

**FACTORS AFFECTING CAREER PROGRESSION OF FEMALE
ACADEMICS TO SENIOR POSITIONS IN PUBLIC
UNIVERSITIES:
A CASE STUDY OF OPEN UNIVERSITY OF TANZANIA**

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ACADEMICS TO SENIOR POSITIONS IN PUBLIC UNIVERSITIES:
A CASE STUDY OF OPEN UNIVERSITY OF TANZANIA**

Elias Adolf Tarimo

**A Dissertation Submitted to the School of Public Administration and
Management in Partial Fulfillment of the Requirements for the Award of the
Degree of Master of Science in Human Resource Management of Mzumbe
University**

2019

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled ***Factors affecting career progression of female academics to senior positions: A Case Study of Open University of Tanzania***, in partial fulfilment of the requirements for award of the degree of Master of Science in Human Resource Management of the Mzumbe University.

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Major Supervisor

Internal Examiner

External Examiner

Accepted for the Board of Public Administration and Management

Dean-School of Public Administration and Management

DECLARATION AND COPYRIGHT

I, Elias Adolf Tarimo, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

Signature _____

Date _____

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DEDICATION

I dedicated this work to my mother Bertha Kisai, my father Adolf Tarimo and my sister Vicky Tarimo for exposing me to education. What they invested on my education is highly valued.

LIST OF ABBREVIATIONS AND ACRONYMS

HOD	Head of department
FASS	Faculty of Arts and Social Science
FBM	Faculty of Business Management
FED	Faculty of Education
FWL	Faculty of Law
FSTES	Faculty of Science, Technology and Environment Studies
MSc-HRM	Master of Science in Human Resource Management
NBS	National Bureau of Statistics
OUT	Open University of Tanzania
P	Participant
UNESCO	United Nation Education, Science and Culture Organisation
UDSM	University of Dar es salaam
SOPAM	School of Public Administration and Management

ABSTRACT

The underrepresentation of female academics in higher ranks in Public Universities is a still a big mountain to climb. The major objective of the study was to investigate factors that affect career progression of female academics to senior positions in Public Universities. Specifically, the study intended to answer three questions which were: what factors motivate career progression of female academic to senior positions, what factors discourage career progression of female academic to senior positions and what strategies could be used to support career progression of female academics. Open University of Tanzania was used as a case study. Twenty one (21) participants were selected purposively from senior positions, junior positions and University management. Interview method for data collection was employed to collect primary data and secondary data were collected through documentary review. The study used thematic analysis in data analysis.

The study found that both intrinsic and extrinsic factors facilitate career progression of female academics. Academic qualification and achievement, self-driven, family and role models, Organisational support, policies and practices were factors cited to have motivated the participants towards joining, and progress in academe. The findings revealed that family work conflict, culture and gender, lack of mentoring, role model, self-confidence, limited opportunities and networking were factors that discourage career progression of female academicians to senior positions. Furthermore, hard work, team work, time management, research and publication were found as strategies for female academic to reach senior positions.

The findings implied that few female academicians managed to reach senior positions and majorities are struggling to move up. Their failures were associated with traditional gender role, society belief and gender stereotype. Increase access to education and employment and establishment of women special programme are proposed by the researcher as the means to support career progression of female academics to senior positions. The study contributes to the addition of knowledge and literature on career progression of female academics which has been under-researched, especially in Tanzania.

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CHAPTER ONE

INTRODUCTION AND PROBLEM SETTING

1.0 Introduction

This chapter consists of background of the problem, statement of the problem, objectives of the study, research questions, scope, significance, limitation and definition of key terms.

1.1 Background of the Study

Females represent about half of the world's population. They also comprise half of the workforce. The contribution of female is important for the development of any country. Different reports worldwide show that female's access to education and employment has improved. Since 2005, female enrollment has continued to grow, and in many countries, female make up more than fifty percent of the total enrollment in higher education (UNESCO, 2012). This promising statistics, unfortunately, does not reflect female's share of academic careers, especially in senior positions in Universities worldwide.

The underrepresentation of female in senior positions in Universities is a worldwide problem (Blackmore 2014; European Commission 2012). The increase number of female participation in Universities has not changed female's academic representation at senior levels in Universities in Tanzania, which is similar to that in other Western countries (Aiston, 2014; Gardiner et al., 2007; Morley, 2013). In Tanzania the number of female academic staff holding senior positions is decimally low (Women & Men booklet, 2017). The underrepresentation is wider in senior positions. For instance, at the University of Dar es salaam there are only 5 female professors out of 59 professors and 11 female associate professors out of the 111 associate professors and 36 female senior lecturers out of 198 senior lecturers (UDSM Facts and Figure, 2015). At the Open University of Tanzania there are no female professors out of 3 professors ,4 female associate professors out of 12 associate professors and 5 female senior lecturers out of 24 senior lecturers, however the number of lecturers which is 35 is impressive as is greater than that of male which is 33(OUT Facts and Figure, 2018).

Hindrances to female's career development include traditional gender role, gender stereotypes, lack of confidence, lack of mentor and role model, family work conflict and patriarchal system (Morley, 2013; O'Neil et al., 2008; and Benschop 2012). According to Luke (2000), Career advancement of female workers can be affected by recruitment and selection policies, promotion policies and lack of mentors and career counseling. Females are usually perceived to lack ability to do the same what male does in their career (Fels, 2004; Litzky and Greenhaus, 2007) or being incapable in ways that prevent them to perform like male in their career (Shapiro et al., 2008). However, there is widespread agreement that female's commitment and abilities are not the problem (Carli and Eagly, 2011; Morley, 2013; O'Neil et al., 2008; Reitman and Schneer, 2008). Instead, female's career development is hindered by culture, networking and organisational politics (Lipton, 2017). According to Forster (2001), there are other factors such as the structural and social cultural that hinder female academic to progress.

Tanzania recognizes that gender equality and female empowerment are important for development of the country. This is expressed in various documents like the National Constitution, Labour Laws, Strategies, Plans and Policies such as the Tanzania Development Vision 2025, National Five Year Development Plan 2011/12–2015/16, and National Strategy for Growth and Reduction of Poverty (NSGR), Employment Policy 2008 and Women and Gender Development Policy of 2000. The Government has also ratified regional and international commitments on gender equality and women empowerment and established the Ministry responsible for gender. Universities also support the government by putting in place equal opportunity policies to support career progression of female academics. Despite of all these efforts by Government and Universities, there are under representation of female academics especially in senior positions.

Yet, there is no published research on factors affecting career progression of female academics to senior positions in Public Universities in Tanzania. Other studies focused on career progression in hospitality sector (Raphael, 2013) and banking sector (Mbwambo, 2013; Samwel, 2016). We expect Universities to be far ahead on

gender balance issues as one teaches about it. Universities should be an example on supporting career development of female staff. This is not yet to happen as there is gender imbalance in this sector as it is dominated by male (Women & Men booklet, 2017). Gender gap tends to be wider in senior positions. If the career progression of female academics is not well understood may hinder participation of female in development. This study was designed to bridge the gap by investigating factors affecting career progression of female academics to senior positions in Public Universities a case study of Open University of Tanzania.

1.2 Statement of the problem

Female constitute more than half of the population in Tanzania. However, their participation and representation in key leadership positions, governance and decision-making organs in the country does not reflect the population (POSPM, 2015). Recently, the number of female staff has increased in Tanzania (NBS, 2001, 2004, 2016), but this promising figure does not have positive impact in senior positions. Despite the government efforts to put in place employment laws, policies and gender strategies to remove inequality, still there are under representation of female staff in senior positions in many Public sectors. In Public Universities the situation is the same as the number of academics staff varies between female and male. There is huge gender gap in this career as it is dominated by male (Women & Men booklet, 2017). The gap tends to be huge in senior positions as the number of female academics in Public Universities holding senior positions is low.

In recent years, OUT has managed to employ academically strong, experienced, young, energetic and dynamic staff to succeed the generation of highly qualified, experienced and reputable senior professionals, who are at the age of retirement. It is the policy of the University to recruit, incentivise and retain new staff in order to continuously provide quality open and distance education, to conduct research and offer public service for sustainable and equitable socio-economic development of Tanzania in particular and the rest of Africa. Due to this commitment the percentage of female academic staff has increased from 18.4% in 2001 to 41.1% in 2017/18 (OUT Facts and Figure, 2018). The University also establishes gender unit to make

sure that they have gender balance in the organization. Despite of all these efforts the numbers of female academics holding academic senior positions like senior lecturers, associate professor and professors remaining low. We expect the increased number of female academics over past 20 years could have impact on the increase number of senior positions something which is not yet happened. It is this fact that made the researcher considers the OUT as a good institution to carry out the study on the factors affecting career progression of female academics to senior positions.

1.3 Research Objectives

1.3.1 Main objective

The major objective of this study was to investigate the factors affecting career progression of female academics to senior positions in Public Universities.

1.3.2 Specific objectives

- i. To identify factors that motivate career progression of female academics to senior positions
- ii. To examine factors that hinder career progression of female academics to senior positions
- iii. To find out strategies that could be used to support career progression of female academics to senior positions

1.4 Research questions

- i. What factors facilitate career progression of female academics to senior positions?
- ii. What factors discourage career progression of female academics to senior positions?
- iii. What strategies should be used to support career progression of female academics to senior positions?

1.5 Scope of the study

The scope of the study was to investigate factors affecting career progression of female academics to senior positions at the Open University of Tanzania. The selection criterion for this Public University was due to the fact that the gap is huge compared to other Public Universities. For instance OUT has increased number of

female academic from 18.4% in year 2001 to 41% in year 2018; and we expect the increased number of female academics to have impact on the number of female in senior positions but this is not yet happened as there is low number of female academics in senior positions. The increased number of female academic from past 18 years is impressive to gain insight into the factors affecting career progression of female academics to senior positions.

1.6 Significance of the Study

The study would provide vital information that is important for the management of the Open University of Tanzania and other Universities to understand the factors that affect career progression of female staff in Public Universities and be able to put in place ways that would ensure female employees reach senior positions. The study would help the Government to understand how underrepresentation of female in academia affects the societies so that they can put in place new mechanisms that reduce inequalities and support women's career progression. To the academicians and scholars, the study findings can add new knowledge career development of female academics. To researcher; this study would be a basis of acquiring my Master's degree at Mzumbe University.

1.7 Limitations of the study

Time limitation was an obstacle, as most of participants were busy. To handle this researcher forced to conduct some interview during evening time and some interviews were conducted during weekend and out of work place.

Other of limitation was fear of participants. Some of participants were not willing to be recorded. To handle this, the researcher was forced to switch to notes taken to get information.

Despite the above limitations, the researcher succeeded to collect sufficient information to enhance analysis and writing of the report.

1.8 Definitions of key terms

1.8.1 Career

A Career- is the sequence of work-related positions a person occupies during the course of his or her lifetime in the organisation (Armstrong, 2010). It can also relate to an occupation or a profession undertaken for a significant period of a person's life and with opportunity to progress.

1.8.2 Career progression

Career progression can be defined as the upward movement or advancement made by an employee in a particular job (Njiku, 2013). Career progression is also referred as the process of climbing the ladder during working life.

1.8.3 Career Development

Career development can be defined as the pattern of systematic advancement in a given job and sometimes known as career ladder or career path (Ngirwa, 2005). Career development refers to all of the technical and managerial skills employees acquire to achieve their career plans (Beardwell *et al.*, 2004).

1.8.4 Career Planning

Career planning is a process of enabling employees to select career goals and paths to those goals. It is a process of identifying future job positions that serve as sequential benchmarks in an employee's career (Armstrong, 2006). According to Edgar Schein (2003) career planning is a career development practice which involved continuous process of discovery in which an individual develops his own occupational concept as a result of skills or abilities, needs, motivations and aspirations of his own value system.

1.8.5 Career development practices

According to Firkola (2005), career development practices represent efforts to increase an institution's present and future abilities to meet its goals by providing career plan, Educational advancement, and training and development experiences for employees above and beyond the immediate technical requirement of the job. Career development practice involves all of the technical and managerial skills employees acquire to develop in achieving their career development. Redekopp and Jarvis

(2000) define career development practices as function of human resource management that equip the work life and identify competencies required by employee to manage their career with alignment of institution's objectives.

1.8.6 Senior positions

Senior positions in context of this study means senior lecturers, associate professors and full professors.

1.9. Organisation of the dissertation

This dissertation consists of six chapters, references and list of appendices. The first chapter introduces the study, provides the background and the statement of the problem, the objectives of conducting the study, research question that were tested, significance and scope of the study, limitations of the study as well as definitions of key concepts. Chapter two revises on theoretical literature review, empirical literature review, conceptual framework and research gap. Chapter three shows research methodology including research design, study area, population of the study, sample size, sampling techniques, data collection methods, data analysis, ethical consideration and the last one is reliability and validity of study. Chapter four presents the findings. Chapter five is on the discussion of the findings and chapter six consist summary, conclusion, recommendations, policy implications and areas for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter comprises theoretical literature review, empirical review, conceptual framework and research gap.

2.1 Theoretical Literature Review

2.1.1 Women's career development theory

There are many theories that underpin the understanding of career development. However, most of them are focused on individual inspiration to choose and pursue certain career paths and proactive approaches to learn and adapt to the changing situation of life. There are many career development theories, but most of them are concentrating on male's career paths (Carbery and Garavan 2007). Theories of female's career development demonstrate that female have been devalued both in theory and in social life (Bierema and Opengart, 2002). Theorists believed that female's careers cannot be explained properly by traditional theory which emphasizes male's careers. However, there is lack of agreement about whether to modify the existing theories or to create new ones.

