Marilyn Loden at a 1978 women's exposition to describe the invisible and artificial barriers that have kept female employees from being promoted to high level positions in organisations, a challenge which is not faced by their male counterparts.

The purpose of this study was to determine female employees' views on the Glass Ceiling at the Department of Co-operative Governance and Traditional Affairs (COGTA), in Pietermaritzburg. A descriptive design and qualitative research approach were adopted. An in-depth semi-structured interview was used to collect data. Semi-structured interviews were used to examine nine female employees' experiences and perceptions of Glass Ceiling at COGTA. Furthermore, this study opted for Interpretivism research paradigm.

The study revealed that the respondents were of opinion that their careers were not progressing as fast as they wished; there was a perceived lack of fairness regarding promotions within the department, and the department did not have proper strategies to mitigate the effects of the Glass Ceiling. The study recommends that the department should introduce a well-articulated program for talent management that will take into account the aspirations of female employees.

Keywords: Glass Ceiling; managerial positions; gender inequity; career progression, work-life balance, gender bias, gender stereotype

TABLE OF CONTENTS

DECLARATION.....	i
ACKNOWLEDGEMENTS	ii
DEDICATION.....	iii
ABSTRACT.....	iv
TABLE OF CONTENTS	v
LIST OF FIGURES	xi
CHAPTER One: INTRODUCTION AND BACKGROUND OF THE STUDY	1
1.1 Introduction	1
1.2 Background of the Study	2
1.3 Research Problem.....	3
1.4 Research Questions	3
1.5 Research Objectives	4
1.6 Significance of the Study.....	4
1.7 Overview of the Research Design and Methodology	4
1.7.1 Research Design.....	4
1.7.2 Sample and Sampling Method	5
1.7.3 Sample Size.....	5
1.8 Description of the Study Site.....	5
1.9 Limitations of the Study	6
1.10 Chapter Outline	6
1.11 Summary	7
CHAPTER Two: LITERATURE REVIEW	8
2.1 Introduction	8
2.2 Glass Ceiling	8
2.3 Gender Equality.....	9
2.4 Women’s Career Progression	10
2.5 Networking	12
2.6 Work-life Balance	13
2.7 Talent Management	14
2.8 Effectiveness of Training and Development	15
2.9 Legislation	16
2.10 Top Management	17

2.11	Rewarding Employees	18
2.12	Communication Style.....	19
2.13	Conceptual Framework	19
2.14	Summary	23
CHAPTER Three: RESEARCH METHODOLOGY		24
3.1	Introduction	24
3.2	Participants and Location of the Study.....	24
3.3	Research Design	24
3.4	Research Approach.....	25
3.5	Research Philosophy	26
3.6	Target Population	26
3.7	Sample and Sampling Method.....	26
3.8	Sample Size	27
3.9	Research Study Site.....	28
3.10	Research Instrument.....	28
3.11	Interview Schedule.....	29
3.12	Data Analysis	30
3.13	Pretesting.....	30
3.14	Validity and Reliability	30
3.14.1	Conformability	31
3.14.2	Dependability	31
3.15	Ethical Considerations.....	31
3.16	Summary	32
CHAPTER Four: PRESENTATION AND INTERPRETATION OF RESULTS		33
4.1	Introduction	33
4.2	Research Objectives	33
4.3	Research Questions	34
4.4	Response Rate	34
4.5	Demographic Profile of Respondents.....	34
4.6	Research Objective 1: To determine the extent to which female employees perceive how the glass ceiling affects their career progression at COGTA, Pietermaritzburg	36
4.6.1	Section B: Pace of Career Progression	36
4.6.1.1	Topic 1: Pace of Career Progression	36
4.6.1.2	Topic2: Interruptions in career progression.....	37

4.6.1.3	Topic3: Existence of proper channels through which interruptions can be addressed	38
4.6.1.4	Topic 4: Aspects of career progression within and beyond control	39
4.6.1.5	Summary of Career Progression	40
4.6.2	Section C: Glass Ceiling	40
4.6.2.1	Topic 1: Assessing the pace of promotions within the department	40
4.6.2.2	Ttopic 2: Fairness in promotions within the department	41
4.6.2.3	Topic 3: Opinions on fairness in the promotion of women in the department	42
4.6.2.4	Topic 4: Opinions on whether remuneration matches skills and experience	43
4.6.2.5	Topic 5: Recognition of women's endeavours by the department	44
4.6.2.6	Topic 6: Extent of gender stereotyping affecting management decision-making in the promotion of women in the department	45
4.6.2.7	Glass Ceiling Summary	46
4.7	Research Objective 2: To establish what personal strategies female employees at COGTA, Pietermaritzburg, use to minimise the glass ceiling effect.	47
4.7.1	Section D: Personal Strategies	47
4.7.1.1	Topic 1: Thoughts on how a better work-life balance will affect career progression	47
4.7.1.2	Topic 2: Making use of offered training programs for career progression	48
4.7.1.3	Topic 3: Career progression assistance through informal or formal professional networks or associations	49
4.7.1.4	Topic 4: Recognition from supervisors for completion of challenging assignments and being considered for promotion	50
4.7.1.5	Personal Strategies Summary	51
4.8	Research Objective 3: To ascertain how COGTA strategies minimise the effects of the glass ceiling on the career progression of female employees at COGTA, Pietermaritzburg.	52
4.8.1	Section E: Organisational strategies	52
4.8.1.1	Topic1: Department provision of a work environment conducive to effective work by female employees	52
4.8.1.2	Topic 2: Departmental support of professional development and career growth	53
4.8.1.3	Topic 3: The department's career advancement program	55
4.8.1.4	Topic 4: Training and development programs for career progression	56
4.8.1.5	Topic5: How Talent Management is used in the career progression of employees (Management)	57

4.8.1.6	Topic 6: Reward systems used to motivate workers	58
4.8.1.7	Topic 7: How top management supports and promotes career development programs 59	
4.8.1.8	Topic 8: Employment Equity Approach (Management)	60
4.8.1.9	Topic 9: Top management overcoming cultural awareness and societal beliefs of women's positions at home.....	61
4.8.1.10	Organisational Strategies Summary	62
4.9	Summary.....	63
CHAPTER Five: DISCUSSION, CONCLUSION AND RECOMMENDATIONS		64
5.1	Introduction	64
5.2	Research Objectives	64
5.3	Key Research Questions.....	64
5.4	Research Objective 1: To determine the extent to which female employees perceive how the glass ceiling affects their career progression at COGTA, Pietermaritzburg. ...	64
5.5	Research Objective 2: To establish what personal strategies female employees at COGTA, Pietermaritzburg, use to minimise the glass ceiling effect	66
5.6	Research Objective 3: To ascertain how COGTA strategies minimise the effects of the glass ceiling on the career progression of female employees at COGTA, Pietermaritzburg	67
5.7	Recommendations of the Study.....	69
5.7.1	Recommendations to the Department	69
5.7.2	Recommendations for Future Study	69
5.8	Concluding Statement	70
5.9	Summary of the Study	70
References.....		72
APPENDICES		89
Appendix 1: Gate Keeper's Letter		89
Appendix 2: Informed Consent Document		90
Appendix 3: In-depth interview questions		92
Appendix 4: Ethical Clearance- Change of Title		96

LIST OF TABLES

Table 3.1: Details of Study Participants.....	28
Table 4.1: Respondents' perceptions on the pace of their career progression.....	36
Table 4.2: Respondents' perceptions of interruptions in career progression.....	37
Table 4.3: Respondents' perceptions of existence of proper channels to address interruptions.....	38
Table 4.4: Respondents' perceptions of aspects of career progression within and beyond their control.....	39
Table 4.5: Respondents' perceptions of the pace of promotion within KZN COGTA.....	41
Table 4.6: Respondents' beliefs about fairness regarding promotions.....	42
Table 4.7: Respondents' opinions on fairness in promoting women in the department.....	43
Table 4.8: Respondents' opinions on remuneration matching experience and skills.....	44
Table 4.9: Respondents' perceptions of recognition of women's endeavours.....	45
Table 4.10: Respondents' opinions of gender stereotyping affecting management decision-making.....	46
Table 4.11: Respondents' thoughts on work-life balance affecting career progression.....	47
Table 4.12: Respondents' perceptions on employer-offered training programs.....	48
Table 4.13: Respondents' views on the role of informal or formal professional networks in career progression.....	49
Table 4.14: Respondents' views on employees' recognition.....	50
Table 4.15: Respondents' perceptions on work environment.....	52
Table 4.16: Respondents' perceptions of department support for professional development and career growth.....	54
Table 4.17: Respondents' views on KZN COGTA's career advancement program.....	55

Table 4.18: Respondents’ perceptions of training in place to ensure career progression plans are met.....	56
Table 4.19: Managers’ perceptions of how talent management is used in career progression.....	57
Table 4.20: Reward Systems.....	58
Table 4.21: Respondents’ views of top management support for career development programs.....	59
Table 4.22: Managers’ perceptions of the department’s approach to employment equity.....	60
Table 4.23: Managers’ perceptions of cultural awareness and societal beliefs.....	61

LIST OF FIGURES

Figure 1.1: KZN COGTA Organogram.....	7
Figure 2.1: Framework for strategies to overcome the glass ceiling for organisational performance.....	21
Figure 2.2: Conceptual framework.....	22
Figure 4.1: Description of respondents by age.....	35
Figure 4.2: Description of respondents by race.....	35
Figure 4.3: Description of respondents by marital status.....	36
Figure 4.4: Most commonly used words relating to pace of career progression.....	37
Figure 4.5: Most commonly used words relating to interruptions in career progression.....	38
Figure 4.6: Most commonly used words relating to existence of channels to address interruptions.....	39
Figure 4.7: Most commonly used words relating to aspects of career progression within and beyond control.....	40
Figure 4.8: Most commonly used words relating to assessing the pace of promotions within the department.....	41
Figure 4.9: Most commonly used words relating to fairness in promotions in the department.....	42
Figure 4.10: Most commonly used words relating to opinions on fairness in the promotion of women in the department.....	43
Figure 4.11: Most commonly used words relating to remuneration matching skills and experiences.....	44
Figure 4.12: Most commonly used words relating to the department's recognition of women's endeavours.....	45
Figure 4.13: Most commonly used words relating to the extent of gender stereotyping affecting management decision-making.....	46

Figure 4.14: Most commonly used words relating to how a better work-life balance will improve career progression.....	48
Figure 4.15: Most commonly used words relating to use of training course on offer.....	49
Figure 4.16: Most commonly used words relating to informal networks and their effect on career progression.....	50
Figure 4.17: Most commonly used words regarding recognition for completing challenging tasks and being considered for promotion.....	51
Figure 4.18: Most commonly used words relating to the department's provision of a work environment conducive to effective work by female employees.....	53
Figure 4.19: Most commonly used words relating to departmental support for professional development and career progression.....	54
Figure 4.20: Most commonly used words on KZN COGTA's career advancement program.....	55
Figure 4.21: Most commonly used words regarding training to ensure career progressions goals are met.....	56
Figure 4.22: Most commonly used words regarding how talent management is used to promote career progression.....	57
Figure 4.23: Most commonly used words regarding reward systems used to motivate employees.....	58
Figure 4.24: Most commonly used words regarding top management's support of career development programs.....	59
Figure 4.25: Most commonly used words relating to management's employment equity approach.....	60
Figure 4.26: Most commonly used words regarding top management's handling of overcoming beliefs about women's roles in the home.....	61

CHAPTER ONE:

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

Across the world, there are major gender disparities in the workplace. Women are most often under-represented at higher levels of the corporate ladder (Kwela, Derera & Zamanguni, 2020; Finseraas, Johnsen, Kotsadam, & Torsvik, 2016). Recently, gender-related problems have been the focus of debate in conferences and workshops in various locations (Bombuwela & De Alwis, 2013; Paoloni & Demartini, 2018). Gender issues include, but are not limited to, the 'Glass Ceiling' and socio-cultural aspects, which are believed to be hindrances that affect females from progressing in their careers (Sharma & Kaur, 2019; Lathabhavan & Balasubramanian, 2017; Kwela, Derera & Kubheka, 2020).

Studies on gender inequalities in the workplace have leaned towards the focal point of the imbalance that women face when trying to climb the corporate ladder, with particular focus on the presumed role played by the so-called "Glass Ceiling". Career progression is the ability for a member of staff to move from one level to the next, whether it is vertical or horizontal (Dosunmu & Dichaba, 2020). The preference for most employees is vertical movement (Mugaa, Guyo, & Odhiambo, 2018; Dosunmu & Dichaba, 2020).

Hansen (2020) established in her study, the undesirable effect of socio-cultural issues such as bias and stereotypes towards working women in their jobs. The stereotypical belief that a virtuous mother should prioritise her family rather than her work can result in a female employee being perceived as a less devoted worker. Hansen further said that this subjective belief is possibly an obstacle to women's progression in the workplace. Such obstructions constitute an impediment to women's career progression. Furthermore, in the current context of the outbreak of the novel Corona virus (COVID-19), there is emerging evidence revealing the alarming figures on the gendered impact of COVID-19 (Hansen, 2020). According to a recent report commissioned by the Australian government and released by the Rapid Research Information Forum (RRIF), the pandemic would disadvantage women in the STEM sector more than men (Johnston & Office of the Chief Scientist, 2020).

Contrary to the societal belief about mothers, working fathers are considered as better employees, more competent in terms of handling both home and work commitments (Tanquerel & Grau-Grau, 2020). Thus, this study explored the effect of the glass ceiling on the

career progression of females with the context of choice being the Pietermaritzburg office of the Department of Cooperative Governance and Traditional Affairs (COGTA).

1.2 Background of the Study

Today's women have a completely different mind-set to that of women of the past. Women want to work in managerial positions but they are restricted by various challenges. Several authors (Bass & Avolio 1994; Cornelius & Skinner 2005; Cook & Glass, 2014; , Eddy & Sears 2017; Diekmann & Brown 2017) have described the challenges faced by women in ascending to managerial positions in big organisations as the "Glass Ceiling", a figurative and transparent barrier that prevents female workers from moving up to certain managerial positions (Kwela *et al.*, 2020). The Glass Ceiling can be viewed as various pervasive and varied kinds of gender inequity that occur in workplaces (Ellwood, Garcia-Lacalle & Royo, 2020; Auster, 1992). The U.S Department of Labour used the term Glass Ceiling as a response to a study conducted by nine fortune 500 companies (Bomбуwela & De Alwis, 2013). A study conducted by Kiaye and Singh (2013) in Durban, revealed that certain elements of Glass Ceiling theory were hindering the career progression of women. Furthermore, Kwela *et al.* (2020) revealed that the Glass Ceiling effect exists in both public and private sectors in KwaZulu-Natal, and barriers are hindering the progression of women in management positions, emanating from socio-cultural factors.

The Glass Ceiling concept is further analysed by Ryan and Haslam (2005); Krøtel, Ashworth and Villadsen (2019); Ellwood *et al.* (2020); they argue that while men still profit from the 'Glass Escalator', women in many companies are suffocated by the Glass Ceiling. This pattern explains the scarcity of management opportunities for females on the Boards of companies.

According to Moeketsane (2014), stereotypical thinking might inform employees and employers that male employees are more suitable for a certain position than others. Consequently, individuals who are in the position to make organisational decisions may perceive higher-level management positions to be most appropriate for people belonging to a particular category. Thus, people who are not members of that category can be overlooked for those positions, even though they meet the criteria and have the relevant work experience. This is an illustration of the effects of the glass ceiling.

The World Development Report (2018) reported that while there has been an improvement in workplace gender equality, there is still an issue of gender inequity at the level of top management level among organisations around the world. Even in countries that encourage and promote education for all, the gender inequality gap persists in the workplace (Wodon & De la Briere, 2018). As women have proven to be important assets to society, eradicating the gender problem would not only benefit women but also governments and businesses.

1.3 Research Problem

Organisations in the 21st-century have identified the need to empower women into managerial positions. Females have been previously oppressed because of social beliefs and socio-cultural dynamics. Sexism, stereotypes, unconscious bias, and work-family responsibilities are all barriers to women's career advancement (Parker, Hewitt, Witheriff, & Cooper, 2018). A balanced gender representation in an organisation is utilised as a strategic advantage. The term glass ceiling is defined as the imperceptible barrier that keeps female workers from rising above a certain rank in organisations (Jackson, 2001). The glass ceiling concept has been acknowledged as one of the factors affecting employees in their career progression in organisations worldwide. However, its' effect on the career progression of female employees at COGTA in Pietermaritzburg, KwaZulu-Natal, remains unknown.

This research focussed on the perceived problem of an imbalance in gender representation at top management level at COGTA, with the majority being males. Thus, this study considered different aspects of females' career progression and explored the effect of the glass ceiling on the career progression of female employees at COGTA in Pietermaritzburg. The elimination of the potential effects of the glass ceiling could contribute to the fair progression of the careers of female employees at COGTA. Strategies implemented by both the employees and the organisation could contribute to reduce or ultimately eliminate the effect of the glass ceiling on career progression at COGTA.

1.4 Research Questions

- How do Pietermaritzburg COGTA female employees perceive the glass ceiling to affect their career progression?

- What are the personal strategies female employees at COGTA employ to minimise the effect of the glass ceiling on the career progression?
- How are organisational strategies, if any, minimising the effect of the glass ceiling on the career progression of female employees at COGTA, Pietermaritzburg?

1.5 Research Objectives

- To determine the extent to which female employees perceive how the glass ceiling affects their career progression at COGTA, Pietermaritzburg.
- To establish what personal strategies female employees at COGTA, Pietermaritzburg, use to minimise the glass ceiling effect.
- To ascertain how COGTA strategies minimise the effects of the glass ceiling on the career progression of female employees at COGTA, Pietermaritzburg.

1.6 Significance of the Study

Kwela *et al.*, (2020) suggests that the challenges leading to the glass ceiling should be tackled by organisational practices. For any organisation to do so, it is paramount to identify the incidences and prevalence of glass ceilings in the organisation first. Thus, this study determined whether a glass ceiling exists and how it can be dealt with at COGTA. The result of this study will benefit COGTA through providing recommendations such as programs to tackle glass ceiling that will help COGTA to comply with government policy in fighting gender inequality. The study contributes to a better understanding of the glass ceiling phenomenon and how to minimise its' effect on the career progression of females in the context of COGTA in Pietermaritzburg, KwaZulu-Natal.

1.7 Overview of the Research Design and Methodology

The research methodology is described as the data collection process and analysis to address a predefined research problem (Meert, Briller, Myers & Kabel, 2009).

1.7.1 Research Design

The research design can be described as a roadmap used to address the research problem and the data collection process (Clow & James, 2014:34). It also stipulates the way and process of the study to be conducted, the collection, measuring, and analysis of the data (Welman, Kruger

& Mitchell, 2005). Burns and Bush (2010) define the research design as a study plan, an abstract of the procedure that will be mirrored in a study, with the efforts to achieve the objective of the study. This study opted for a descriptive research design. Descriptive research designs help address questions about ‘who’, ‘what’ and ‘when’, relating to a specific phenomenon (Doyle, McCabe, Keogh, Brady and McCann, 2020).

One of the three principal types of studies described in the literature is descriptive research. Instead of checking the relationship between variables, descriptive research explains the characteristics of a variable (Polit, Beck, Hungler & Bartholomeyczik, 2004; Sekaran & Bougie, 2010). Exploratory research is defined as a study aiming to gain new understandings, to discover new ideas, and to increase knowledge of phenomena (Burns & Grove, 2001). According to Abid and Naifar (2006), the cause-and-effect relationship is clarified and understood through explanatory studies also known as causal research. This study is descriptive and qualitative approach was adopted.

1.7.2 Sample and Sampling Method

The sample refers to a small group of people designated to take part in the research (Bonett & Wright, 2015). The population size is 56. In the research industry, two main sampling methods have been identified: non-probability sampling and probability sampling. Based on the availability of respondents, this study opted for a non-probability and purposive technique.