It is clear that female have different career progression compared to male. Female career differs from male in many ways that are rooted in traditional belief and culture. O'Neil and Bilimoria (2005) suggest three varying factors why female should be studied separately from male. These include family work conflict, lack of role model and confidence. Thus, there is a need for a separate theory that explains and shape the understanding career development of female employee.

1.1.2 Super's career development theory

This study used Super's career development theory due to its relevance in female career development. The theory was developed by Donald. E. Super in 1990. The theory demonstrates that career development of female has three significant construct that can be applied in understanding female's career development. These include self-concept, life roles and the recycling.

Super's career development theory recognizes the changes that female employees go through in their career progression. Firstly, female's self-concept includes individual personality, social roles, and society perceptions. This demonstrates the behavior of employee and reaction from colleagues. According to Super, self-concept of employees is developed through individual growth (both mentally and physically), life and work experience, and general environment. Self-concept of is one which affects career choice and growth of an individual.

Secondly, the theory explains that female employees pursue various roles throughout their lives. These include family responsibilities, social responsibilities, educational and work responsibilities. Under this category the theory suggests that when explaining female's career advancement it is important to recognize the overlapping roles that female have and might affect their career.

Lastly, the theory proposes the recycling through different career development stages. The stages include growth, exploration, establishment, maintenance and decline. That is to say in every step there are obstacles and interruption that may affect the career of female employee. The theory provides examples of issues like family responsibilities and gender stereotype that might affect career progression of female employees.

Generally, the theory recognizes the factors that affect career progression of female employees that make its relevance in this study.

2.1.3 Career progression of female academics in Universities

Reports on female's access to education and employment in Universities worldwide provide evidence that female's participation in learning organisation has improved (UNESCO, 2012). Despite the improvement the numbers of female academics remain low almost half of that of male. There is underrepresentation of female academics especially in senior positions. Despite the existence of gender balance programme in past and recent years, female at senior ranks in academia is still a problem. According to White (2001) reaching senior position in Australia Universities is not an easy case. While the number of female professor in many

Universities increased over the last decades Universities still have a disproportionately small number in senior female academics.

According to Mason and Goulden (2002), the number of female in universities in many countries increased however , mostly of them occupy par-time, low status or temporary positions and the proportion of female in most senior academic positions remains small. The problem is also reported in Kenyan Universities by Manya (2000). The statistics demonstrate that Kenyatta University had one female deputy vice councilor and among full professor there were 2 female among of 24 Professors. Moi University had only one female professor among 37 professors. Among 65 lecturers there were only 6 female lecturers. There are 50 female lectures out of the total 417 in all Kenyan Public Universities (Commission for Higher Education Kenya, 2010)

In Tanzania the situation is the same as there are few female academics holding senior positions. For instance, in year 2001 University of Dar es salaam had 591 academic staff and only 10% were female. There were only 5 women professors among 45 professors .In 2001/2002 there were only 9 women associate professors among of 69 associate professors. Among 162 senior lectures only 14 were female, among 169 lecturers only 20 were female and among 94 assistant lecturers only 9 were female (UDSM, 2001).

Thus, both male and female employees today face many challenges as they advance through careers. However, reports showed that female employees are facing greater barriers than men. (Armstrong, 2010).Male reported to have higher chances of utilizing opportunities for growth than female. In most instances female have to perform extremely good than male to get promotion (Dessler, 2003).

2.2 Empirical Literature Review

The review of documents like journals, articles, papers, dissertations and theses show that there is limited number of studies about the factors affecting career progression of female academics to senior positions in Tanzania. Different studies worldwide identify some of the factors that block female academics to reach senior positions;

however the gap is huge in Tanzania context as so far there is no published research on this area.

2.2.1 Factors that discourage career progression of female academics

Morley (2006) conducted interviews with female dean of faculty, University students and other female staff to check the challenges they face in their career. The study found that female experience some discriminatory practices, gender stereotype and lack of networking and role model. The study further demonstrated that female fail to utilize career development opportunities hence drag back their career. Female's career journey continue to face many challenges like lack of self-confidence, societies perceptions towards women abilities and lack of empowerment programme to support their career. According to Morley the aforementioned factors are the barriers for women participation in higher learning institution in sub saharan countries. Some factors are clear and other factors need to be tested and questioned due the facts that there some female academics who possess abilities and well committed but fail to reach senior positions and their career progression is very slow compared to male counterpart. We also expect that Universities to be far ahead on gender issues compared to other organisation. Different from Morley's study the current study would built the gap by drag more on the factors affecting career progression of female academic by consider the experience of both management, feminists and male perspectives.

Raburu (2011) conducted the study on career progression of female academics in Kenyan context. The study found that lack of female role model, family work conflict; culture and gender, lack of female network are among the factors that hinder career progression of female academics. The study further demonstrates that female academicians felt isolated from male networks that make them to lack relevant information concerning career development. This view is similar to study conducted in Kenya on gender policy by Manya (2000). Women in Manya's study argued that women are lack information about securing scholarship and sometimes their view in meeting are not considered. How male and societies perceive about female also was cited as hindrance factors on that study. The study managed to capture and experience of female senior lecturers concern the factors of career progression.

However the Raburu's study need not to be generalized in Tanzania context as it focused only on senior female lecturers. The current study would bridge the gap by gain the experience from University top management, male and female perspectives.

Currie et al. (2000) conducted study on the female career in Australian context. The interview within two Universities discovered that organisational culture affect career development of female academics. Some organisational culture limits female progression through their policies and practices. Lack of sound and fair promotion criteria cited as discouragement factors. Lack of policies that support childcare at work place also was found to affect career development of female employees. Interviews with the staff in two Australian Universities about the sacrifices they make to do their jobs, describe the institutions as greedy, making the women work long hours and away from their families. However, this should not be generalized to Tanzania context due the facts that there some Universities are more friends for women though the problem of having few female academics persist. Other factors should be found to come up with clear conclusion.

Luke (2000) in her study of female academics found family work conflict affect career advancement of female. Balancing family responsibilities and work responsibilities interrupt career advancement of female. The study further found that even woman who are not married and those who have no children does not excluded from these challenges. Despite the fact that single women have much time to develop their career, the study argued that single women are also responsible for family care especially care for their parents and relatives. Unmarried women face negative perception from societies and that culture attitude affect their career. Similar challenges on balancing family and career have been found in many studies (Acker and Armenti, 2004; Wolfinger et al., 2008; Mason and Goulden, 2002; and David et al., 2005). However, most of studies conducted in western countries which cannot be generalized to African context. The current study thought to gain insight into these factors in Tanzania context.

Kamau (2004) conducted a study to examine barrier face female academics on their career. The study found that the career of female academics is greatly faced with

challenges of gender issues, role conflict and organisation culture and practices. The study further found that lack of support and unfriendly working environment as reasons why female not progress compared to male counterparts. In addition, the study found that family responsibilities affect career progression of female academics which is also similar to other studies conducted in Kenya. Onsongo(2005) found that in Kenya female academics may not go to study abroad simply because of family issues like husband to refuse or a fear to be far with children. The women are expected to be good wives who obey society norms and husband. The current study thought to go further by interviewing both married women and unmarried women to see the differences.

William (2017) conducted a study on career development of female academics in South Africa. The study found that despite the effort to support career of female by amend laws, the country still face underrepresentation of female academics. The issue of gender equality still is a big mount to climb. The study also found that psychological factors, institutional factors and family issues affect career development of female academics. The study managed to capture some gender issues which affect career advancement of women in South Africa Universities however, it fail to provide strategies which could help to support career progression of female academics. The current study provides strategies which could help to support career progression of female academics and at sometimes warning the assumptions of viewing female as homogeneous group. The study thought to gain view of single women, married, unmarried, senior and junior staff.

Murniat (2012) conducted a study on career development of female senior academics and administrator in Indonesia. The study found that culture and religious belief affect career progression of female academics. Economic status of women also affects their career, those with poor economic status failed to get assistance in domestic role hence affect their career. Religious belief also shapes how women view domestics' role and what other belief. Religious make women to believe that they were created to be wife and mother and thus career shouldn't be the first priority. The study further argued that women should not forgo wife and mother role when develop their career. The issue of policies was also carried weight in the

Murniat's study. The study found that policies which support career development are not enough. The study managed to capture experience of women who are both academician and administrator however leadership career should not combined to academic career because challenges faced by female who pursue dual career is different from a person who pursue single career.

2.2.2 Factors that support career progression of female academics.

On the other hand there are factors that facilitate the career achievements of female academics to senior level.

Raburu (2011) conducted a study on career development of women academics in Kenyan Universities. The study found that both intrinsic and extrinsic factors motivate career progression of female academics. The study explained that individual is motivated to choose certain career and progress due to self-motivation, self-concept, and commitment and hardworking. Also external environment like family environment, school environment and work environment affect career choice and progression. The study managed to relate motivation concept to career progression however this study thought to go further by looking other factors which support career progression of female academics to senior positions.

McGuire and Reger (2003) found that some participants were motivated by organisational reward system. The good rewards help some participant to publish and hence progress their career. The good reward package also is linked to organisational practices and policies. The study further argued that, if the organisation has good policies help female academics to reach senior positions easy. The current study need to go beyond reward system structure and investigate other practices which support career progression of female academics to senior positions.

Mavin and Bryans (2002) found that networking as the factors that support career progression of female academician. The study argues that networking help women to access different information concern their career. The access to scholarship, training and development opportunities were also found to support career progression of female academics to senior positions. The current study saw the necessity to link

female network to women solidarity and assess how solidarity support career progression of female academics.

Badjo and Dickson (2001) found that organisation culture and practice have contribution in supporting career progression of women academic. The study observed that organisational that has culture that consider and promote gender equity had great chance to increase representation of female academician in senior positions. The organisational practice has many management activities including training and development which may support career development. Like Badjo and Dickson other study also argued the same. Burke (2002) found that training help increase the chances for female academics to reach senior positions. Access to education also was found to support career of female employees. The current study also thought to test the organisational practices towards career progression of female academics to senior positions with caution that training might help female academics to reach middle positions due to the facts that in higher ranks publications is needed.

The study conducted by Gardinar et al. (2007) found that mentoring and role model support career progression of female academics. The study argued that mentoring help the junior staff to gain necessary skills needed in doing academic job. Skills needed for publications and research can be obtained from the mentor. In the same vein other studies (Kamler and Rasheed, 2006; Silver, 2003) found that mentoring help the employee to understand organisational culture which will help to build network hence progress their career. Some participants in aforementioned studies attribute their promotion as the result of working with mentors. It was further found that mentoring help to build the confidence of the female academic hence support their career successes. Different from Gardinar's, Rasheed's and Silver's studies the current study seek to understand experience of senior female academic in Tanzanian context.

2.2.3 Strategies that could be used by female academic to reach senior positions

Several studies (Raburu, 2011; Murniat, 2012; Onsongo, 2000; Foster, 2001 and McCall et al., 2000) found that research and publication, time management and hardworking as strategies used by senior female to reach senior ranks. The

aforementioned studies argued that for women academic to reach senior positions like senior lecturers, associate professor and professor; it was must to conduct research and publication. Publication needs time hence the importance of time management was seen in career advancement. The publication also needs commitment and hardworking. It was further found that research help to build academic profile which is very important in academic career.

The above strategies are repeated in both studies. However in working hard other sub strategy called multitasking found in study conducted by Raddon (2002).The study argues that for women academic to success in academic career must be able to perform both professional responsibilities and family responsibilities. Multitasking go hand in hand with time management. Bagilhole and White (2003) found that female academic who managed to balance family responsibilities and work responsibilities are good in time management. Despite the fact that research and publication, hardworking and time management are major strategies for female academic to reach senior position, the current study thought to go further by find out other strategies which could be used to support career progression of female academic to senior positions.

2.3 Research Gap

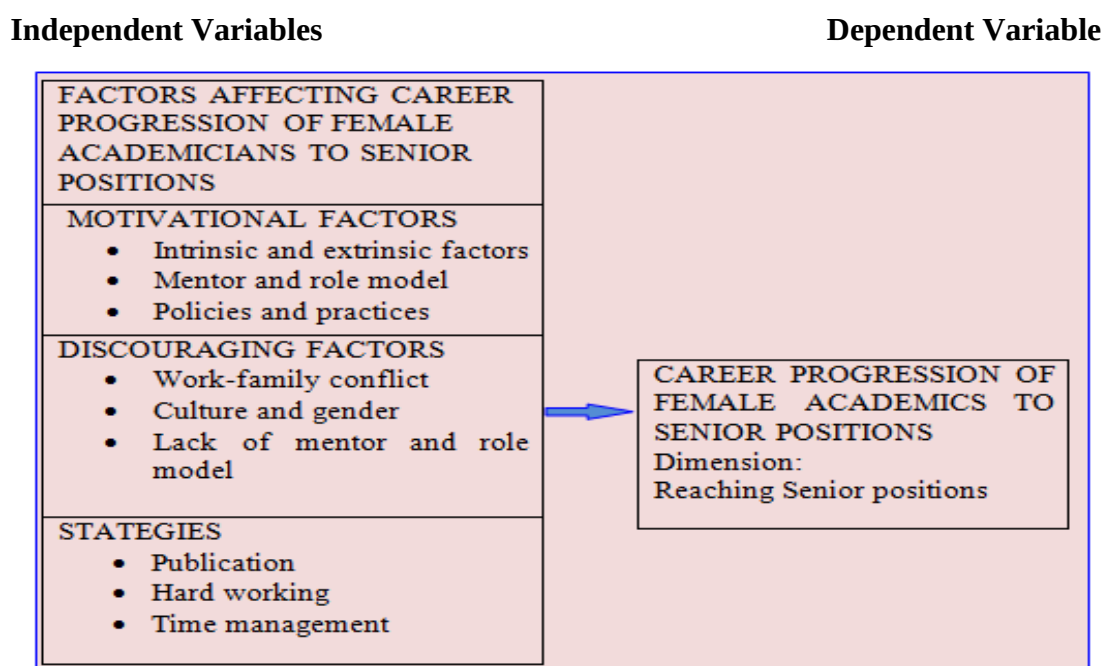
The review from other studies (Raburu, 2011; William, 2017; Murniat, 2012; Onsongo, 2000; Foster, 2001 and McCall et al., 2000) showed that it is necessary to consider various factors when you want to understand career development of female academics. The literatures indicate that female academics facing many challenges in climbing up the top radar of their career. However, scarce literature and studies exists about factors that facilitate such career development and strategies which could be used to reach senior positions. These findings from the literature review provide valuable background knowledge for the current study but failed to come up with strategies which could be used to support career progression of female academics. Furthermore, it is clearly emerged that no studies specifically in Tanzania have focused on factors affecting career progression of female academics to senior positions in public Universities. Also there was a methodological gap among studies which were conducted as indicated in the reviewed empirical studies. These gaps

invited for the new study targeting on the academicians experience and University management perspective on career advancement of female academic in public Universities. The current study expected to come up with both factors that facilitate and discourage career progression of female academics, together with strategies which could be used to support career progression of female academics to senior positions.

2.4 Conceptual Framework

Figure 2.1 is a graphic illustration of the proposed conceptual framework. The conceptual framework of this study hypothesized career progression of female academics as a dependent variable which is determined by the factors which either discourage or motivate female academic staff to reach senior positions and strategies used to reach senior positions. There is close relationship between strategies used by female academics to reach senior positions and factors like family responsibilities, organisational support and personal attitudes towards success or failure of career advancement of female academician to senior positions.

Figure 2.1: Factors affecting career progression of female academics to senior positions



Source: Researcher constructs (2019)

Motivation factors and Strategies

There is link between factors that encourage career advancement and strategies used to reach senior positions. Motivation is the pushing factor towards reaching certain goals. Under this study both internal and external factors are considered to support career progression of female academicians. If individual employee is intrinsically motivated means he/she is committed and can work hard to reach career goals. Individual employee also can be extrinsically motivated. In this aspect, factors like organisational policies and practices matter. How organisational support in terms of mentoring programme, and supportive policy might facilitate career progression of female academics to senior positions.

Discouragement factors

This study also focused on discouragement factors which challenge female academics in reaching senior positions. Family work conflict, lack of mentor and role model, culture and gender stereotype is among factors that discourage female to reach senior positions. Balancing between career responsibilities and family responsibilities seemed to be a big challenge for female academician. Cultural beliefs make society to believe that women were created to be both mother and wife which might affect career progression of female academics. Such demand and role conflict might reduce female work performance by lacking time for research and publication hence affects their progression.

2.5 Conclusion

This chapter outlined the theoretical literature review and explains Super's career theory which recognizes the changes that female employees go through in their work life. The chapter also discussed and analysed empirical literature, present research gap and conceptual framework.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research design, study area, targeted population, detailed procedures in sampling and data collection, the statistical analysis method and characteristics of the participants.

3.1 Research Design

The study employed qualitative approach to answer the question of the research. Qualitative approach was appropriate for this study due to its nature. First, the essence of this study was to investigate factors affecting career progression of female academicians to senior positions. What factors support career progression of female academicians; what factors discourage career progression of female academicians and what strategies should be used to support career progression of female academicians? In brief, the study centered on how academician and University management attach meanings to their experiences on factors affecting career progression of female academic to senior positions. Gaining insights from individual experience is one of the principal characteristics of qualitative research.

Specifically, the case study design was employed. It was important to use case study design due to its flexibility in data collection. Open University was used as the study case because of the huge gap which enabled researcher to reach study objectives. The case study design provides a deep and comprehensive analysis of variables studied. Thus, the case study design was chosen because of its usefulness in meeting research objectives and due to its flexibility in data collection.

3.2 Research area

The study was conducted at the Open University of Tanzania main campus which is located at Kinondoni Dar es salaam. Appendix I shows the organogram of OUT. There were various criteria for choosing Open University of Tanzania to be studied. Representativeness and uniqueness were among of the criteria. The Open University of Tanzania operates in more than 30 regional centres in Tanzania.

The number of female academics employed by the University was impressive, most of them being concentrated in the lower and middle level academic positions. The percentage of female academic staff has increased from eighteen percent in year 2001 to forty percent in year 2017/18. The number however is small in senior positions like senior lecturers, associate professor and professors. According to OUT Facts and Figure (2017/2018) the University has 57 female assistant lecturers, 35 female lecturers, 5 senior female lecturers, 4 associate professor and 0 full professors. It was this kind of statistic that makes the organisation a good study area to conduct the study.

3.3 Study Population

The study population consisted all one hundred sixteen (116) female academic at Open University of Tanzania as by June, 2018, 3 members from management, 3 senior male academics and 4 male academics from lower positions. This helped to get balanced information from different perspective hence gain huge insight about the study.

Furthermore, researcher considered a target population as all members, individuals or groups of people and other members that a researcher wished to capture in the study. In this regard, the targeted population was involved both senior female academics that are professors, associate professors, senior lecturers and also lower cadre from lecturers, assistant lectures and tutorial assistant. The researcher also target office of deputy vice councilor academics, Head of gender unit and human resource management department. The rationale to use this target population was due to the fact that, these populations have adequate and relevant information that met the intention of this study.

3.4 Sample and Sampling Procedures

3.4.1. Sample

Sample is a subset that the researcher drew from the total population that would be studied. The researcher selected a few individuals from the entire population so as to represent others. The chosen criterion for participant involved in the study was

relevant and adequate information. The researcher selected participants who were best able to give experience and knowledge which the study desires to comprehend.

Thus the study has drew its sample from OUT as a case study. The participants were from higher positions academics range from full professors, associate professors, senior lecturers and also from lower positions range from lecturers, assistant lecturers and tutorial assistant. To gain more insight, researcher also drew a sample from University management, gender unit office and human resource management office which is responsible for career development and senior male academics that have some experience concern the topic. Therefore, total of 21 participants were used as the sample in this study. The reasons behind is that the study needed different information from different perspectives. The summary of the sample composition is illustrated in Table 3.1.

Table 3.1 Composition of the Sample

Respondents	Categories	Female	Male
	<i>Higher positions</i>		
Associate professors		1	1
Senior lecturers		2	2
	<i>Lower positions</i>		
Lecturers		3	2
Assistant lecturers		3	1
Tutorial assistant		2	1
	University management		
DVC –academic office		0	1
HRM department		0	1
Head gender unit		1	0
Total	21		

Source: Researcher constructs (2019)

3.4.2 Sampling procedures and techniques

Purposeful sampling technique was used to select participants. It was relevant for this study because purposive sampling techniques enabled the researcher to select participants whom he considered as they had relevancy information and experience to meet research objectives.

The researcher selected participants from the Open University's web site in the current documents facts and figure of 2018. From the population the researcher

selected participants based on the experience that is higher position like professors and senior lecturers. To gain more insight the researcher also selected lower cadre like lecturers, assistant lecturers and tutorial assistant to study on the factors which hinder the female academic to progress to senior positions. University management like office of deputy vice councilor responsible for administration and human resources department were included in the sample. Gender unit and human resource department included as a sample. The rationale behind was that this sample would help to achieve the purpose of this study.

3.5 Methods of data collections

The study employed both primary source of data collection and secondary sources of data collection. Both sources helped to increase the quality of data and meet research objectives. In primary source; interview was used and in secondary source, documentary review was employed.

3.5.1 Interviews method

The in depth interview method was used and the researcher initiated face to face contacts in collecting information from selected participants. The researcher used in-depth interview because it enabled the researcher to gain insight and interpret career reality through meanings that the participants attach to their career experiences. This tool allowed some freedom for both interviewer and interviewees to ask and understand individual meaning attached to the phenomena through conversation.

To understand participant's career experience twenty one interviews were conducted at Open University. The interview protocol and interview guide questions (appendix II) were used to ensure that research questions were covered. In the beginning of each interview the participants were informed about the purpose of the study and time of the interview. To create a relaxed environment the general and simple questions were asked first. To gain more information non-verbal and verbal probes were used. Verbal probes included questions like where, when, why, what and how. Nonverbal probes include gestures like eye contact, head nodding and face smile. This helped the interviewees to elaborate more and researcher to understand more. It was also important for data interpretation. All interviews were recorded in

audio tape which provide the advantage of played later for more understanding of conversations. For those participants who were not willing to be recorded, interview notes were taken.

The interview protocol consist of heading, introduction and opening statements, background information questions, key research questions and closing (see Appendix I). The introduction section was used to present myself and express the aim of the research. It was also important in clarifying the ethical issues and confidentiality of the information to be provided by participants. Background section was used to ask interviewees their job background, age, sex, marital status and experience. The research questions section was used to answer the question of research and assist the researcher to make sure all issues were covered. The closing section was used to thanks participant and asks for contact for future clarification in case the researcher doesn't understand somewhere after replayed the audio recorded interview.

3.5.2 Documentary review

The researcher reviewed different published documents from different sources like organisational website, organisational fact and figure 2017/2018, Academic schemes of services to understand career progression of female academic to senior position. Supportive policies like staff development policy, recruitment and selection policy, promotion and gender policy were reviewed to understand the practices towards career advancement of female academics. Government documents concern career progression of female employees and gender inequality were consulted. The researcher kept on reviewing such documents during report writing for clarification and addition of valuable information.

3.6 Data analysis

The information was gathered from interview and documentary review. After data collection, analysis was done so as to evaluate whether the research questions have been answered by the raw data obtained from the field. The thematic analysis was used. Thematic analysis was chosen because it enabled the researcher to arrange and describe data in more details. It also helped the researcher in identifying theme within the data. The flexibility of thematic makes it a preferred data analysis method.

In carrying out thematic analysis the researcher transcribed the data by reading the data, then noting down major theme. Then codes were sorted into major themes. The themes which have similar meaning were combined. The researcher named the theme to avoid repetition.

In addition, information obtained from various documented sources such as organisational fact and figure 2017/2018, academic schemes of services, supportive policies like staff development policy, recruitment policy, promotion policy and gender policy, were summarized and discussed in relation to the research problem, research questions and variables of the study.

After aforementioned step, the researcher coded the data to clarify them into more meaningful categories. This helped the researcher to reduce data and concentrate on major themes. To avoid confusion and complication of software the researcher coded the data manually as shown in table 3.2.

Finally, the researcher produced the final report consisting of details of analysis for each theme in relation to the research questions and main purpose of the study.

3.7 Validity and Reliability of the data

3.7.1 Validity

In this party the researcher convey the steps that were taken in the study to check for the accuracy and credibility of the findings. The researcher relied on determining whether the findings are accurate from the standpoint of the researcher, the participants, or the readers and users of the reports. Thus, the researcher checks for the accuracy of the findings by employing the following procedures.

The researcher *triangulate* different data sources of information like interview, informal group discussion with different academics staff concern career progression and documentary reviews. This helps the researcher to examine evidence from the sources and use it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study as argued by many scholars of qualitative research.

The researcher also used *member checking* to determine the accuracy of the qualitative findings through taking the specific descriptions (themes) back to participants and determining whether these participants feel that they are accurate. This means that the researcher takes back parts of the polished product such as the major findings and first draft report. Some participants were given a chance to comment on the findings hence increase the validity of the study.

Last, the researcher spent *prolonged time* in the field. This helped the researcher develops an in-depth understanding of the phenomenon under study and convey detail about the site and the people that lends credibility to the narrative account. The researcher believes that, the more experience that a researcher has with participants in their settings, the more accurate or valid will be the findings.

3.7.2 Reliability

Qualitative reliability indicates that a particular approach is consistent across different researchers and different projects. Reliability was ensured through comparing the findings from the research instrument with a similar study. The result shows that the research instrument is reliable, as there are consistencies in the data supplied by the participants with the findings of the previous similar study. As Yin (2009) suggested that qualitative researchers need to document the procedures of their case studies and to document as many of the steps of the procedures as possible. The researcher set up a detailed case interview protocol and database, so that others can follow the procedures. Thus, several qualitative reliability procedures were observed by checking transcripts to make sure that they do not contain obvious mistakes made during transcription. Also the researcher makes sure that there is not a drift in the definition of codes and a shift in the meaning of the codes during the process of coding. This was accomplished by constantly comparing data with the codes and by writing memos about the codes and their definitions. Moreover, crosscheck and verification of the data collected were done to ensure the satisfaction of the stated research questions.

3.8 Ethical Consideration

To meet the requirements of Mzumbe University, standard ethical safeguards were carefully observed in this study. The researcher before going for data collection

sought and got the permission to do so from the concerned authorities (See Appendix iv). Permission to conduct research at Open University of Tanzania was obtained from OUT management (see appendix v).