1.7.3 Sample Size

The sample size refers to the actual number of participants chosen as a number of respondents to participate in the research (Saunders, Lewis & Thornill, 2009). A sample of this study was twelve (12) female respondents from all levels of COGTA. In qualitative research, the sample size is usually smaller than in quantitative research. This is due to the fact that qualitative research approaches are often concerned with gaining a thorough understanding of a phenomenon (Dworkin, 2012).

1.8 Description of the Study Site

This section provides the structure of the study site. The research was conducted at COGTA offices in PMB Mandates carried out in all the different provinces are derived from the National COGTA. Each province utilises the National COGTA’s vision and mission as a guideline to establish its own in-house statements.

The vision is “A functional and developmental local government system that delivers on its Constitutional and legislative mandates within a system of cooperative governance.” This is in line with the objectives of Chapter 13 of the National Development Plan: ‘*Building a capable and developmental State*’ (cogta.com).

In order to achieve the vision, the mission is to: ensure that all municipalities perform their basic responsibilities and functions consistently by:

Putting people and their concerns first;

- Supporting the delivery of municipal services to the right quality and standard;
- Promoting good governance, transparency and accountability;
- Ensuring sound financial management and accounting; and
- Building institutional resilience and administrative capability (cogta.com)

1.9 Limitations of the Study

This study used a small sample size thus, the findings cannot be generalised. Moreover, the study only captured the views of black female employees at COGTA. Therefore, the findings cannot be generalised to all races at COGTA. The Study used only one research approach due to certain constraints, namely qualitative, a mixed methods approach could have yielded more insights.

1.10 Chapter Outline

Chapters are summarised as followed:

Chapter One: Introduction and Background

This chapter introduces the research by explaining the context of the study, the problem statement, the purpose of the study and goals, the importance of the study and an overview of the methodology used in this study.

Chapter Two: Literature Review

This chapter situates the current research problem in the body of knowledge by elaborating on the theoretical context, the discourse of the glass ceiling, strategies for curbing the effects of the glass ceiling in the global and local context. Furthermore, this chapter presents the causes, consequences of the glass ceiling on the career progression of females.

Chapter Three: Research Methodology

The design and methodology used in this study are outlined in this chapter. The chapter addresses the methodology, population, and sample process, instruments of measurement, ethical considerations, and techniques of data analysis, validity and reliability. The methodology used to answer the research problem of this study is also explained in this chapter.

Chapter Four: Data Analysis

The main objective of this chapter is to present the findings of the study. This chapter examines the qualitative data in relation to the research objectives of this report.

Chapter Five: Discussion of Findings, recommendations, and conclusion

In this chapter, the findings of the analysis are interpreted and discussed in-depth. Furthermore, the summary of the findings, recommendations and major conclusions of this study are provided.

1.11 Summary

The introduction introduces the problem to be investigated in this study, after which a background of the problem was provided. The research problem was described, the research questions and objectives were developed based on the problem and the framework underpinning this study. An overview of the research methodology and a brief synopsis of the chapters of this research study were presented. The next chapter focuses on the literature review.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

A literature review provides a comprehensive overview of literature related to a theme/theory/method and synthesizes prior studies to strengthen the foundation of knowledge. A literature review demonstrates how the research links with the broader scholarly debates on the subject under investigation, to validate its significance to the general pool of knowledge and to establish the study gap and fill it. This chapter focuses on discussing the literature relating to the concept of the glass ceiling. Furthermore, the chapter highlights the importance of career progression. In addition to literature which is relevant to the problem statement and objectives of the research, appropriate theoretical frameworks are presented in this chapter

2.2 Glass Ceiling

There has been considerable scholarly debate over gender inequity in employment (e.g. inequity in pay, promotion, leadership) (Guy 1993; Newman 1993; Riccucci 2009; Lips 2013a, 2013b; Olson 2013, Choi 2018). The glass ceiling concept originated during the middle 1980s (Maume, 2004), to describe the invisible and artificial barriers that have kept females from being promoted to high level positions in the organisation (Akinyi, 2014). Other scholars define it as: an intangible barrier within a hierarchy that restrains qualified women or minorities from obtaining higher level positions at their workplace (Nandy, Bhaskar & Ghosh, 2014; Sahoo & Lenka, 2016). Ngomane (2017:1) defines the term glass ceiling as “an unseen and unreachable barrier that prevents women from climbing the corporate ladder regardless of their qualifications or achievements”.

Women in the 21st century are still trying to prove themselves to be equal to men (Slaughter, 2015). There can be many negative assumptions regarding women such as their inability to perform certain jobs that are known as “men’s jobs”, or the fact that women do not get the same salaries as men or that women are too “soft” for certain positions (Cooper, 2016).

According to Riccucci (2009) women lag behind men in representation at top positions in government, despite the increasing awareness of policies advocating for gender equity. The glass ceiling has continued to be a stumbling block for the past two decades. Women still have

a long way to go before breaking through this invisible stumbling block and have a fair representation in managerial positions in the workplace (Guy 1993; Bombuwela & De Alwis, 2013).

Scholars (Schneer & Reitman, 2002; Bombuwela & De Alwis, 2013; Davis & Maldonado, 2015; Flyn, Earlie & Cross 2015; Hayward, McVilly & Stokes, 2018) have discovered that there are various kinds of glass ceiling barriers that affect employees in the workplace, such as the different pay for comparable work, sexual, ethnic, racial, religious discrimination or harassment in the organisation environment, prevailing culture of many businesses, and lack of family-friendly workplace policies. Although the legislation in South Africa promotes work equality and equity, there are instances of manifestation of a glass ceiling in certain organisations (Kiaye & Singh, 2013). Furthermore, Khunou (2019) asserts that in South Africa, factors such as cultural factors, demographic factors, individual factors are seen as glass ceiling barriers that exist in the social and business context for black African women. It has been shown that some black African women have expressed their experience of encountering these obstacles in various ways. The fact that black African women are employed at COGTA and there are more males at upper management level than females, indicated the need to investigate the existence of the glass ceiling at COGTA. As gender equality is one of the government objectives, it is necessary to define and discuss it.

2.3 Gender Equality

Gender equality is a concept that embraces equal participation in the economic, cultural and social dimensions by both men and women (Stearns, 2015). Various nations label gender equality in various ways. "Gender equality" is an open concept even today (Dahlerup, 2018). The labels used include equal opportunities or the advancement or promotion of women, women's emancipation, equality or empowerment (Lombardo, Meirer & Verloo, 2009). The notion of gender equality is also related to political and procedural objectives (Lombardo *et al.*, 2009; Dahlerup, 2018).

The European Union (EU) equated gender inequality with unfair and unjust competition during the 1960s (Mancini-Billson, 2005). More recently, the EU has linked gender equality to the fight against sexism and support for diversity (Mancini-Billson, Asfaha, Mohanty, Mullins & Alvarez, 2009). The United Nations (UN) has linked gender equality with development and demography (Fleur-Lobban, 2005). In support of gender equality, governments around the

world have developed approaches to integrate women into legislative concerns and policy-making, subsequently facilitating their promotion to higher steps on the political ladder (Squires, 2007). The promotion of gender equality in the workplace has also led to greater access to career progression by women and minimized gender-related pay disparities (Khwela, 2019).

Gender equality is an official goal of the United Nations (Dahlerup, 2018) with Goal 3 of the Millennium Development Goals intended to encourage gender equality and women's empowerment (Masango & Mfene, 2015). The focus on the importance of gender equality can be seen through the hosting of the Convention on the Elimination of All Types of Discrimination against Women (CEDAW) that set a basic international framework for gender equality that should be achieved by national governments which signed the relevant documentation (UNDP, 2015). As a result, when countries ratified the Convention treaty, they devoted themselves to outlawing all types of discrimination against women, including: ensuring equality in all legal systems; setting up public institutions aimed at protecting women from discrimination; and the exclusion either by government, organisations or corporations of all discriminatory acts against women (Mancini-Billson & Fluehr-Lobban, 2005; Subašić *et al.*, 2018). Although gender equality is promoted at the international level, there is no denying that governments are also drawing up policies and regulations that are implemented at the organisational level (Aneke, 2015). Consequently, policies that are operational at the organisational level are aligned with those developed at the government level (Squires, 2007). Assuring gender equality at organisational level is important as gender inequalities in organisations inevitably tend to lead to a glass ceiling which hinder career progression,

2.4 Women's Career Progression

According to Arthur, Hall and Lawrence (1989:8), “[A] career is the unfolding sequence of a person's work experiences over time”. Careers can be described as subjective, “reflecting the individual's own sense of his or her career and what it is becoming” (Abele & Spurk, 2009:804), or as objective, reflecting the more or less publicly observable positions, situations, and status “that serve as landmarks for gauging a person's movement through the social milieu” (Valcour & Ladge, 2008:301). Career progression is described as positive psychological or job-related results or accomplishments that one has accrued as a result of one's work experiences (Jacob & Klein, 2019; Miller, 2019).

Career progression is important and beneficial to both employers and employees; where the former benefits from an improved reputation, the latter benefits from advancing in their chosen field of employment (Armstrong, 2001; Gustafsson, Swart & Kinnie, 2018). Many international organisations have adopted the concept of career progression, globally (Parker & Arthur, 2000; Parker, Hewitt, Witheriff & Cooper, 2018). In such cases, employees can move from one position to another within the same organisation but work in a different country, in which the organisation also operates.

The early research papers on professional careers focused on men's careers. The outcome of these papers portrays men as breadwinners with the women occupied with caring for the home and children (Sullivan & Crocitto, 2007). As increasing numbers of women have entered the workforce, researchers have attempted to incorporate women into their career models, which were designed based on the careers of men (Sullivan, 1999). The incorporation of women into the career models has yielded several research papers on the careers of women (Peterson, 2015; Powell, Butterfield & Parent, 2002). These papers have found that many women are gaining access to the workplace but are struggling to access the same opportunities as men in top management positions (Broadbridge & Simpson, 2011; Terjesen & Sullivan, 2011; Allen & Finkelstein, 2014; Woolnough & Fielden, 2014; North, 2016; Howe-Walsh & Turnbull, 2016).

South Africa is mirroring the global trend where there is an increase in female participation in the workforce but senior management positions remain the preserve of men (Kiaye & Singh, 2013). Some top managers and senior executives claim that women do not desire to excel in their positions at work (Innis, 2008). The loss of the drive to excel is due to there being many obstacles on the way to the top management positions. These obstacles include: gender stereotyping; family demands; prejudice; discrimination; sexual discrimination; lack of mentoring; and lack of opportunities (Emory, 2008; Allen & Finkelstein, 2014).

2.4.1 South African Context

The Employment Equity Act and affirmative action were enacted at the dawn of democracy as a means of achieving equity. It was designed to open doors for black males, black and white women, all Indians, all persons of color, and those with impairments (Jaga, Arabandi, Bagraim, & Mdlongwa, 2018). The absence of women's involvement in organisational management is a long-observed problem that has been dealt through a number of interventions which provided limited and/or short-lived returns. The failure of these solutions has been linked to their limited approach to addressing the realities of a gendered social order that allows for these behaviors to continue. Black women's experiences in post-apartheid South Africa mirror the

marginalization and prejudice in the United States, where women's jobs were primarily for white women and black jobs were primarily for Black males (Jaga et al., 2018).

Women's increased engagement in the labor force is one of the most striking trends in post-apartheid South Africa. Men's labor force participation declined from 77 percent in 1970 to 65.2 percent in 2016, while women's participation climbed from 23 percent in 1970 to 52.4 percent in 2016. (Statistics South Africa, 2016). However, Women of all races are overrepresented in pink-collar positions, owing to a tradition of gender and racial prejudice. Women account for 60.4 percent of community and service occupations and 94.6 percent of domestic work, respectively. Manufacturing (62 percent), construction (82 percent), and finance, on the other hand, are dominated by men (57 percent). Two-thirds of managers are men, and women in all occupations earn less than men (Statistics South Africa, 2016). To eliminate such strong strategies such as networking, better work-life balance are required.

2.5 Networking

Women's underachievement study has repeatedly focused on their marginalization, social isolation, lack of mentoring, and exclusion from official and informal networks (Gale, 1994, Dainty, Neale et al. 2000, English and Le Jeune 2012; Francis, 2017). Networking is one of the key elements in the career progression of an individual (Langford, 2000; Khunou, 2019). It can be argued that career progression relates positively to several important career-related constructs such as, “performance, motivation, career goals, mentoring, organisational mobility, salary increase, promotions, and career satisfaction” (Spurk, Kauffeld, Barthauer & Heinemann, 2015). The progression of a career is based on an individual's ascending movement within an organisation (Wolff & Moser, 2009).

First, career success is a rather distant outcome that takes shape and materialises over a relatively long time. Networking enhances career success because it benefits others, increases work expertise and job performance, which in turn helps career progression (Bolden, 2016). Langford (2000) identified that networking is related to the perceived career success of individuals, while Khunou (2019) noted that networking in the form of coaching is a valuable method to help overcome glass ceiling barriers for black women in the South African private sector. This coaching must be applied from an organisational and an individual point of view as a support mechanism in career development. Networks were found to be connected with career advancement by Bozionelos (2008); however, the interaction between instrumental

resources (information, career assistance) and expressive resources (e.g. emotional support) impacted more strongly. Another important factor is the work-life balance

2.6 Work-life Balance

Work-life balance refers to the ability of one to stabilise one's working life and other aspects of life outside of work (Aaliya, 2015). Human beings are required to navigate between their jobs/careers and family life (Forma, 2009; Poulose & Sudarsan, 2018). In an effort to improve the household standards, individuals engage in more paid work (Koekemoer & Mostert, 2010). This shows that there is a continual relationship between one's work and personal life.

Work-life balance can be a challenge to workers, especially female workers as they usually become/are mothers and wives. Being hands-on with household duties while working proves to be a challenge for some women. Women employees are often most concerned about the duration of working hours as the corporate world requires flexibility when it comes to working time (Mooney & Ryan, 2008; Poulose & Sudarsan, 2018). When job demands increase and begin to negatively affect family life, women experience conflict which disturbs their career trajectory (Voydanoff, 2005; O'Dea, 2019). In an effort to dispel the communal stereotype associated with female workers, women barely rely on their available organisational support systems when dealing with family demands (Aaliya, 2015).

Work-life balance affects not just employees but also employers in organisations. This is why human resource departments strive to keep employees motivated and committed, resulting in a workforce that can be flexible. Organisations expect workers to be flexible when it comes to working hours, especially top managers (Lockwood, 2003; Kelliher, Richardson, & Boiarintseva, 2019). Three key determinants that influence the work-life balance of individuals as determined by Richert-Kazmierska and Stankiewicz (2016), are working conditions, economic aspects, and one's family situation. Younger people who are in the early stages of their careers and have parental obligations are more likely to have disruptions in their work-life balance than older people (Richert-Kazmierska & Stankiewicz, 2016).

For employees' careers to progress, the secret is in establishing a balanced life between work life and life outside of work. A good work-life balance may create psychological well-being, allow greater self-esteem and create a sense of harmony (Richert-Kazmierska & Stankiewicz, 2016). O'Dea (2019) claims there is a general positive correlation between good work-life

balance and good career progression. However, there are also some indications of a connection between a good work-life balance and a poor degree of career advancement; thus the work-life balance can serve as a barrier to career advancement, for women, the glass ceiling. A glass ceiling may also arise should there be an imbalance in work-life relations. Thus, it seems that the balance is a complex one; this study investigated whether female employees are succeeding in balancing work and family life as a strategy to minimise the effect of the glass ceiling.

2.7 Talent Management

Talent management studies have largely been conducted in the context of developed economies (Cappelli, 2008, 2009; McDonnell, Hickey, & Gunnigle, 2011; Jones, Whitaker, Seet, & Parkin, 2012; Collings, Scullion & Vaiman, 2015). Talent management is now considered as a key management function (Boston Consulting Group, 2010). Talent pools are built and employees are classified in performance-level groups with a focus on groups with high potential, who are seen as future leaders (Boudreau & Ramstad, 2005). Organisations need to use talent management as a strategic tool if they want to remain competitive in the global economy (Schuler, Jackson & Tarique, 2011). Aligning career advancement with talent management is now a top goal (Sparrow et al., 2011).

Talent management of an organisation, such as human capital skills and competencies have become key success elements in many businesses (Lockwood, 2006; Lawler, 2008; McDonnell, Collings, Mellahi & Schuler, 2017). Mthembu (2012) described talent management as ensuring that an organisation positions the right people (with appropriate skillsets) in the right jobs and utilises them to their fullest potential. Not all organisations have a clear strategy for talent management and, unless they work hard to identify potential talent at all levels, organisational growth becomes impossible (Pandita & Ray, 2018). According to Cheese (2008), talent management generates high performance, which in turn attracts new talent and creates the means to reward it. He also emphasised the fact that talent management drives improvements in productivity, quality, innovation and customer satisfaction, which in turn contributes to the bottom-line results. However, Deery and Jago (2015) argue that for some organisation, talent management can be viewed as the retaining of talented staff, meaning that the components of job satisfaction and organisational commitment need to be analysed by organisations. For some organisations and their employees, the image of the organisation and the industry will be most important, whereas for others, it may be pay satisfaction, promotional

opportunities and career management. Organisations can use talent management as a strategy to ensure the career progression of all employees, especially females.

According to Morales et al. 2016, Tulgan (2015) and Mthembu (2012), once the recruitment and selection of talent has been done, on-board development of talent needs to take place to refine skills and prepare the individual for job opportunities. 'On-boarding' of talent helps to align new recruits with the organisation's policies, practices and vision. This also involves career development as some employees are interested in diversifying their career path. Succession planning comes into play at this stage as management, together with the individual, identify competencies and potential for growth to rise to the next level.

2.8 Effectiveness of Training and Development

The effective manner to develop staff is through training, which will enhance their skills, improve their levels of knowledge and the level of development in terms of performance management (Anderson & Johnston, 2018). To develop the skills required for the different roles an employee takes on as he/she progresses/advances through the ranks takes time: the progress is facilitated by training and the development of managerial and professional skills. Opportunities such as leadership programs and other related courses, exposure to professional development conferences, seminars, and women professional organisations are very helpful (Akinyi, 2014).

For organisations to be successful within their specific industry, organisations should strive to have happy and motivated employees that are well equipped through training and should be given equal opportunities to advance in a healthy working environment (Obi-Anike & Ekwe, 2014). There are different kinds of training, which can be categorised into: social (corporate social event or end of year functions); mental and intellectual (a course or a study bursary); or even physical (team building). These are essential not only for improving the level of organisational effectiveness but to also to improve the growth of employees within the organisation (Boadu, Dwomo-Fokuo & Boakye, 2014).

Employees are a valuable resource (asset) to the organisation. The success or failure of the organisation depends on employee performance. Organisations must also ensure that their employees' are highly satisfied with their jobs. Although, there are various factors that effects satisfaction, one of them is training, therefore organisations' investing significant amounts of money on employee's development through training, mentoring and coaching is recommended.

Enhanced skills enable employees to develop their own realistic career plan and this leads to increased organisational effectiveness (Hameed & Waheed, 2011). Organisations are well aware that the use of training and development is a form of investment that needs to be managed effectively in order to achieve high returns. Presently, successful organisations cannot do without human development sections or training units. It is evident that the increased performance of employees is a return on investments for organisations (Algahtani, 2014). Training and development is one of the strategies that organisations use to ensure career progression of employees and to reduce the occurrence or effect of the glass ceiling.

According to a training and development policy document released by the Department of Public Works (2013:8): “Line management and individual employees are responsible for identifying their training needs”. The quality of leadership in the department should allow managers to lead, manage, energise, reward good performance and sustain departmental service delivery. To ensure that those in leadership positions are equipped with the technical, conceptual and contemporary leadership skills to keep abreast of modern business management principles, all levels of management in the department are trained to ensure continual development (Department of Public Works, 2013). Although this is not COGTA’s training and development policy, it shows government’s understanding of the need for and the value of training.