Also, the researcher ensured observation of human rights in the whole process of data collection. Privacy of participant who helped the researcher in one way or another to get proper information and freedom of time and expression to participants was considered. The researcher ensured that whatever information was discussed remained confidential without disclosing it to unauthorized people. Moreover, the consent of the participants was obtained before conducting interview. Consent form which consisted of the information about the study, confidentiality and use of information was provided to each participant (See appendix ii and iii). Research participants were also informed that they were free to participate in the research or not to. They were also informed to be free to mention or not to mention their names during interview and were assured that data collected would be treated as collective responses from all participants.

3.9 Conclusion

The chapter presented methods and methodology of the study. Sample and sampling techniques, data collection and analysis method were also discussed. A sample of coded extracts was presented in Table 3.2). Ethical issues and validity and reliability of the study were discussed.

Table 3.2 Data Extracts with codes

Data extracts	Codes for themes/sub-themes
“I was never inspired to be academician but it happened as I have academic qualifications”[P1] “I wanted to fulfill my dream of being a professor like my father” [P12] “ I love teaching, I preferred a job with greet freedom and challenging”[P2] “They assist me financial in data collection for my PhD and also provide me a study leave” [P1] “ Sometimes we do not appoint first candidate in recruitment and selection, we may decide to take second female candidate based on requirement for that particular field” [P16]	Motivational factors; Academic qualification Role model Self-driven Organisational support ,policy and practices
“You can just get advice randomly from colleagues and it is not something official”[P7] “As a women you supposed to cook, as a women you’re supposed to take care of children and husband, as women you have a lot to perfume at home” [P8] “To me gender discrimination it has never affected me but I know it affect some women.”[P1] “Your requesting for senior lecturer and you publish but they tell you it is nothing simply because your women and you used to challenge male bosses [P9] “Since before Christ women were not counted, we just like instruments. The culture is still just there. Sometimes women face harassment in supervision but it is not in large extent there are few cases reported.”[P8]	Discouragement factors; Lack of career counseling and mentoring Family and career conflict Culture and gender
“It is a bit challenge to balance career things and family responsibilities but I always try to balance it by allocating time for family and time for career”[P5] “If you don’t work hard you cannot be promoted”[P13] “To be promoted you must write and publish”[P11]	Strategies; Time management Hard working and commitment Research and Publication

Source: Field Data (2019)

CHAPTER FOUR

RESEARCH FINDINGS

4.0 Introduction

This chapter presents the findings and analysis of the findings that were found through interviews and documentations. It gives interpretations of the findings basing on study's objectives. The chapter is organised into four sections based on demographic characteristics of the participants and research objectives. The chapter begins by giving attributes of the participants.

4.1 Participants Characteristics

The participants involved under this study came from different categories such as age, experience, academic qualification, department, roles with their institutions and marital status as shown in table 4.1.

Age of participants ranged from twenty seven to sixty four years. Four participants were in sixties, three participants were in their fifties, six participants were in their forties, five participants were in thirties, and two in their late twenties. This implies that the study managed to reach different age group at the Universities. This was very important in balancing information from different age group. It was important to build relationship between age and career progression and it was found that participant reached senior position from forties to sixties.

Marital status was also considered under this study because researcher wanted to know how participants managed to balance work responsibilities and family responsibilities. Eighteen of the participants were married and three of them were single. It was found that some participants have children and other do not have children. The views of single participants were compared to the view of those who are married.

Table 4.1 Profile of the Respondents

PARTICIPANT	SEX	OCCUPATION	QUALIFICATION	FACULTY/Dept	AGE	MARITAL STATUS	EXPERIENCE
P1	F	Ass. Lecturer	Masters(PhD student)	FBM	33	Single	8
P2	M	T.A	Degree(Masters student)	FBM	28	Married Children	1 3
P3	F	Senior Lecturer	PhD	FWL	40	Single	12
P4	M	Ass. Lecturer	Masters	FED	31	Married Children	2 5
P5	F	Ass. Lecturer	Masters(PhD student)	FED	39	Married Children	2 6
P6	F	T.A	Degree	FSTES	27	Single	2
P7	F	Ass. Lecturer	Masters	FLW	35	Married Children	1 5
P8	F	Senior Lecturer and H.O.D	PhD	FED	48	Married Children	3 22
P9	F	Ass. Professor	PhD	FSTES	60	Married Children	4 33
P10	M	Professor and Director	PhD	FASS	64	Married Children	5 34
P11	F	Ass. Professor	PhD	FASS	57	Married children	3 18
P12	M	Senior Lecturer	PhD	FED	60	Married children	4 27
P13	M	Lecturer	PhD	FSTES	48	Married Children	2 20
P14	F	Lecturer	PhD	FLW	50	Married children	3 20
P15	F	Senior Lecturer	PhD	FASS	56	Married Children	4 27
P16	M	HR-Recruitment and Selection	Masters	Admin	41	Married Children	3 12
P17	F	HR-Training and Development	Masters	Admin	37	Married Children	2 7
P18	F	Lecturer and Head of Gender Unit	PhD	FBM	42	Single	14
P19	M	Professor	PhD	FASS	61	Married Children	3 31
P 20	F	Lecturer	PhD	FLW	43	Married children	2 13
P21	F	Ass. Lecturer	Masters	FWL	30	Married 1children	4

Source; Field data (2019)

It was found that married female academicians with children experienced conflict in balancing career and work compared to single participants. Male participants were not affected by family's responsibilities.

Occupation has a great influence on understanding the phenomena. Four of participants were professors, five were senior lecturers, three were lecturers, five were assistant lecturers, two were tutorial assistant and two were administrative staff. It was found that academics with more experience had enough and adequate information concerning career progression of female academics. This helped the researcher reach all academic ranks across all faculties.

The sex of participants indicated that thirteen were female and six were male. This was also important for researcher to gain insight from both perspectives concerning the study. The result showed that female sex experienced more challenges compared to male counter party.

Role played also was important to help to gain specific information. For example, HR responsible for academic provides information concern career of academic staff. Head of gender unit provide information concern gender issues. It was also important to know how participant played multiple roles and balance with their career. It was found participants who played many role experienced more challenges in reaching senior positions.

The experience of participants ranged from 3 years to 33 years. This also was important for researcher during interview which helped the researcher to probe more for those who have more experience and need more clarification for junior staff especially when emotions were involved. It was found that experience help to build academic profile and create more opportunities for career progression.

Faculties and department was also important to get a clear picture of whole organisation. Thus, participants came from all five faculties of the University as presented in table 4.1.

4.2 Factors that motivate career progression of female academician to senior positions

This was the first objective of the study. Under this domain, the researcher was eager to know those factors that encourage female to pursue academic career and progress to senior positions. The study related motivation (intrinsic and extrinsic) to the female academic career progression in terms of those factors that encourage their career choices and advancement. Participants were found to be motivated both intrinsically and extrinsically. Academic qualification and achievement, self-driven, family and role models, organisational support, policies and practices found to motivate participant in career choice and progress.

4.2.1 Intrinsic motivational factors

Under this domain participants expressed that they were internally motivated to join and progress in their career.

One male academician expressed ‘love for teaching’ as his forms of intrinsic motivation and factors for joining and progress in academia when he said: *“I love teaching, I preferred a job with great freedom and challenging”* Not only male participant were motivated by love for teaching and reading. The view was also shared by female participants. One female academician elaborated that;

I love lecturing and I wanted to live my dream, the prestige of being called a Professor, being read about, publishing books and make consultations drove me toward academia (Participant 13)

It was further found that love for teaching and reading helped some female academician to progress their career. This was expressed by one female participant that:

You can't be promoted and excel to senior positions if you don't love your job. I love what I'm doing, I enjoy reading and this has influenced my career choice and progression. This passion helped me to reach senior position faster compared to other female and even male of my age (Participant 11).

Self-motivation was also found to encourage both male and female academics. Participant 7 said that *“I’m a self-motivated person, I enjoy my work”*. This is further elaborated by one participant that:

Being ambitious, I preferred to work smart rather than working hard, so I joined the university, a place where I could use my brain effectively and efficiently. That was my driving force, to work smart at the place where I could express my ideas freely, and publish (Participant 5).

One male cemented that self-driven help to choice and progress his career.

I am a self-driven person; I wanted to fulfill my dream of being a professor since I was joining a University and see how Professor live and act. I was very interested on their life stories, the way they argue and reason (Participant 10)

Most participants indicated that they pursued their career and progress to senior positions if they are self-motivated and love the job.

4.2.2 Academic qualification and achievements

The other theme which emerged under motivational factors was the contribution of academic qualification and achievements towards career advancement of the female academics. Due to academic qualification, the female were motivated to enter into academic field and progress their career. They recalled significant incidents where their academic qualification and achievements motivated them towards academic career and hence progress to senior positions. It was elaborated by one of the female participants that;

The most motivational factor for me was my good performance. I was a first student to get first class of this University since it started ten years back. I was granted money from Minister, Female forum, Faculty and that motivated me to enroll in Master Studies and progress my career (Participant 8).

The description of how academic qualification and job itself inspired some female to be an academician as expressed by one female academicians that;

To be honest I was never inspired to be an academician but it happened at that time I had academic qualifications to be academician and I didn’t see at that time there was any other job that was better than academician(Participant 1).

Another participant expressed how academic achievements and job itself helped her to become professor.

You have to get academic qualification and achievement, without having it you can't be academician and you can't be promoted. My earlier achievements helped me to excel to senior positions (Participant 9).

This means that some of participants were inspired by their academic qualification.

4.2.3 Family support and role model

The other theme emerged under motivational factors was the role model and family support and status. Most of the participant had role models from family members and teachers either from primary, secondary and University.

Participant 12 expressed that; *"I wanted to fulfill my dream of being a professor like my father"* This means that she was inspired by her father.

Some participants reported to be inspired by their mothers as role models through emphasis of education and hard working. How their mothers fought and managed to be wife, mother and worker motivate some of participants. It was elaborated by one of participants that:

My mother was a teacher; she always emphasized the value of education, always checked my school work, checked my marks in every subject, and would warning me for a poor academic performance. In fact that motivated me to become who I am today (Participant7)

The situation mothers experienced like lacking chance to study and forced to get married also motivated some of the participants. It was lamented by one of the participants that:

Although my mother was not educated she has a strong personality, viewing education as the way to future success. 'Do not be a housewife like me'. She always encouraged me to study hard and believed that education is a key to success (Participant 21).

That means while some participants were motivated due to their family success; some are motivated due to hard economic status of their families as expressed by one of the participants that:

To me, I saw hard economic situation of our families as motivation factors. I knew that the only weapon I can use to remove poverty was education (Participant 5)

Families also motivated some participants by giving them financial support as expressed by one of the female participants that:

When I experienced economic hardship, my family was there for me. My Father was daring to sell some of pieces of land for my studies. I knew that was my bill I should pay it letter and that kept me going higher and higher (Participant 15)

Some of the participants expressed that their motivation to join academic career and progress was due to University teachers. It was elaborated by one of the female academicians that:

I am a self-driven person; I wanted to fulfill my dream of being a professor since I was joining a University and see how Professor live and act. I was very interested on their life stories, the way they argue and reason. Professor 'X' helped me in one way or another since he was my research supervisor (Participant 18)

This means that she was inspired by the professor.

4.2.4 Organisational policy and practices

The other theme emerged under extrinsic motivational factors was the organisational policy and practices. The researcher was eager to know if organisational policy and practice support career progression of female academics to senior positions. From University management perspective, organisation support career progression of female academic as observed during interviews. Participants from department responsible for training of academic staff elaborated that:

Through human resource policy and University charter it was clear started that we need to support female and have gender balance at the University (Participant16)

Participant 16 he further explained that human resources policies are there to support career progression of female academics.

The policies insist that if academic staff employed as Tutorial Assistance, she/he should go for Master's degree within one or two years. You know we encounter problems in recruiting academic staff

in senior positions so we always encourage Tutorial Assistants and Assistant Lectures to go for further studies to reduce the gap (Participant16)

The idea that organisational policies and practice support career was also expressed by participant responsible for training and development of academic staff that:

There is a policy that automatically forces them to get higher qualification. If academic employees not progress for 10 years then the individual need to be recategorized to non-academic. This automatically forced female academics to progress (Participant 17).

In practice the organisation supports career of female academic by considering gender issues during recruitment. The office responsible for recruitment elaborated that:

It is our practice during recruitment we do give equal opportunity in gender. We don't focus on giving opportunity to female who do not qualify but for those who qualified. For instance, we interviewed 6 candidates among them 4 are male and 2 are female. Let's say the first candidate was male and the second was female, the Interview Panel may go deep to the department and see the number of females available and if there is a need to increase number of females in that particular department we may opt for second candidate who is female(Participant 16).

The other support organisation offer to support career progression of female academic is through encouraging them to apply for various scholarships. It was elaborated from management perspective that:

We as Open University we are nominated agent for Common Wealth Scholarship each year we do get 4 to 6 positions for Master's and PhD. There is Scholarship from DAD of German; there is scholarship from Chine and Netherland. We do not force them to apply but we encourage them to apply (Participant 16).

The researcher also wanted to know if the organisation provides career counseling to female academic to help them to excel to senior positions. The participant who is responsible for staff development expressed that:

The promotion of this academic staff does not depend for one to stay in number of years like nonacademic staff. For academic staff they have to publish. Now the counselling is within the Faculties and departments. I think each academic staff has a mentor may be a

professor or any other senior staff. So, it is not our part as human resource department this work should be handled by Department and Faculties. But what we do is to insist it in OPPASS that among the target is to publish and studies that help to progress their career (Participant 17).