2.9 Legislation

Since 1994, South Africa has gone a long way to promote gender equality, by putting in place a wide range of constitutional provisions, policy, and legal frameworks. These are aimed at gender equality and the empowerment of women. These frameworks are not only essential for attaining equality of gender in society but also in the workplace (Manzini & Mosenogi, 2012). The framework includes the Skills Development Act, 1998 (Act No. 97 of 1998), the Skills Development Levies Act, 1999 (Act No. 90 of 1999), the Employment Equity Act, 1998 (Act no. 55 of 1998) and the Basic Conditions of Employment Act, 1997. These are the legislations guiding government sectors (DPSA, 2015).

In South Africa, progress towards women’s empowerment is measured in terms of the proportion of seats held by women in the national parliament. It has been noted, however, that there has been an erosion of female representation in some areas, particularly in the number of mayors (African National Congress, 2012). Thus, while the key indicator here is the number

of seats held by women in parliament, it is important to capture women's representation in political structures at lower levels as well. The participation of women in political decision-making bodies is critical for the achievement of gender equality in other areas because it enables them to prioritise gender equality in general and the empowerment of women in particular. Despite South Africa not achieving its target of 50% representation of women, significant progress has been made in the participation of women in all levels of government, the public sector and the private sector (UN, 2015; Segooa, 2012).

2.10 Top Management

Gender stereotyping is a stumbling block to women's career progression in the corporate hierarchy. This is one of the challenges presented to top management in organisations (Sahoo & Lenka, 2016). Management is aware that women are stereotyped for holding the family responsibilities of child-bearing, nursing, cooking, and other household chores (Torchia, Calabro & Huse, 2011; Richert-Kazmierska & Stankiewicz, 2016).

Globally, top management has aimed to erase the stereotypes and misconceptions about women in the employee's minds; this is one way of rendering support to the women who faces these challenges, by top management. Psychosocial support given by top management to female employees can discourage their abrasiveness and enhance equal gender participation (Sahoo & Lenka, 2016). Mcdermott, Conway, Rousseau and Flood (2013) discuss the effective psychological contract between the employer and employees which can benefit both the organisation and the employees. In tackling the issue, management should support diversity initiatives in the organisation and continuously obtain timely feedback on any challenges relating to any glass ceiling effect that may be experienced by women. Career and developmental planning would equip female employees with the necessary skills required for senior management positions (Sahoo & Lenka, 2016).

When developing succession plans, management can ensure that female mentors are assigned for young female executives; this plan may give women the confidence to step out and want to be and do more within the organisation (Wood, 2008; Joecks, Torchia *et al.*, 2011; Pull & Vetter, 2013). The old boys' network and 'macho culture' in organisations are barriers to women's career advancement and progression. Therefore, establishing women's networking groups through the inclusion of women in formal channels (women's summit, women in

business summit) or in informal channels such as golf, spa and outdoor activities can provide a more long-term solution (Linehan, Scullion & Walsh, 2001). Despite the fact that succession planning in an organisation is mostly aimed at men (Gordon & Overbey, 2018), female talent can be developed and equipped with essential competencies for key managerial positions (McKenna, 2014). Furthermore, more budgets and resources can be allocated to gender diversity initiatives such as diversity and inclusion programs (Gordon & Overbey, 2018).

South Africa still struggles with the challenge of having relatively few women employees in middle and in top management. This is further compounded by an even lower number of acclaimed female business leaders. According to Lalla (2013), young women in executive positions thus struggle to identify suitable female role models and are deprived of personal professional guidance, a challenge which men do not tend to face.

2.11 Rewarding Employees

According to Ibrar and Khan (2015), a reward system is important for employee performance; it may stimulate performance levels through providing an incentive to motivating employees to perform. Job performance is also part of human resources management; it is a fundamental aspect of the organisation's succession plan and this assists in achieving their goals. Therefore, good rewards are an important way to encourage employees to engage with their work and with their organisation (Ibrar & Khan, 2015).

Employees seek both financial and non-financial types of rewards. Ivancevich, Konopaske and Matteson (2005) noted that the relationship between rewards and satisfaction is not perfectly understood, nor is it static, arguing that it changes because people and the environment change. According to Deeprose (1994) and Mishra and Dixit (2013), there are other means to reward employees that do not just focus on financial compensation. Some of these include the praise that employees receive from their managers, the opportunity to be entrusted with important projects or tasks, and even gaining leadership attention (Mishra and Dixit, 2013). Much research on leader power has found that supervisors' reward power can be positively associated with employee task performance, productivity, satisfaction, turnover, and organisational citizenship behaviours (Podsakoff, Whiting, Podsakoff, & Blume, 2009).

Jin and Huang (2014:6) stated that "while the presence of money may not be a very good motivator, the absence of it is a strong de-motivator". Boehm and Lyubomirsky, (2008) argued that promotions, happiness and job satisfaction are the ideal possible rewards that an

organisation can present to employees. Performance is based on motivation. It would seem that whether money- or satisfaction-based, the absence of motivation or of a rewards system can be a hindrance to the performance of employees, hence producing demotivated employees and in the process creating a high employee turnover rate, which can be detrimental to the operation of the organisation (Ibrar & Khan, 2015; Sharma, 2016).

2.12 Communication Style

“Communication is the process of transmitting information and common understanding from one person to another” (Lunenburg, 2010:7). The study of communication is important, because every administrative function and activity involves some form of direct or indirect communication. Whether planning and organising or leading and monitoring, administrators communicate with and through other people. This implies that every person’s communication skills affect both personal and organisational effectiveness (Summers, 2009; Brun, 2016).

The style of communication differs between women and men, therefore their ability to negotiate differs as well (Miller & Mooney, 2010). Hall, Carter and Horgan (2000) argue that there are also gender differences in non-verbal communication between men and women. Women who seek a successful career should understand these differences and use them to their advantage (Miller, 2003).

2.13 Conceptual Framework

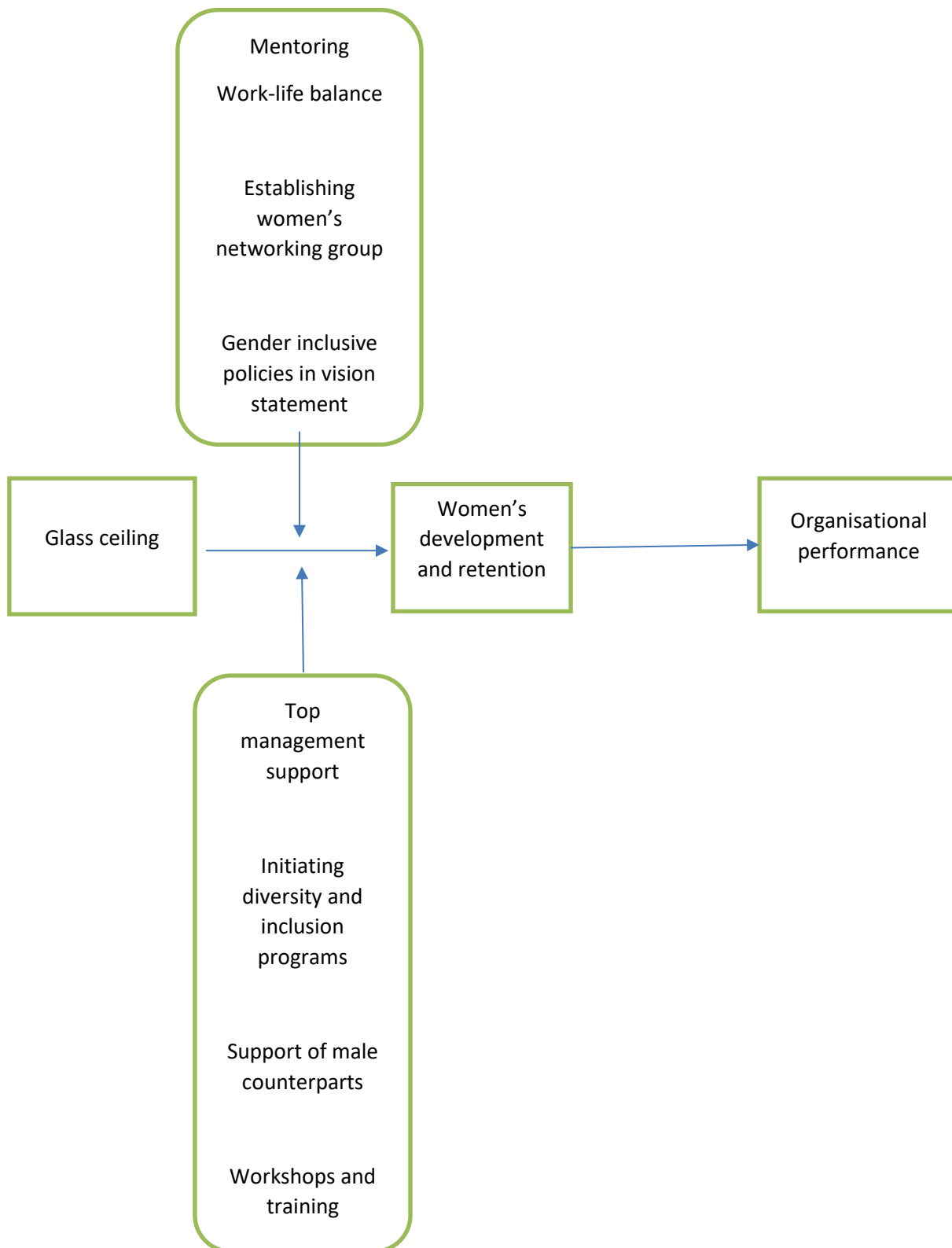


Figure 2.1: Framework for strategies to overcome the glass ceiling for organisational performance

Source: Sahoo and Lenka (2016:317)

Independent variable

Moderating Variable

Dependent Variable

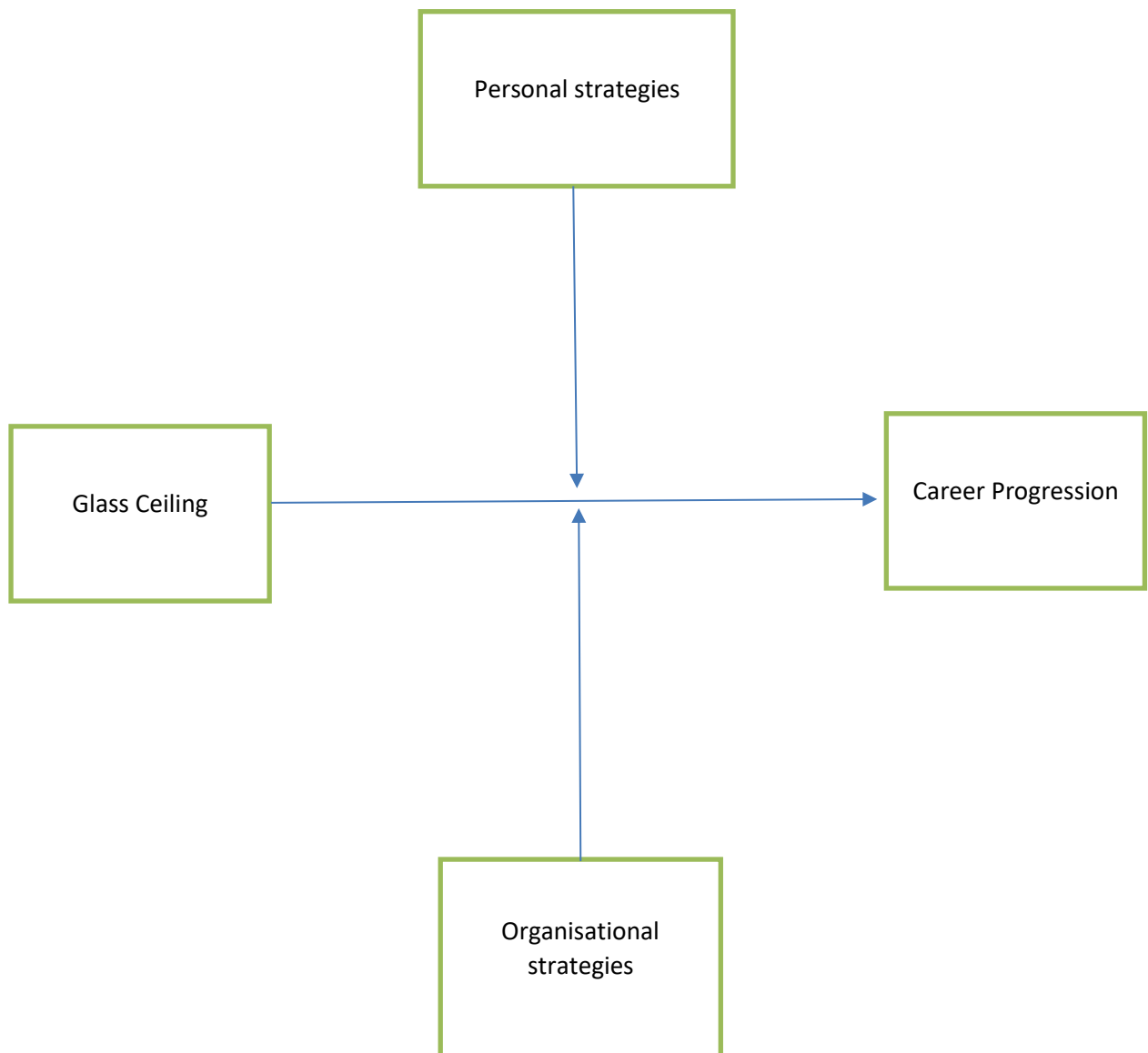


Figure 2.2: Adapted Conceptual Framework

Sahoo and Lenka (2016) developed a framework to minimise the effect of the glass ceiling on organisational performance. They suggest that strategies such as mentoring, good work-life balance, women's networks, career planning, gender inclusive policies in the vision statement, top management support, male workers' support, diversity and inclusion programs, workshops/training programs on gender sensitisation will minimise the glass ceiling effect (**Fig 2.1**).

This study did not use the framework developed by Sahoo and Lenka (2016) as that framework did not fit the context of this study. The adapted conceptual framework (**Fig 2.2**) modified

some of the variables and criteria of Sahoo and Lenka framework (**Fig 2.1**) to fit the research problem being investigated in this study. The dependent variable (career progression) is influenced by the independent variable (glass ceiling) which is affected by the variables: personal strategies; and organisational strategies.

Career progression is thought to be regulated by one's behaviour, the environment in which they work and their beliefs about their own capabilities. The general expectation is that when one is in an environment that is conducive to growth, and the person has the appropriate capabilities and abilities to progress and is motivated, they should advance in their careers, regardless of gender (White, Cox & Cooper, 1992).

The **Glass ceiling** is a specific type of gender or racial inequality that can be distinguished from other types of inequalities. The concept of the glass ceiling refers to the “artificial barriers to the advancement of females and minorities”. The Federal Glass Ceiling Commission (1995b: 4) defines it as “the unseen, yet unbreakable barrier that keeps minorities and women from rising to the upper rungs of the corporate ladder, regardless of their qualifications or achievements”.

Personal strategies are a collection of strategies on a personal level to deal with the glass ceiling. The literature has identified work-life balance, networking, and communication style as criteria that, when well managed and implemented should minimise the effect of glass ceiling on career progression.

Organisational strategies are strategies at the organisational level to minimise the effect of the glass ceiling on the career progression of females. The literature has identified talent management, legislation, training and development, rewarding employees, and top management support as key criteria that when well implemented will minimise the effect of the glass ceiling on the career progression of females.

2.14 Summary

The literature presented in this chapter provides the background to the research questions and research objectives, as set out in Chapter One. The literature relates to the glass ceiling effects on the career progression of females. A conceptual framework was developed from the literature to guide this study. The study sought to explore the effects on the career progression of females and the causes that expose females to the glass ceiling. The study's research methodology is described in Chapter Three.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology employed in the study, the subjects, sampling techniques, research instruments and the data collection procedures that were used. Research methodology can be defined as the process used to collect data and information for the purpose of making decisions.

The aim of conducting this study was to explore the effect of the glass ceiling on the career progression of females at COGTA, Pietermaritzburg and the objectives are:

- To determine the extent to which female employees perceive how the glass ceiling affects their career progression at COGTA, Pietermaritzburg.
- To establish what personal strategies female employees at COGTA, Pietermaritzburg, use to minimise the glass ceiling effect.
- To ascertain how COGTA strategies minimise the effects of the glass ceiling on the career progression of female employees at COGTA, Pietermaritzburg.

3.2 Participants and Location of the Study

All participants of the study are COGTA employees who have been in the organisation for at least five years. These employees were all based at the COGTA Head Office, Pietermaritzburg.

3.3 Research Design

According to Welman *et al.*, (2005), research is generally executed differently, depending on the specific research design used. Research design determines the manner and procedure of the research to be carried out, the collection, measurement and analysis of the data (Dannels, 2018). Burns and Bush (2010) define it as a study plan of the procedure that will be mirrored in a study, with the efforts to achieve the objective of the study.

Three major types of research studies were identified in the literature, these being: explanatory studies, exploratory studies and descriptive studies (Harrison, Birks, Franklin & Mills, 2017). Descriptive research attempts to describe, explain and interpret conditions of the present, i.e.

“what is”. The purpose of descriptive research is to examine a phenomenon that occurs in a specific place(s) and time. Descriptive research is further concerned with conditions, practices, structures, differences or relationships that exist, opinions held, ongoing processes or trends that are evident (Best & Kahn, 2016). This study is a descriptive study as it attempted to describe and explain the presence of the glass ceiling at COGTA.

3.4 Research Approach

Qualitative research investigates the meaning an individual, or group of individuals attach to a given phenomenon. The process of qualitative research is usually interactive, using interviews to collect data within the participants’ normal situation (Denzin, 2017). According to Tewksbury (2009:50), “qualitative research seeks to provide in-depth, detailed information which, although not necessarily widely generalisable, explores issues and their context, clarifying what, how, when, where and by and among whom behaviours and processes operate while describing in explicit detail the contours and dynamics of people, places, actions and interactions”. Creswell (2013: 4) states “often the distinction between qualitative research and quantitative research is framed in terms of using words (qualitative) rather than numbers (quantitative), or using closed-ended questions (quantitative hypotheses) rather than open-ended questions (qualitative interview questions)”.

A quantitative approach is based on the use of numerical or statistical data. In contrast, qualitative research does not primarily apply numerical data (Babbie, 2013:24; Creswell, Plano-Clark, Gutmann & Hanson, 2003:209; Kalof, Dan & Dietz, 2008:14-15; King, Keohane & Verba, 1994:4). A quantitative research approach is therefore an objective method of investigating theories via the exploration of the relationship between measurable variables (Creswell, 2013, p. 4).

The research approach adopted in this study is qualitative since the nature of the study makes it appropriate which wants to get in-depth responses to ascertain the glass ceiling issues (Edmonds & Kennedy, 2017: 142). Therefore, a qualitative research approach was adopted because the study is descriptive and the nature of the study required information to be gathered from individuals in order to understand the problem in its context and the effect that the glass ceiling has on the career progression of females at COGTA.

3.5 Research Philosophy

Neuman (2011:94) asserts that “A paradigm is best described as a whole system of thinking”. The paradigm adopted in this study is the interpretivist research paradigm which is meaning-oriented rather than working from a measurement-oriented worldview. It made use of interviews, with interaction between the researcher and participants. It focused on human reasoning and aimed at giving explanation to their subjective underlying reasons and the meanings behind their social action, rather than pre-empting the variables (Kaplan & Maxwell, 1994:55).

The aim was to understand the glass ceiling phenomenon through the meanings people assign to it. Interpretive methods of research are aimed at producing an understanding of the context of the information system, and the process whereby the information system influences and is influenced by the context (Alharahsheh & Pius, 2020; Bertram & Christiansen, 2014; Myer, 2013).