This means that career counseling do exist in the University and it is provided within the faculties.

Another support is financial assistant which is addressed in staff training and development policy that “*if the academic staff enrolled for further studies within the University, the University will pay half of School fees.*”

From staff perspective organisation policy and practice support their career progression, however most of them affirmed that the policies are there but the problem is on how those policies are implemented. It was elaborated by one participant that:

Sometimes organisation provides financial support for instance right now as I am going for data collection of my PhD. Though is not like direct things but you have to beg and it takes too long (Participant 1).

On the basis of career counseling and mentoring programme for female academic staff to support their career most of participants affirmed that is not something that is official. One of the Participants elaborated that:

You can get advice randomly and it is not something that is official, you may have your personal mentor and ask advice from other colleagues (Participant 4).

Thus, most of participants affirmed that organisational policy and practices support their career progression of female academic however the implementation of policies sometimes bring challenges and a lot of constrains like time consuming.

4.2.5 Training and development

Most of participants received their scholarships for master’s degree, PhD, or both from different organs. Some of participants received scholarship from British Council. The other participants received their scholarships from Commonwealth and others from DAD of German and others from China and Netherlands. Three

participants studied their PhD at Open Universities and received financial support which motivated them to advance their career. One participant elaborated that:

Sometimes the organisation provides financial support for instance right now as am going for data collection of my PhD. This motivates me to progress my career.(Participant 1)

Scholarship award and sponsoring of organisation helped some of the female academicians to progress their career through further studies. It was elaborated by one of the participants that:

Last year, I applied for several scholarships but I didn't manage to get one, so the University Management advised me to continue with Master's here at the Open University as they would pay half of the fees. This in one way or another motivated me towards my progress (participant 6)

The participants expressed that they got training outside the country which helped to advance their career.

Studying abroad helped me to meet with supervisor who introduced me to the world of research. In fact that exposure helped me to publish and promoted to senior positions (participant 3)

This means that studying abroad helped her in building necessary skills for research and publication hence progress.

Another participant expressed how her successes helped her to secure scholarship which helped her to progress.

After finishing my bachelor degree as the first student to get first class after ten years of establishment of Open University of Tanzania, I managed to secure scholarship which was coordinated by Inter University Council of East Africa. This was also a motivational factor for me to progress my career (Participant 8)

This means that scholarship obtained by participant 8 helped her progress her career.

4.2.6 Culture belief and gender perceptions

Although this seemed for many as discouragement factors but for few participants was motivational factors. Both culture and gender built self-concepts of some of the

participants. The way societies treated them helped to build strong image to work hard and prove the society wrong.

It was found that some participants had grown up in environments in which male and female are treated differently. Some female participants felt that because of gender stereotype they were treated unfairly. This drove some of them to prove their abilities. It was elaborated by one of the female participants that:

I was born in a poor family, my mother left studies for married, her story motivated me to study hard and I wanted to show the society that women can do what man can do and I can do it even better. That way I managed to pass well since primary school up to Universities (Participant 21)

Another female academician elaborated how gender perception affect career progression of female academics however to her it was a motivational factors.

The society believe that we are weak, we can't do things like men and sometime even female believe that and this is because the way we are nurtured. To excel you need to be very harsh and go against culture belief (Participant 9)

This means that negative perception helped some women to progress. Some believed that studying hard will help then to change the societies.

4.3 Factors that discourage career progression of female academician to senior positions

This was the second objectives of the study. Under this domain, the researcher was eager to know those factors that hinder female to progress to senior positions. The study related challenges and barriers to the female academic career progression to factors that block career progression. These include family work conflict, traditional gender role, lack of mentoring and career cancelling, limited opportunities and networking

4.3.1 Family work conflict

Family role under this study referred to the family responsibilities such as; childrearing, household tasks like cooking washing clothes and taking care of

husband and other relatives. Work role on the other hand referred to all academic duties like making, supervision, teaching, consulting, research and publication.

Data showed that female academician got a challenge in balancing family responsibilities and work responsibilities. From feminist view women got challenge because of gender stereotype and division of work especially domestics responsibilities.

The comments from female participants expressed the hardship in balancing career goals and family goals. It was elaborated by one the participant that:

As a woman you are supposed to cook, as a woman you're supposed to take care of children and husband, as women you have a lot to perform at home. All these affect career progression as you need to sacrifice if you want to excel to the top (Participant 8)

This means that society expect women to be mothers, wives and workers.

Some female participants expressed how it is difficult to balance career responsibilities and family responsibilities. One female academician elaborated that:

It is a bit challenge to balance career things and family responsibilities but I always try to balance it by allocating time for family and time for career (Participant 5)

It was further found that some participants adopted different strategies in managing family and career roles. It was lamented by one of the participant that:

To balance career and family responsibilities, I have to work extra time at home while balancing cooking, marking student's projects, supervising research and take care of children and husband. Conflicts are inevitable, a family needs attention, other family guests visit, and I have to cook and nurture children while at the same time meet deadlines for submitting in student's grades (Participant 11)

This means that female academician need to balance time for family and time for work and failure to do so may lead to slow career progression. It also implied that women need to work long hours to balance these two conflicting role.

The view that family responsibilities affect career progression of female academic was also supported by male participants. One male participant elaborated that:

You know sometimes the implementation of policy is hard because when the time for further study comes the women may decide not to go for further studies instead may decide to raise a family, get pregnant and bear children. We can't blame them because the Nation also wants human capital (Participant 16).

This means that males recognized that getting pregnant, bearing children and family responsibilities is one of social obligations of female academics.

Also, the researcher wanted to gain insight from male perspective about how the family responsibilities affect their career and career progression of female academic to senior positions. One male academician elaborated that:

You know for me and I think for other male academic did not experience problem of balancing academic work and family work but for female is different. To publish is not an easy task you need much time so for women who have children is a bit challenge (participant 10)

This means that family responsibilities did not affect career progression of male academics compared to women.

The findings from single and married women were different. The single female participants found to have more freedom and time however some of them postponed marriage for career. It was elaborated by one of the participant that:

I have decided myself to remain single until I accomplish my PhD studies. I knew the stress I could have to balance my career and family responsibilities (Participant 1)

That means decision not to marry or not to have children or to remain single is a choice which is against African culture.

It was further found that women are bound to follow society's norms and expectations. It was elaborated by one of the participant that:

I have faced several challenges to reach senior positions. The big challenge was sacrificing family for career. At the moment I'm 40 years old, not married, but I'm not thinking of a family very soon, based on the family responsibilities. I have had to put the issue of marriage on hold to pursue my career as I've realized, I may not manage both. How many more sleepless nights would I spend if I had children? Though this help me to reach senior positions but my

family, and societies did not understand me and they think am not a normal women.”(Participant 3)

This means that postponing family responsibilities for career responsibilities is one thing which seemed to against society norms and expectation about female.

4.3.2 Lack of mentoring and Career counseling programs

Lack of mentoring and career counseling programs was another theme that emerged as discouragement factors. On the basis of career counseling and mentoring programme for female academic staff to support their career most of participants affirmed that is not something that is official. It was elaborated by one of female academicians that:

You can get advice randomly and it is not something that is official, you may have your personal mentor and ask advice from other colleagues (Participant 6)

This means that traditional mentoring does exist in the University.

Some participants blamed that the organisation lacks a culture of mentoring like senior to be willing to support the junior. One female academic elaborated that:

We lack that kind of culture that senior pull up the junior; so, this in one way or another affects a career progression. You know the major party is on individual so if you want to excel you have to find someone to ask for assistance. So, the kind of culture of mentoring is not prevailing (Participant 1).

This means that individual employee is responsible for seeking mentoring.

Despite the complaint from junior academic staff that senior academic staff doesn't support them the view from senior staff is different. Most of them when the researcher asked them how do they support other staff to reach senior positions they said that they do mentoring and other support like providing them with activities for consultancies and research. One male professor elaborated that:

One of my responsibilities and I think this is for all Professors is mentoring. I do mentoring to support academic staff including female (Participant 10)

This means that Professors know that they are responsible for mentoring junior staff to support their career progression.

Some senior staff explained that they have a lot of activities to be performed that is why sometimes junior staff felt that they are not there to support their career. It was elaborated by one of the senior participants that:

We do mentor however sometimes we have a lot of activities to accomplish. The better way for junior staff is to be engaged in some challenging activities to help them to gain some experience. And always I encouraged them to publish under umbrella of those who are already built strong profile in academic arena (Participant 19)

Despite the fact that mentoring is not something that is officially practiced and offered in the university, from management perspective career counseling and mentoring programs should be practiced and offered within faculties and department as expressed below.

For academic staff to be promoted they have to publish. Now the career counseling is within the Faculties and departments. I think each academic staff has a mentor may be a professor or any other senior staff. So, it not our part as human resource department this work should be handled by Department and Faculties (Participant 16).

This means that mentoring should exist in the University and dean of faculties and head of department are responsible for that.

4.3.3 Lack of solidarity and Networking

The data showed that lack of support and cooperation can come from both male and female. Some female participants expressed that they did not receive any support from their fellow women. One participant elaborated that:

When I was employed the issue of gender equity and balance was not considered in this University. The selfishness was very high and the struggle was real. To receive support from fellow women concern the career was hard things. I struggled alone. (Participant 7)

The data showed that women in senior positions behaved like ‘social man’ and they just there to support male bosses who put them there for their interest. It was elaborated by one of the respondent that:

You will see even in the positions which women are given in leadership positions in higher learning institutions they just pick

someone whom they know they can drive. They don't want women who are powerful, independent and capable to support other women. They don't want someone who is independent and capable because they don't want many women there but they just want the world to see that there is woman. This is a reason why some women who reach top positions failed to support their fellow women (Participant 9).

Some participants complained that female who have made it up to senior positions they don't care about other women. Participant 21 said that *"Most women behave like men. She has achieved, she is there, who cares for the rest of women down there."*

It was further found that, females do not support each other. It was elaborated by one of the participants that:

Even my fellow women tell me to go back home and 'lea wajukuu' (rise grandchildren). Can you imagine that other women do not see the role of other woman? In other words, I can say women to women don't support each other, women to women do not like each other and women to women suppress each other. .How can a senior staff like me support junior female who tells me go home and 'lea wajukuu' (rise grandchildren)? (Participant 9)

This means that female to female do not support each other.

4.3.4 Culture attitudes and Gender Perceptions

Both culture and gender perceptions and attitudes affect career advancement of female employees. It was found that gender and culture affect career choices and progress of female academic. Participants expressed some of gender perception issues that hinder career progression of female academic. It was elaborated by one of the participants that:

Since before Christ women were not counted, we just like instruments. The culture is still just there. Sometimes women face harassment in supervision but it is not in large extent there are few cases reported. All these gender issues and cultural beliefs hinder career progression of female academic (Participant 8)

Patriarchal system which divides the human being into maleness and femaleness seemed to affect career progression of female academic since they are young. The

male and female are assigned duties and responsibilities which differ for femaleness group and maleness group.

The data showed that patriarchal system affects female's careers in different ways. Participant 3 expressed that *"a lot of people and families still think that it's right for a boy child to get education and a girl child to wait for marriage."* Participant 1 elaborated this statement by saying *"when we are raised, the role of a girl child and the role of a boy child in the home are stereotyped"* and *"that's where the challenge is"*. She further elaborated that *"if change can start from that level, then that is going to help the career choice and progression of female"*

The view that patriarchal system affect male was also expressed from male participants. One male participant said that *"society still sees males as the better creatures and that they will, too, be better in whatever way"*. This was further elaborated by one male participant that female work harder than man to advance their career.

There is no slow career progression of female academic rather the system from beginning does not support women participation in higher learning institution, that makes the number of female academic employed to be fewer and thus fewer female senior academic (Participant 16)

The gender inequality is associated as factors which discourage career progression of female academics. It was elaborated by one female participant that:

As a women you're supposed to cook, as a woman you are supposed to take care of children, as a woman you are supposed to keep quiet when they making decisions, as women you're supposed not to own property. You did not come with all the powers. All this are constructed ideas which make a girl seem like slave and all this drag back the career of female academics (Participant 9).

This means that unequal distribution of duties based on gender affect career progression of female academic.

Gender issues are further found to the factors affecting career progression of female academicians in different way. It was elaborated by one of the participant that:

To me gender discrimination it has never affected me but I know somehow it affects some people. And it is not actually gender discrimination but it's like kind of traditional things in our societies that women are expected to give more time in domestic activities than men. If you look at that perspective it pulls down the women and gives chances for men to progress (Participant 1)

This means to some extent gender discrimination either direct or indirect affect career progression of female.

Female participants expressed their feeling concerning some of assignments and duties assigned in the Universities. One participant said that:

In this University there are some projects that can be done only by men, and if women is chosen to join male team she must possess a PhD while for men a Master's may be enough (Participant 18)

This means that norms and beliefs are rooted in the societies and family that males can perform better than females. Participants further provide advice that the patriarchal system once removed will help women to excel to the top. It was expressed by one of the participants that:

Girls and boys are the same, they should be treated equal and nurtured in the same way so that we cannot make female feel inferior, once male and female are nurtured in the same way this will help woman to study and progress their career (participant 18)

The ideas that gender inequality which drag back women were also supported by male participants. One male participant suggested that:

Both male and female should be given equal opportunities. Don't tell girls to cook and boys do school assignment. Domestic responsibilities are supposed to be for both (participant 2)

Most participants expressed that the culture that woman should take care of children and do all domestics activities in one way or another discourage and hinder career progression of female academics. It was demonstrated by one participant that:

The difference between husband and wife should be only in biological sex and not in responsibilities and duties. Husband should help their wife in some responsibilities. How can a women at the same time cook and the same time a baby cry and a man is there just reading a newspaper or chatting in social media (Participant 8)

Another sub theme emerged under this was lack of self-confidence of female and poor exploitation of opportunities. This idea was much supported from male perspective as expressed by most of male senior academics. One of participant elaborated that:

Most women they don't trust their self and even the system itself they think that because they are women they will get some favors in publication. The criteria for publication is there for both male and female and if your documents are good regardless the gender and sex you will be promoted (Participant 12)

That means some participants attributed the lack of female representation in senior academic positions to a lack of self-confidence.

Self-confidence in that text refers to the quality which women academics often lack. However, other male participants argued that most female academicians are capable and able but they failed to utilize the opportunities. It was expressed by one male participant that:

I have a real example of women, a friend of mine who is very bright but it's about 10 years she pursues studies for PhD and not yet finished. Nowadays, I call her a Doctor to motivate her but no improvement. I try to mentor her in different ways but nothing has improved. I think this is because she lacks self-confidence (Participant 10)

Lack of self-confidence was not only expressed by male but also by some of the female participants. One of the participant said that most of female give up when they get PhD and think that having that achievement is enough hence they remained in lecturer position for long time.

This does not affect me but I know some women take it like because am a women I do not have to push myself too much. Where I am, its ok and let men do and move to senior position. So, the stereotype kind of mind set affected career of women. One time one of my colleagues, she is a mother and married and she argues that women to have a masters it's ok and she doesn't bother for further studies (participant 1)

From feminist perspective some of the participants associated their slow career progression on gender issues as a matter of being female. One participant elaborated this when she said that “You're requesting for senior lecturer and you publish but

they tell you it is nothing simply because you are a woman and you used to challenge male bosses”

The idea of difficulties that female academic face to move from lecturer to senior lecturer, associate professor and full professor are also associated with male network. One female expressed that if you lack boys’ network to support you, you must bribe for promotion.

If you can't bribe a boss you may stay somewhere long. If you can't accept the wishes of bosses, male bosses you can't get chances for training. You may publish but they will not promote you simply because you not give something they want. You have to excel and sometimes you have to be harsh otherwise you are forgotten as a woman (Participant 9)

The bribe in above quotation is referred to technique and maneuvers which female academic need to make to build a network that supports their careers.

4.4 Strategies to support career progression of female academic to senior positions.

This was the third objective of this study. Under this domain, the researcher was eager to know those strategies that senior academics used to reach senior positions that could help junior staff to reach the senior positions.

The study found that hard work, time management, team work, organisations support and publications are strategies for reaching senior positions in academia.

4.4.1 Publications and research

Publications and research were found to be the most dominant requirements expressed by all participants for promotions. They emphasized that without publication you cannot be promoted for senior ranks. Within this requirement different strategies for publication like co-authorship, partnership with author from abroad and donations for research fund were found. One of the participants expressed that:

You have to get academic achievement so that you can be promoted. You won't be given leadership position if you don't have academic

qualification. To go for higher rank you must have a PhD, You must publish. You must write papers, do research and consultancies. You can't get be promoted if you are not publish and writing books (participant 9).

The idea above is also supported by participant 11 who simply said “*To be promoted you must write and publish*” Another participant insisted that what matters in academic arena was output you achieved.

What the output do you realise, you can't be a professor without publishing. You have to publish you have to write books. That is must; no one is interested in how well you can teach or loved by students (Participant 10)

Another participant expressed that publication helped him to build strong academic profile.

Although getting funds for publication was a challenge for me once I want to publish my two books but to be honest publication helped me to reach senior positions. Writing a book for Tanzania doesn't pay but I put those aside and want people to read my work (Participant 19).

Some of the participants used different metaphors such as; ‘book’ to publication, ‘must’ to publication’, ‘writing’ to publication to show the importance of publication for promotion.

4.4.2 Hardworking and Commitment

Working hard was expressed by all participants as important career strategy for female to progress into senior positions. The importance of working hard was emphasized by participant 13 who said: “*If you don't work hard you cannot be promoted*” The idea of working hard and commitment was also linked to motivation factor for those participants who expressed that self-driven spirit was their pushing factors to join academia. It was elaborated by one of participants that:

The strategies which I could use are to push up myself. As a person you need to push yourself by working hard. Sometimes organisation also helps to push people by giving warning for those who stay in one position for too long. But as individual person you don't have to wait for warning simply working hard and pull yourself (Participant 10)

The idea of working hard and not waiting the pushing factors from outside like organisational warning was also further elucidated by male participant who expressed that:

If you don't work hard and wait until the letter of warning to comes, you will be in a panic mood and you may fail to make it. Working hard daily helps to manage time effectively hence reaching the goal (Participant 2)

Some Female participants argued that they spend their life for studying both at work and home. They further argued that if you want to accomplish work you must work hard even in mid nights. It was elaborated by one of the participants that:

When I was at University I met with one lecturer who taught me that if you want to pass use one strategy that is simple early morning late evening. Sleep late do your assignment and wake up early in the morning was my strategy since then (Participant 11)

The other strategy expressed under this category of working hard and commitment was multi-tasking as expressed by one of the participant that:

Some of my strategies are to work hard and to 'multi-task' as a woman: many times while at home as I mark papers, my food gets cooked and at the same time helping my children with their school work. Sometimes I use the time also to pick calls from my students for research supervisions. Multi-tasking is important sometimes I travel out of country for conferences but I still use the time for other academic activities (Participant 15)

The description by many participants emphasizes how they have worked extra time to balance family responsibilities and work responsibilities. Due to patriarchal system female reported to sacrifice much for their career. The result implied that women are expected to work hard to reach senior positions.

4.4.3 Time Management

Participants who made up to the top expressed that the value of time and how it help them to reach senior positions. One participant elaborated that:

No day is just another day. I always respect the value of the day. Time management was very important for me. This helped me to balance family issues and career issues (Participant 11)

Another participant who is not yet reached senior position expressed how will use time management as a strategy to reach senior positions.

I will try my best to allocate time for my career and also family. I know sometimes you may go home and still have official work and occupied by career things but for me it's just a matter of time, I try to use time effectively (participant 1)

The time management was also expressed by a participant who had to multi task and made sure that they used time effectively even in the situation they were supposed to rest.

As a head of department sometimes I have many administrative issues to accomplish in day time, so I need some more time in the night to do other academic activities like making papers, and reading research for supervision (participant 3)

Thus, despite the time management strategies, working hard and overtime was normal things for majority of participants especially female.

4.4.4 Team work and Cooperation.

Most participants who are not reached senior positions expressed the need to cooperate with senior staff that to help them to excel. It was expressed by one of the participants that:

Apart from working hard and time management I will cooperate with senior staffs who have managed to reach senior positions. This also will be one of my strategies and I think it will help me to reach senior positions (Participant 6).

The idea for cooperation also was expressed from some of senior staff who proposed that if junior staff wants to reach senior position must cooperate.

If a junior staff comes with respect and asks for assistance on how to publish or on how to secure bids for consultancies, it is obvious you will engage her in some activities and through this cooperation will gain some skills necessary for her career advancements (Participant 11)

From top management perspective this strategy was also proposed as mechanism which will help junior staff to reach senior positions.

Mentoring, role model and cancelling is something that individual should not wait to be given by management. They should ask assistance and as I said early this is something that should be done within departments and Faculties. I think the most important thing is cooperation between senior staff and other staff (Participant 16)

Several participants expressed the value of female academic to support each other. Findings showed that women academics need more mentors and special programme to increase their skills in research and publication. It was elaborated by one of the participants that:

If we really want to support career progression of female academic, organisation should have special programme for women which will help in capacity building and encourage them that they need to pull up themselves (Participant 11)

Another male participant shared experience from western countries that;

“Special affirmative action programme to encourage women to get engaged in research training have proved effective in western countries. We may use that strategy to help women to reach senior positions (Participant 19).

The idea was also laminated by female participants. One participant elaborated that:

Special training programmes are needed to ensure that women are well equipped to handle technical aspects of the job. Women need special training in research and publication the area which hinder them to reach senior positions (Participant 8)

The findings also showed that women affirm the need to form networks and support each other .It was elaborated by one of the participant that:

Women should build their network to support each other; they should have role model and mentor to inspire them. They should hear their stories and how they managed to excel to the top. This can be done through special seminars and workshops (Participant 15)

4.4.5 Women empowerment

Most of the female participants argued that the reasons why there underrepresentation of female academics in senior ranks are rooted on patriarchal system, the system which divides the world into maleness and femaleness. Most participants suggested that if this is removed and treat female the same as male it will

help to increase the number of female academic and hence great chance for them to move to senior positions. It was elaborated by one of the participants that:

Both males and females should be given equal opportunities. Don't tell girls to cook and boys do school assignment. Domestic responsibilities are supposed to be for both (Participant 5)

The idea is further explained by other participants that if the gender stereotype and patriarchal system removed in the society will help women to access education and in long run the participation of women in higher learning institutions will be increased. One participant demonstrated that:

Girls and boys are the same should be treated equal and nurtured in the same way so that we cannot make female feel inferior, once male and female are nurtured in the same way this will help woman to study and progress their career (participant 18)

Broadening access to education for female was also mentioned as one of strategies to increase the number of female participation in academe. It was elaborated by one of the participants that:

First there is a need to ensure full and equal access to schooling. This can be done through programmes which empower women to work within their own communities to change social attitudes and gender stereotype. Girls must feel that they are not inferior and they can do what boys can do and even better (Participant 4)

Remove of patriarchal system in the societies were suggested by most of participants as the strategies to support career advancement of female academics. It was elaborated by one of the participants that:

The world is created into two groups; maleness and femaleness. Women are responsible for domestics' activities and treated like slaves. This has constructed ideas which divide male and female. Once this system is removed a girl will not feel inferior. We are born the same, duties should be divided equal. The only difference should be sex and not other issues (Participant 8)

4.5 Conclusion

Chapter four presented and analysed the data in relation to research questions. All participants expressed that intrinsic and extrinsic motivation, academic qualification; family and role model are the factors which encourage their career choice and

progression. It also revealed that family work conflict, lack of role model, gender and culture are among factors that discourage career progression of female academics. Lastly, the chapter ends with strategies which could be used to support career progression of female employees. Research and publication, hard work and commitment, team work and networking were cited by participants as strategies to support career progression of female academics.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter provides the discussion of the findings obtained. It illustrates why the findings are relevant to the research and relate the findings to theories and other researches carried out in other areas. The findings were discussed based on participants' attributes and the major results of the specific objectives.

5.1 Relationship between participants attributes and career progression

It was found that there was a relations between characteristics of the participant and results obtained as discussed below.

Motherhood and marriage are very closely related and linked to family responsibilities, which affects career progression of female academician. Female participants with children reported to have conflict between balancing career and family responsibilities which slow their career progression while single female academics did not get affected. However, the results are warning against the generalization that marriage in female academics slows career progression because not all married women have children and some women have children but not married. It was also noted that division of domestic responsibilities differ. Some men support their wives in domestic activities and some not. Some female academics received support in childbearing from their husbands which supports their career progression while others did not. On the other hand, unmarried participants postpone marriage and having children in fear that family responsibility may affect their career and they managed to reach higher ranks in academia. This result concurred with Raburu (2011) who found some female academicians in Kenya having postponed marriage for career advancement.

Contrarily, male participants who are married and have children in their career progression were not affected by family responsibilities. This result of relationship between marriage and career progression concurred with William (2017) who argued that having family for male may help to advance their career but for female may discourage career progression.

Participant's role in institution was found to have relationship with career progression. Some participants have dual career (academician and administrator) in the University while others not. Those who play role of leadership management and administration were found to be very busy hence lack much time for conducting research and publication. However, in the Open University most of administrative positions like HODs, deans of faculties are held by professors and doctors, some of Doctors are in Lecturer positions and they associated their slow career progression to senior positions to dual career responsibilities. This result on relationship between role played in institution and career progression aligned with Murniat (2012) who studied career progression of academics administrator in Public University in Indonesia and found many roles played to be affecting career progression of female academician.

Number of years a participant have (age) and worked (experience) in the organisation was also found to have relationship with their career progression. Participants with low age and experience found to be much affected with problem of lack of networking. They are also encountered with problems in securing scholarship for their training and development. Experienced academician (most aged from forties to sixties) especially male reported to enjoy opportunity for consultancies which build their career profile and hence further progression. Academic qualification and early achievements encouraged some of the participants to progress and reach senior positions at small age (some late thirties and forties) compared to their fellows who were employed together with almost the same age.

Results from documentary review and interview with University management implied that the relationship between occupation, faculties and career progression exist. Remarks from Management revealed that it is difficult to recruit staff for science Faculties even in lower levels because of the very limited number of graduates. There is slow career progression to science Faculties compared to non-science faculties. That means even those who are already employed in science faculties their progression is slow compared to non-science faculties based. The results concurred with reports of NBS (2017) on women employment.

Sex of participants was also found to have relationship with career progression. Female participants were found to experience many challenges in their progression compared to male. From documentary review male senior lecturers at OUT are four times as many compared with females. This gap was associated with factors which discourage career progression of female academics like traditional gender role as presented in Chapter four.