3.6 Target Population

A population is “the entire group of people, events, or things that the researcher desires to investigate” (Sekaran & Bougie, 2013:397). The target population is described as a group of people to be investigated in a study (Otzen & Manterola, 2017). Welman *et al.* (2005) explain population and sample as the research of units which consist of individuals, groups, organisations, events and the constraints to which they are exposed. According to Otzen and Manterola (2017), population forms one of the three important ‘Ps’ that a study cannot continue without. The first P stands for problem, the second P denotes the population (who will assist in the investigation of the problem) and the third P is place. The population consisted of 56 employees, based at the COGTA Head Office in Pietermaritzburg.

3.7 Sample and Sampling Method

A sample refers to a small set of the entire population designated to participate in the study (Bonett & Wright, 2015). There are two main sampling methods identified in research: probability sampling and non-probability sampling. Everyone has the same chance to be chosen to represent the sample in probability sampling, while in non-probability sampling the selection of the participants is solely based on using subjective methods (Etikan, Abubakar & Alkassim, 2016).

Non-probability sampling has two main techniques, namely, convenience sampling and purposive sampling:

In convenience sampling, also known as accidental sampling, the participants are selected based on their accessibility, proximity, and willingness to participate in the study (Etikan *et al.*, 2016). In purposive sampling, also known as judgement sampling, the researcher deliberately makes a choice of participants (Etikan *et al.*, 2016). Based on the availability of respondents, this study opted for a non-probability sampling approach, with purposive sampling as the technique.

3.8 Sample Size

Sample size refers to the actual selected number of participants chosen to represent the population of the study characteristic (Saunders *et al.*, 2009). A sample of twelve (12) respondents was selected from all levels of the organisation, to improve representation (Sekaran & Bougie, 2010). In order to achieve a fair split amongst the various levels at COGTA it was decided to have four respondents from levels 2 to 5, three respondents from levels 6-8, two respondents from levels 9-11 and two respondents from levels 12-14 from KZN COGTA's head office in Pietermaritzburg. The levels of employee rank are explained as follows: how far up in the organisation hierarchy in terms of career. Jobs are put into bands or levels in terms of decision making, skill set and performance are concerned.

Thus, a small group of participants with similar professional experiences and skills were targeted by the research using a purposive sampling strategy to determine the participants' understanding of the concept of the glass ceiling. It must be noted that only nine of the selected 12 participants agreed to take part in the study.

Table 3.1: Details of Study Participants

Number represented in the Department	Level of Employees' rank	Number of females
3	2–5	3 females
2	6–8	3 females
2	9–11	1 female
2	12–14	2 females
TOTAL		9

3.9 Research Study Site

The research site for this research project was Co-operative Governance and Traditional Affairs (COGTA) based in Pietermaritzburg.

3.10 Research Instrument

The aim of the research was to investigate the effects that glass ceiling has on the career progression of women at KZN COGTA. For this research, the study used a semi-structured interview schedule and interviews were recorded for future reference, an important aspect of ensuring responses are transcribed accurately (Zikmud & Babin, 2013). The interview sessions took place in October 2020.

The use of interviews as a method of data collection is common among social science researchers. The interview exists in a variety of forms ranging from formal interviews, for example, conducted in surveys, through the Internet, over the telephone, or in face-to-face interaction, to more informal conversations conducted for research purposes, for example, as a part of ethnographic fieldwork (Stewart & Shamdasani, 2014; Padgett, 2016).

The design of the semi-structured interview questions was informed by the constructs of the conceptual framework and the literature (Theresa & Donald, 2013). In the semi-structured interviews, the researcher provided some structure based on her research interests and interview guide but worked flexibly with the guide and allowed room for the respondents' spontaneous descriptions and narratives to be shared.

3.11 Interview Schedule

The interview is an important data gathering technique involving verbal communication between the researcher and the subject. This study used semi-structured interviews. Semi-structured interviews use a series of open-ended questions based on the topic areas the researcher needs to cover. The open-ended nature of the question defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss certain topics in more detail (Evans & Lewis, 2018). If the interviewee has difficulty answering a question or provides an unclear or incomplete response, the interviewer can use cues or prompts to encourage the interviewee to consider the question further (Kallio, Pietila, Johnson & Kangasniemi, 2016). In a semi-structured interview, the interviewer also has the freedom to probe the interviewee to elaborate on the original response or to follow a line of inquiry introduced by the interviewee (Blandford, 2013).

The first section of interview was included to gather information about the demographic profiles of the participants; thereafter it moved onto four sections which related to the four variables of the conceptual framework.

1. Career progression
 - The four questions under this category aim to answer the research questions and address the related research objective.
2. Glass ceiling
 - The eight questions under this category aim to answer the research questions and address the related research objective.
3. Personal strategies
 - The six questions under this category aim to answer the research questions and address the related research objective.
4. Organisational strategies
 - There nine questions under this category (with 3 of the 9 for management only) aim to answer the research questions and address related the research objective.

The interview sessions took place between August and October 2020. This study used applications such as Zoom and WhatsApp to conduct the interview since the data needed to be collected during the COVID-19 pandemic and social distancing was necessary. The Zoom and

WhatsApp interview sessions were recorded, then transcribed with data inputted into MS Word documents, after which the documents were printed.

3.12 Data Analysis

Thematic Content Analysis (TCA) was used to analyse data. Park, Shon, Kwon, Yoon and Kwon (2017) describe TCA as the descriptive presentation of data; this method requires textual data to be used. Vimal (2020) describes TCA as a way through which themes with data are identified, analysed and reported.

Themes within TCA refer to the way in which important messages are captured (Braun & Clark, 2006) in relation to the research question asked. In this research, themes were coded according to the number of times they emerged across the sample. Therefore, the most frequent answers were captured, schematised and then analysed. Within the themes found in this research, certain sub-themes arose.

3.13 Pretesting

A pre-testing process known as a pilot study is conducted to discover whether the instrument has any shortfalls. Consequently, pre-testing uses sample subjects to mimic the processes and procedures that the actual research will follow when gathering the research data (Cooper & Schindler, 2014). The purpose of conducting a pilot test is to assess the instrument that will be used and to determine if the participants understand the content of the research instrument, to ensure that valid and reliable results are obtained. A pilot study was conducted to test whether potential participants could understand the questions used in the research instrument. Four (4) female employees at KZN COGTA were randomly selected to be interviewed to test the data collection instrument. These four participants were excluded from the sample selected for the actual study. Changes were made to the interview schedule, based on findings of the pre-testing process.

3.14 Validity and Reliability

Zohrabi (2013: 258) asserts, “The principles underlying naturalistic and/or qualitative research are based on the fact that validity is a matter of trustworthiness, utility and dependability put into it by the evaluator and the various research stakeholders”. Ticehurst and Veal (2000:36) state “that validity refers to the extent to which the gathered data truthfully demonstrates the

phenomenon being studied. Alternatively, reliability is the extent to which to which an instrument measures what it purports to measure” (Sekaran & Bougie, 2016:12). To ensure the validity of the qualitative data, triangulation was used. Creswell and Creswell (2017:33) assert that “triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data, including both quantitative and qualitative approaches”. This study triangulated data from different sources (literature, interviews, documentation) to improve validity (Barratt, Choi & Li, 2011:331).

Reliability is defined as the ability, accuracy and trustworthiness of the research tool to be used in the gathering of data (Noble & Smith, 2015). Trustworthiness refers to the quality, authenticity and truthfulness of findings of qualitative research (Cypress, 2017). This study used conformability and dependability to ensure trustworthiness.

3.14.1 Conformability

The interviewer used the audio recordings from the interview sessions to ensure that the outcomes of the interviews were not skewed against the investigator’s own opinions or interests but were a true representation of the views of the participants. The research process checked whether the literature supported or disproved the findings. A member control method was used, which involved asking participants to read the notes and conclusions of the researcher and to indicate whether the researcher described precisely what the interviewee intended to put across (Wimmer & Dominick, 2014).

3.14.2 Dependability

Dependability has been preserved by ensuring that the semi-structured interviews were configured to enable future research to yield comparable results. Academics from the University of KwaZulu-Natal were then asked to validate the semi-structured interview (Connelly, 2016).

3.15 Ethical Considerations

Ethical approval for this study was obtained from the University of KwaZulu-Natal Ethics Committee. To ensure that human dignity was further upheld, informed consent was sought from respondents and allowed them to decide whether to participate based on adequate knowledge of the study and the information they would need to provide. Permission was also granted by COGTA. Clinton, Silverman and Brendel (2010) confirm that research participants must participate in a voluntary way, free from coercion. Participation was voluntary;

respondents were assured of confidentiality and the questionnaire clearly stated that the responses would be used strictly for the purpose of the study agenda (Clinton *et al.*, 2010). In this study, privacy and confidentiality was upheld by reminding participants of their right to keep certain information about themselves from the public. Respondents remained anonymous and no names were used in this study. Numbers or codes were used to identify the respondents.

3.16 Summary

This chapter outlined the methodology and design of the study, population of the study, sample selection process, sample size, data analysis, pretesting, validity and reliability, the characteristics of the instruments, data analysis, and ethical considerations. Primary data was collected through online interviews which assisted the researcher to obtain the views of the respondents. The next chapter presents the research findings. The next chapter will go into details in stating the outcomes of the study.

CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF RESULTS

4.1 Introduction

Chapter Three outlined the methodology employed in this study. Chapter Four presents the analysed data. The interview guide was used to collect the data as discussed in detail in Chapter Three.

Miles, Huberman and Saldana (2014:12) define data analysis as “three concurrent flows of activity, namely: data condensation, data display and conclusion drawing or verification”. Data condensation “refers to the process of selecting, focusing, simplifying, abstraction, and/or transforming the data that appear in the full corpus of written-up fields’ notes, interview transcripts, documents, and other empirical materials”. Data display “generally is an organised, compressed assembly of information that allows conclusion drawing and action”. Furthermore, Miles *et al.*, (2014) assert that the decent display and representation of data is key to good qualitative analysis. Consequently, matrices, charts, graphs and networks may be utilised as well in qualitative analysis.

This study made use of content analysis as a method of qualitative data analysis. The content analysis consists of systematically classifying words, phrases, and other units of text into a series of meaningful categories (Kalof *et al.*, 2008). In this study, the process of coding was made up of the main categories, sub-categories and themes. Within the data collected, a portion of the data was used in developing the coding frame. The researcher read, reflected on, and established ideas within the data collected, then broke codes into categories and themes. The codes were combined to make up categories, then categories were used to make up themes presented in this study. The coding process was important in building themes that addressed the research objectives.

4.2 Research Objectives

To objectives were to determine female COGTA employee’s views concerning:

- To determine the extent to which female employees perceive how the glass ceiling affects their career progression at COGTA, Pietermaritzburg.
- To establish what personal strategies female employees at COGTA, use to minimise the glass ceiling effect.

- To ascertain how COGTA strategies minimise the effects of the glass ceiling on the career progression of female employees at COGTA.

4.3 Research Questions

The study considered the following research questions:

- How do Pietermaritzburg COGTA female employees perceive the glass ceiling to affect their career progression?
- What are the personal strategies female employees at COGTA employ to minimise the effect of the glass ceiling on the career progression?
- How are organisational strategies, if any, minimising the effect of the glass ceiling on the career progression of female employees at COGTA, Pietermaritzburg?

The analysed data are presented in line with the structure of the interview guide (Appendix 3). The interview schedule consists of 29 questions divided into four sections. The first section has demographic data that is presented in the form of graphs. Section B contains questions on career progression, section C comprises questions on personal strategies, and section D has questions on organisational strategies. Direct quotes from the respondents are presented in *italics*. The names of the respondents were omitted in this research study to ensure anonymity and were referred to as respondent 1, respondent 2, and so on.

4.4 Response Rate

The sample consisted of 9 respondents from all levels, from the Department of COGTA's head office in PMB. Nine of the 12 people approached accepted to participate in this research study. Two out of the nine were managers.

4.5 Demographic Profile of Respondents

Six of the nine respondents (6 out of 9) were between 31 and 40 years old, while the remaining three (3 out of 9) fell into the 18 to 30-year age bracket as depicted in Figure 4.1.

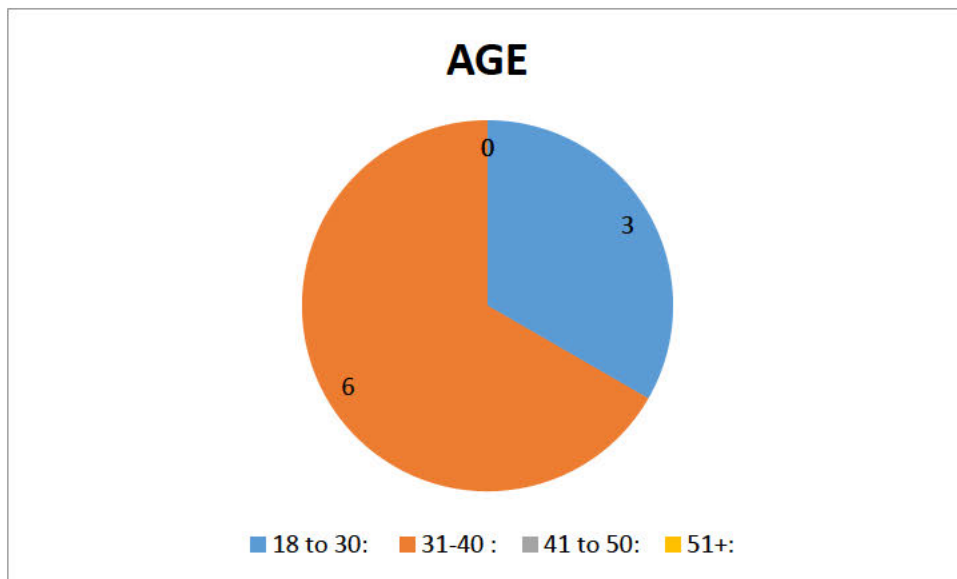


Figure 4.1: Description of Respondents by Age

Figure 4.1 tells us that 6 respondents were between the age of 31 to 40 and 3 respondents between 18 to 30 years old.

All of the respondents were black, as depicted in Figure 5.

The analysed data of this study reveals that eight out of nine (8 out of 9) of the respondents were single. Only one respondent was married, as depicted in Figure 4.3.

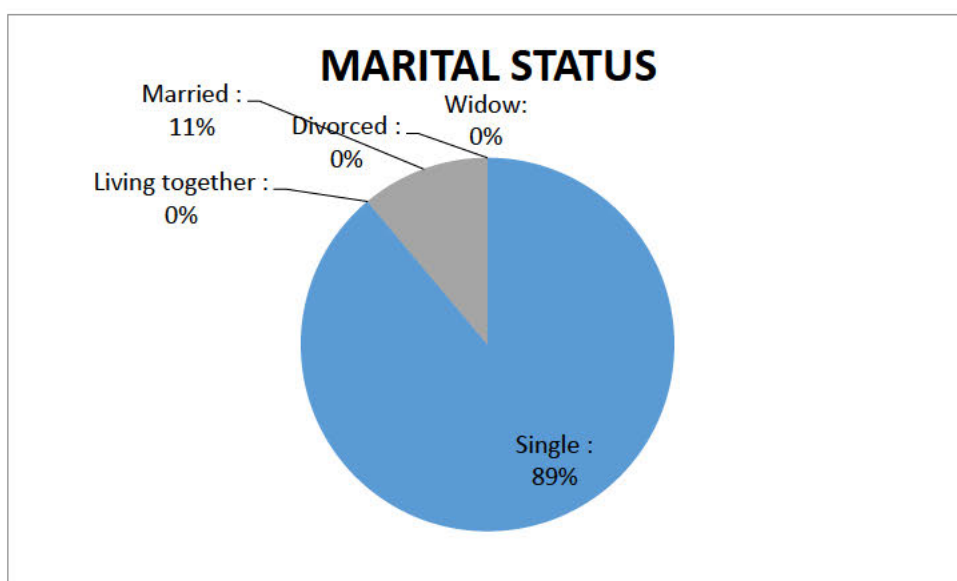


Figure 4.3: Description of Respondents by Marital Status

4.6 Research Objective 1: To determine the extent to which female employees perceive how the glass ceiling affects their career progression at COGTA, Pietermaritzburg

To determine the extent to which female employees believe that the glass ceiling affects their career progression, each respondent was asked questions that appeared under career progression and glass ceiling sections in the interview guide.

Section B: Pace of Career Progression

4.6.1.1 Topic 1: Pace of Career Progression

Question 1: How would you assess the pace of your career progression? Please elaborate.

Table 4.1: Respondents' perceptions on the pace of their career progression

Themes	Number of Responses	Respondents' Numbers
Stagnant career progression	3	R1, R9, R7
Slow career progression	4	R2, R4, R5, R8
Satisfactory career progression	2	R6, R3



Figure4.4: Most commonly used words relating to pace of career progression

Table 4.1 displays the themes emerging from this question namely stagnant, slow, and satisfactory.

Seven of the respondents said that their career progression seemed to be stagnant as they were not progressing since being employed by the department. *“My career progression seems to be stagnant, as we are not encouraged to apply, if [we] apply we are not considered” (R9)*. Four of the respondents claimed that their career progression was slow due to a lack of opportunities. *“The pace of my career progression is very slow, due to [the] lack of job opportunities....” (R2)*. Two of the respondents said that the pace of their career progression was satisfactory. *“...It is satisfactory but one is always eager to progress to the next level...” (R6)*.

4.6.1.2 Topic2: Interruptions in career progression

Question 2: Are you experiencing any interruptions in your career progression? If yes, what is the nature of these interruptions?

Table 4.2: Respondents’ perceptions of interruptions in career progression

Themes	Number of Responses	Respondents’ Numbers
Experiencing interruption in career progression	7	R1, R2, R8, R4, R5, R7, R9
Not experiencing interruption in career progression	2	R6, R3

Seven respondents, as depicted in Table 4.2, claimed that they were experiencing interruptions in their career progression as there were vacant posts and top management was not encouraging their career advancement. *“...Yes, the fact [that] there are vacant posts currently, no encouragement from management to apply...” (R9)*. Two respondents claimed that they were not experiencing any interruption as they understood that the higher one progresses in an organisation, the fewer opportunities there are available. *“...no, [I] understand there are limited positions. The higher you go the less...” (R6)*.



Figure 4.5: Most commonly used words relating to interruptions in career progression

4.6.1.3 Topic3: Existence of proper channels through which interruptions can be addressed

Question 3: Are there proper channels through which these can be addressed? Please elaborate on your response.

Table 1.3: Respondents' perceptions of existence of proper channels to address interruptions

Themes	Number of Responses	Respondent Number
No channels	5	R1, R2, R4, R7, R9
There are channels	3	R3, R5, R6



Figure 4.6: Most commonly used words relating to existence of channels to address interruptions

Five respondents claimed that there were no proper channels at the department to address interruptions in career progression. “...No, not exactly, top management does not pay attention to the problem...” (R9). Another group of respondents claimed that there were channels at the department to address the interruptions. However, they complained about the lack of action. “Channels are there, but actions are not taken” (R5).

4.6.1.4 Topic 4: Aspects of career progression within and beyond control

What aspects of your career progression are within your control and which are beyond your control?

Table 4.4: Respondents' perceptions of aspects of career progression within and beyond their control

Themes	Number of Responses	Respondents' Numbers
Control over personal development	7	R1, R2, R3, R4, R8, R9, R6
No control over getting a better position	2	R7, R5



Figure 4.7: Most commonly used words relating to aspects of career progression within and beyond control

Seven respondents acknowledged that personal development was under their control, referring to the opportunity to more knowledge, skills and expertise. “...Equipping myself with necessary skills... are aspects under my control...” (R4). Two respondents claimed that getting a better post was beyond their control as nepotism and political affiliation play a big role in allocating different posts at the department. “...Not a permanent [post] at my workplace, because of nepotism not under my control ...” (R7). “...Beyond my control as [because of] the political appointment[s] of unskilled employees...” (R5).