5.2 Factors that facilitate career progression of female academicians

According to the findings both intrinsic and extrinsic factors motivate career choice and progression of academicians. These results are similar to observations made by Raburu (2011) who studied experience of senior female academics in Kenyan context. Moreover, the findings concurred with stage one of Super's career development theory which made assumptions about female self-concept which determine the career choice and progression of an individual as discussed in chapter 2. Individual motivation is very important for an individual to progress.

According to the findings family support was one of the factors which facilitated career progression of female academic. These results are similar to that of Raburu (2011) who argued that family support and encouragement motivate women academics in their career journey. The role of both mothers and further in career achievements were seen in the findings which were also similar to the women studied by Rarieya (2007). Some family members act as role model and mentor who guide and motivate some of the participants to progress.

Other factor that contributes to female's career progression from the findings was mentoring. It was found that there was no formal mentoring in the University but informal mentoring does exist. This finding concurred with Gardiner (2007) who argued that mentoring in the organisation may exist but not necessarily be formal mentoring. Informal mentoring do exist where by senior staff can have work relationship with junior staff and assist them in developing skills for career. In a similar context, the results are concurred with Kamler and Rasheed (2006) who observed that for past decades traditional mentoring exist in many organisations. This help to provide support for junior staff. Moreover, from management

perspective data showed that mentoring should be done within faculties and department. This finding go hand in hand with Silver (2003) who observed that in University mentoring are practiced in faculty whereby senior staff help the junior staff to understand the culture of the organisation which have influence on career development. Thus mentoring either formal or informal contribute much to the career progression of female academics as it help junior to gain more experience from senior.

The existence of organisational support, policies and practice is another factor that accelerates female's career progression in this study. The findings showed that the organisation take affirmative action to have gender balance in the organisation. This finding concurred with the results of the study by Badjo and Dickson (2001) who observed that organisation that maintains culture that promotes gender balance is more likely to have higher representation of female in senior positions. Organisational and government policies are critical to achieving gender equity in the workplace and contributing to women's advancement. OUT has gender unit which is responsible for gender issues. The organization observes government policies like employment policy 2008 and women and gender development policy of 2000. This supports career progression of female academics. Although the above policies were created to increase equality at work, much remains to be done in terms of policy implementation and policy coverage

Training and development is factor found in this study to support career progression through scholarship award. Studying abroad helped some participant to progress their career which is similar to Raburu (2011) who clearly argued that studying abroad help female academicians to gain necessary career skills. This means that experience obtained during studying helped them to gain knowledge of research and publication which is most important for a person to be promoted as senior lecturers. In similar vein this study found that access to training opportunities is a challenge to many female academicians. This result is similar to Burke (2002), who discovered that among of the great challenges for female to climb the top positions is accessibility of training opportunities. The findings also discovered that training helped female academics to reach lecturer level and much effort is needed in publication to reach

senior levels. This result concurred with Tharenou (2001) who argued that training alone helps academician to progress to middle level only and much effort is needed to reach senior ranks. This is where the need for publications is seen for women to advance into senior positions. Training and development initiatives are crucial to female's development in organizations because they provide female with the skills, credentials, and knowledge they need to succeed in their jobs.

Culture belief and gender perception was last factor found to facilitate career progression of female academics. The finding revealed negative perception of society towards female ability helped them to study and work hard to prove the society wrong. The findings are similar to that of Raburu (2011) who observed that gender and culture issues helped to shape and built self-concepts of female academics which increase their successes. The issue of self concepts is also reflected in Super career development theory used in this study. Culture shape the way most people act and believe. This has impact on their career choices and progression.

5.3 Factors that discourage career progression of female academicians.

The study related challenges and barrier to the female academic career progression in to those factors that discourage their career advancement. These including family work conflict, traditional gender role, lack of mentoring and career counseling, limited opportunities and networking as discussed below.

Family work conflict was found as one of factors which discourage career progression of female academic in current study. The finding is in line with Williams (2017) who observed that family responsibilities and domestics' activities indeed decelerate career of female academician. The finding is also similar to White (2001), who argued the same. It further concurred with Raburu (2011) who found women to fail to balance between career responsibilities and family responsibilities. Problems of balancing work and family was supported by many researcher like Raddon (2002) and Luke (2001). Moreover, the results also agreed with Super career development theory stage two as discussed in chapter two. The results further indicate that even the single women did not escape from this as responsible for their parents and other

relatives. Balancing families and work seem to be more difficult for academics staffs that also play administrative positions like HODs and directors.

Lack of mentoring was also cited as factor which discourages career progression of female academicians in current study. This result concurred with that of Many (2000) who argued that lack of mentoring decelerate career progression of female academicians. It was also similar to study by Onsongo (2005) who observed the same. The results are further concurred with that of Kamau (2004) who discovered that lack of mentor contribute to make women out of senior circle. It is clearly emerged that lack of mentoring make the career journey difficult where by junior staff lack experience, awareness and strategies needed for career progression.

The study also found lack of role model as the factors which discourage career progression of female academics. This finding go hand in hand with that of Raburu(2011) who observed that lack of professional role model as one of the reasons why there was underrepresentation of women in senior positions. It is also similar to that of Morley (2006) who reported that slow career progression of female is attributed to lacking role models and negative attitudes towards women. Role models are very important to shape and motivate the behavior of the employees toward achieving career success.

Poor solidarity was found as the factor that discourages career progression of female academics. This is aligned with Raburu (2011) who observed that women do not support each other. In this study women who did not support their fellow were referred to *social men* which was similar in meaning to “*queen babito and queen bees*” the name given in other studies (Arment, 2004 and Luke, 2001).Lack of support and team work from colleagues especially women was further found by William (2017). The similar view was observed by Luke (2001) who argued that women do not support each other in career issues. From this perspective women who managed to get support from both male and female progress easy compared to those who does not. This factor based much on perceptions among women themselves where by women to women did not truth each other.

Lack of network was factor found to affects career progression of female academic to senior positions. The findings are similar to that of Raburu (2011) who observed that female lack networks that are the same as men has hence block their progression. Moreover, the finding concurred with Gardiner et al. (2007) where junior female academics reported to lack access of information relevance for their career advancement. Women need both male and female network which will help them to engage in many academics activities hence building strong academic profile.

Cultural beliefs and gender stereotype were other factors that discourage career progression of female academic to senior positions. The result concurred with Cubillo and Brown (2003) who found that in Africa, societies continue believing that women are created to support man and that work is additional things. The findings are also similar to Raburu (2011) who found that societal beliefs under value the capacity and abilities of women hence women were excluded in higher ranks positions. The result was also similar to Kamau (2004) who observed that female academic treated as if they are not party of University and their views in meeting are not valued. This discourages their participation hence failed to develop their career.

5.4 Strategies that could be used to support career progression of female academic to senior positions

Some of the career strategies found include publication and research, hard work, time management, establishment of women special program and team work (cooperation) and remove of patriarchal system in the societies. These strategies are both at individual level, organisational level and society's level as discussed below.

Research and publication was found to be very important for academician to reach senior positions. This is similar to Onsongo (2000) and Foster (2001). The finding also showed that research and publication help academics to build strong academics profile and networks. This result concurred with some of the previous research (Raburu, 2011; Bagilhole and White, 2003) who found that publication carry much weight for promotion into senior positions. Moreover, the findings showed that some women associate failure to publish and conduct good research to traditional gender role. This is similar to McCall et al. (2000) who associated poor performance of

female in publication to lack of time due to family responsibilities. Through research and publications different strategies could be used to meet that requirement. The most suggested strategy is co-author, collaboration with abroad and fund donations for research.

Working hard also was cited as the strategies for career progression. These findings concurred with that of Raburu (2011) who observed that working hard was very crucial for career progression of female academic who managed to excel to the senior positions. Under this domain of working hard and commitment different strategies were used. These include working up early and sleeping late. This was similar to the finding of Armenti et al. (2004). The other strategy expressed under this category of working hard and commitment was *multi-tasking* which is similar to that of Raddon (2002). Participants who managed to reach senior positions in this study claimed to work hard to reach their positions. Working hard alone is not enough if the person lack other support and strategies as discussed in this study.

Time management was also found to be an important strategy to reach senior positions. This result aligned with Murniati (2012) who studied about career progression of women in leadership position in Indonesia and observed that time management as one of the significant factors for career development. This result also concurred with that of Raburu (2011) who attribute success of female academics to time management. It is clear that time management is very important for career progress where by a person is required to dedicate much time to career issues than other personal issues.

Other important strategy found in this study was cooperation. This was unique factor where by both senior academics, management and junior staff insisted the need for cooperation to help junior staff to excel to senior positions. The finding implied that if academics cooperate will reduce the problem of mentoring and lack of confidence. This will increase female network in academics arena Cooperation and team work will help junior staff to publish under umbrella of senior staff who are well experienced in publication

Provision of special program for female academics was also rise as unique factors to support career progression of female academics in current study. Special programme will help to build capacity of women in research and publication. Special programme of encouraging women to get engaged in research training have proved effective in western countries as proposed by some of participants who study abroad. The findings suggest that we may use that strategy to help women to reach senior positions.

Other long term strategy found in this study was women empowerment. This was also a unique factor different from previous studies. It was clearly observed that, if patriarchal system is removed and treat female the same as male will help to increase the number of female academic and hence great chance for them to move to senior positions. Moreover, if gender stereotype is removed it will increase women access to education. To increase access to education means to increase number of female graduates hence the chance of female to be employed in academic increased.

5.4 Conclusion

This chapter provided discussion of the findings obtained. It has illustrated why the findings are relevant to the research objectives and relate the findings to other researches carried out in other areas. The findings were discussed based on participants' attributes and the major results of the specific objectives.

CHAPTER SIX

SUMMARY, CONCLUSION, RECOMMENDATIONS AND POLICY IMPLICATIONS

6.0 Introduction

This chapter present summary of the study. It also presents conclusion and recommendations of the study. Policy implications and area for further studies were further demonstrated.

6.1 Study summary

The major objective of the study was to investigate factors that affect career progression of female academics to senior positions in Public Universities a case study of OUT. Specifically, the study intended to answer three questions which are; what factors motivate career progression of female academic to senior positions, what factors discourage career progression of female academicians to senior positions and what strategies could be used to support career progression of female academics.

Twenty one (21) participants were selected randomly and purposively from senior positions (senior lecturers, associate professors and professors), junior positions (lecturers, assistant lectures and tutorial assistant) and University management (DVC office, human resource department and gender unit) to gain different perspective (male, female and management) and insight into factors affecting career progression of female academics to senior positions. Interview method for data collection was used to collect primary data and documentary review assisted in collecting secondary data. Thematic analysis was used in data analysis. The data was manually coded.

In first objective the researcher was eager to know factors that encourage female to pursue academic career and progress to senior positions. It was found that both internal and external motivation affect career choice and progress. Factors like organisational support, policies and practices were among the factors cited to have motivated the respondents in the present study towards joining, and progress in academe.

Under second objective the researcher was eager to know those factors that discourage female to progress to senior positions. The study related challenges and barrier to the female academic career progression in to those factors that hinder their career success. The findings revealed that family work conflict, culture and gender, lack of mentoring and role model, lack of self-confidence, limited opportunities and networking were factors that affect career progression of female academic to senior positions.

In third objective the researcher was eager to know the strategies that senior academic used to reach senior position that could help junior staff to reach the senior positions. The study found that research and publication, hard work, time management, team work and organisational support as strategies to reach senior position. Remove of patriarchal system and establishment of women special program are proposed by participants as the means to support career progression of female academic to senior positions.

6.2 General Conclusion of the study

The poor presentation of female academics in senior positions in universities is still a big mount to climb by the public universities as they faced many challenges in moving up to higher ranks. The current studies discover that female academic are still hampered by culture and gender problems in moving up. The traditional gender roles as mother, wife and other domestic responsibilities affect much career advancement. Therefore, for the successful representation of female in senior positions, the identified factors which hamper their career progression and suggested possible measures for encountering challenges of underrepresentation have to be taken into consideration as a cornerstone to improve representation of senior female academics in Public Universities.

6.3 Recommendations

It clearly emerged from present study that underrepresentation of women academics in senior positions is a huge problem. Factors which drag back the career progression of female academics should be taken into consideration to support their career in short term and long term run. The present study recommends the following.

(a) For Top management and human resource department

- (i) HRD should create specific training and development opportunities tailored to female's needs. HRD should also create more effective career planning programs, mentoring and networking opportunities that respond to female's needs. This can be accomplished through assessment and analysis of needs, listening to female's aspirations and goals, assisting employers with establishing goals, committing to specific plans, and holding management accountable for the changes implemented.
- (ii) Top management should create supportive working environment for female. The study believe that, if organizations are sensitized to the needs and benefits of family-work life balance initiatives, it is more likely that female's and workers' needs in general will be addressed.
- (iii) Top management should put in place career development policy and work diversity policy. Thus, organizations must recognize that women and other minority groups should be valued and utilized. HRD professionals can help organizations be more competitive by helping them foster diversity initiatives that are inclusive to each employee.

(b) For society

Societies should remove patriarchal system in daily life. Female and male should be treated fairly in every aspect of life and different should be seen only in sex. Education and awareness concern gender issues should be given to the community to support girls. This will help in long run to reduce underrepresentation of female in senior ranks.

(c) For Government

Government should increase access to education and employment opportunities for female. This will help to increase number of female in labour market hence improve female representation in the organization.