4.6.1.5 Summary of Career Progression

Respondents claimed that the pace of their career progression was slow and stagnant. They reported experiencing interruptions such as no vacant posts and top management not encouraging their career advancement. Respondents also claimed that there were no proper channels through which interruptions in career progression can be addressed as top management did not pay attention to the issues. Furthermore, respondents acknowledged that personal development, in terms of equipping themselves with necessary skills was within their control.

Section C: Glass Ceiling

4.6.2.1 Topic 1: Assessing the pace of promotions within the department

Question 1: How would you assess the pace of your promotions within the department? Please elaborate.

Table 4.5: Respondents' perceptions of the pace of promotion within KZN COGTA

Themes	Number of Responses	Respondents' Numbers
Slow pace	4	R2, R4, R5, R8
Standstill	3	R1, R7, R9
Room for promotion	2	R6, R3



Figure 4.8: Most commonly used words relating to assessing the pace of promotions within the department

Table 4.5 shows some themes that emerged from this question, namely slow pace, standstill, and room for promotion. Four respondents claimed that the pace of their promotion within the department was slow. One of the reasons given was that promotions depend on personal connections and are politically biased. They were described as, “*slow, in most cases [,] promotion depends on [who] you know*” (R4); and “*slow, politically based. [One must] affiliate with [to] a certain political party to progress*” (R5). Three respondents claimed that the pace of promotion within the department was at a standstill as there was not much happening. “*...The pace of my promotion is at a standstill...*” (R9). Two respondents asserted that there was room for promotion within the department. “*...there is room for promotion, within or in other departments...*” (R6).

4.6.2.2 Ttopic 2: Fairness in promotions within the department

Question 2: Do you believe that there is fairness when it comes to promotions within the department? Please explain.

Table 4.6: Respondents’ beliefs about fairness regarding promotions

Themes	Number of Responses	Respondents’ Numbers
Promotion process is unfair	8	R1, R2, R3, R4, R5, R7, R8, R9
Process is fair	1	R6



Figure 4.9: Most commonly used words relating to fairness in promotions in the department

Table 4.6 shows some themes that emerged from this question namely; the process is fair, no fairness when comes to promotion. Eight respondents claimed that there was no fairness relating to promotion as qualifications and experience were not usually considered in the process. One respondent reported that she had “...*heard and seen unfairness when it comes to promotions, people being promoted because of their relationship with certain [members in] management...*” (R8). One respondent claimed that the process was fair, through the statement, “...*in the space, I occupy the process/opportunity is fair...*” (R6).

4.6.2.3 Topic 3: Opinions on fairness in the promotion of women in the department

Question 3: In your opinion, do you think there is fairness when it comes to promotion of women in the department? Please explain.

Table 4.7: Respondents’ opinions on fairness in promoting women in the department

Themes	Number of responses	Respondents’ Numbers
No fairness in the promotion of women	6	R1, R7, R3, R4, R8, R9
Fairness in in the promotion of women	3	R5, R6, R3



Figure 4.10: Most commonly used words relating to opinions on fairness in the promotion of women in the department

Table 4.7 shows two themes that emerged from this question, namely; no fairness, and fairness. Six respondents agreed that there was no fairness in promoting women in the department as there were not many women in managerial positions. “...*I do not think there is a lot of fairness, there are more males than females in management...*” (R8). “...*No, I do not think there is fairness, [there are] males only in management...*” (R9). Three respondents claimed that there was fairness in promoting women within the department as there have been several attempts in ensuring that women were promoted to managerial posts. “...*There are several attempts aimed at ensuring women are promoted to senior positions...*” (R6)

4.6.2.4 Topic 4: Opinions on whether remuneration matches skills and experience

Question 4: In your opinion is your remuneration matching your skills and experience?

Table 4.8: Respondents’ opinions on remuneration matching experience and skills

Themes	Frequency of Responses	Respondents’ Numbers
Remuneration does not match experience and skills	5	R2, R3, R4, R5, R8
Remuneration does match experience and skills	4	R1, R6, R7, R9



Figure 4.11: Most commonly used words relating to remuneration matching skills and experiences

Table 4.8 shows two themes that emerged from this question, namely: does not match and does match. Five respondents claimed that the remuneration did not match their skills and experience. “...No, with a postgrad [uate] qualification I have the same salary as a [person with only] grade 12...” (R2). Four respondents agreed that the remuneration matched their skills and experience, expressed as followed “...Yes, no complaints although I would like a little bit more...” (R7).

4.6.2.5 Topic 5: Recognition of women’s endeavours by the department

Question 5: Are women’s endeavours recognised by the department? Explain how.

Table 4.9: Respondents’ perceptions of recognition of women’s endeavours

Themes			Number of Responses	Respondents’ Numbers
Women’s endeavours are recognised		are	4	R1, R3, R6, R9
Not enough recognition			5	R2, R4, R5, R7, R8



Figure 4.12: Most commonly used words relating to the department’s recognition of women’s endeavours

Table 4.9 shows two themes that emerged from this question, namely women’s endeavours were recognised, and there was not enough recognition. Five respondents claimed that there was not enough recognition and more could be done. “...*Not enough, they are done only to meet APP targets, not given enough attention...*” (R2). Four respondents claimed that women’s endeavours were recognised by the department as the department sometimes organised women's events. “...*Yes, once a year the MEC would host an event for women...*” (R1).

4.6.2.6 Topic 6: Extent of gender stereotyping affecting management decision-making in the promotion of women in the department

Question 6: In your opinion, to what extent does gender stereotyping affect management decision-making regarding the promotion of women in the department?

Table 4.10: Respondents’ opinions of gender stereotyping affecting management decision-making

Themes	Number of responses	Respondents’ Numbers
Gender stereotype does affect promotion decisions	5	R6, R2, R3, R5, R8



Figure 4.13: Most commonly used words relating to the extent of gender stereotyping affecting management decision-making

Table 4.10 shows the theme that emerged from this question, namely; gender stereotype does affect management's decision-making. However, four of the respondents did not answer this question. Five respondents asserted that gender stereotypes affect management decision-making regarding the promotion of women in the department. Respondents claimed that skills were not taken into account in the way that gender seemed to be. One explained, "...*decisions are made based on their gender, not the skills they possess, and that's unfair...*" (R8). Another stated, "...*Gender stereotyping plays a major role as we still live in a patriarchal society...*" (R3).

4.6.2.7 Glass Ceiling Summary

Respondents claimed that the pace of their promotions within the department was either slow or at a standstill as they claimed promotion within the department was dependent on 'who you know' and was politically biased. O'Neil and Hopkins (2015); Khwela, (2019) also found that female employees are still struggling to progress in their careers. Additionally, the majority of respondents claimed that there was no fairness related to promotion within the department, and when it comes to fairness in promoting women in the department, there is no fairness as more males are still getting promoted compared to females. Respondents were divided when asked about the remuneration matching their skills and experience, as well as when asked if women's

endeavours were recognised by the department. Furthermore, respondents also acknowledged that gender stereotypes were affecting management's decision making.

4.7 Research Objective 2: To establish what personal strategies female employees at COGTA, Pietermaritzburg, use to minimise the glass ceiling effect.

4.7.1 Section D: Personal Strategies

4.7.1.1 Topic 1: Thoughts on how a better work-life balance will affect career progression

Question 1: How do you think a better work-life balance will affect career progression? Elaborate on your response.

Table 4.11: Respondents' thoughts on work-life balance affecting career progression

Themes	Number of responses	Respondents' numbers
Positive effect of work-life balance on career progression	8	R1, R2, R3, R4, R5, R6, R8, R9



Figure 4.14: Most commonly used words relating to how a better work-life balance will improve career progression

Table 4.11 shows the theme that emerged from this question, namely the positive effect. Eight respondents agreed that a better work-life balance had a positive effect on career progression as one would be able to be more productive at work, therefore, open doors for opportunities. “...Balance is very important and makes one even more productive. More people will be happy and will produce quality [output] at the same time...” (R6). “...A better work-life balance allows you to grow, be happy at your work, and be productive...” (R8). “...The more satisfied with life, the more dedicated you become and want to climb the career ladder. Mental health is important to enable one to progress...” (R2). One respondent chose not to answer this question.

4.7.1.2 Topic 2: Making use of offered training programs for career progression

Question 2: How can you make use of the training programs offered by your department to progress in your career?

Table 4.12: Respondents’ perceptions on employer-offered training programs

Themes	Frequency of Responses	Respondents’ Numbers
Attending as much training as possible	3	R3, R4, R6
Trainings offered are not relevant	3	R2, R5, R8



Figure 4.15: Most commonly used words relating to use of training course on offer

Table 4.12 shows two themes that emerged from this question, namely attend as much as possible, and training offered is not relevant. Three respondents did not answer these questions.

Three respondents claimed that attending as much training as possible offered by the department is their strategy to progress in their career, as training will enhance their skills. “...Attend as much as possible, [do] research on the programs offered...” (R3). “...Attended all the offered training programs but would like to attend training offered by the office of the premier...” (R4). Three respondents claimed that the training offered by the department was not relevant therefore could not help them in career progression; as such they would not equip themselves with such training. One commented, “...the trainings offered are [on] Microsoft Excel, Word, etc. nothing that will help me progress....so [the courses are] not relevant...” (R8).

4.7.1.3 Topic 3: Career progression assistance through informal or formal professional networks or associations

Question 3: Do you think that having informal or formal professional networks or associations can help your career to progress and if so in what way?

Table 4.13: Respondents’ views on the role of informal or formal professional networks in career progression

Themes	Frequency of Responses	Respondents’ Numbers
Informal or formal networks can help in career progression	6	R1, R2, R3, R4, R5, R6



Figure 4.16: Most commonly used words relating to informal networks and their effect on career progression

Table 4.13 shows the theme that emerged from this question, namely that an informal or formal network can indeed help with career progression. Three respondents did not answer this question.

Six respondents agreed that informal or formal professional networks will help in their career progression as they see informal or formal professional networks as stepping stones to opportunities and can assist in information sharing. “... *It does help (formal network), the informal network also assists in information sharing...*” (R6). “...*Yes, it can be an advantage, a stepping stone to opportunities...*” (R4).

4.7.1.4 Topic 4: Recognition from supervisors for completion of challenging assignments and being considered for promotion

Question 4: In your opinion do you think that employees who undertake challenging assignments receive the recognition that they deserve from their supervisors based on the quality of the work presented to be considered for promotion? Please elaborate on your response,

Table 4.14: Respondents’ views on employees’ recognition

Themes	Number of Responses	Respondents’ Numbers
Undertaking challenging assignments is not recognised for career progression	2	R1, R2
Undertaking challenging assignments is recognised by supervisors	7	R3, R4, R5, R6, R7, R8, R9



Figure 4.17: Most commonly used words regarding recognition for completing challenging tasks and being considered for promotion

Table 4.14 shows two themes that emerged from this question, namely not recognised and recognised by the supervisor. Seven respondents claimed that employees who undertake challenging assignments receive the recognition they deserve from their supervisors as their hard work does not go unnoticed. Furthermore, respondents claimed that some supervisors genuinely try their utmost best to recognise hard-working employees. “..Yes. But I say this because a person’s hard work does not go unnoticed forever...” (R3). “... You get supervisors that genuinely try their utmost best to give employees the necessary recognition for diligence in their work...” (R4). A respondent commented, “...employees who produce good work, who work effectively and efficiently are deserving promotions...” (R9).

Two respondents claimed that employees who undertake challenging assignments do not receive the recognition they deserve from their supervisor as top management tends to be threatened by proactive employees. The respondent expressed this as follows: “...No, and top management is usually threatened by proactive employees with the fear of them taking their [top managements’] jobs...” (R2).

4.7.1.5 Personal Strategies Summary

The respondents acknowledged that a better work-life balance would positively affect their career progression as it would allow them to be more productive at work and would thus open doors for new opportunities. The respondents claimed that the best way to make use of the training programs offered by the department to progress in their career is to attend as many of

these training programs as possible, although some respondents said that the training offered by the department was not relevant. The respondents also acknowledged that an informal or formal network is a good way to help one get acquainted with colleagues for further opportunities and career progression. Mavin & Williams (2013) noted that women supporting each other in the form of mentorship, networking was a good strategy to overcome glass ceiling challenges faced at the workplace. Furthermore, the respondents believed that hard-working employees are recognised by supervisors and this boost the employees' chances of a promotion.

4.8 Research Objective 3: To ascertain how COGTA strategies minimise the effects of the glass ceiling on the career progression of female employees at COGTA, Pietermaritzburg.

4.8.1 Section E: Organisational strategies

4.8.1.1 *Topic1: Department provision of a work environment conducive to effective work by female employees*

Question 1: Does the department offer a conducive work environment for female employees? Please explain.

Table 4.15: Respondents' perceptions on work environment

Themes	Number of Responses	Respondents' Numbers
Conducive work environment	7	R1, R3, R4, R6, R7, R8, R9
No conducive work environment	2	R2, R5

Question 2: How does the department support your professional development and career growth?

Table 4.16: Respondents' perceptions of department support for professional development and career growth

Themes	Number of Responses	Respondents' Numbers
Department supports women's career progression through bursaries and training	6	R9, R8, R7, R6, R5, R3
Department does not support women's career progression	2	R4, R2



Figure 4.19: Most commonly used words relating to departmental support for professional development and career progression

Six respondents claimed that the department supports their professional development and career growth through bursaries, training programs. “...*Department provides bursary [bursaries]...*” (R9). “...*I think the department has a very good study leave policy, bursaries are offered, there are training[s] offered internally as well...*” (R6). “...*The department provides bursary opportunities for its employees...*” (R8). Two respondents claimed that the

department did not support their professional development and career growth. “...Currently, the department is not supporting my development and career growth...” (R4). “...It does not, I had applied for a bursary to do my Masters and was rejected because I am not in a management position and do not have the right political affiliations and I was encouraged to start another undergraduate qualification to receive that bursary. So instead of the [making] progress, we end up being discouraged...” (R2). One respondent did not answer.

4.8.1.3 Topic 3: The department’s career advancement program

Question 3: Does the department have a career advancement program in place? Please explain

Table 4.17: Respondents’ views on KZN COGTA’s career advancement program

Themes	Frequency of responses	Respondents’ numbers
No career advancement program for women	9	R1, R2, R3, R4, R5, R6, R7, R8, R9

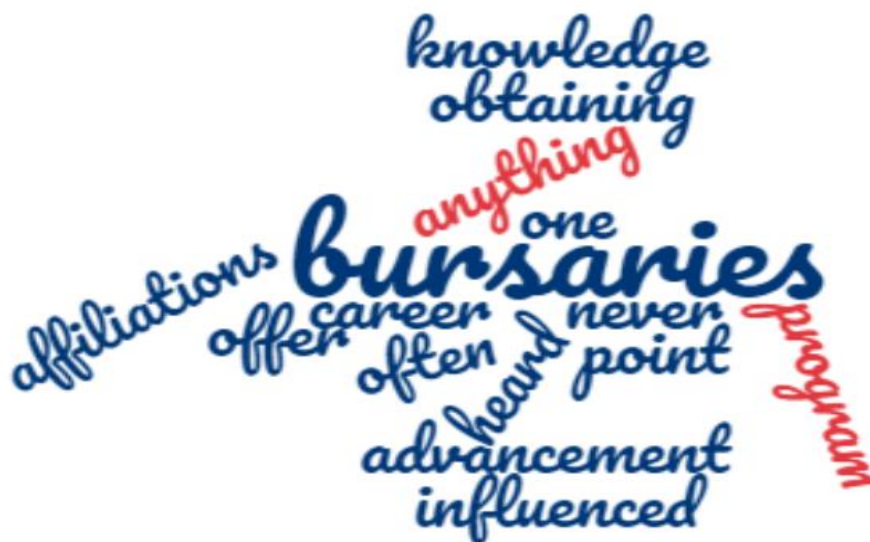


Figure 4.20: Most commonly used words on KZN COGTA’s career advancement program

All nine respondents claimed that the department did not have a career advancement program in place. “...No, it does not, they only offer these bursaries, obtaining these bursaries is often

influenced by affiliations...” (R2). “... I do not know of one at this point...” (R8). “... No, I have never heard anything about a career advancement program...” (R4).

4.8.1.4 Topic 4: Training and development programs for career progression

Question 4: Are there any training and development programs in place to ensure the career progression plans are met? Please list a few.

Table 4.18: Respondents’ perceptions of training in place to ensure career progression plans are met

Themes	Number of Responses	Respondents’ Numbers
Training provided for career progression	6	R9, R8, R6, R2, R3, R4
No training provided for career progression	2	R1, R7



Figure 4.21: Most commonly used words regarding training to ensure career progressions goals are met

Six respondents asserted that there are training and development programs in the department to ensure the career progression plans are met. These respondents listed MS Excel, MS Word training, the *Batho Pele* training, customer care training, and time management training.

However, the respondents complained about the relevance of the offered training programs which they also said are repetitive, and lack variety. “...*There are, but like I said, they are repetitive and lack variety, sometimes not relevant to one’s specific sector and sometimes only offered to top management...*” (R4). “...*Office of the Premier offers a few training courses that focus on the Government departments...*” (R2). “... *Through fickle programs like #MS Excel / MS Word training; #Customer Care, the Batho Pele Way; #Minutes Writing...*” (R5). “...*Yes, but I think they are not relevant...*” (R3).

Two respondents claimed that there were no training and development programs in place to ensure career progression plans are met. “...*Not that I know of...*” (R7).

4.8.1.5 Topic5: How Talent Management is used in the career progression of employees (Management)

Question 5: How does the department utilise talent management in regard to the career progression of employees? (Management)

Table 4.19: Managers’ perceptions of how talent management is used in career progression

Themes	Number of Responses	Respondents’ Numbers
Prepares employees for the next positions	1	R6
Not aware	1	R3



Figure 4.22: Most commonly used words regarding how talent management is used to promote career progression

This question was reserved for management only and the finding stipulates that the department needs to do more in terms of preparing employees to be ready for the next positions. Talents need to be managed well so that they are prepared for the next level. “...*I think the department needs to do more in terms of preparing employees to be ready for the next positions, not only within the department but also in other sectors...*” (R6). Another member of management said that she had no knowledge of how the department has been utilising talent management regarding the career management of employees, saying “...*I am not aware...*” (R3).

4.8.1.6 Topic 6: Reward systems used to motivate workers

Question 6: What rewards systems are in place to motivate workers in your organisation?

Table 4.20: Reward Systems

Themes	Number of responses	Respondents' numbers
EPMDS, the employee of the month, and the employee of the year	7	R2, R3, R4, R5, R6, R8, R9
No reward system	2	R1, R7



Figure 4.23: Most commonly used words regarding reward systems used to motivate employees

Seven respondents listed the Employee Performance Management and Development System (EPMDS), the employee of the month, and employee of the year as the rewards systems in place to motivate workers in the department. “...EPMDS program and employee of the year...” (R3). “...Only through EPMDS which comes once a year and the committee gets to decide how much is due to you by giving you percentages...” (R5). “...There is EPMDS to reward good performance. There is also the employee of the month...” (R6).

Two respondents claimed that there were no reward systems in place to motivate workers in the department. “... As far as I know, there are no reward systems in place for motivation purposes. As a result, the majority of employees are demotivated to come to work and some even consider the option of resigning...” (R1).

4.8.1.7 Topic 7: How top management supports and promotes career development programs

Question 7: How does your top management support and promote career development programs?

Table 4.21: Respondents’ views of top management support for career development programs

Themes	Number of responses	Respondents’ numbers
Encouraging subordinates to attend training	3	R3, R8, R6
Do not support and promote	6	R1, R2, R4, R5, R9, R7



Figure 4.24: Most commonly used words regarding top management’s support of career development programs

Six respondents claimed that top management did not support and promote career development programs as they might see it as a threat, as junior employees might become more skilled than them. “...It often does not support [/] promote career development [because of] with the threat of one becoming more educated than top management...” (R2). “...Top management does not promote it much...” (R4). “... They do not, we are forever told that there is no budget when one requests training...” (R5).

Three respondents asserted that top management supported and promoted career development by encouraging sub-ordinates to attend training as much as possible. “...Some managers identify training courses that are suitable for employees and encourage studying further...” (R6). “...They encourage the sub-ordinates to attend training for further development...” (R8).

4.8.1.8 Topic 8: Employment Equity Approach (Management)

Question 8: What is the department approach to employment equity? (Management)

Table 4.22: Managers’ perceptions of the department’s approach to employment equity

Themes	Number of responses	Respondent number
Efforts are being made	2	R3, R6



Figure 4.25: Most commonly used words relating to management’s employment equity approach

This question was posed to management and the finding asserts that the department is striving to ensure employment equity and that progress is being made. “...*I think the department is doing well in this aspect and [an] effort is being made...*” (R6). “... *I feel the department is putting effort because we do have women in management...*” (R3).

4.8.1.9 Topic 9: Top management overcoming cultural awareness and societal beliefs of women’s positions at home

Question 9: Cultural awareness and societal beliefs state that a woman’s position at home. As top management how do you overcome that stereotypical mind-set? (Management)

Table 4.23: Managers’ perceptions of cultural awareness and societal beliefs

Themes	Number of responses	Respondents’ numbers
Encouraging female employees	2	R3, R6



Figure 4.26: Most commonly used words regarding top management’s handling of overcoming beliefs about women’s roles in the home

This question was answered by management only and the finding stipulates that management overcome the stereotypical mind-set by encouraging the female employees not to be put down by male colleagues. “...*By just doing your best in what you do and not allowing to be put down by male colleagues...*” (R3).

4.8.1.10 Organisational Strategies Summary

Most of the respondents acknowledged that the department offers a work environment conducive to hiring female employees. However, room for improvement was still noted, according to respondents. Furthermore, respondents acknowledged that the department is supporting their professional development and career growth by offering bursaries and trainings. The respondents asserted that the department has training and development programs in place, such as on Microsoft Excel, MS Word and on customer care training. However, the respondents complained about the training offered as they said it was not relevant to their career development. In his study, Altarawneh (2005) discovered that the majority of organisations lack a thorough employee training needs assessment and appropriate assessment procedures. Furthermore, the finding suggests that the top management of the department did not have a clear plan for talent management. The respondents listed EPMDS, the employee of the month, and employee of the year as the reward systems in place to motivate employees in the department. The respondents noted that the top management did not support nor promote career development programs. Management acknowledged that the department has been trying to make every effort to ensure employment equity.

4.9 Summary

The purpose of this chapter was to present the results and analysis of the data collected. The interview guide and the research objectives guided the presentation of the analysed data. The findings presented in this chapter are discussed in detail in the next chapter.

CHAPTER FIVE:

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the results presented in Chapter Four. The aim of this study was to explore the effect of the glass ceiling on the career progression of females at COGTA. To this end, the findings are discussed in relation to the guiding research objectives and research questions. A concluding statement of the study is provided to summarise the study and recommendations are made based on the discussion of the findings.

5.2 Research Objectives

- To determine the extent to which female employees perceive how the glass ceiling affects their career progression at COGTA, Pietermaritzburg.
- To establish what personal strategies female employees at COGTA, Pietermaritzburg, use to minimise the glass ceiling effect.
- To ascertain how COGTA strategies minimise the effects of the glass ceiling on the career progression of female employees at COGTA, Pietermaritzburg.

5.3 Key Research Questions

- How do Pietermaritzburg COGTA female employees perceive the glass ceiling to affect their career progression?
- What are the personal strategies female employees at COGTA employ to minimise the effect of the glass ceiling on the career progression?
- How are organisational strategies, if any, minimising the effect of the glass ceiling on the career progression of female employees at COGTA, Pietermaritzburg?

5.4 Research Objective 1: To determine the extent to which female employees perceive how the glass ceiling affects their career progression at COGTA, Pietermaritzburg.

Stagnant career progression, slow career progression, satisfactory career progression, interruptions in career progression, a lack of proper channels to address interruptions in career progression, personal development, a slow pace of promotion within the department, a career standstill, a lack of fairness related to promotion in the department, to fairness in promoting women, remuneration not matching experience and skills, women's endeavours not recognised sufficiently, gender stereotyping effects are the main themes that emerged under this research objectives, as illustrated in Tables 4.2 to 4.11

The findings reveal that respondents claimed that their career progression, in general, was either stagnant (n=3), or slow (n=4). Only two respondents claimed their career progression as satisfactory. This indicates that seven respondents think that their career is not progressing as quickly as planned; this finding corroborates the findings of the study conducted by O'Neil & Hopkins (2015) and Khwela, (2019) which revealed that female employees are still struggling to progress in their careers. The fact that seven of the study participants indicated experiencing interruptions in their career progression and the remainder of the respondents (n=2) of this study claimed that there were no interruptions in their career progression in general, indicates that the respondents reported experiencing some sort of interruptions in their career. Five respondents of this study indicated a lack of proper channels through which interruptions can be addressed, while a group of three respondents claimed that there are proper channels in place. Seven respondents, claimed that personal development is an aspect of career development that is within their control, while the remainder two respondents, stated that getting a better position was beyond their control.

Four of the respondents indicated that the pace of promotion within the department was slow and three of the respondents claimed that the pace of promotion within the department was at a standstill. Eight out of the nine respondents indicated that there was no fairness when it came to promotions in the department, and one respondent claimed that the process was fair. In terms of fairness in women's promotions in the department, six of the respondents indicated a lack of fairness while three claimed that there was fairness in promoting women in the department. This indicates that women are still facing challenges to get promoted, these being in the form of organisational barriers. This finding is aligned with the studies conducted by Huang, Krivkovich, Robinson, Starikova, Valentino & Yee (2019) and Kunze & Miller (2017) which claimed that women are still underrepresented at every level in the corporate sector.

Five respondents indicated that their remuneration did not match their skills and work experience, while the remaining four claimed that the remuneration did match their experience and skills. This indicates that there is still a gender pay gap, a finding which supports the outcome of the study conducted by Flabi *et al.*, (2014) and Tate & Yang (2015). The current study also showed that five of the respondents expressed the belief that there is not enough recognition of women's endeavours by the department while four respondents claimed that women's endeavours were indeed recognised by the department. Further, five of the respondents revealed the perception that gender stereotyping does affect management decision-making regarding the job promotion of women in the department. This finding is aligned with the studies conducted by Ismail & Ibrahim (2008); Ansari (2014); and Clevenger and Singh (2013) who found that historical issues such as gender stereotype affects the career progression of women. According to conventional and social norms, women are seen to have their place in the kitchen, caring for children, and carrying out other household duties (Benya, 2009). This stereotype is still affecting women's career progression.

The findings of this study reveal that generally, female employees were of the belief that a glass ceiling was in existence at COGTA Pietermaritzburg and that it has been playing a role in hindering women's career progress. This finding is supported by a study conducted by Khwela (2019), which found that glass ceilings exist in the public and private sector of South Africa.

5.5 Research Objective 2: To establish what personal strategies female employees at COGTA, Pietermaritzburg, use to minimise the glass ceiling effect

Positive effect on career, attend training as much as possible, training offered not relevant, networking helps, recognised by supervisors are the themes that emerged under this research objective as indicated in Tables 4.12 to 4.15.

Eight respondents claim that a better work-life balance has a positive effect on their career. Three respondents claimed that attending as many training course offered by the department as possible could help them to progress in their career while another group, while three respondents said that the training offered by the department was not relevant and would not help them to progress in their careers. Six of the respondents of the respondents claimed that having formal or informal professional networks can help their careers progress. The finding

is supported by Mavin & Williams (2013); Mavin (2006) & Khwela (2019) who noted that women supporting each other in the form of mentorship, networking was a good strategy to overcome glass ceiling challenges faced at the workplace.

According to the finding of this study, seven respondents said that challenging assignments undertaken by employees were recognised by their supervisors when assessing suitability of candidates for promotion while two respondents said they were not. Thus, in the main, the respondents believed that hard-working employees are recognised by supervisors and this might boost them in their chances of promotion.

The majority of respondents acknowledged that a better work-life balance positively affected their career progression as it allowed them to be more productive at work and would thus open doors for new opportunities. This is in line with findings by Anderson. (2017) who concluded that a better work-life balance had a positive impact on organisations' retention of female employees. Furthermore, this study reveals that respondents believe that women' network can be an important strategy to overcome the Glass Ceiling. According to the findings of the study by Khwela (2019), gender inequality in the workplace can be eliminated if women band together. Furthermore, the conversations that women may have are likely to have significant benefits for both the females and the organization.

5.6 Research Objective 3: To ascertain how COGTA strategies minimise the effects of the glass ceiling on the career progression of female employees at COGTA, Pietermaritzburg

Conducive work environment, no conducive work environment, through bursary and training, no training, no career advancement, training provided, no training provided, prepare the employees for next position, not aware, the employee of the year and month, EPMDS, no reward system, encourage subordinates to attend training, do not support/promote, efforts made, encourage female employee are the themes emerged under this objective, as depicted in Tables 4.16 to 4.23.

The finding of this study reveals that seven respondents claimed that the department offered a work environment conducive to effective work by female employees while the remaining respondents, (n=2) disagreed with this assertion. This study found that two-thirds of the respondents claimed that COGTA supported their professional development and career growth through training and the provision of bursaries while two respondents stated that the department

did not support their professional development and career growth. All nine respondents claimed that the department did not have a career advancement program in place. The finding of this study reveals that six respondents claimed that there were training programs in place to ensure the career progression, while two respondents said that there was no training. One of the managers interviewed supported the notion that the department utilised talent management by preparing employees for the next position while the other manager said that she was not aware of how the department utilised talent management. The finding of this study reveals that seven respondents claim that EPDMS, the employee of the year, and employee of the month were the reward systems in the department while the remaining respondents, (n=2) said that there was no such reward system in the department. The finding of this study shows that six respondents claimed that the top management did not support/promote career development programs while three respondents claimed that the top management supported and promoted career development by encouraging subordinates to attend training. The finding of this study reveals that the two managers interviewed maintained that the department has been making every effort to ensure employment equity. The finding of this study shows that both of the managers interviewed claim that management overcomes the stereotypical mind-set by encouraging the female employees to not be put down by male colleagues.

Most of the respondents acknowledged that the department offers a work environment conducive to effective work for female employees. However, most respondents indicated a need for improvement. Most respondents acknowledged that the department has been supporting their professional development and career growth by offering bursaries and offering trainings such as Microsoft Excel, Word and customer care training. However, the respondents complained that the training offered was not relevant to their career development. This corroborates the findings of the study by Rishani, Mallah, Housani, & Ismail (2015) which found that many organisations lack practices in training and development, promotion and compensation which significantly adds to the glass ceiling effect. The finding also suggests that the top management of COGTA in Pietermaritzburg does not have a clear plan for talent management.

The respondents also claimed that the department did not have a career advancement program in place. The respondents listed EPDMS, the employee of the month, and employee of the year as the reward systems in place to motivate employees of the department. The majority of respondents claimed that the top management did not support nor promote career development programs which are also aligned with the finding of the study conducted by Rishani *et al.*,

(2015) study. Management acknowledged that the department has been making every effort to ensure employment equity.

5.7 Recommendations of the Study

In line with the findings of this study, the following recommendations are suggested.

5.7.1 Recommendations to the Department

The findings revealed that the department has some training and development programs in place. However, the training and development programs seem not to be relevant according to the majority of the respondents. Therefore, this study suggests that the department should tailor its training and development programs to suit the female employees as well and support their aspirations to move forward in their careers.

The department should reinforce equality measures and policies to eliminate any form of the glass ceiling. Furthermore, the department should help and support female employees' strategies such networking, well balanced work-life to counter the glass ceiling.

The department should introduce a well-articulated program for talent management that will take into account the aspirations of female employees, to develop and benefit from their unique talents. Furthermore, the department should have a succession planning program so that talented female employees can also have opportunities to freely advance to higher positions within the department. The program should also aim at eliminating any gender bias and stereotypes, starting with creating awareness about gender bias and stereotypes. This would assist in making the department an equal opportunity employer. The study recommends that the department can make use of these findings to strengthen the equality policy.

5.7.2 Recommendations for Future Study

This study employed a qualitative approach to collect data. Future studies should aim at employing a mixed method study with a large population which can yield better results. Furthermore, future studies should investigate whether different groups of female employees (single, married, mothers, etc.) experience and respond to the glass ceiling the same way.

5.8 Concluding Statement

The purpose of this study was to determine female COGTA employees' views on the glass ceiling. To this end, factors related to the glass class ceiling, personal strategy, organisational strategy such as career progression, work-life balance, conditions conducive to effective work, gender bias, gender stereotype and were examined based on female employee perceptions. In this study, glass ceiling was defined as an intangible barrier within a hierarchy that restrains qualified women or minorities from obtaining higher-level positions at their workplace.

The study reveals that the respondents claimed that their careers were not progressing as fast as they wished, with a perceived lack of fairness relating to promotions within the department, insufficient recognition of women's endeavours and gender stereotypes affecting management decision making. Good work-life balance was believed to have a positive effect on career progression, attending training offered was seen as helpful to progress one's career, although the training offered was seen as irrelevant by some. Networking was noted to help in career progression, the department was noted to support career progressions through bursaries and training, although these were not always in line with the needs of the employees. The department was noted to lack a career advancement program, and top management was perceived as lacking support for or promoting career development programs.

The department can make use of these findings to minimise or eliminate the glass ceiling. This research study has helped to shed more light on the glass ceiling concept and to provide recommendations to the department.

This chapter discussed the collected and analysed data of this study. The discussion was based on the research objectives of this study. The findings of this study was compared with the literature review discussed in chapter 2. Furthermore the chapter provided some recommendations to the department and for future research.

5.9 Summary of the Study

The research concerned the phenomenon under study (glass ceiling) at COGTA, Pietermaritzburg. Chapter Two presented the review of the literature on the phenomenon under investigation and the gap in research was highlighted. The study focused on the glass ceiling and career progression. Furthermore, the study provided an overview of the glass ceiling and how it affects female employees in the workplace. Chapter Three outlined the methodology used in this study. This study opted for a qualitative research approach and collected data from nine female respondents. The findings reveal that respondents believe that there is slow career

progression, unfairness in promotion, the slow pace of their promotions within the department or a standstill career, as well as a lack of proper channels through which interruptions in career progression; although these can be addressed. Additionally, the findings reveal that better work-life balance as well as attending as many relevant training programs as offered, will positively affect their career progression. Informal or formal networks were said to be important for further opportunities and for career progression. Furthermore, a work environment conducive to female employees working effectively should be provided by the department, the career advancement program at the department appeared lacking and there was no clear plan for talent management.

REFERENCES

- Ab Talib, M.S., Rubin, L. & Zhengyi, V.K. (2013). Qualitative research on critical issues in halal logistics. *Journal of Emerging Economies and Islamic Research* 1(2), pp. 131-150.
- Abdoolla, A. (2015). *The effect of work intensification on work-life balance*. Unpublished thesis (PhD). University of KwaZulu-Natal.
- Abele, A.E. & Spurk, D. (2009). How do objective and subjective career success interrelate over time? *Journal of Occupational and Organizational Psychology* 82(4), pp. 803-824.
- Akinyi, R. (2014). *Career progression of Women in the Banking sector: the case of the Standard Chartered Bank Limited, Nairobi City County*. Unpublished thesis (Master). University of Nairobi.
- Algahtani, A., (2014). Are leadership and management different? A review. *Journal of Management Policies and Practices* 2(3), pp. 71-82.
- Alharahsheh, H. & Pius, A. (2020). A review of key paradigms: positivism vs interpretivism. *Global Academic Journal of Humanities and Social Sciences* 2(3), pp. 39-43.
- Allen, T.D. & Finkelstein, L.M. (2014). Work–family conflict among members of full-time dual-earner couples: an examination of family life stage, gender, and age. *Journal of Occupational Health Psychology* 19(3), pp. 376.
- Altarawneh, I. I. (2005). *Training and development effectiveness: practices, roles and impacts on performance in Jordanian banking organisations* (Doctoral dissertation, University of Huddersfield).
- Anderson, L. & Johnston, S. (2018). Retention through career development: on-the-job training in Trinidad. *Community Eye Health* 31(102), pp. 48.
- Andrade, J., May, J., Deepprose, C., Baugh, S.J. & Ganis, G. (2014). Assessing vividness of mental imagery: the Plymouth sensory imagery questionnaire. *British Journal of Psychology* 105(4), pp. 547-563.
- Aneke, E.O. (2015). *Investigating a male-dominated space: a Study of women entrepreneurs in the construction industry in Pietermaritzburg*. Unpublished thesis (PhD). University of KwaZulu-Natal.

- Appelbaum, S.H., Audet, L. & Miller, J.C. (2003). Gender and leadership? Leadership and Gender? A journey through the landscape of theories. *Leadership & Organization Development Journal* 24(1), pp. 43-51.
- Arthur, M.B., Hall, D. T., & Lawrence, B.S. (1989). Generating new directions in career theory: the case for a transdisciplinary approach. *Handbook of Career Theory* 7, pp. 25.
- Azman, M.A., Abdul-Samad, Z. & Ismail, S. (2013). The accuracy of preliminary cost estimates in Public Works Department (PWD) of Peninsular Malaysia. *International Journal of Project Management* 31(7), pp. 994-1005.
- Babbie, E. (2013). *The practice of social research* (13th ed.). Scarborough, Canada: Wadsworth.
- Barratt, M., Choi, T.Y. & Li, M. (2011). Qualitative case studies in operations management: trends, research outcomes, and future research implications. *Journal of Operations Management* 29(4), pp. 329-342.
- Bass, B.M. & Avolio, B.J. (1994). Shatter the glass ceiling: women may make better managers. *Human Resource Management* 33(4), pp. 549-560.
- Batt, R. & Valcour, P.M. (2003). Human resources practices as predictors of work-family outcomes and employee turnover. *Industrial Relations* 42, pp. 2
- Bekwa, N.M., (2013). *Assessing reasons for non-compliance to the requirements of the Employment Equity Act no. 55 of 1998: case study of the dietetics department within Tygerberg Hospital*. Unpublished thesis (PhD). Stellenbosch University.
- Bertram, C. & Christiansen, I. (2014). *Understanding research: An introduction to reading research*. Pretoria: Van Schaik Publishers.
- Best, J.W. & Kahn, J.V. (2016). *Research in education*. India: Pearson Education:.
- Billson, J.M. & Fluehr-Lobban, C. (2005). *Female well-being: Toward a global theory of social change*. London: Zed books.
- Billson, J.M. (2005). The complexities of defining female well-being. *Female Wellbeing*, pp. 23-45.
- Blandford, A.E. (2013). Semi-structured qualitative studies. In: Soegaard, M & Dam, R, (eds.) *The Encyclopedia of Human-Computer Interaction*. Denmark: Interaction Design Foundation.
- Boadu, F., Dwomo-Fokuo, E., Boakye, J.K. & Kwaning, C.O. (2014). Training and development: a tool for employee performance in the district assemblies in Ghana. *International Journal of Education and Research* 2(5), pp.130-146.