6.4 Policy Implications

The findings imply that despite the Government of Tanzania recognizes that women participation in every sectors are important for poverty reduction and sustainable development still there are under representation of female staff in public Universities. Despite the fact that, Universities are expected to be far ahead in gender issues because are the ones who taught about, the finding imply that this is not yet to happen as the gap between the number of female academics and male academics especially in senior position is very huge.

The findings also imply that although the country has Employment policy of 2008 and Women and Gender policy of 2000 supported by Universities policies and practice still the problem of underrepresentation exist. This implies that there is a need to have career development policy which will support career advancement of female academic.

The findings on other hand imply that there is a need of review of policies and have new mechanism of implementing those policies. The policies like promotion policy should also consider that women played multiple roles in societies which may affect their career development. The same things should be considered in performance and assessment criteria. These imply that some reforms are needed in policies.

6.5 Limitations of the study and areas for further studies

The current study suffered from some limitations which paved way for further researches to be conducted:

First, the study used qualitative approach which provides explanations from the realm of individual consciousness and subjectivity, thus the findings of this study cannot be generalised to all academic staff.

Secondly, the study was a single case conducted at only one University out of many in the public sectors; this means that information was gathered from few areas that cannot be easily generalised as the ideas of all Universities of the public sectors.

It appeared to the researcher that it is worthwhile for other researchers to use other designs as survey study design to conduct research that will cover large areas and

uses many participants for the generalisation of the findings. A similar study also can be done in private universities to see if the same factors appear to female academic as it is reported in public universities.

Further research on female career could be undertaken in specific areas of conflicts like work and family, dual career, university cultures, and mentoring.

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APPENDICES

INTERVIEW PROTOCOL

TITLE OF THE STUDY: *Factors affecting career progression of female academics to senior positions in public universities. A case of OUT.*

GENERAL INFORMATION OF PARTICIPANT

Job position.....

Academic qualification

Faculty/ Department.....

Age.....

Sex.....

Marital status.....

Experience.....

I. INTRODUCTION SECTION

1. Major purpose of the study

To investigate factors affecting career progression of female academics to senior positions

2. Specific Objective of the study

- i. To identify factors that motivate career progression of female academics to senior positions
- ii. To examine factors that hinder career progression of female academics to senior positions
- iii. To find out strategies that could be used to support career progression of female academics to senior positions.

3. Use of information

The information obtained for this study will be used only for academic purpose.

Ethical and confidentiality would highly observe.

AN INTERVIEW GUIDE FOR SENIOR ACADEMIC:

QUESTION ONE

What motivated/inspired you towards academia?

Tell the stories of how you got here

QUESTION TWO

What motivated your career advancement to senior position?

How organisation support your journey? /scholarship? publication? Challenging assignments?

Tell me about the contribution of role model /mentor/family in your career achievement

QUESTION THREE

What has made this a difficult journey? / What factors discourage you toward reaching your current positions?

How you balance between career activities and family responsibilities?

How organisation culture and practice affected your career progression? Any gender discrimination which discourage you? Tell me more about the scenario

Tell me how did you overcome barriers toward reaching your senior positions?

QUESTION FOUR

Why there is slow career progression of female academic compared to male counterpart?

What strategies should be used to support career progression of female academic to senior positions?

Why hardworking and commitment should be used as strategies for female academic to reach senior positions?

How do you support female academic to reach senior positions?

AN INTERVIEW GUIDE FOR LECTURE, ASS-LECTURE AND TUTORIA.ASSISTANT:

QUESTION ONE

What motivated/inspired you towards academia?

How long do you think you will reach senior position? Why do you think so?

QUESTION TWO

What factors encourage you to reach senior positions?

How organisations support you to reach senior positions? / Any career counseling/scholarship?

How an organisation engages you in challenging job? Tell me why this will contribute to your career advancement

Tell me more about other support you wish to receive to support you to reach senior positions.

QUESTION THREE

What factors you think makes this a difficult journey? Why you think so?

How do you balance work and family responsibilities?

How organisation culture and practices affect your career advancement? Any gender discrimination?/ unsupportive policy?

QUESTION FOUR

What strategies will you use to reach senior positions?

How hardworking and commitment will help you to reach senior positions.

What is your advice to reduce the problem of having fewer female senior academics in Universities?

AN INTERVIEW GUIDE FOR UNIVERSITY MANAGEMENT:

QUESTION ONE.

How often do you involve in career planning and development for academic staff?

What is your perception on career progression of female academic?

Why there is slow career progression of female academics compared to male counterpart?

Why University have fewer senior female academics?

QUESTION TWO

What inspired career progression of female academics?

How University support career progression of female academics?

How organisation policy, culture and practice motivate career progression of female academic to senior positions

How career counseling are practiced to support career progression of female academics

QUESTION THREE

What discourage career progression of female academics?

How family responsibilities affect career progression of female academics?

Tell me more about barriers that hinder female academic to reach senior positions

What strategies should be used to overcome those barriers and support career progression of female academics?

IV. CLOSING SECTION

Thanks giving

Receive any cement from interviewee.

Appendix II

PARTICIPANT CONSENT FORM

I am looking your consent to interview you and get your view concern factors affecting career progression of female academics to senior positions in Public Universities. I would also like to record the interview to keep time. After analyzing of data will be given a chance to comment of my analysis if you wish. I will also make available the whole thesis in case you want to read. During the process the following will be observed.

1. The participation in this study is voluntary and no any payment will be offered. You're free to participant or not to participant.
2. The researcher will maintain the confidentiality by not expose the data to other parties and your identity will be hidden.
3. Data will be protected and all recorded interview will be deleted soon after data analysis.

If you are agreeing to take part in this study fill the gap below.

I have read the consent form and understand that;

Interview will be recorded by Elias Adolf Tarimo

Any information I will provide will remain confidential

I understand that I am free to participant or not.

Name.....

Position.....

Tel.....

Please return this form before the day of interview

Appendix III

RESEARCH DESCRIPTION

Researcher: Elias Adolf Tarimo, an Msc.HRM candidate at Mzumbe University, Morogoro.

Email: eliasadolf10@gmail.com

Tel: 0714 555 195

FACTORS AFFECTING CAREER PROGRESSION OF FEMALE ACADEMICS TO SENIOR POSITIONS IN PUBLIC UNIVERSITIES:A CASE OF OUT

I think it is important for you to know the objective of this study before your participation. The major objective of this study is to investigate factors that affecting career progression of female academic to senior positions.

I would like to interview senior staff, junior staff and top management concern their experience on factors which affect career progression of female academics to senior positions.

I would like gain insight about your career journey. The interview will take about 30 minutes to one hour. I asking your permission in advance to tape record our conversation. The recorded data will the transcribed

Ethical guidelines

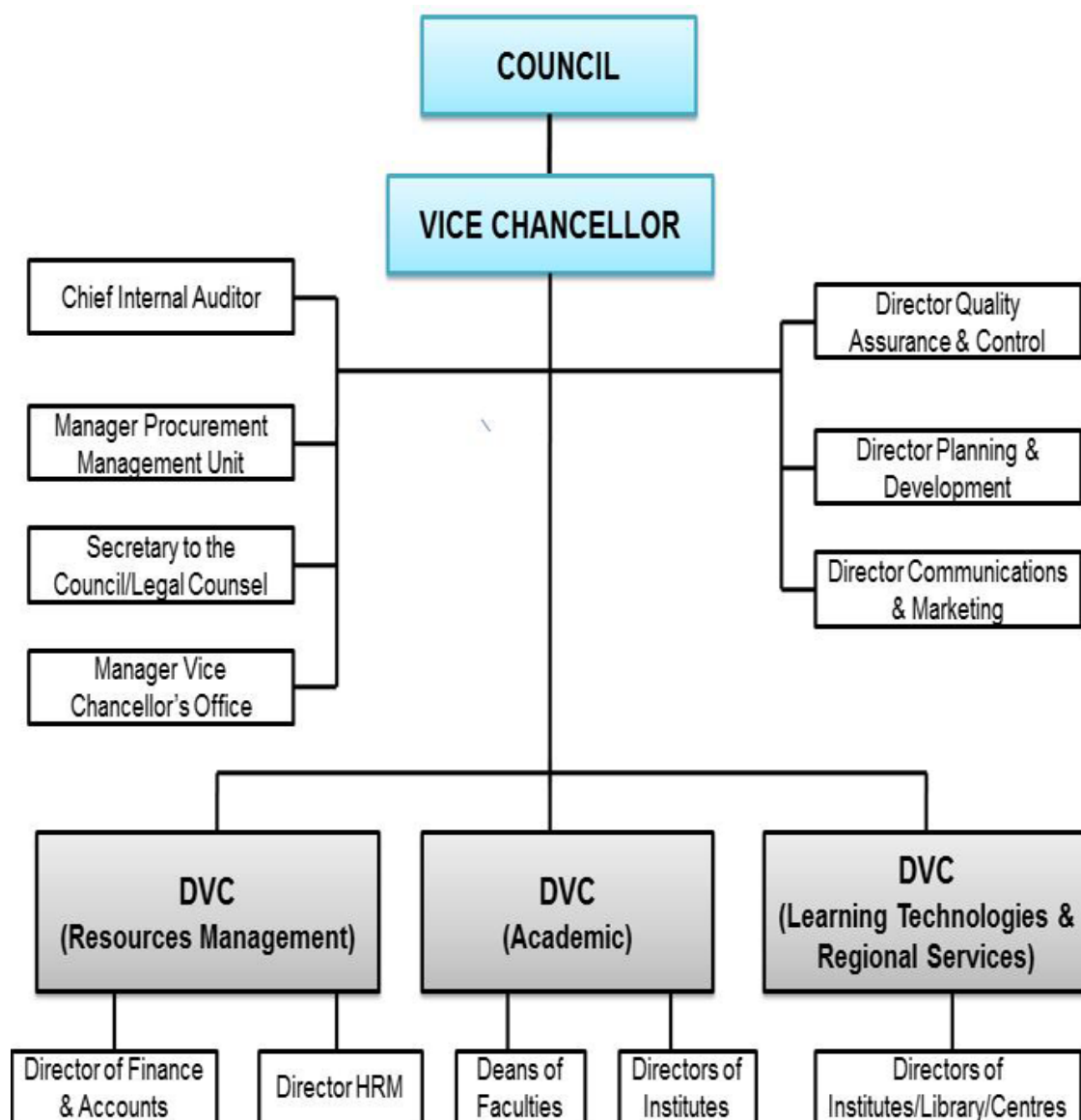
- ❖ The recorded interview will be used only for academic purpose and I will be the only person to access. The audio will be deleted after analysis.
- ❖ Your name, positions will be anonumised to hide your identity.
- ❖ Any reference concern your identity will be amended to hide your identity.
- ❖ The interview will observe and respect your time.

Thank you.

Elias Adolf Tarimo.

APPENDIX IV

ORGANISATION STRUCTURE OF OPEN UNIVERSITY OF TANZANIA





**MZUMBE UNIVERSITY
(CHUO KIKUU MZUMBE)**

OFFICE OF THE DEPUTY VICE CHANCELLOR (ACADEMICS)

E-mail: info@mzumbe.ac.tz Tel: +255 (0)22 2941011 Fax: +255 (0)22 2941214 Cell: +255 978401009 Web: www.mzumbe.ac.tz	2019 Jan 1 Dar es Salaam TANZANIA
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Ref. No. MU/DPGS/INT/38/Vol. IV

Date: 25th January, 2019

TO WHOM IT MAY CONCERN

RE: INTRODUCTION OF MR. ELIAS ADOLF TARIMO

The bearer of this letter Mr. Elias Adolf Tarimo whose registration number is 14411043/T.17 is a postgraduate student at our University (Mzumbe University) pursuing **Masters of Science in Human Resource Management (MSc. HRM)**. As part of requirements for completion of his studies, he is collecting information on: **Factors Affecting career progression of Female Academics to senior positions in Public Universities: A Case Study of Open University of Tanzania**.

This letter serves to achieve three purposes. Firstly, to introduce him to you, secondly, to request you to grant him permission to undertake the mentioned research at your Institute/organization, and thirdly to request you to facilitate any form of assistance he might need in order to successfully pursue this noble exercise at your organization/institute. We can assure you that this activity is entirely for academic and will never be used for any other purposes.

We trust that you will accord our student with necessary assistance.

Sincerely yours,


Dr. Harun Mapesa (PhD)
For: DEPUTY VICE CHANCELLOR (Academics)

QUOTATION OF REF. NO IS ESSENTIAL

THE OPEN UNIVERSITY OF TANZANIA
Directorate of Research, Publications and Innovation

P.O. Box 23409
Dar Es Salaam
<http://www.out.ac.tz>



Tel : 1255-22 2668992/2668445
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ext.
Email: drp@out.ac.tz

Ref. No. OUT/DRP/RC/25/2018

Date: 29th January, 2019

DIIRM
The Open University of Tanzania,
P.O. Box 23409,
DAR ES SALAAM

Dear Sir/ Madam,

RE: RESEARCH CLEARANCE AND DATA COLLECTION

This letter is written to allow **Mr. Elias Adolf Tarimo** from Mzumbe University to collect data at The Open University of Tanzania, and write a report as a partial fulfilment for the award of for Masters of Science in Human Resource Management (MSc. HRM) at Mzumbe University.

His research title is "*Factors Affecting career progression of Female Academics to senior positions in public University*"

It is my hope that Mr. Elias will be accorded the necessary cooperation in relevant departments.

Yours Sincerely,


Prof. Emmanuel Kigadye
Director Research and Publication

cc DCV-Academic OUT
DVC-RM OUT
DFBM