- Boehm, J.K. & Lyubomirsky, S. (2008). Does happiness promote career success? *Journal of Career Assessment* 16(1), pp. 101-116.
- Bombuwela, P. & De Alwis, A.C., (2013). Effects of glass ceiling on women career development in private sector organizations-case of Sri Lanka. *Journal of Competitiveness*, 5(2), pp. 3-19.
- Bonett, D.G. & Wright, T.A. (2015). Cronbach's alpha reliability: Interval estimation, hypothesis testing, and sample size planning. *Journal of Organizational Behavior* 36(1), pp. 3-15. doi:10.1002/job.1960
- Boston Consulting Group [BCG] (2009). *Creating People Advantage*. Boston, MA: Boston Consulting Group.
- Boudreau, J.W. & Ramstad, P.M. (2005). Talentship and the evolution of human resource management: from professional practices to strategic talent decision science. *Human Resource Planning Journal*, 28(2), pp. 17-26.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology* 3, pp. 77-101.
- Broadbridge, A. & Simpson, R. (2011). 25 years on: reflecting on the past and looking to the future in gender and management research. *British Journal of Management* 22(3), pp. 470-483.
- Brun, J. & Cooper, C. (2016). *Missing pieces: 7 ways to improve employee well-being and organizational effectiveness*. London: Springer.
- Burns, A.C. & Bush, R.F. (2010). Marketing Research textbook and instructor's Manual, 6th Ed., NJ: Prentice Hall pp. 72-84.
- Cappelli, P. (2008a). Talent management for the twenty-first century. *Harvard Business Review* 86(3), pp. 74.(a)
- Cappelli, P. (2008b). *Talent on demand: Managing talent in an uncertain age*. Boston, MA: Harvard Business School Press
- Cappelli, P. (2009). A supply chain model for talent management. *People and Strategy* 32(3), pp. 4-7.
- Carrim, N. M. H., & Nkomo, S. M. (2016). Wedding intersectionality theory and identity work in organizations: South African Indian women negotiating managerial identity. *Gender, Work & Organization*, 23(3), 261-277.
- Cattell, A. (2008). Talent on Demand-Managing Talent in an Age of Uncertainty. *Industrial and Commercial Training*. 40 (7). <https://doi.org/10.1108/ict.2008.03740gae.002>

- Cheese, P. (2008). Talent a prerequisite for high performing companies. *Management Today* 24(2), pp. 38-42.
- Choi, S. (2019). Breaking through the Glass Ceiling: social capital matters for women's career success? *International Public Management Journal* 22(2), pp. 295-320.
- Clinton, B.K., Silverman, B.C. & Brendel, D.H. (2010). Patient-targeted googling: the ethics of searching online for patient information. *Harvard Review of Psychiatry* 18(2), pp. 103-112.
- Clow, K.E. & James, K.E. (2014). Questionnaire design. *Essentials of Marketing Research: Putting Research into Practice*. Thousand Oaks, CA: Sage Publications. pp. 322-357.
- Collings, D.G., Scullion, H. & Vaiman, V. (2015). *Talent management: Progress and prospects*. California, USA: Elsevier. pp. 233-235.
- Connelly, L.M. (2016). Trustworthiness in qualitative research. *Medsurg Nursing* 25(6), pp. 435.
- Cook, A. & Glass, C. (2014). Women and top leadership positions: towards an institutional analysis. *Gender, Work & Organization* 21(1), pp. 91-103.
- Cook, A., & Glass, C. (2014). Above the glass ceiling: When are women and racial/ethnic minorities promoted to CEO?. *Strategic Management Journal*, 35(7), 1080-1089.
- Cooper, B.C. (2016). *But some of us are brave: Black women's studies*. New York: The New York Feminist Press at CUNY.
- Cooper, D. & Schindler, P. (2014). *Business Research Methods*. New York: McGraw-Hill.
- Cornelius, N. & Skinner, D. (2008). The careers of senior men and women—A capabilities theory perspective. *British Journal of Management* 19, pp. S141-S149.
- Cornelius, N., & Skinner, D. (2005). An alternative view through the glass ceiling: Using capabilities theory to reflect on the career journey of senior women. *Women in Management Review*.
- Creswell, J.W. & Creswell, J.D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage publications.
- Creswell, J.W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage publications.
- Creswell, J.W., Plano-Clark, V.L., Gutmann, M.L. & Hanson, W.E. (2003). Advanced mixed methods research designs. In: Tashakkori, A. & Teddlie, C. (eds.) *Handbook of mixed methods in social and behavioral research*. Thousand Oaks, CA: Sage publications. pp. 209-240.

- Cypress, B.S. (2017). Rigor or reliability and validity in qualitative research: perspectives, strategies, reconceptualization, and recommendations. *Dimensions of Critical Care Nursing* 36(4), pp. 253-263.
- Dahlerup, D. (2018). Gender equality as a closed case: a survey among the members of the 2015 Danish parliament. *Scandinavian Political Studies* 41(2), pp. 188-209.
- Dannels, S.A. (2018). Research design. In: *The reviewer's guide to quantitative methods in the social sciences*. New York. NY: Routledge. pp. 402-416.
- Davis, D.R. & Maldonado, C. (2015). Shattering the glass ceiling: the leadership development of African American women in higher education. *Advancing Women in Leadership Journal* 35, pp. 48-64.
- Deepprose, D., (1994). How to recognize and reward employees. New York: American Management Association.
- Deery, M. & Jago, L. (2015). Revisiting talent management, work-life balance and retention strategies. *International Journal of Contemporary Hospitality Management* 27(3), pp. 453-472.
- Denzin, N.K. (2017). *The research act: A theoretical introduction to sociological methods*. New Brunswick Aldine Transaction publishers. pp 10-23.
- Diekmann, A. B., Steinberg, M., Brown, E. R., Belanger, A. L., & Clark, E. K. (2017). A goal congruity model of role entry, engagement, and exit: Understanding communal goal processes in STEM gender gaps. *Personality and Social Psychology Review*, 21(2), 142-175.
- Diekmann, A.B., Steinberg, M., Brown, E.R., Belanger, A.L. & Clark, E.K. (2017). A goal congruity model of role entry, engagement, and exit: understanding communal goal processes in STEM gender gaps. *Personality and Social Psychology Review* 21(2), pp. 142-175.
- Dosunmu, A. G. & Dichaba, M. (2020). Lifelong learning and career progression of women in Nigeria. *The Education Systems of Africa* 1-20.
- Doyle, L., McCabe, C., Keogh, B., Brady, A. & McCann, M. (2020). An overview of the qualitative descriptive design within nursing research. *Journal of Research in Nursing* 25(5), pp. 443-455.

- Eddy, S.N.G. & Sears, G.J. (2017). The glass ceiling in context: the influence of CEO gender, recruitment practices and firm internationalisation on the representation of women in management. *Human Resource Management Journal* 27(1), pp. 133-151.
- Edmonds, W.A. & Kennedy, T.D. (2017). *An applied guide to research designs: Quantitative, qualitative, and mixed methods*. 2nd ed. Thousand Oaks, CA: Sage Publications.
- Ellwood, S., Garcia-Lacalle, J. & Royo, S. (2020). The shattered glass ceiling and a narrowing gender pay gap in NHS foundation trusts: gender and salaries of chief executives. *Public Money & Management* 40(1), pp. 31-41.
- Emory, R., Caughy, M., Harris, T. R. & Franzini, L. (2008). Neighborhood social processes and academic achievement in elementary school. *Journal of Community Psychology* 36(7), pp. 885-898.
- Etikan, I., Alkassim, R. & Abubakar, S. (2016). Comparison of snowball sampling and sequential sampling technique. *Biometrics and Biostatistics International Journal* 3(1), pp. 55.
- Evans, C. & Lewis, J. (2018). *Analysing semi-structured interviews using thematic analysis: exploring voluntary civic participation among adults*. London: Sage Publications Limited.
- Ferris, G.R., Liden, R.C., Munyon, T.P., Summers, J.K., Basik, K.J. & Buckley, M.R. (2009). Relationships at work: toward a multidimensional conceptualization of dyadic work relationships. *Journal of Management* 35(6), pp.1379-1403.
- Finseraas, H., Johnsen, Å.A., Kotsadam, A. & Torsvik, G. (2016). Exposure to female colleagues breaks the glass ceiling—Evidence from a combined vignette and field experiment. *European Economic Review* 90, pp. 363-374.
- Fluehr-Lobban, C. (2003). Ethics and anthropology 1890–2000: A review of issues and principles. Ethics and the profession of anthropology: *Dialogue for Ethically Conscious Practice*, Oxford: Alta Mira Press. pp.1-28.
- Flyn, A, Earlie, E.M & Cross, C. (2015). Gender equality in the accounting profession: one size fits all. *Gender in Management* 30(6), pp. 479-499.
- Forma, P. (2009). Work, family and intentions to withdraw from the workplace. *International Journal of Social Welfare* 18(2), pp. 183-192.
- Francis, V. (2017). What influences professional women's career advancement in construction?. *Construction management and economics*, 35(5), 254-275.

- Fuegen, K., Biernat, M., Haines, E. & Deaux, K. (2004). Mothers and fathers in the workplace: How gender and parental status influence judgments of job-related competence. *Journal of Social Issues* 60(4), pp. 737-754.
- Gordon, P.A. & Overbey, J.A. eds. (2018). *Succession planning: Promoting organizational sustainability*. Cham: Springer.
- Gustafsson, S., Swart, J. & Kinnie, N. (2018). ‘They are your testimony’: Professionals, clients and the creation of client capture during professional career progression. *Organization Studies* 39(1), pp. 73-92.
- Guy, M.E. (1993). Workplace productivity and gender issues. *Jstor* 53(3), pp. 279-282
- Hall, J.A., Carter, J.D. & Horgan, T.G. (2000). Gender differences in nonverbal communication of emotion. Edinburgh: Cambridge University Press. pp 97-100.
- Hameed, A. & Waheed, A. (2011). Employee development and its effect on employee performance a conceptual framework. *International Journal of Business and Social Science* 2(13), pp. 224-228.
- Hansen, D.S. (2020). Identifying barriers to career progression for women in science: is COVID-19 creating new challenges? *Trends in Parasitology* 36(10), pp. 799-802.
- Hayward, S.M., McVilly, K.R. & Stokes, M.A. (2018). “Always a glass ceiling.” Gender or autism; the barrier to occupational inclusion. *Research in Autism Spectrum Disorders* 56, pp. 50-60.
- Howe-Walsh, L. & Turnbull, S. (2016). Barriers to women leaders in academia: tales from science and technology. *Studies in Higher Education* 41(3), pp. 415-428.
- Huang, J. & Aaltio, I. (2014). Guanxi and social capital: networking among women managers in China and Finland. *International Journal of Intercultural Relations* 39, pp. 22-39.
- Huang, J., Krivkovich, A., Starikova, I., Yee, L., & Zanoschi, D. 2019. Women in the workplace (2019). [Online] Available: <https://www.mckinsey.com/featured-insights/gender-equality/women-in-the-workplace-2019>. [Accessed 19 July 2019].
- Ibrar, M. & Khan, O. (2015). The impact of reward on employee performance (a case study of Malakand Private School). *International letters of Social and Humanistic Sciences* 52, pp. 95-103.
- Innis, H.A. (2008). *The bias of communication*. Toronto: University of Toronto Press. pp. 34-35

- Ivancevich, J., Konopaske, R. & Matteson, M. (2005). Introduction to organizational behavior. *Organizational Behavior and Management*. 7th ed. New York, NY: Tata McGraw-Hill, pp. 19-20.
- Ivancevich, J.M., Konopaske, R. & Matteson, M.T. (2005). *Individual differences in work behaviour*. 5th ed, New York, NY: McGraw-Hill.
- Jackson, J.C. (2001). Women middle managers' perception of the glass ceiling. *Women in Management Review* 16(1), pp. 30-41.
- Jacob, M. & Klein, M. (2019). Social origin, field of study and graduates' career progression: does social inequality vary across fields? *The British Journal of Sociology* 70(5), pp. 1850-1873.
- Jaga, A., Arabandi, B., Bagraim, J., & Mdlongwa, S. (2018). Doing the 'gender dance': Black women professionals negotiating gender, race, work and family in post-apartheid South Africa. *Community, Work & Family*, 21(4), 429-444.
- Joecks, J., Pull, K. & Vetter, K. (2013). Gender diversity in the boardroom and firm performance: what exactly constitutes a 'critical mass?' *Journal of Business Ethics* 118(1), pp. 61-72.
- Johnston, E., & Office of the Chief Scientist. (2020). the impact of COVID-19 pandemic on women in the STEM workforce. *Commonwealth of Australia, Australia*.
- Jones, J.T., Whitaker, M., Seet, P.S. & Parkin, J. (2012). Talent management in practice in Australia: individualistic or strategic? An exploratory study. *Asia Pacific Journal of Human Resources* 50(4), pp. 399-420.
- Kallio, H., Pietilä, A.M., Johnson, M. & Kangasniemi, M. (2016). Systematic methodological review: developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing* 72(12), pp. 2954-2965.
- Kalof, L., Dan, A. & Dietz, T. (2008). *Essentials of Social Research*. England: McGraw-Hill Education.
- Kaplan, B. & Maxwell, J.A. (1994). Qualitative research methods for evaluating computer information ssems. In: Anderson, J.G., Aydin, C.E. & Jay, S.J. eds. *Evaluating health care information systems: Methods and applications*. Thousand Oaks, CA: Sage. pp. 30-55.
- Kelliher, C., Richardson, J., & Boiarintseva, G. (2019). All of work? All of life? Reconceptualising work-life balance for the 21st century. *Human Resource Management Journal*, 29(2), 97-112.

- Khunou, M.M. (2019). *The role of business executive coaching in addressing the "glass ceiling" for black female South Africans*. Unpublished thesis (PhD). University of Witwatersrand.
- Khwela, B. C., Derera, E., & Kubheka, Z. (2020). WOMEN IN LEADERSHIP AND THE GLASS CEILING EFFECT: A COMPARATIVE STUDY OF THE PRIVATE AND PUBLIC SECTORS IN KWAZULU-NATAL, SOUTH AFRICA.
- Khwela, B.C. (2019). *The invisible glass ceiling: a comparative study of women in management positions in private and public sector in KwaZulu-Natal, South Africa*. Unpublished thesis (PhD). University of KwaZulu-Natal.
- Khwela, B.C., Derera, E. and Kubheka, Z. (2020). Women in leadership and the glass ceiling effect: a comparative study of the private and public sectors in KwaZulu-Natal, South Africa. *International journal of social sciences and humanity studies*, 12(2), ISSN: 1309-8063 (Online)
- Kiaye, R.E. & Singh, A.M. (2013). The glass ceiling: a perspective of women working in Durban. *Gender in Management: An International Journal*, 28(1), pp. 28-42.
- King, G., Keohane, R.O. & Verba, S. (1994). *Designing social inquiry: Scientific inference in qualitative research*. Princeton, NJ: Princeton University Press.
- Koekemoer, E. & Mostert, K. (2010). An exploratory study of the interaction between work and personal life: experiences of South African employees. *SA Journal of Industrial Psychology* 36(1), pp. 1-15.
- Kreidlin, G.E. (2018). *Men and women in non-verbal communication*. Russia: Book On Demand Limited. pp. 224.
- Krøtel, S.M., Ashworth, R.E. & Villadsen, A.R. (2019). Weakening the glass ceiling: does organizational growth reduce gender segregation in the upper tiers of Danish local government? *Public Management Review* 21(8), pp. 1213-1235.
- Kunze, A. & Miller, A. R. (2017). Women helping women? Evidence from private sector data on workplace hierarchies. *Review of Economics and Statistics* 99(5), pp. 769-775.
- KwaZulu-Natal Cooperative Governance and Traditional Affairs (COGTA). (2017). *Municipalities and Traditional leaders, Pietermaritzburg*. [Online] Available: www.kzncogta.gov.za. [Accessed 23 April 2017].
- Lalla, S. (2013). *Women middle managers in schools: narratives about capabilities and transformational leadership*. Unpublished thesis (PhD). University of KwaZulu-Natal.

- Langford, P.H. (2000). Importance of relationship management for the career success of Australian managers. *Australian Journal of Psychology* 52(3), pp. 163-168.
- Lathabhavan, R. & Balasubramanian, S.A. (2017). Glass ceiling and women employees in Asian organizations: a tri-decadal review. *Asia-Pacific Journal of Business Administration* 9(3), pp. 232-246.
- Lawler, E.E. (2008). Strategic talent management: Lessons from the corporate world. *Strategic Management of Human Capital* 5, pp. 1-35.
- Linehan, M., Scullion, H. & Walsh, J.S. (2001). Barriers to women's participation in international management. *European Business Review* 13(1). pp. 10-19.
- Lips, H.M. (2013a). Acknowledging discrimination as a key to the gender pay gap. *Sex Roles* 68(3), pp. 223-230.
- Lips, H.M. (2013b). The gender pay gap: challenging the rationalizations. Perceived equity, discrimination, and the limits of human capital models. *Sex Roles* 68(3), pp. 169-185.
- Lockwood, N.R. (2003). Work/life balance. Challenges and Solutions, SHRM Research, USA, pp. 2-10.
- Lockwood, N.R. (2006). Talent management: driver for organizational success. *HR Magazine*, 51(6), pp. 1-11.
- Lombardo, E., Meier, P. & Verloo, M. eds. (2009). The discursive politics of gender equality: Stretching, bending and policy-making. New York, NY: Routledge.
- Lunenburg, F.C. (2010). Communication: the process, barriers, and improving effectiveness. *Schooling* 1(1), pp. 1-10.
- M. Woolnough, H. & Fielden, L.S. (2014). The impact of a career development and mentoring programme on female mental health nurses: a longitudinal, qualitative study. *Gender in Management: An International Journal* 29(2), pp. 108-122.
- Mancini-Billson, J., Asfaha, S., Mohanty, R., Mullins, M., & Alvarez, J. (2009). Women's Rights and Citizenship Program review.
- Manzini, N. & Mosenogi, M. (2012). *Gender equality in the private sector in South Africa – An elusive dream?* Policy brief 2, Commission for Gender Equality, Johannesburg, South Africa.
- Masango, R.S. & Mfene, N. (2015). Milestones for gender equality in South Africa: 1994-2014. *Journal of Public Administration* 50(1), pp. 623-633.

- Maume Jr, D.J. (2004). Is the glass ceiling a unique form of inequality? Evidence from a random-effects model of managerial attainment. *Work and Occupations* 31(2), pp. 250-274.
- Mavin, S., (2006). Expectations of women in leadership and management-advancement through solidarity? 71-88.
- McDermott, A.M., Conway, E., Rousseau, D.M. & Flood, P.C. (2013). Promoting effective psychological contracts through leadership: the missing link between HR strategy and performance. *Human Resource Management* 52(2), pp. 289-310.
- McDonnell, A., Collings, D.G., Mellahi, K. & Schuler, R. (2017). Talent management: a systematic review and future prospects. *European Journal of International Management* 11(1), pp. 86-128.
- McKenna, D.L. (2014). The succession principle: How leaders make leaders. Eugene, OR: Wipf and Stock Publishers.
- Meert, K.L., Briller, S.H., Myers Schim, S., Thurston, C. & Kabel, A. (2009). Examining the needs of bereaved parents in the pediatric intensive care unit: a qualitative study. *Death Studies* 33(8), pp. 712-740.
- Miller, D. and Mooney, G., (2010). Introduction to the themed issue. *Corporate power: Agency, communication, influence and social policy* 30(4), pp 459-471.
- Miller, P. (2019). Aspiration, career progression and overseas trained teachers in England. *International Journal of Leadership in Education* 22(1), pp. 55-68.
- Misra, P. & Dixit, V. (2013). Compensation, impact of rewards on employee engagement and the role of motivation in retail store operations. A study of Delhi and NCR. *Tenth AIMS International Conference on Management*, pp. 1237-1246.
- Moeketsane, P. (2014). *Exploring the career barriers faced by women managers in municipal authorities in South Africa*. Unpublished thesis (PhD). University of Witwatersrand.
- Mohlala, G. (2011). *Effects of the Skills Development Act 97 of 1998 on transforming management training and development: a case study of the Greater Tubatse Local Municipality*. Unpublished thesis (PhD). University of South Africa.
- Morales, M.M., Santos, R.S., Moraes, L., Samary, C.S., Santos, C.L., Ramos, M., Vasconcellos, A.P., Horta, L.F., Capelozzi, V.L., Garcia, C.S. & Marini, J.J., 2016. Fast versus slow recruitment maneuver at different degrees of acute lung inflammation induced by experimental sepsis. *Anesthesia & Analgesia*, 122(4), pp.1089-1100.
- Mthembu, G., (2012). *The Impact of Succession Planning on Employee Retention*. Unpublished thesis (PhD). University of KwaZulu-Natal.

- Myers, M.D. 2013, *Qualitative research in business and management*. London: Sage.
- Nandy, S., Bhaskar, A. & Ghosh, S. (2014). Corporate glass ceiling: an impact on Indian women employees. *International Journal of Management and International Business Studies* 4(2), pp. 135-140.
- Neuman, W.R. & Guggenheim, L. (2011). The evolution of media effects theory: a six-stage model of cumulative research. *Communication Theory* 21(2), pp. 169-196.
- Ngomane, T.S. (2017). Women and leadership within the public service: is the glass-ceiling effect real or imagined? A case study of Mpumalanga Department of Rural Development and Land Reform. *International Conference on Public Administration and Development Alternatives (IPADA)*. 26-28 July 2017, Tlotlo Hotel, Gaborone Botswana. pp. 390-394.
- Noble, H. & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-Based Nursing* 18(2), pp. 34-35.
- North, D.C. (2016). Institutions and economic theory. *The American Economist* 61(1), pp. 72-76.
- O'Campo, P., Freiler, A., Muntaner, C., Gelormino, E., Huegaerts, K., Puig-Barrachina, V. & Mitchell, C. (2019). Resisting austerity measures to social policies: multiple explanatory case studies. *Health Promotion International* 34(6), pp. 1130-1140.
- Obi-Anike, H.O., & Ekwe, M.C. (2014). Impact of training and development on organizational effectiveness: evidence from selected public sector organizations in Nigeria. *European Journal of Business and Management* 6(29), pp. 66-75.
- O'Dea, L. (2019). *Women who choose Work-life balance contribute to the Glass Ceiling*. Unpublished thesis (PhD). National College of Ireland.
- Olson, J.E. (2013). Human capital models and the gender pay gap. *Sex Roles* 68(3), pp. 186-197.
- Otzen, T. & Manterola, C. (2017). Sampling techniques on a population study. *International Journal of Morphology* 35(1), pp. 227-232.
- Padgett, D. K. (2016). *Qualitative methods in social work research*. New York, NY: Sage Publications. 36v.
- Pandita, D. & Ray, S. (2018). Talent management and employee engagement—a meta-analysis of their impact on talent retention. *Industrial and Commercial Training*. 50(4), pp. 185 – 199.
- Paoloni, P. & Demartini, P. (2018). Relational Capital in Universities: The “Ipazia” Observatory on Gender Issues. In Paoloni P & Lombardi, R. (eds). *Gender Issues in*

- Business and Economics, Springer Proceedings in Business and Economics*. Cham: Springer. pp. 203-221.
- Park, S.Y., Shon, C., Kwon, O.Y., Yoon, T.Y. & Kwon, I. (2017). A qualitative thematic content analysis of medical students' essays on professionalism. *BMC Medical Education* 17(1), pp. 1-6.
- Parker, P., Hewitt, B., Witheriff, J. & Cooper, A. (2018). Frank and fearless: supporting academic career progression for women in an Australian program. *Administrative Sciences* 8(1), pp. 48-61.
- Parker, P., Hewitt, B., Witheriff, J., & Cooper, A. (2018). Frank and fearless: Supporting academic career progression for women in an Australian program. *Administrative Sciences*, 8(1), 5.
- Parker, H. & Arthur, M.B. (2000). Careers, organizing, and community. In: Peiperl, M.A., Arthur, M.B., Coffee, R. and Morris, T. eds., *Career Frontiers: New Conceptions of Working Lives*. Oxford: Oxford University Press, pp 48-61.
- Paul, J., & Criado, A. R. (2020). The art of writing literature review: What do we know and what do we need to know?. *International Business Review*, 29(4), 101717.
- Peterson, H. (2015). Fifty shades of freedom. Voluntary childlessness as women's ultimate liberation. *Women's studies international forum* 53, pp. 182-191.
- Podsakoff, N, P., Whiting, S, W., Podsakoff, P, M., & Blume, B, D. (2009). Individual- and Organizational-Level Consequences of Organizational Citizenship Behaviors: A Meta-Analysis. *Journal of Applied Psychology*, Vol. 94, No. 1, 122–141
- Poulose, S., & Sudarsan, N. (2018). Work life balance: A conceptual review. *International Journal of Advances in Agriculture Sciences*.
- Powell, G.N., Butterfield, D.A. & Parent, J.D. (2002). Gender and managerial stereotypes: have the times changed? *Journal of Management* 28(2), pp. 177-193.
- Ramadani, V., Hisrich, R.D., Anggadwita, G. & Alamanda, D.T. (2017). Gender and succession planning: opportunities for females to lead Indonesian family businesses. *International Journal of Gender and Entrepreneurship* 9(3). pp. 229-251.
- Republic of South Africa (RSA). (1997). Basic conditions of Employment Act, (75 of 1997). Pretoria: Government Printers.
- Republic of South Africa (RSA). (1999). Skills Development Levies Act (no. 9 of 1999). Pretoria: Government Printers.

- Riccucci, N.M. (2009). The pursuit of social equity in the federal government: a road less traveled? *Public Administration Review* 69(3), pp. 373-382.
- Richert-Kaźmierska, A. & Stankiewicz, K. (2016). Work–life balance: Does age matter? *Work* 55(3), pp. 679-688.
- Ridgeway, C.L. (2001). Gender, status, and leadership. *Journal of Social Issues* 57(4), pp. 637.
- Rishani, M., Mallah, M., Houssami, S., Hussein, & Ismail, H. (2015). Lebanese perceptions of the glass ceiling. *Equality, Diversity and Inclusion: An International Journal* 34(8), pp. 678-691.
- Ryan, J.B., Pierce, C.D. & Mooney, P. (2008). Evidence-based teaching strategies for students with EBD. *Beyond Behavior* 17(3), pp. 22-29.
- Ryan, M. K. & Haslam, S.A. (2005). The glass cliff: evidence that women are over-represented in precarious leadership positions. *British Journal of Management* 16(2), pp. 81-90.
- Sahoo, D.K. & Lenka, U. (2016). Breaking the glass ceiling: opportunity for the organization. *Industrial and Commercial Training* 48(6), pp. 311-319. <https://doi.org/10.1108/ICT-02-2015-0017>
- Saunders, M., Lewis, P. & Thornhill, A. (2009). *Research methods for business students*. London: Financial Times Prentice Hall. pp. 1435-1445.
- Schneer, J.A. & Reitman, F. (2002). Managerial life without a wife: Family structure and managerial career success. *Journal of Business Ethics* 37(1), pp. 25-38.
- Schuler, R.S., Jackson, S.E. & Tarique, I. (2011a). Framework for global talent management: HR actions for dealing with global talent challenges. *Global Talent Management* 20, pp. 17-36.
- Schuler, R.S., Jackson, S.E. & Tarique, I. (2011b). Global talent management and global talent challenges: Strategic opportunities for IHRM. *Journal of World Business* 46(4), pp. 506-516.
- Segooa, M. (2012). Weaknesses in South Africa's progress with women's equality and the Millennium Development Goals. *Agenda: Empowering women for gender equity*, 26(1 (91), 91-103.
- Sekaran, U. & Bougie, R. (2016). *Research methods for business: A skill building approach*. West Sussex: John Wiley & Sons. pp. 264.
- Sekaran, U. & Bougie R. (2010). *Research methods for business: A skill building approach*. 5th ed. West Sussex: John Wiley and Sons. pp. 264.
- Sharma, S. & Kaur, R. (2019). Glass ceiling for women and its impact on women's career progression in the Indian service sector: the moderating role of family

- structure. *International Journal of Indian Culture and Business Management* 18(2), pp. 235-250.
- Slaughter, A.M. (2015). *Why women still can't have it all*. New York, NY: OneWorld. pp. 1-24.
- South Africa. Department of Public Service and Administration, (2014). *The role of DPSA: Legislative mandate*. [Online] Available: <http://www.dpsa.gov.za/legislation.php>. [Accessed 04 March 2016].
- Sparrow, P., Hird, M., & Balain, S. (2011). Time to question the tablets of stone. *White paper*, 11(01).
- Spurk, D., Kauffeld, S., Barthauer, L. & Heinemann, N.S. (2015). Fostering networking behavior, career planning and optimism, and subjective career success: an intervention study. *Journal of Vocational Behavior* 87, pp. 134-144.
- Squires, J. (2007). *The New Politics of Gender Equality*. New York, NY: Palgrave MacMillan.
- Stearns, P.N. (2015). *Gender in world history*. Abingdon Oxon: Routledge. pp. 36-38.
- Stewart, D.W. & Shamdasani, P.N. (2014). *Focus groups: Theory and practice*. London: Sage publications. pp 115-123. 20v.
- Subašić, E., Hardacre, S., Elton, B., Branscombe, N. R., Ryan, M. K. & Reynolds, K. J. (2018). "We for She": mobilising men and women to act in solidarity for gender equality. *Group Processes & Intergroup Relations* 21(5), pp. 707-724.
- Sullivan, S.E. & Crocitto, M. (2007). *The developmental theories: A critical examination of their continuing impact on careers research. Handbook of Career Studies*, Thousand Oaks, CA. pp. 283-309.
- Sullivan, S.E. (1999). The changing nature of careers: a review and research agenda. *Journal of Management* 25(3), pp. 457-484.
- Summers, C. (2009). The Banco Itau Business Communications Course. Unpublished Honours Thesis. Utah State University, pp 40-41.
- Suttner, R. (2012). The African National Congress centenary: a long and difficult journey. *International Affairs*, 88(4), pp. 719-738.
- Suutari, V. & Mäkelä, K. (2007). The career capital of managers with global careers. *Journal of Managerial Psychology* 22(7), pp. 628-648.
- Tanquerel, S. & Grau-Grau, M. (2020). Unmasking work-family balance barriers and strategies among working fathers in the workplace. *Organization* 27(5), pp. 680-700.

- Terjesen, S. & Sullivan, S.E. (2011). The role of developmental relationships in the transition to entrepreneurship: a qualitative study and agenda for future research. *Career Development International Journal* 16(5), pp. 42-506.
- Tewksbury, R. (2009). Qualitative versus quantitative methods: understanding why qualitative methods are superior for criminology and criminal justice. *Journal of Theoretical and Philosophical Criminology* 1(1), pp. 38-59.
- Theresa, L.W. and. Donald, H.M. (2013). *Research methods*. 3rd ed. Ottawa: Wadsworth Cengage learning.
- Thorpe, R., (2016). *Gower handbook of leadership and management development*. CRC Press.
- Ticehurst, G. & Veal, A. (2000). *Questionnaire surveys. Business Research Methods: A Managerial Approach*. Sydney: Pearson Education, pp. 135-158.
- Torchia, M., Calabro, A. & Huse, M. (2011). Women directors on corporate boards: from tokenism to critical mass. *Journal of Business Ethics* 102 (2), pp. 299-317.
- Tulgan, B. (2015). *Bridging the soft skills gap: How to teach the missing basics to today's young talent*. Hoboken, NJ: John Wiley & Sons. pp. 7-11.
- United Nations (UN). (2015). Millennium Development Goals [Online] available: https://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%20report%202015%20presentation_final.pdf. [Accessed 12 July 2020].
- United Nations Development Programme (UNDP). (2015). *Human development report: work for human development*. [Online] Available :http://hdr.undp.org/sites/default/files/2015_human_development_report_1.pdf 24.11.2015 [Accessed 23 April 2017].
- United States. Federal Glass Ceiling Commission,. (1995). *A solid investment: Making full use of the nation's human capital: recommendations of the Federal Glass Ceiling Commission*. The Commission.
- Valcour, M. & Ladge, J.J. (2008). Family and career path characteristics as predictors of women's objective and subjective career success: integrating traditional and protean career explanations. *Journal of Vocational Behavior* 73(2), pp. 300-309.
- Vimal, J. (2020). Thematic content analysis in literary studies. *International Research Journal of Tamil* 3(1), pp. 66-70.
- Voydanoff, P. (2005). Toward a conceptualization of perceived work-family fit and balance: a demands and resources approach. *Journal of Marriage and Family* 67(4), pp. 822-836.

- Welman, C., Kruger, S.J., & Mitchell, B. (2005). *Research Methodology*. 3rd ed. Cape Town: Oxford University Press. pp. 146.
- White, B., Cox, C. & Cooper, C.L. (1992). *Women's career development: A study of high flyers*. Oxford: Blackwell Publishing. pp. 158-162.
- Wimmer, R.D. & Dominick, J.R. (2013). *Mass media research*. Belmont, CA: Thomson Wadsworth. Cengage learning. pp. 339-348.
- Wodon, Q. and De La Briere, B., (2018). Unrealized potential: The high cost of gender inequality in earnings.
- Wolff, H.G. & Moser, K. (2009). Effects of networking on career success: a longitudinal study. *Journal of Applied Psychology* 94(1), pp. 196.
- Wood, G. (2008). Gender stereotypical attitudes: past, present and future influences on women's career advancement. *Equal Opportunities International* 27(7), pp. 613-628.
- Zikmund, W. & Babin, B.J. (2013). *Essentials of marketing research*. 5th ed. South Western: Cengage Learning. pp. 1-5.
- Zikmund, W.G., Carr, J.C. & Griffin, M. (2013). *Business Research Methods*. Mason, OH: Cengage Learning. pp. 184-253.
- Zohrabi, M. (2013). Mixed method research: instruments, validity, reliability and reporting findings. *Theory & Practice in Language Studies* 3(2). pp. 254-262.

APPENDICES

Appendix 1: Gate Keeper's Letter



cogta

Department:
Co-operative Governance and Traditional Affairs
PROVINCE OF KWAZULU-NATAL

To whom it may Concern

Gatekeeper concert

This letter serves as permission for student: Nosipho Moya student number: 212562295 to conduct research within the Department of Co-operative Governance and Traditional Affairs.

~~Approval Granted/ Not Granted~~

Mr T Tubahe

Head of Department

Co-operative Governance and Traditional Affairs

29 MAR 2019

Appendix 2: Informed Consent Document

University of KwaZulu-Natal **School of Management** **Informed Consent Document**

I, Nosipho Moya, am a MCOM student at the University of KwaZulu-Natal. My study focuses on finding if females worker at KZN Cooperative Government and Traditional Affairs progression is affected by glass ceiling My topic is as follows:

“THE GLASS CEILING AT COGTA AND FEMALES’ RESPONSE TO IT”

Please note that this investigation is being conducted for pure academic purposes in fulfilment of the requirements for the completion of the Masters Degree in Management. My supervisor is Dr Vangeli Gamede and Mr Alec Bozas and they are both based in the School of Management University of KwaZulu-Natal. Dr V Gamede can be contacted on gamede@ukzn.ac.za or telephonically on (033) 260 5219. Mr A Bozas can be contacted on mwbozas@mweb.co.za

Should you need to contact me regarding any aspect of this research, you can do so on nosipho.moya@hotmail.com or telephonically on 072 881 1977.

Information gathered in this study will include data retrieved from the interview within which I request your participation. Please note that only summary data will be included in the report and that your name will not be included. Your anonymity and confidentiality is of utmost importance and will be maintained throughout the study.

Your participation in the study is completely voluntary and you are under no obligation to take part in an interview. You also have the right to withdraw at any time during the study.

I appreciate the time and effort it will take you to participate in this study. I would highly appreciate your participation, as it would help me in my research endeavours.

Please complete the section below:

I (Full names of participant)
hereby confirm that I understand the content of this document and the nature of the
research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so
desire.

This interview may /may not be recorded. [Delete which is not applicable]

Signature of Participant.....

Date.....

Appendix 3: In-depth interview questions

Interview Schedule

Thank you for participating in my study. If you feel uncomfortable at any point during the interview, please inform me and please feel free to ask any questions that you may have.

- **Gender:**

Male	Female	Other
-------------	---------------	--------------

- **Race:**

Black	Coloured	Indian	White
--------------	-----------------	---------------	--------------

- **Age:**

18 to 30	31–40	41–50	51+
-----------------	--------------	--------------	------------

- **Marital status**

Single	Living Together	Married	Divorced	Widow or Widower
---------------	------------------------	----------------	-----------------	-----------------------------

- **No. of Dependants:**

None	1–2	3–4	5 +
-------------	------------	------------	------------

Career Progression

Please answer the following questions with regard to your career progression.

1. How would you assess the pace of your career progression? (Please elaborate)

Answer:

2. Are you experiencing any interruptions in your career progression? If yes, what is the nature of those interruptions?

Answer:

3. Are there proper channels through which this can be addressed? Please elaborate on your response.

Answer:

4. What aspects of your career progression are within your control and which are beyond your control?

Answer:

Glass ceiling

Please answer the following questions with regard to the glass ceiling.

1. How would you assess the pace of your promotions within the department? (Please elaborate.)

2. Answer:

3. Do you believe that there is fairness when it comes to promotions within the department? Please explain.

Answer: In your opinion, do you think there is fairness when it comes to the promotion of women in the department? Please explain?

Answer:

4. In your opinion, does your remuneration match your skills and experience?

Answer:

5. Are women's endeavours recognised by the department? Explain how?

Answer:

Answer:

6. In your opinion, to what extent does gender stereotyping affect management decision-making regarding the promotion of women in the department?

Answer:

Personal strategies

Please answer the following questions with regard to your personal strategies.

1. How do you think a better work-life balance will affect career progression? Elaborate on your response.

Answer:

2. How can you make use of the training programs offered by your department to progress in your career?

Answer:

3. Do you think that having informal or formal professional networks or associations can help your career to progress and if so in what way?

Answer:

4. In your opinion, do you think that employees who undertake challenging assignments receive the recognition that they deserve from their supervisors based on the quality of the work presented? Please elaborate on your response.

Answer:

Organisational strategies

Please answer the following questions with regard to organisational strategies.

1. Does the department offer a conducive work environment for female employees? Please explain

Answer:

2. How does the department support your professional development and career growth?

Answer:

3. Does the department have a career advancement program in place? Please explain.

Answer:

4. Are there any training and development programs in place to ensure the career progression plans are met? Please list a few.

Answer:

5. How does the department utilise talent management in regard to the career progression of employees? (Management)

Answer:

6. What rewards systems are in place to motivate workers in your organisation?

Answer:

7. How does your top management support and promote career development programs?

Answer:

8. What is the department's approach to employment equity? (Management)

Answer:

9. Cultural awareness and societal belief of a woman's position is at home, as top management how do you overcome that stereotypical mind set? (Management)

Answer:

Thank you for your time and input.

Appendix 4: Ethical Clearance- Change of Title



08 September 2021

Ms Nosipho Moya (212562295)
School Of Man Info Tech & Gov
Pietermaritzburg Campus

Dear Ms Moya,

Protocol reference number: HSSREC/00001634/2020

Project title: The Glass Ceiling at COGTA and Female Responses to It

Amended title: The glass ceiling at Cooperative Governance and Traditional Affairs and females response to it

Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 28 August 2021 has now been approved as follows:

- Change in title

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

Best wishes for the successful completion of your research protocol.

Yours faithfully



Professor Dipane Hlalele (Chair)

/dd

Humanities & Social Sciences Research Ethics Committee
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Tel: +27 31 260 8350 / 4557 / 3587
Website: <http://research.ukzn.ac.za/Research-Ethics/>
Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS